



# Handbook

for professionals

Empowering girls in Residential Care



EMPOWERING  
CARE





# Handbook

## for professionals

Empowering girls in Residential Care



EMPOWERING  
CARE

This publication is a product of the project Empowering Care. Empowering girls in residential care against violence against women (JUST/2012/DAP/AG/3078) co-funded by the European Commission under the Daphne III programme 2007-2013. This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Funded by the European Union

The project was **coordinated** by:

SURT. Women's Foundation, Spain

The project **partnership** was formed by:

- Animus Association Foundation, Bulgaria
- Mediterranean Institute of Gender Studies, Cyprus
- Tampep Onlus Association, Italy
- WGS- University of Oulu, Finland

More information about the project can be found at:

[www.empoweringcare.eu](http://www.empoweringcare.eu)



This work is licensed under a [Creative Commons Attribution-Non commercial License 3.0 Unported](https://creativecommons.org/licenses/by-nc-nd/3.0/)

# INDEX

<b>I INTRODUCTION .....</b>	<b>5</b>
<b>II. CONCEPTUAL FRAMEWORK .....</b>	<b>7</b>
1. WHAT DOES THE PROGRAMME AIM TO ACHIEVE? .....	7
2. GETTING TO KNOW GIRLS LIVING IN RESIDENTIAL CARE INSTITUTIONS .....	8
3. THE WAY TOWARDS EMPOWERMENT .....	10
3.1 Clarifying what empowerment is .....	11
3.2 Competence-based approach: a methodology to reach empowerment .....	12
3.3 Brief theoretical insights to keep in mind: human rights, gender and interculturality .....	14
4. THE ROLE OF THE PROFESSIONAL IN THE EMPOWERMENT PROCESS .....	17
4.1 What should the competences of a facilitator be? .....	17
4.2 Principles and values of facilitation .....	18
4.3 Tips for professionals .....	21
<b>III. EMPOWERING CARE PROGRAMME .....</b>	<b>24</b>
1. SUMMARY OF THE ACTIVITIES .....	24
2. SECTIONS AND ACTIVITIES .....	30
<b>III. ANNEX: WORKSHEETS .....</b>	<b>98</b>
<b>III. BIBLIOGRAPHY .....</b>	<b>130</b>



# I INTRODUCTION

Young girl in residential care under the legal responsibility of public authorities are an extremely vulnerable group, where multiple risk factors of violence (gender, age, parental neglect and reclusion) intersect. There is evidence that high numbers of these girls have experienced violence and abuse, which seriously damage their wellbeing and self-confidence. In parallel, traditional gender roles have shown to be pervasive among them, which also facilitates that some of them become involved in unequal and even violent sexual and affective relationships. All these elements, if not dealt properly, may lead to further violence against young girls at a critical stage of their sexual and affective development.

In this context, **Empowering girls in residential care against violence against women**, a 2 years European project funded by the Daphne III Programme of the European Commission, aimed at increasing knowledge on the prevalence and characteristics of experiences of violence and abuse against girls aged 14-18 in residential care and under the legal responsibility of public authorities in 5 EU Member States: Bulgaria, Cyprus, Finland, Italy and Catalonia/Spain. On the other hand, it also aimed at empowering young girls in residential care to protect and prevent themselves and their peers from violence and promote equitable sexual and affective relationships.

The Handbook for professionals intends to provide a conceptual framework, guidelines and group activities to carry out empowerment programs with girls in residential care centres.

The Handbook is organised in 2 parts:

The first part, '**Conceptual framework**', defines the aims of the empowerment programme, the main characteristics of the target group, the suggested methodology and approach to foster empowerment of young girls and the role of the professionals in the empowerment process.

The second part, '**Empowering Care programme**' provides the activities to carry out the empowerment programme with the young girls. The programme is organised in the following 8 sections: Get started, Involving girls in gender equality, Sexual and reproductive rights, Gender based violence and violence against women and girls, Identity, Self image and self-evaluation, Social relations, Emotional competences, and Wrap-up and evaluation.

Each section contains a description of the objectives, a conceptual introduction to the topic, tips for professionals and a description of the activities suggested.

It is important to state that the activities are organised under specific sections but they are not thought to be applied necessarily in this chronological way. The collection of activities is thought to be flexible to be adjusted to the needs and characteristics of each group of girls without the need to follow this specific order. All in all, the Handbook provides 40 activities.

At the end of the Handbook an annex is included, which provides the Worksheets needed for some activities. The last chapter of the Handbook contains the bibliography.

We hope that this Handbook is helpful for professionals in their support of young girls in residential care in the process towards empowerment and a life free of violence.





## II CONCEPTUAL FRAMEWORK

### 1. WHAT DOES THE PROGRAMME AIM TO ACHIEVE?

By the nature of the care homes, all young girls arrive in residential care homes with a difficult and invariably traumatic experience which in many cases includes some form of physical and/or sexual violence and/or neglect. As stated in the Comparative research of the Empowering Care project, the great majority of the girls share some common elements such as having suffered violence (psychological, physical and/or sexual) and/or having been neglected by their family. The psychological impact of the violence experiences, as well as the stress and trauma of leaving a family unit for a care home can often be overlooked in an effort to deal with the 'here and now' and practical issues of daily life of the centres.

**Can you remember a violent situation you've been in?** Yes ... lots. **What kinds?** All sorts. If I came here to the centre it was because of that. I'm one of those who've experienced it at first hand ... I don't know, that my mother came home one day and next thing she was hitting me, she grabbed me and threw me and knocked me out, you know? – **Girl**, 13 years old<sup>1</sup>

This empowering programme is designed to provide resources to professionals working in residential care institution so that they are able to help young girls to break the cycle of violence they came from and encourage them to search for new and different choices in their own adult lives.

With this aim in mind, the general objective of the programme is to promote a process of **development** of emotional competences and personal empowerment of girls living in residential care institutions. The intention is to **raise girls' awareness** about their rights, rights that safeguard their safety, development and general wellbeing within an overall aim of promoting the **recognition** of self-authority and self-confidence to achieve their own purposes and life expectations.

The **specific objectives** of the programme are:

1. To support girls' empowerment by providing them with tools for gaining autonomy and self-authority so they become able to define realistic and desirable life expectations and hence to take control of their own lives.
2. To raise awareness of girls in terms of gender equality and to enable them to explore the impact that rigid gender norms have on their own identities, behaviours and life's expectations.
3. To improve young girls' knowledge and understanding of the nature of violence against women and girls in terms of causes, consequences and impacts. The intention is that the young women become more able to protect themselves and improve their capacity to engage in positive relationships based on gender equality.

### 2. GETTING TO KNOW GIRLS LIVING IN RESIDENTIAL CARE INSTITUTIONS

Multiple factors such as gender, age, parental neglect, stigma and reclusion intersect in the lives of the girls living in residential care. Due to that, they are an extremely vulnerable and invisible group that often experience situations of marginalisation and social exclusion.

Girls living in residential care are really diverse and it is impossible to define a common unique profile. However, there are some relevant common elements that could be pointed out in order to get to know them a little bit better. Below those common elements that emerged from the research are briefly presented and described:

---

<sup>1</sup> These quotes are extracted from the research carried out in the framework of the Empowering Care project. More information on this activity can be found in here: <http://www.empoweringcare.eu/products/>

- **Social relations:** The results of the research showed a great diversity of situations in terms of social relations of the girls. Most of them shared that it had been difficult (in most of the cases impossible) to keep the social network they might have had before entering the centre and that they had made new friends. Some of them expressed that they had a group of friends with which they could rely on, whereas some others said that they did not have friends. Regarding the relations that the girls established with their peers, most of them expressed that they had a positive relation with their housemates. But in any case, the research findings confirmed the importance of peers during adolescence and the need to work with the girls on issues related to peer pressure and personal and social identity.

**What was most difficult thing when you entered?** Leaving everything behind. I had to leave school, my friends, everything ... – **Girl**, 14 years old.

- **Family ties:** Again, the realities of the girls responded to a myriad of situations and girls came from diverse kinds of families and had lived diverse family related experiences. However, in most of the cases, the girls were in the centres due to having experienced violence and/or neglect within their own home. In terms of the current relation that the girls had with their families, some of them had regular contact with family members, whereas other girls had only spontaneous contact while some others had not contact at all. The research reaffirmed that the girls living in residential care institutions have controversial relations with their families and that there is a need to ensure that the programme addresses family relations with consideration and attentiveness.

**And do you have any contact with anyone else in your family?** No. I don't see my father at all, I haven't got any grandparents and my mother died. There are some uncles and aunts on my mother's side who live here but I don't see them. [...] I've also got an uncle on my dad's side, but my dad didn't get on well with him and I don't see him either. **Girl**– 16 years old.

- **Intimate partnership relations:** Most of the girls that participated in the research had or had had a partner. In most of the cases, those relations were not healthy love relations and were based on romantic love myths, meaning that, for example, control and jealousy were understood as signs of love. In some cases, girls were involved in violent partner relationships. Therefore, the research findings put on the table the need to work specifically, and more exhaustively, on promoting equal partner relationships and the prevention of gender-based violence.

**Do you think jealousy can be a demonstration of love?** A little. Sometimes. **When?** I don't know. For a guy to tell me something and get a bit jealous is OK. That kind of means I matter to him. – **Girl**, 15 years old.

- **Girls' perceptions of gender roles and stereotypes:** Most of the girls who participated in the research reproduced traditional gender roles and stereotypes, which contribute to the perpetuation of inequalities in the distribution of resources and opportunities between men and women. In this sense, some girls ensured that boys were stronger, naturally more aggressive than girls, as well as more easy going than girls. Moreover, they also claimed that girls were much more complicated and that their lives were more complex and difficult compared to boys' lives. Some other girls described the housework and raising the children as essentially female tasks. Some of the girls ensured that girls are more passionate and more emotional than boys or that, at least, boys do not demonstrate their emotional part as much as girls do.

The results of the research put on the table the need to challenge gender norms and stereotypes and foster critical thinking among the girls in order to raise awareness in terms of gender equality.

Parents are always afraid that something might happen to girls in the street, at night. A man knows how to defend himself. A woman is weaker, if three guys come to hurt her, what can the girl do? On the other hand the guy can fight or something... **Girl**, 14 years old.

- **Experiences of violence:** The majority of girls living in residential care had suffered violence before entering the centre. Some of the girls lived through one story of violence and others had been victims (and survivors) of different situations of violence. In most of the cases, violence had been exerted by a family member or by somebody they knew. It is precisely the fact that the perpetrator was a family member or somebody known which generated more confusion, disorientation and distress among the girls. In some cases there was a normalisation of the violence suffered and it was not recognised as such. In other cases, the girls did identify the violence experienced and were able to narrate it.

The impacts of having suffered violence were strong and diverse among the girls. Most of the girls had psychological consequences as well as relational problems due to the violence and the trauma experienced. All girls, of course, wished that they had not experienced violence in their lives. However, most of them ensured that having been through such hard and serious experiences had made them stronger and able to overcome any further obstacle that they may encounter in their life. In this sense, even the emotional fragility in which most of the girls find and have found themselves, they all had developed resilience strategies that allowed them to survive and have a new life to live.

As the research results confirmed that violence experiences had devastating effects on girls' lives, during the programme it is important work on issues related to violence, to not revictimising girls and to provide them with tools and strategies so that girls become more able to protect themselves.

### 3. THE WAY TOWARDS EMPOWERMENT

As stated above, the final aim of the programme is to provide girls living in residential care institutions with tools to empower themselves. But what does empowerment exactly mean? How can empowerment be achieved?

#### 3.1 Clarifying what empowerment is

There are several considerations that need to be taken into account when talking about empowerment:

**a) Empowerment needs to be understood as a process rather than as an end.** Empowerment should be considered as a journey that it is built as people go through it, and the journey itself is as valuable as the final aim.

**b) There is not a unique definition of empowerment.** There are several ways to approach the concept. The Empowering Care project takes a feminist perspective towards empowerment and understands it as the process through which women become conscious of their personal, private and public subordination, of their rights and of the need to transform the situation and establish new power relations among people<sup>1</sup>.

<sup>1</sup> Feminists started to use actively the term "empowerment" in the mid-1980s, although the term itself was first used in in the 1960s in the Civil Rights Movement in the United States. The concept is also in line with the consciousness-raising groups of Second Wave Western feminisms, which started in the mid-1960s (Sardenberg, 2008). A feminist vision of empowerment based on collective action was formulated by Gita Sen and Caren Grown, in their document Development, Crisis, and Alternative Visions which was distributed by DAWN (Development Alternatives for a New Era) at workshops in the NGO Forum in Nairobi that was held during the Third World Conference on Women in 1985. In this sense, as Batliwala claims (1994), the feminist concept of "empowerment" can be considered as a contribution from the so-called 'Third World' feminisms, as an attempts to articulate feminist thinking with the principles of popular education. For a bibliography on empowerment, see BRIDGE annotated bibliography (2006) available at:

[http://www.bridge.ids.ac.uk/reports/bb14women\\_empowerment.pdf](http://www.bridge.ids.ac.uk/reports/bb14women_empowerment.pdf)

Women's empowerment is the increased capacity/ability to question, challenge and eventually transform unfavourable gendered power relations often legitimated. Empowerment needs to be understood as women's capacity to think as free agents and be able to make autonomous decision that transform uneven power relations.

Women's empowerment is also about developing the consciousness of having the right to have rights, and to recognise one's self-authority and self-confidence to achieve one's own purposes. Self-authority is generated when women develop self-confidence, subjective security and legitimacy to be who they are and to exist. Empowerment is a process by which women begin making decisions and having control over matters which are important in their lives and are able to carry them out. Empowerment is a multidimensional and interdependent process that enables women to participate meaningfully in shaping their own futures. Women's empowerment is a constant exercise of freedom.

**c) Power matters.** Power is at the core of the conceptualisation of empowerment. Empowerment deals with the idea that people can expand their power, both at individual and collective level.

It is worth saying that feminist perspective on empowerment chooses to focus on a different understanding of power. Instead of understanding it in terms of an oppressive or unjust power-over relationship, it is understood as a power-to, i.e. the capacity to transform oneself, others, and the world.

Having this in mind, it is not possible to de-link empowerment processes from existing power relations and from the need of restructuring relations of power between men and women. Thus, from a feminist perspective the major objective of women's empowerment is to question, destabilise and eventually transform the gender order of patriarchal domination.

**d) Empowerment is not something that can be provided by a third person.** The empowerment process starts from within, as an individual process of raising consciousness on gender power relations and on the need of establishing an own agency. However, external agents are crucial, providing an important contribution to stimulate and support the entire process.

The role of external agents as facilitators of the empowering process is well explained in a Batliwala's book (2014) through a quotation from women's leader of a rural zone "(...) don't tell us what to do to change our lives but share your knowledge and skills so we can figure out how to do it (...). And when we find the path we wish to tread, first, walk in front of us, then, when we are stronger, walk beside us, and finally, when we are truly strong, walk behind us, so that if we should stumble and fall, you will be there to help us get up and walk again.

### 3.2 Competence-based approach: a methodology to reach empowerment

The empowerment process may take different forms and might be facilitated using several methodologies. In the framework of Empowering Care, the proposed methodology is based on a competence-based approach.

Competences are a set of knowledge, skills, behaviours and attitudes that enable people to cope with the complexity of the world. They constitute a set of resources that each individual has as a result of his/her life experience and that mobilises in a certain way when facing any particular situation. Competences are developed in specific situations and, once identified, can be transferred to different contexts.

I've acquired a characteristic, and now I'm stronger, I feel I am stronger. [...] With what has happened to me, I've learned to be stronger and not crumble if things happen. This has happened to me and it's now ... something worse that could happen to me? I don't know, well, my whole family dying ... I can't think of anything else that could make me suffer more. – **Girl**, 16 years old.

Competence-based approach is based on a constructivist competence development model that allows identifying, transferring and experimenting the resources that each individual has as a result of her/his experiences. Within this model to learn consists in building meaning and attributing significance to the new learning on the bases of each own personal experience and previous knowledge. In order to ensure that the new learning is indeed meaningful, it is necessary to establish links between what it is being learnt, what it is already known and the context where the learning process is taking place.

The whole process of identifying, transferring and experimenting is an awareness process throughout which unconscious competences become conscious. During the process, the person builds up and develops her/his competences, especially emotional competences. Goleman (1995) defined emotional competences as the learned capacity, thus not innate, based on a set of abilities or potentialities, such as: awareness and self-control, motivation, empathy of interpersonal skills. These abilities and potentialities develop two main typologies of competences: personal competences, that determine how we manage ourselves, and social competences, that determine how we handle relations.

In parallel to the identification and development of the emotional competences and, in fact, as a direct consequence of this process, a dynamic of personal empowerment starts. Recovering resources and valuing them as positive assets is a fundamental condition for women's empowerment.

The empowerment process can be explained as the interrelation of 3 different phases:



**1. Exploration and identification:** during this first phase girls explore and think over their own (past and present) life as well as the social, political, economic and cultural context they live in. During this exploration phase, girls may already become aware and identify their own competences and resources.

**2. Recovery, building up and transferring phase:** in this phase girls identify and recover the already existing competences and, when possible, develop new ones. In order to ensure that this process is meaningful, it is necessary that women establish links between what is being learnt, what was already known, the context where the learning/empowerment process is taking place and the other context and situation where the recovered and the newly developed competences may be transferred. Key emotional competences that may be recovered and/or developed during the empowerment process are, for instance, assertive communication, problem-solving, autonomy and self-esteem.

**3. Projecting and making decisions phase:** in this phase girls project themselves and their live expectations in the future and, on the bases of the competences recovered and gained, make autonomous decisions on matters which are important. Girls become active agents in shaping their own future.

The empowerment process is dynamic and it is permanently repeated. The phases may start over and over again and may take place simultaneously.

### 3.3 Brief theoretical insights to keep in mind: human rights, gender and interculturality

Human rights perspective, intercultural perspective and gender perspective are the 3 main theoretical standing points of the empowerment programme. The 3 perspective are in constant interrelation and dependency. That is to say that one has not value without the other two. For example, it is impossible to talk about human rights perspective if gender and intercultural approaches are not taken into account. But what does each of these perspectives mean?

#### a) Human women rights perspective

Human rights are commonly understood as inalienable fundamental rights to which a person is inherently entitled simply because s/he is a human being. Human rights are thus conceived as **universal** (applicable everywhere) and **egalitarian** (the same for everyone). In order to ensure that indeed human rights are applied everywhere and to everybody, a culture of human rights needs to be fostered.

Empowering Care project stands from the position that women's rights are human rights. This statement could be considered an obvious remark. However, it is a revolutionary notion with great transformative potential since allows to consider gender-based discrimination as a human rights violation.

Girls living in residential care institutions are, obviously, entitled to human rights<sup>2</sup>. However, as identified by the results of the Empowering Care research, girls' human rights were already been violated on several occasions during their short lives before entering the residential care home. Yet, in some cases, girls themselves did not recognise their experiences as being ones of violence or discrimination and even less so as a violation of their human rights.

The Empowering Care programme seeks to empower girls living in residential care institutions by:

- Raising awareness about girls' human rights
- Strengthening girls' respect for human rights
- Developing girls' sense of individual self-respect and respect for others

---

<sup>2</sup> They rights are specifically recognised under the UN Convention on the Rights of the Child (1989) and the UN Convention on the Elimination of All Forms of Discrimination against Women (1979).

- Raising awareness towards gender equality
- Promoting a notion of sexual rights as a control over their own sexuality, in a pleasurable, healthy and safe way
- Promoting respect, understanding and appreciation of cultural diversity

## **b) Gender perspective**

While sex refers to the biological and physiological characteristics that define men and women, gender refers to the socially constructed roles, behaviours, activities and attributes that society considers appropriate for men and women.

Everybody is gendered, that is, everybody lives to a large extent through an identity as "man" or "woman"<sup>3</sup>. And that is done by reflecting on roles people play socially that involve expectations of masculinity and femininity, and living sexuality that shapes one's own relations to others while being judged according to prevailing ideas in societies. Gender is something that is there from the moment that parents find out the baby's sex and start to have differential expectations regarding their baby boy or baby girl, to the types of speeches friends will make at her/his funerals. However, gendered identities are not static. They change according to one's own experiences, the contexts people live in, as well as the power people have and the desire people feel.

Since gender is over present in all spheres of lives of a person and in all aspects of the society, gender perspective is essentially required. To apply a gender perspective is to consider gender, to question social expectations, prejudices and stereotypes, as well as forms and relations of power and privilege that structure society and that, in the great majority of cases, benefit men and discriminate women.

The reality of girls leaving in residential care institutions is also gendered. That is to say that the lives of the girls, their past experiences, future expectations, as well as their daily live in the centres, are modulated and influenced by gender social norms and power relations.

Then, gender power relations need to be taken into account when designing and implementing the empowerment programme, not only by providing knowledge about gender issues, but also offering alternatives to question and transform gender inequalities. In this sense, from a gender perspective, the Empowering Care programme aims at:

- Enabling girls to gain understanding on how gender is socially constructed and how it operates structuring society
- Supporting girls' self-reflection and self-awareness to explore the impact that rigid gender norms and gender stereotypes have on their own identities, behaviours and life expectation.
- Enabling girls to develop understanding and skills necessary to challenge traditional gender roles and power relations, and to build alternative and healthier social relations.

## **c) Intercultural perspective**

Every society is influenced by its culture and its cultural norms, which affect and build social relations in a certain way. Moreover, each society creates and operates with certain cultural stereotypes, in other words, with simplified and standardised conceptions or images invested with special meaning and held in common by member of a community. The fact that diverse societies coexist leads to the interaction of diverse cultures and diverse cultural norms, as well as the coexistence of different understandings concerning social relations and social communication.

The Empowering Care project adopts an intercultural perspective. Interculturality means not only that different cultures

---

<sup>3</sup> It is important to state that some people do not identify themselves as either man or women, as could be the case for some intersex, transsexual or transgender.

coexist, but also that they build up a constructive, interactive, mutual and supportive relation. Interculturality is about a cooperative relation among people from different cultures that indeed want to cooperate and live together while being able to keep their own cultural original identity/ies. Interculturality is about what cultures have in common, rather than cultural differences and dissimilarities.

Intercultural perspective means to consider cultural interactions and to question cultural prejudices and stereotypes, as well as existing forms and relations of power and privilege among cultures that structure society. Moreover, interculturality allows to analyse other cultures from one's own cultural patterns. Interculturality is about thinking culture critically. All cultures have desirable and acceptable features that need to be respected, valued and promoted. However, there might be other ideas and practices that, from a human rights perspective, cannot be defended and accepted.

In a great majority of situations, those unacceptable practices are related with the control exerted over women's bodies and sexuality. In this sense, culture is crucial to understanding and combating girls and women's rights violations, such as violence against women and other gender-based discriminations. However, it is extremely necessary to avoid simplistic analysis of the role of culture in legitimating women's human rights violations. That is, culture cannot be confused with patriarchy. Women's rights violations are not a cultural issue, but a mechanism of the patriarchal system to maintain the subordination of women that might take different forms and shapes depending on the cultural context.

In most cases, cultural explanations that are used to justify girls and women's rights violations result in a certain degree of moral relativism. Sometimes discrimination and violence is portrayed as a normalised part of the culture, assuming that 'it is a cultural thing'. However, women's rights violations are never acceptable in any culture and culture cannot ever be an excuse for women's rights violation to take place. The respect of cultural differences cannot nullify the perception and the rejection of discrimination.

Intercultural perspective is also about recognising women's diversity. Cultural and gender relations intersect constantly. To take this intersectionality into account means to recognise, respect, and value women's diversity.

Moreover, when it comes to analysing girls and women's experiences of violence intercultural perspective is also required. Mainstream definitions of violence against women are incomplete if they do not include the specific forms of violence, as well as the specific consequences and impacts that this violence has on women depending on their ethnic/cultural background. It is important to go beyond the traditional discourse that homogenises the experience and to understand and recognise the diversity of experiences of violence. The experiences of violence of girls living in residential care were also influenced by their cultural background and context.

Finally, in terms of interculturality, it is also important to keep in mind the role that racism may play in the violence experienced by the girls. That is to say that, in some cases, girls may experience violence that has its cause in the intersection of both racism and sexism.

From an intercultural perspective Empowering Care aims to:

- Fostering girls' respect towards cultural diversity and recognition of the value it implies
- Enabling girls to question existing cultural stereotypes and prejudices
- Fostering reflexion on how culture influences their identities, experiences and behaviours

#### **4. THE ROLE OF THE PROFESSIONAL IN THE EMPOWERMENT PROCESS**

The role of the professional is to facilitate the empowerment process of the girls. As stated before, empowerment cannot be bestowed by a third party. However, it is likely that the process does not start spontaneously and, thus, it can be externally induced and supportively held by a facilitator. Accordingly, the role of the professionals is to facilitate the



process of empowerment, opening spaces and offering possibilities for the girls to get involved.

The role of the facilitator is to help girls to discover how much knowledge they already have, to encourage them to learn more and to help them explore and enhance their own potential. Facilitation means creating an environment in which people learn, experiment, explore and grow. It is a process of sharing, of giving and taking. It is not a question of one person, who is "an expert", giving knowledge and skills to others. Everyone must grow through the sharing experience, participants and facilitators alike.

In facilitation, as well as in the empowerment process, the process is as much important as the final achievement. Group members work together towards a defined end/goal and, at the same time, focus on how they are working together to ensure the development and support of each other within the group and throughout the process. This way of working together enables individuals and groups to plan for development and change. Facilitation, as well as empowerment, is influenced by the principle which supports the view that people should be actively involved in determining their own lives.

#### 4.1 What should the competences of a facilitator be?

The Empowering Care programme will be best applied by professionals with some previous competences that capacitate them to work with the target group of girls living in residential care institutions.

As a guideline, a recommended list of knowledge, attitudes and skills is provided below. If necessary, trainers should go through an additional capacity-building course before they start implementing the programme.

Knowledge	Attitudes	Skills
<ul style="list-style-type: none"> <li>- Feminist and gender theories</li> <li>- Competences-based learning methodologies</li> <li>- Theories of empowerment</li> <li>- Knowledge on adolescents</li> <li>- Knowledge on residential care centres</li> <li>- Knowledge about mediation and conflict resolution.</li> <li>- Group organisations and facilitation techniques</li> <li>- Great understanding of group dynamics</li> </ul>	<ul style="list-style-type: none"> <li>- Openness</li> <li>- Creativity</li> <li>- Curiosity</li> <li>- Open to learn and initiative to create and innovate</li> <li>- Self-knowledge</li> <li>- Empathy</li> <li>- Solidarity</li> <li>- Self-confidence</li> <li>- Participative and respectful attitude</li> <li>- Believing in the capacity of other people</li> <li>- Negotiation and flexibility</li> <li>- Team work and cooperation</li> <li>- Sense of humour</li> </ul>	<ul style="list-style-type: none"> <li>- Patience and listening skills</li> <li>- Ability to create an atmosphere of trust in the group</li> <li>- Flexibility and ability of making quick decisions to respond to the needs of the group</li> <li>- Ability to maintain a critical distance and to not get emotionally involved</li> </ul>

#### 4.2 Principles and values of facilitation

The empowerment programme should be based on the following principles and values:

##### a) Guidelines and group ground rules should be set

During the first session it is recommend that the group define and establish the behaviour standards and the accepted

group dynamics in order to promote reaching individual goals and to help to create a safe and supportive environment during the sessions. This means that rules such as confidentiality, keeping each other safe, respecting the space and the learning time, being responsible for one's own learning etc. should be agreed upon by the girls and the facilitator.

**b) Everyone in the group must be included and encouraged to participate, to share ideas, suggestions and solutions and take initiatives**

Participation does not mean that everybody must say or do something at every session. The role of the facilitator should be to create an environment in the group in which everybody is free to choose to contribute and where it is safe for them to do so. Over a series of meetings, however, each person is entitled to an opportunity to contribute and it is the role of the facilitator to create these opportunities. Through participation (and choosing to participate) young people develop various competences including those of critical thinking, decision-making, listening, empathy with and respect to others, and taking responsibility for their own decisions and actions. In this sense, again, the role of the facilitator is to create the space to ensure that everybody has the opportunity to participate and, thus, to develop the aforementioned competences.

**c) The facilitator must encourage the development of trust and safety space**

While every participant is responsible for their own learning, it is the duty of the facilitator to ensure that this takes place in a safe and supportive environment. The facilitator should ensure that each girl voluntarily chooses when and how much to participate, knowing at each stage that she will be safe.

This is even more important when working with girls that have experienced violence. Even though personal experiences of violence are not directly addressed, the facilitator should know how to support young girls whilst in the group setting and have a protocol on how to inform the centre staff in case of disclosure. Moreover, the facilitator should also have information on the existing services and resources of the city.

**d) Confidentiality should be guaranteed**

To fully participate, people must be confident that everything of relevance can be discussed freely without inappropriate reporting outside the group. Group members will normally decide what level of detail can be reported to those not in the group. It is often helpful to include a statement on confidentiality in the first session and as part of the ground rule setting.

**e) They are not therapeutic sessions**

The facilitator should keep in mind that s/he is not acting in a counselling and the group should not expect s/he to counsel. Although there are features in common (attending, listening, empathising) the facilitator must never confuse the two roles. In this sense, it is important to clearly define the facilitator's involvement and commitment to the group. To this end, prior to embarking on the programme, agree with residential care staff which procedures will be followed should the case arise that a girl requests and/or is in need for further support in the form of therapy.

**f) Facilitation means listening to what people are saying and tuning in to what they are not saying**

Active listening is the key to effective communication and a core skill for facilitators. Active listening is more than simply listening to someone. It is absorbing what is being said and letting the speaker know that s/he has been heard and often includes taking in non-verbal cues also. It is about ensuring that the speaker feels "listened to". When people are actively listened to, they feel involved and as a result, are more open and participative.

**g) Learning through experience and self-reflection**

Learning by doing is the best way of learning. The programme should provide opportunities for experiential learning.

All activities need to draw on an experiential learning model in which young women are encouraged to question and analyse their own live experiences. Experiential activities are a key element to understand how gender shapes their own lives and how they perpetuate unequal power relations.

Moreover, skills and values of communication, critical thinking, advocacy, tolerance and respect, cannot be taught: they have to be learned through experience. The programme aims at encouraging young women to think, feel and act, and to engage their heads, hearts and hand in the defence of gender related human rights.

However, you don't just "do" an activity. It is essential to follow through with debriefing to enable people to reflect on what happened, to evaluate their experience and to go to decide what to do next.

#### **h) Group work**

Even though facilitation might also be used in individual sessions, this education method is normally used in group sessions. In group work, learning takes place because people have the chance to cooperate with each other and take control of the learning process. They develop confidence to exchange their views with one another and to direct discussions based on issues that are relevant to their own lives. It is important that facilitators are able to support this process by being flexible with activities and adjusting them to focus on those issues that young people wish to address more deeply. Facilitation will vary between hierarchical (information giving), co-operative (explorative) and autonomous (individual) modes, and it is in the interplay between the different modes that group work takes place. Again, group agreements, such as ground rules and content should be kept visible and on hand throughout the sessions.

#### **i) The importance of respect, flexibility and patience**

The role of the facilitator is to create an open and respectful environment in which young women can feel comfortable sharing and learning from their own experiences. On the one hand, it is essential that the facilitator creates an open, flexible and accessible space for women. Emotions cannot be dealt with in rigid spaces. It is important to give response to young women's requests when they need them. On the other hand, it is necessary to be flexible when it comes to the content of the sessions. In this sense, the content needs to be adapted to young women's needs and demands and be adapted to any unexpected request of the girls.

It should be also kept in mind that the process of changing attitudes and behaviours can be lengthy, and that young girls' participation in these activities will not necessarily lead to a sudden transformation of their lives and relationships. However, this process in and of itself is not sufficient unless it is also accompanied by broader changes in young girls' opportunities to access resources and services.

#### **j) Learn from conflict: when members of a group genuinely interact, clashes or difficulties may arise**

Difficulty or conflict merely testifies that the group is living and growing. Conflict is a feature of group interaction which the facilitator must learn to handle constructively. In turn, the group learns to resolve them. Difficulty/conflict then becomes a point of growth from which participants and the group benefit. The purpose is not so much that everyone agrees with a given result, but rather that the participants can also learn from that process (e.g. listening to each other, expressing themselves, respecting differences of opinion, etc.).

#### **k) Remember to have fun, laugh and enjoy**

Youth appreciate the value of a good time and fun, even when working hard for social change. It is useful to include in each session a process that is either fun and/or affirmative to celebrate and notice progress made so far.

#### **l) Facilitators' self-knowledge**

The deeper the facilitator's understanding of herself or himself, the easier it is for her/him to perceive where her feelings/attitudes diverge from those of the group. Thus, before starting the empowerment programme, facilitators should explore their own views and attitudes towards gender and violence against women. This is often best achieved in a group setting with other peers.

#### **m) Professionals supervision is recommended**

To support the continuing development and professionalism of a facilitator, it is highly recommended that regular and frequent supervision is obtained for the work. The supervisor could be a colleague or someone who is skilled in facilitation or supervision, who will encourage and help the facilitator keep to her/his plans and to enhance the awareness and reflection of the facilitator practitioner.

### **4.3 Tips for professionals**

Here below some tips for professionals are pointed out. They are brief recommendations that should be useful when carrying out an empowerment programme.

- Keep in mind flexibility: The instructions for each activity are only guidelines and the facilitators should adapt them to the needs and possibilities of the group and the context.
- Knowing what's next: Sessions plans and programmes indicate how the facilitator intends to move through various activities so that group members achieve their aims in a positive atmosphere. The facilitator must know what s/he is doing and must have the session designed and planned so that s/he knows what is to happen next.
- What this is for?: When preparing and implementing the empowerment programme, it is important to define and set up concrete, real and short-term objectives. Young people need immediate and positive results in order not to reinforce frustrations.
- Preserve tracks: Keep track of what goes on in every session in a diary note book so that at the end of the programme s/he is able to write a proper and useful report that might be used to improve future editions of the programme.
- The importance of stability: It is really important not to change (if possible) the facilitator during the empowerment programme, so that he/she could become a reference person during the whole process.
- Space and times are really relevant: It is important that the empowering programme is scheduled considering the agenda of the centre and of the girls (i.e. school time). Moreover, an adequate space for carrying out sessions is needed. Another interesting aspect that may help experiential learning is to carry out session in non-formal spaces but instead in more relaxed and fun atmosphere.
- Only if it is the right time: It is essential to make sure that participants in the group are not under a stressful or delicate life situation when participating in the empowering program.



# III. EMPOWERING CARE PROGRAMME

## 1. SUMMARY OF THE ACTIVITIES

NUMBER	SECTION	TITLE	OBJECTIVES	TIME	OTHER SECTION WHERE IT CAN IMPLEMENTED
1	Get started	Icebreaker: Tell about yourself through small objects	- To get to know each other	20 min	Identity, self-image and self-evaluation
2	Get started	Creating ground rules	- To define and establish (by the group) the behaviour standards and the working order to promote reaching individual goals and to help to create a safe and supportive environment during the sessions.	30 min	N/A
3	Get started	Lovely Leila and Brave Brenda	- To get to know each other in the group (if they do not already know each other). - To foster self-esteem and create group cohesion.	30 min	N/A
4	Get started	The resources walk	-To support girls to recognise their own skills and strengths and talk about them. - To practice assertive communication, self-knowledge and self-confidence competences.	120 min	N/A
5	Get started	Working with images	To support girls to identify and value their strengths and recognise their individual resources	45 min	Emotional Competences
6	Get started	Who am I?	- To increase understanding of the concept of identity and widen self-awareness - To develop communication skills - To promote solidarity and respect	30 min	Identity, self-image and self-evaluation
7	Get started	Relationship bingo	- To get to know more each other - To foster group cohesion	20 min	Social Relations
8	Get started	Unfinished sentences about gender equality	- To introduce girls to gender and gender equality issues - To explore gender norms and stereotypes that are created and enforced by society - To critically think gender stereotypes and the 'accepted' or 'normalised' beliefs about masculinity and femininity	45 min	Involving girls in gender equality
9	Involving girls in gender equality	Gender in a box	- To explore and challenge gender norms and stereotypes - To recognise the negative impact of rigid gender norms and explore how these stereotypes limit personal choices - To think about alternative on how to question and overcome gender norms	60 min	N/A

NUMBER	SECTION	TITLE	OBJECTIVES	TIME	OTHER SECTION WHERE IT CAN IMPLEMENTED
10	Involving girls in gender equality	Boys don't cry	<ul style="list-style-type: none"> <li>- To raise awareness on gender stereotypes and gendered social norms</li> <li>- To illustrate how gender stereotypes create discrimination and foster gender inequality</li> <li>- To reflect on ways to challenge and question established gender norms</li> </ul>	90 min	Social Relations
11	Involving girls in gender equality	Aliens on Earth	<ul style="list-style-type: none"> <li>- To raise girls' awareness in terms of gender equality</li> <li>- To foster critical thinking and collective reflection towards the impact that rigid gender norms have on their own identities, behaviours and life's expectations.</li> </ul>	60 min	Social Relations
12	Involving girls in gender equality	Hot chair: Value statements	<ul style="list-style-type: none"> <li>- To introduce girls to gender and gender equality issues by exploring gender norms and stereotypes</li> <li>- To explore gender norms and stereotypes that are created and enforced by society</li> <li>- To critically think gender stereotypes and the 'accepted' or 'normalized' beliefs about masculinity and femininity</li> </ul>	45 min	Identity, Self-image and Self-evaluation
13	Sexual and reproductive rights	Sex and Young people: Peer Pressure	<ul style="list-style-type: none"> <li>- To discuss how peer pressure can influence girl's choices with regards to their sexual experiences</li> <li>- To explore how girls can stand up to peer pressure and make informed choices about their own sexuality</li> </ul>	60 min	Emotional competences Social relations
14	Sexual and reproductive rights	Dear Abby	<ul style="list-style-type: none"> <li>- To help girls to develop empathy, communication, and self-worth</li> <li>- To foster positive and informed sexual decisions and behaviours</li> </ul>	30 min	Emotional competences Social relations
15	Sexual and reproductive rights	Thinking about safe sex	<ul style="list-style-type: none"> <li>- To help girls identify when someone is ready to have sexual intercourse</li> <li>- To help girls decide which method of protection is best for them</li> <li>- To explore ways in which a young person can talk with their partner about their choice for protection</li> </ul>	60 min	Emotional competences
16	Sexual and reproductive rights	Myths and realities about sex and sexual health	<ul style="list-style-type: none"> <li>- To challenge and dispel myths about the risks of sexual behavior</li> <li>- To reinforce information that is factual, reliable and valid</li> <li>- To encourage a positive attitude towards sex and sexual health</li> <li>- To ensure that all girls have accurate information on female sexuality and reproduction, including related rights</li> </ul>	90 min	N/A

NUMBER	SECTION	TITLE	OBJECTIVES	TIME	OTHER SECTION WHERE IT CAN IMPLEMENTED
17	Sexual and reproductive rights	Too hard to ask	<ul style="list-style-type: none"> <li>- To foster assertive communication</li> <li>- To foster open verbal communication in relation to request and refusals of sex</li> </ul>	60 min	Emotional Competences
18	Sexual and reproductive rights	What to do?	<ul style="list-style-type: none"> <li>- To identify sex, sexuality, violence and relationship related dilemmas faced by girls as they become autonomous individuals</li> <li>- To explore different approaches to dealing with these dilemmas</li> </ul>	60 min	Emotional Competences
19	Sexual and reproductive rights	Loves me, loves me not	<ul style="list-style-type: none"> <li>- To reflect on the elements that constitute a healthy relationship</li> </ul>	30 min	Social relationships
20	Violence, gender based violence and violence against women and girls	George and Evelyn	<ul style="list-style-type: none"> <li>- To raise awareness and and to develop girls' capacity to identify warning signs of VAWG</li> <li>- To help girls understand that VAWG is a process and not just a one-off act</li> <li>- To explore girls own reactions to VAWG in intimate relationships and identify the barriers people often experience in challenging it</li> </ul>	60 min	Involving girls in gender equality Emotional competences
21	Violence, gender based violence and violence against women and girls	Myths and Realities about Gender-based Violence	<ul style="list-style-type: none"> <li>- To identify and dispel the common myths about gender based violence</li> </ul>	30 min	Involving girls in gender equality Social relationships
22	Violence, gender based violence and violence against women and girls	Silhouette	<ul style="list-style-type: none"> <li>- To enhance girls' capacity of reflection and tackling different situations of violence</li> </ul>	90 min	Involving girls in gender equality
23	Violence, gender based violence and violence against women and girls	Rating situations of violence	<ul style="list-style-type: none"> <li>- To identify and analyse different situation of violence</li> <li>- To examine myths and attitudes towards violence</li> <li>- To question the normalisation of certain violent attitudes</li> <li>- To examine and reflect on personal attitudes and perceptions about violence</li> </ul>	60 min	Social relationships



NUMBER	SECTION	TITLE	OBJECTIVES	TIME	OTHER SECTION WHERE IT CAN IMPLEMENTED
24	Identity, self-image and self-evaluation	I am..	<ul style="list-style-type: none"> <li>- To get to know each other</li> <li>- To foster self-reflection on the existence of multiple identities</li> <li>- To encourage self-esteem and positive self-image</li> </ul>	40 min	Get started Social relationships
25	Identity, self-image and self-evaluation	Me inside and me outside	<ul style="list-style-type: none"> <li>- To foster girl's self-reflection</li> <li>- To help girls become aware of their uniqueness and at the same time to realise the common features they share with others</li> <li>- To discuss different aspects of individuality</li> </ul>	90 min	Social relationships
26	Identity, self-image and self-evaluation	What are your values?	<ul style="list-style-type: none"> <li>- To gain knowledge about common and personal values</li> <li>- To foster girls' self-reflection</li> </ul>	60 min	Involving girls in gender equality
27	Identity, self-image and self-evaluation	Johari's window	<ul style="list-style-type: none"> <li>- To enhance awareness about how girls see themselves and how others see them</li> <li>- To understand and foster self-consciousness and self-acceptance</li> <li>- To enhance personal development, interpersonal communications, and interpersonal relationships</li> </ul>	90 min	Social relationships
28	Identity, self-image and self-evaluation	My life in 20 years	<ul style="list-style-type: none"> <li>- To reflect on future life expectations and to analyse how much feasible they are</li> <li>- To reflect and question gender stereotypes being reproduced in girls' life expectations</li> </ul>	30 min	Involving girls in gender equality Wrap-up and evaluation
29	Social Relations	Relationship recipe	<ul style="list-style-type: none"> <li>- To encourage participants to think about what they value in relationships</li> <li>- To think about which are the elements needed to build a healthy relationship</li> </ul>	20 min	Identity, self-image and self-evaluation Wrap-up and evaluation
30	Social Relations	Green light/Red light	<ul style="list-style-type: none"> <li>- To promote a discussion regarding the qualities of healthy and unhealthy relationships</li> <li>- To encourage respect, sharing, communication and self-awareness</li> </ul>	30 min	Identity, self-image and self-evaluation Emotional Competences
31	Social Relations	Pressuring sentences: egoism and manipulation	<ul style="list-style-type: none"> <li>- To help girls to learn to say no and to have an assertive response in front of peer pressure</li> <li>- To reflect on sexual relations stereotypes</li> <li>- To foster positive sexual and intimate relations</li> </ul>	60 min	Identity, self-image and self-evaluation
32	Social Relations	Snowball	<ul style="list-style-type: none"> <li>- To demonstrate how relationships have mutual intimacy and sharing</li> </ul>	30 min	Emotional competences

NUMBER	SECTION	TITLE	OBJECTIVES	TIME	OTHER SECTION WHERE IT CAN IMPLEMENTED
33	Emotional competences	The successes tree	<ul style="list-style-type: none"> <li>- To identify and value competences from the girls' experiences.</li> <li>- To label the achievements as own successes, arisen from their own capacities and strengths.</li> <li>-To identify those competences repeated in each girl's case as their key, "anchoring" competences.</li> </ul>	120 min	Identity, self-image and self-evaluation
34	Emotional competences	Listen closely	<ul style="list-style-type: none"> <li>- To understand the importance of non-verbal communication</li> <li>- To foster active listening among girls</li> </ul>	60 min	Social relationships
35	Emotional competences	Talent exchange market	<ul style="list-style-type: none"> <li>- To support girls to recognise their own skills and strengths and talk about them.</li> <li>- To train the communication, self-knowledge and self-confidence competences</li> </ul>	40 min	Identity, self-image and self-evaluation
36	Emotional competences	Gift of notes	<ul style="list-style-type: none"> <li>- To support girls recognise their own skills and strenghts</li> <li>- To train the self-knowledge and self-confiden- ce competences</li> </ul>	40 min	Identity, self-image and self-evaluation
37	Emotional competences	Photo collage "Me and what I am able to do"	<ul style="list-style-type: none"> <li>- To support girls to recognise and symbolise their own competences and learn to talk about them.</li> <li>- To train the self-knowledge and self-confiden- ce competences</li> </ul>	60 min	Identity, self-image and self-evaluation Involving girls in gender equality
38	Wrap up and evaluation	Letter to a friend	<ul style="list-style-type: none"> <li>- Contrast first session expectations with the final evaluation of the programme</li> <li>- Evaluate the programme</li> </ul>	30 min	N/A
39	Wrap up and evaluation	Dartboard	<ul style="list-style-type: none"> <li>- To measure and compare the satisfaction rating achieved after every activity or after the whole programme,</li> <li>- To understand the most and less effective aspects of the empowerment programme.</li> </ul>	30 min	After activity/section
40	Wrap up and evaluation	Filling up jars	<ul style="list-style-type: none"> <li>- To review and reflect on what has been covered in each session or in the whole programme</li> </ul>	30 min	After activity/section



## 2. SECTIONS AND ACTIVITIES

### 1. GET STARTED

**KEYWORDS:** Ground Rules, Expectations, Icebreakers, Group Cohesion

#### OBJECTIVES

- To present and agree the objectives of the programme
- To provide the space and the time for girls to share their expectations about the programme
- To set up common ground group rules
- To create a trustful and a pleasant group working atmosphere
- To build group cohesion
- To introduce key elements that will be tackled along the programme

#### INTRODUCTION

The introductory session of the empowerment programme is really important. During this session the girls will get the first impression from both the group itself and the facilitator. So, it is important that, from the beginning, a trustful and pleasant atmosphere is built. It is essential that girls feel comfortable and safe within the group and with the facilitators. Moreover, it is vital that the facilitator is able to motivate the girls to participate and get involved and committed to the programme.

The facilitator should provide girls with a brief overview of the purposes of the Empowering Care programme, ensuring that they have the space and time to share their expectations (as well as concerns) regarding their participation in it. The facilitator should actively listen to girls' expectations and concerns and take them into account for the planning and development of the programme sessions.

It is also important that during the first session, the facilitator helps the girls to elaborate common ground rules for their group. Girls need to agree on common and mutually respectful norms of behaviour, attitudes, beliefs and values. Common ground rules will help to create a safe and supportive environment during the course of the programme and foster a sense of partnership among the girls.

During the first session, the facilitator should also try to create a trustful, pleasant and empowering environment by working on elements such as group cohesion and trust building. Moreover, it is essential that the facilitator creates the conditions for honest and respectful discussion within the group.

Finally, during the first session, the facilitator should already introduce some key concepts that will be tackled during the empowerment programme. In this sense, some introductory exercises can be implemented aiming at setting the scene for more substantial and in-depth work on the sensitive subjects outlined in this manual.

## EXPERIENCE-BASED LEARNING AND TIPS FOR PROFESSIONALS

- Ground rules are an important aspect of working in the context of the Empowering Care programme. Be sure to devote as much time as needed for the group to develop its own ground rules. This not only creates a safe environment for the participants, but also a sense of 'ownership'. Moreover, the creation of ground rules is empowering by itself.
- Prepare the ground rules in an attractive format (e.g. colourful paper, with drawings etc.) and display them in a visible area throughout the course of the entire programme, so that you can refer to them if needed during the following sessions.
- Besides building trust among girls, participants need to build trust between themselves and the facilitator. It is important that the facilitator does not create a distance with the group by 'playing the expert' role but instead s/he acts as an equal. It is helpful if the facilitator helps the girls to know him/her better by participating in the first ice breaker game and shares a few things about him/herself.
- Encourage, stimulate and maintain the motivation of the girls to participate in the programme. It is also important that they are actively engaged in the process of deciding the thematic areas that the programme will focus on. Towards this end, girls should be able to share their areas of interest and discuss their expectations and concerns. The more the programme is tailored-made to address the individual needs of the group, the greater the degree of relevance and appeal and thus the greater the motivation to participate. Moreover, actively engaging the girls in the process of decision-making creates a sense of ownership and is very empowering in itself.



## ACTIVITIES

<b>Activity number</b>	1
<b>Name</b>	Icebreaker: Tell about yourself through small objects
<b>Time</b>	20 minutes
<b>Objectives</b>	To get to know each other
<b>Materials</b>	Various random objects (twice as many as the size of the group)
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator asks the girls to sit in circle. Then the facilitator puts all the objects in the centre of the circle.</li> <li>2. The facilitator asks the girls to choose an object and to explain something about herself through the object.</li> </ol>
<b>Facilitation tips</b>	It may be a good idea that the facilitator also participates in the activity as a way to create group cohesion and trustful communication.
<b>Source(s)</b>	Adapted from: Kouluikäisille tutustumisleikkejä (2014)
<b>Activity number</b>	2
<b>Name</b>	Creating ground rules
<b>Time</b>	30 minutes
<b>Objectives</b>	To define and establish (by the group) the behaviour standards and the working rules for the programme.
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Flipchart with paper /Blackboard</li> <li>- Markers</li> <li>- Paper</li> <li>- Pens</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator provides girls with a brief overview of the purpose of Empowering Care programme structure.</li> <li>2. The facilitator explains what Ground Rules are and why they are useful.</li> <li>3. Girls are divided in small groups and are asked to do a 10 minutes brainstorming to reflect on what rules they think are necessary. Next, the facilitator asks the group to explain their ideas to the whole group and writes them down on the blackboard.</li> <li>5. The facilitator places the agreed ground rules in a visible spot (e.g. on the wall) where it will remain during all the sessions.</li> </ol>
<b>Facilitation tips</b>	<p>The aim of this activity is to create a table of shared rules. The facilitator should make sure that aspects such as punctuality, attendance, respect of others peoples' opinions, involvement and cooperation come out.</p> <p>Ground rules will help girls feel comfortable and safe sharing their thoughts and opinions especially when the activities will be dealing with sensitive topics like abuse or inequality.</p>
<b>Source(s)</b>	Adapted from: Artemis, P., Stalo, L. (2012) and Camarasa, M., Sales, L. (2013).

<b>Activity number</b>	3
<b>Name</b>	Lovely Leila and Brave Brenda
<b>Time</b>	30 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To get to know each other in the group (if they do not already know each other).</li> <li>- To foster self-esteem and create group cohesion.</li> </ul>
<b>Materials</b>	Worksheet 1: Lovely Leila and Brave Brenda
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator asks the girls to stand in a circle. One girl says their name and the rest of the group thinks of positive adjectives that start with the same letter as her name.</li> <li>2. The next girl, in turn, says her name and the other girls voice positive adjectives. Then, she presents the previous girl, e.g. brave Brenda, and then says her name followed by one of the positive adjectives voiced by the others, e.g. lovely Leila.</li> <li>3. The activity continues until each girl has presented herself.</li> </ol>
<b>Facilitation tips</b>	It is important to remember that the focus is on positive adjectives that start with the same letter as the name of the girl, rather than adjectives that are fitting to the girl. It is up to the girl herself to choose among the adjectives suggested by the other participants as to whether they feel it is fitting to her. In case that in a particular letter no positive adjectives come up, the worksheet 1 contains some ideas.
<b>Source(s)</b>	Buldioski, G., Schneider, A. (2007)

<b>Activity number</b>	4
<b>Name</b>	The resources walk
<b>Time</b>	120 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To support girls to recognise their own skills and strengths and talk about them</li> <li>- To practice assertive communication, self-knowledge and self-confidence competences</li> </ul>
<b>Materials</b>	N/A
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator asks the girls to go for an hour walk and find three symbols/objects of the city that give them strengths and/or positive feelings. Girls may take pictures or draw the selected symbols/objects.</li> <li>2. The facilitator asks the girls to present to the rest of the group the selected symbol/object. Girls should introduce themselves and talk about the symbols/elements/objects they have chosen. Girls should explain why they have chosen them and why it gives them positive feelings.</li> </ol>
<b>Facilitation tips</b>	The facilitator should ensure that every girl share with the rest which are the 3 symbols/elements/objects and why they give them strengths.
<b>Source(s)</b>	Adapted from: Camarasa, M., Sales, L. (2013)

<b>Activity number</b>	5
<b>Name</b>	Working with images
<b>Time</b>	45 minutes
<b>Objectives</b>	To support girls to identify and value their strengths and recognise their individual resources
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Photo collection with many different images</li> <li>- Paper</li> <li>- Cardboard</li> <li>- Pens and colour pens</li> <li>- Rope to be used as a clothesline</li> <li>- Clothes-pegs/ clips</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. A collection of images extracted from magazines or other visual resources is available to girls. The facilitator asks the girls to through all the images and to pick a personally suitable picture. The facilitator explains to the girls that if they cannot find any image that suits them, they can create their own image.</li> <li>2. Once every girl has selected an image, she shows it to the rest of the group and explains the reasons why she selected it</li> <li>3. Then, the facilitator hangs the rope as a clothesline and asks the girls to hang their images in it.</li> <li>4. The rope with all the images may be present during the entire programme as a decorative element of the room.</li> </ol>
<b>Facilitation tips</b>	N/A
<b>Source(s)</b>	Adapted from: Camarasa, M., Sales, L. (2013) and Encina, L. (2011)



<b>Activity number</b>	6
<b>Name</b>	Who am I?
<b>Time</b>	30 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To increase understanding of the concept of identity and widen self-awareness</li> <li>- To develop communication skills</li> <li>- To promote solidarity and respect</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Worksheet 2: Who am I?</li> <li>- Coloured pens</li> <li>- Paper</li> <li>- Flipchart paper and markers /Blackboard</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator asks girls to get into pairs to form buzz groups. The facilitator asks them to pretend that they are strangers and asks them that they introduce to each other.</li> <li>2. The facilitator asks girls to reflect what is interesting or important to know about someone else when you first meet him/her, i.e. name, age, sex, nationality, age, gender, ethnicity, job/study, taste in music, hobbies, sports, general likes and dislikes, etc.</li> <li>3. Then, the facilitator hands out copies of the worksheet 2 and pens and asks girls to draw a representation of their identity. To do so, they should think of themselves like stars. The facilitator asks the girls to consider the 7 most important aspects of their identity and to draw their personal start.</li> <li>4. Once girls have their own start ready, the facilitator asks them to share their starts with the rest of the group and discuss the common and different elements.</li> <li>5. Finally, the facilitator organises the information regarding girls' identity in 2 different columns: those elements that can be chosen and those other that people are born with. The facilitator may use the following questions to facilitate the group discussion: <ul style="list-style-type: none"> <li>- What did girls learn about themselves? Was it hard to decide which the 7 most significant aspects of their identity were?</li> <li>- Were girls surprised at the results of comparing starts? Did they have more or less in common than they expected?</li> <li>- How did girls feel about the diversity in the group? Did they feel it made the group more interesting to be in or does it make it more difficult to be or work together?</li> <li>- How does identity develop? Which aspects are social constructs and which are inherent and fixed?</li> <li>- To what extent are people free to choose their own identity? What are the implications for themselves and their society, and especially in terms of gender equality?</li> </ul> </li> </ol>
<b>Facilitation guidelines</b>	N/A
<b>Source(s)</b>	Adapted from: Gomes, Rui (2012)

<b>Activity number</b>	7
<b>Name</b>	Relationship bingo
<b>Time</b>	20 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To get to know each other</li> <li>- To foster group cohesion</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Worksheet 3: Relationship Bingo</li> <li>- Pens</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator hands out worksheet 3 to all the girls.</li> <li>2. The facilitator asks the girls to go around the room and find a person who fits the description written in the bingo boxes. Girls can find a match by asking other girls the questions on the scorecards.</li> <li>3. When a match is found, the girl who fits the description autographs that bingo box.</li> <li>4. Girls continue finding matches and getting autographs until the first girl who has an autograph in every box calls out "Bingo."</li> <li>5. Then, the facilitator asks the girl who called out bingo to explain the relations found. The facilitator also invites the others girls to do the same.</li> </ol>
<b>Facilitation guidelines</b>	N/A
<b>Source(s)</b>	Adapted from: Phaedra, T et al. (2014)

<b>Activity number</b>	8
<b>Name</b>	Unfinished sentences about gender equality
<b>Time</b>	45 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To introduce girls to gender and gender equality</li> <li>- To explore gender norms and stereotypes that are created and enforced by society</li> <li>- To critically think gender stereotypes and the 'accepted' or 'normalised' beliefs about masculinity and femininity</li> </ul>
<b>Materials</b>	Worksheet 4: Unfinished sentences about gender equality
<b>Suggested step by step process</b>	<ol style="list-style-type: none"> <li>1. Each girl receives a copy of the Worksheet 4 on which are written a series of unfinished sentences.</li> <li>2. The facilitator asks girls to think of their own ending for each of these sentences.</li> <li>3. Starting with the first sentence, the facilitator asks girls to say their finished sentences to the group. Once girls start sharing the ends of the sentence, the facilitator should foster debate and discussion among the girls.</li> </ol>
<b>Facilitation tips</b>	Facilitator might share with the girls the UN campaign that uses genuine Google searches to reveal the widespread prevalence of sexism and discrimination against women - See more at: <a href="http://www.unwomen.org/en/news/stories/2013/10/women-should-ads">http://www.unwomen.org/en/news/stories/2013/10/women-should-ads</a>
<b>Source(s)</b>	Adapted from: Buldioski, G., Schneider, A. (2007)

## 2. INVOLVING GIRLS IN GENDER EQUALITY

**KEYWORDS :** Sex, gender, gender norms, gender socialization, gender roles, gender stereotypes.

### OBJECTIVES

- To help develop critical thinking that enables girls to challenge cultural and socially accepted gender norms and stereotypes which perpetuate gender inequality.
- To help girls recognise the negative impact of rigid gender norms and explore how these stereotypes limit personal choices and life expectations
- To think about alternatives on how to question and overcome gender norms and to help girls to understand their right to equality, freedom, choice and peace,

### INTRODUCTION

#### Gender roles and stereotypes

**Sex** refers to biological characteristics that men and women are born with. They are universal and generally permanent, e.g. men cannot breastfeed, and women menstruate. 'Male' and 'female' are sex categories. Aspects of sex will not vary substantially between different human societies<sup>1</sup>.

**Gender** refers to the socially constructed roles and responsibilities assigned to men and women by society. 'Masculine' and 'feminine' are gender categories. Aspects of gender may vary greatly. Gender roles are created by our culture, not by nature, and can change over time. As the feminist author Judith Butler states, gender is a bodily, personal and experiential concept, which is defined and socially produced by social, historical and cultural practices and norms. Gender is learned, internalised and reproduced by women and men throughout lifetime.

Girls and boys are not born knowing how they should look, dress, speak, behave, think or react. Instead they are taught and socialised with specific **gender norms**. In this sense, for example, boys are more likely to receive positive feedback if they are dynamic, aggressive, independent, explorative and competitive, while girls often receive positive feedback for being obedient, kind, gentle, passive, modest and beautiful.

Boys are allowed to talk dirtier or no-one bothers much about it, I don't know...

— **Girl** 16 years old.

The process of learning gender norms is known as **gender socialisation** which is a process of learning cultural roles according to one's sex that continues throughout the life cycle. Right from the beginning, boys and girls are treated differently by the members of their own environment as well as by the whole society, and learn the differences between boys and girls, women and men. Parental and societal expectations from boys and girls, their selection of gender-specific toys, and/or giving gender based assignments seem to define a differentiating socialisation process. Gender socialisation is the process by which women and men learn to behave in a certain way, as dictated by societal beliefs, values and attitudes.

The learnt **gender roles** refer to roles furthered by the gender socialisation. These distinct roles and attributed behaviours give rise to gender inequalities and many systematically favour one group, mostly men. Moreover, gender

roles generate **gender stereotypes** which are delineated along biological and physiological lines of male or female.

Gender stereotypes are a set of qualities and specific characteristics assigned to a certain sex on the basis of preconceived ideas that attribute values and conducts to the people according to the sex to which they belong. Gender stereotypes are normally followed and reproduced during the life time of women and men.

Unfortunately, what's expected from a woman is exactly what we've just listed, femininity and fine behaviour, cooking, making food, taking care of children. There shouldn't be any such expectations, you should just be what you are  
- **Girl**, 16 years old.

### **Bringing about change**

The Empowering Care research showed that girls from residential care institutions also reproduced to a greater or lesser extent gender roles and stereotypes. Issues such as men being naturally more aggressive than women and women being more emotional and passionate than men were claimed by most of the girls.

Men are doing everything..men give you money and women do all the housework, the man is going to work - **Girl**, 14 years old.

In light of the above, it is necessary to guide the girls through a process of challenging social norms through exploring myths and realities: exercises in this section are designed to stimulate discussion and challenge young girls to critically think about their personal choices.

<sup>1</sup> It is important to state that some people do not identify themselves as either man or women (as could be the case for some inter-sex, transsexual or transgender).

### EXPERIENCE-BASED LEARNING

- In order to ensure that all girls feel comfortable and that all of them are able to participate during the session, it is important that the facilitator ensures that the exercises being implemented are in line with the level and the knowledge of the girls.
- The professionals must take into account that girls might have a stereotypical opinion about themselves. In this sense, the facilitator should try to help them challenge these stereotypical perceptions about what they're able to do or not do. However it is important not to force the new knowledge too strongly. It is also important that the facilitator herself/himself challenges her/his own preconceived ideas regarding gender and gender stereotypes. To be able to critically think about oneself is the first step to help others do the same.
- During the programme facilitators might become role models or inspirational models for the girls. In this sense, it is important that facilitators are honest and open, while always being professional.
- It is recommended that professionals engage in the activities and participate with sharing personal experiences. Facilitators in the Empowering Care may be role models for the girls participating and can get involved in the discussion. However, they should always know their own limits and boundaries as professionals.

## ACTIVITIES

<b>Activity number</b>	9
<b>Name</b>	Gender in a Box
<b>Time</b>	60 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To explore and challenge gender norms and stereotypes</li> <li>- To recognise the negative impact of rigid gender norms and explore how these stereotypes limit personal choices</li> <li>- To think about alternatives on how to question and overcome gender norms</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Magazines</li> <li>- Flipchart</li> <li>- Markers</li> <li>- Worksheet 5: Gender in a box</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator asks the girls to go through the magazines and clip any advertisement or picture that is striking in conveying messages about how men and women are 'supposed' to look and behave. If wanted, the facilitator can split the group into 2 smaller groups: one working with pictures of women and the other one with pictures of men. In order to guide the work and ensure that both groups work in the same direction, the facilitator may give to the girls a copy of the Worksheet 5: Gender in a box.</li> <li>2. The facilitator asks the groups to discuss among themselves the questions on Worksheet 5: Gender in a box. While they are doing this, the facilitator prepares two flipchart papers: one with GIRLS/WOMEN as a title the other with BOYS/MEN.</li> <li>3. Once the groups have had time to discuss the activity, the facilitator asks them to share their findings and answers with the rest of the group. The facilitator writes all the information provided by the girls in the flipchart.</li> <li>4. The facilitator draws a box around the qualities, adjectives, etc., found in the magazines and that describe how men and women are supposed to look and behave. The qualities are "inferred" according to the societal expectations. The girls should not limit their answers to what may be written as captions in the magazines. The whole point of the exercise is to 'project' their inner beliefs so the societal expectations can surface. Then, the facilitator explains that these 'gender boxes' represent the social norms and expectations that each society establish regarding how women and men should act and behave, depending on the society's idea of what is considered masculine or feminine behaviour.</li> <li>5. After this brief theoretical introduction, the facilitator opens up the discussion with the girls to discuss personal experiences and perceptions regarding gender roles and gender stereotypes. Some possible questions may be: <ul style="list-style-type: none"> <li>- In your experience how are girls/boys supposed to look and behave? Are there differences between girls and boys?</li> <li>- Do men and women have the same rights and the same privileges? Do you think that either women or men have more power over the others?</li> <li>- Where do we learn these gender norms? When do we begin learning them? Who teaches us these norms?</li> <li>- Considering the box that encircles all the qualities you have mentioned, how easy is it for boys and girls to stay 'in the boxes'? What if a boy or girl acts out in a way that is outside the gender box?</li> <li>- Alternatively, what happens to people who conform and seem to fit in? What keeps us in the box? Is there a system of 'rewards' and 'punishments' in place? How does this system affect the choices we make?</li> </ul> </li> </ol>

<b>Facilitation tips</b>	<p>The issue of gender inequality can be a very sensitive subject. Girls may reject the fact that there is inequality between women and men or try to defend why males and females are treated differently. It is important to help girls explore whether these qualities are dictated by society rather than based on biological fact.</p> <p>A different way of asking the question 'who has more power in our society' is asking 'who has more freedom and more privileges'. Girls may highlight examples of where boys and men have more freedom: boys can go out later at weekends, they can wear what they want, men don't have the same pressure to look after participants, they are more likely to be in positions of power and sometimes, they get paid more than women for doing the same job, etc.</p> <p>It may be helpful for facilitators to research country-specific statistics on gender inequality, including information on the pay gap between men and women, the number of women in positions of power compared to men, statistics on violence against women, etc. in order to illustrate gender inequality.</p>
<b>Source(s)</b>	Adapted from: Gear Against IPV (2001)

<b>Activity number</b>	10
<b>Name</b>	Boys don't Cry
<b>Time</b>	90 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To raise awareness on gender stereotypes and gendered social norms</li> <li>- To illustrate how gender stereotypes create discrimination and foster gender inequality</li> <li>- To reflect on ways to challenge and question established gender norms</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Signs: I agree / I don't know / I am still thinking / I disagree</li> <li>- Slips of paper for statements</li> <li>- Worksheet 6: Boys don't cry or create new ones</li> </ul>
<b>Step by step process</b>	<p><b>Part 1: Taking a position</b></p> <ol style="list-style-type: none"> <li>1. The facilitator prepares 4 signs: I agree / I don't know / I am still thinking / I disagree and place each sign in the corners of the room.</li> <li>2. The facilitator starts reading out loud the different statements, one by one and the girls need to take a position in a corner according how they feel regarding the statements being read.</li> <li>3. For each statement, girls need to choose one of the corners of the room. Once they are positioned in the corners, the facilitator invites each girl to explain their choice. The facilitator explains to the girls that they can change positions if they change their mind after hearing others' reasons.</li> <li>4. The facilitator bring girls back into one group and discuss this part of the activity: <ul style="list-style-type: none"> <li>- How did you feel during the activity? Was it difficult to choose one position?</li> <li>- Why do you think people had different opinions about these statements?</li> <li>- Did anyone's reasons lead you to change your position? Why?</li> <li>- Why do you think there are different expectations for boys and girls/men and women? What happens when a boy or girl doesn't agree with these ideas and wants to be or act differently? Have you ever been in a situation like that? How did you feel? What did you do?</li> <li>- How do these ideas about males and females limit our choices? Can you give some examples?</li> <li>- What can we do in the future so that boys and girls can act more freely the way they want to?</li> </ul> </li> </ol> <p><b>Part 2: Acting out a Position</b></p> <ol style="list-style-type: none"> <li>1. The facilitator divide the girls into small groups of no more than five and give each group a different statement. Explains that each group has about fifteen minutes to read their statement, discuss it, and create a short sketch (a mini play) that gives a message about this statement.</li> <li>2. The facilitator asks each group to present their sketch. After each presentation, asks the audience what message they think the presentation was intended to give. Then asks the presenting group what message they wanted to make.</li> <li>3. The facilitator may foster a debate using the same questions presented in the Part 1 of the activity.</li> </ol>
<b>Facilitation tips</b>	<ul style="list-style-type: none"> <li>- The facilitator should be careful not to reinforce the stereotypes this activity seeks to challenge. Moreover, s/he should be aware of their own prejudices and stereotypes relating to gender in order to ensure the s/he does not transfer them to the girls.</li> <li>- The facilitator should choose statements that show how, although girls and boys are physically different, they should have equal rights. The facilitator should choose statements controversial enough to elicit differences of opinions.</li> </ul>
<b>Source(s)</b>	Adapted from: Flowers, N. (2009).



<b>Activity number</b>	11
<b>Name</b>	Aliens on Earth
<b>Time</b>	60 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To raise girls' awareness in terms of gender equality</li> <li>- To foster critical thinking and collective reflection towards the impact that rigid gender norms have on their own identities, behaviours and life's expectations.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Flipchart</li> <li>- Papers</li> <li>- Paper cards</li> <li>- Pens</li> <li>- Tape</li> <li>- Worksheet 7: Aliens on Earth</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator informs the girls that a visit of a commission of aliens from Jupiter or Mars is expected. Aliens are interested in knowing the Earth inhabitants since they know that there are many inhabitants very different among themselves. The first visit of the Aliens is to this country, as aliens know that it is a multicultural society. Aliens are also aware that humans can be either men or women, but they do not know how to distinguish them. Hence, girls have to give some clues to the aliens to distinguish men and women.</li> <li>2. The facilitator draws two columns and puts the image of a woman in one column and the image of a man in the other column.</li> <li>3. The girls brainstorm and share with the group how to describe a woman and a man so that the aliens know how to distinguish them. The facilitator writes down in the flipchart the characteristics and adjectives that define and describe a woman and a man.</li> <li>4. Once the lists are done, and in order to reflect on gender stereotypes, the facilitator exchanges the images of each column. Then, the facilitator foster critical thinking and reflection among the girls. The facilitator asks the girls which characteristics do not apply to a woman or to a man now that the images are changed.</li> </ol>
<b>Facilitation tips</b>	Some girls might not be willing to participate and discuss about stereotypes because they believe that women and men are equal. In order to foster their participation, the facilitator should explain that they can focus on prevailing stereotypes, even if they think they are not real.
<b>Source(s)</b>	Camarasa, M., Sales, L. (2013)

<b>Activity number</b>	12
<b>Name</b>	Hot chair: value statements
<b>Time</b>	45 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To introduce girls to gender and gender equality issues by exploring gender norms and stereotypes that are created and enforced by society</li> <li>- To critically think gender stereotypes and the 'accepted' or 'normalised' beliefs about masculinity and femininity</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Worksheet 8: Value statements</li> <li>- Chairs</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator asks the girls to sit on a chair in a circle. One chair should remain empty.</li> <li>2. The facilitator reads out one statement at a time. After the reading of each statement, girls who agree with the statement change places and sit on another chair. Those who disagree remain seated where they are. If a girl cannot decide, she has to stand up and turn around once. This should be done quickly.</li> <li>3. After all the statements have been read out, the facilitator can initiate a discussion on the different reactions to the statements and where girls think they come from.</li> </ol>
<b>Facilitation tips</b>	The facilitator does not have to use all the statements on the list from Worksheet 8 as they are just examples. The facilitator may also ask girls to write anonymously their own statements to be included in the exercise. In this case, the facilitator may ask participants to write them on pieces of paper that can be put in a hat or in a box. The facilitator should read these out randomly, along with other statements.
<b>Source(s)</b>	Buldioski, G., Schneider, A. (2007).

### 3. SEXUAL AND REPRODUCTIVE RIGHTS

**KEYWORDS :** Sex, Sexuality, Sexually Transmitted Diseases, Sexual Rights, Contraception, Abortion, Pregnancy, Body Image And Self-Care

#### OBJECTIVES

- Define and clarify key concepts such as sex, sexuality, sexually transmitted diseases, sexual rights, contraception, abortion, pregnancy, body image and self-care.
- Analyse and reflect on the gender assumptions towards sexuality.
- Raise awareness on sexual and reproductive rights as an important step towards ensuring sexual and reproductive health and to have a more equitable and fulfilling intimate relationships.
- Raise awareness on girls' own body and sexuality as a basic human right and as an element in promoting young women's autonomy and self-care.
- Provide the space to share and discuss concerns regarding sexual and reproductive health issues.

#### INTRODUCTION

According to the International Planned Parenthood (IPPF) sexuality is about a lot more than having sex. Sexuality is about each person's growing awareness, experience and expression of eroticism, sexual pleasure, intimacy, sexual orientation and gender identity.

##### **Adolescence and sexual and reproductive health**

Young people mature sexually during adolescence which brings about various physical, psychological and behavioral changes. In this sense, adolescence is maybe one of the most complex transitions of life. During this stage, adolescents develop the capacity to reason in a more abstract way. Moreover, it is also a period in which they start taking additional responsibilities, they experiment new emotions, push for independence and question themselves and others. Furthermore, it is during adolescence that emotional and psychological independence flourishes including learning to understand and manage their sexuality.

According to the World Health Organization (WHO, 2014), sexual health is a state of physical, emotional, mental and social well-being in relation to sexuality, it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. In a human rights based approach, this implies the right to have a satisfying and safe life, and the possibility and the freedom to decide about one's sexual and reproductive activity.

In many countries around the world, including European countries, young people's access to sexuality education (formal and/or informal) is limited and quite varied resulting in more often than not, in lack of awareness and misinformation. Due to this lack of information, it is not surprising that young people resort to peers, the media and the internet for answers, with this often resulting in them receiving inadequate, incomplete and invalid information. Quite importantly, this lack of education and information and the possibility that the first sexual intercourse is probably not lived by choice, but as a compulsion. This lack of awareness and misinformation places young people

at serious risks: unwanted sex, sexual transmitted infections, unwanted pregnancies, sexual harassment and sexual violence, substance abuse and depression.

### **Adolescence, sexuality and gender**

IPPF has stated that gender-based inequalities and discrimination deny individuals their sexual rights, routinely resulting in lasting damage to health and emotional well-being. Gendered social and cultural norms can often perpetuate harmful traditions that cause physical and emotional damage particularly to girls and women. Even though girls and women are a very diverse population, they still represent one of the most vulnerable groups when it comes to sexual and reproductive health and rights. The right to enjoy a healthy sexuality and sexual and reproductive health is further threatened by violence and abuse.

#### **What was the relationship like?**

Ah, very bad... I was with him for almost a year when I got pregnant and when I was four months pregnant or so he hit me. Of course I reported him loads of times and had restraining orders, but even so I stayed with him.

– Girl, 18 years old.

He also attacked me psychologically...They tell you that you're worthless, that you're useless, that without them you're nothing...Sometimes I stayed over to sleep with him and my tummy was big [she was pregnant] and I didn't want to do it because it hurt...but at times you had to do it because he wanted to. And if you didn't do it [...] First he pushes you, then he hits you, then he grabs your hair, then he spits on you. – Girl 18 years old.

The danger of not having adequate information with respect to sexual and reproductive health and rights is even more pronounced in the case of young girls who have suffered experiences of sexual violence.

I am here because my stepfather abused me. He took my virginity when I was 12 and he carried on and on...

– Girl, 16 years old

It is demonstrated that it is even more difficult for this particular target group to ask for help and support especially due to the fact that in most cases the abuser is a family member. Girls interviewed in the framework of the Empowering Care research expressed that during the violent episodes (including episodes of sexual violence) they felt completely confused, disoriented and uncertain about what to do or to whom to turn to for help.

### **Bringing about change**

The exercises presented below aim to cultivate discussion and to provoke young girls living in residential care to reconsider, question and confront preconceptions and stereotypes they may have, regarding sexual and reproductive rights and health. Some of the exercises below also aim to dispel common myths about sexuality and strive towards providing information that can help girls make informed choices so as to live a healthier and safer sexual life. Therefore, issues such as peer pressure when it comes to sex, sexual and reproductive rights, gender and sexuality, myths and realities about sex and sexual health, sexual fantasies, among others are addressed.

## EXPERIENCE-BASED LEARNING AND TIPS FOR PROFESSIONALS

- Issues concerning sexual identity, sexual health and sexual orientation are by their nature personal and private. All individual and group work in this area will touch on personal experience. Therefore, it is imperative that solid ground rules are set and that voluntary participation is respected at all times. Also, professionals need to be prepared to deal with issues regarding sexuality with sensitivity, creating a safe space for sharing, reflection, re-evaluation and for challenging perceptions and/or experiences.
- It is recommended to work in small groups when girls have difficulties sharing personal stories or are unwilling to participate individually in an exercise. This gives girls the chance to maintain some personal space. Group work encourages girls thinking and experience without the need for deep personal sharing.
- Taking into account that sexuality is very subjective, personal, multifaceted and complex, it is important to start the session with a definition of sexuality, sex, sexual relations, etc. that emanates from the girls. From there, professionals can then adapt activities according to the interests and specific needs of the group.
- It is also important to take into account that the age of the girls affects sexual experiences. Different ages connote different knowledge, contexts, understandings, experiences, issues of interest, and needs with regards to sexuality. Thus, professionals need to adapt their approach to the topic in a way that addresses the needs of the group.
- The professionals must take into account that girls most often have various stereotypical opinions about sexual relations and stereotypical perceptions about girls' and women's' sexualities. It is quite common that girls may carry various myths that are related to sexuality, stemming from misinformation, stereotypes and cultural beliefs. The professionals should try to help the girls challenge these stereotypical perceptions about what they're able to do or not do and provide the necessary information so as to dispel the various myths about sexuality.

## ACTIVITIES

<b>Activity number</b>	13
<b>Name</b>	Sex and Young people: Peer Pressure
<b>Time</b>	60 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To discuss how peer pressure can influence girls' choices with regards to their sexual experiences</li> <li>- To explore how girls can stand up to peer pressure and make informed choices about their own sexuality</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Worksheet 9: sex and young people: peer pressure</li> <li>- A small ball</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator asks the girls to stand in a circle and explains that s/he will throw the ball at random to someone and this person will need to react to a statement that s/he will read.</li> <li>2. Once the facilitator throws the ball, the girl has 30 seconds to 1 minute to react to the statement and explain what she would have done in this situation. The facilitator continues throwing the ball around until all girls had a chance to 'have a go' at least in one statement.</li> <li>3. Once the facilitator completes the statements, s/he asks the group to sit down and open up the floor for a plenary discussion on each of the statements.</li> <li>4. The facilitator starts reading the statements one by one and asks to all girls to give their feedback, exploring various reactions to each situation and analysing the first answers given when playing with the ball. Here are some sample questions that may be used by the facilitator to stimulate the debate: <ul style="list-style-type: none"> <li>- What do you think would happen if you reacted this way ?</li> <li>- What do you think it would happen if you agreed to the peer pressure? How would you feel?</li> <li>- How could this reaction be more assertive? What could you say to give the message that you will not yield to the peer pressure?</li> </ul> </li> <li>5. At the end of the exercise, facilitator fosters the discuss among the girls on what it means 'informed' choice and helps girls to explore they can make informed choices about their sexuality.</li> </ol>

### Facilitation tips

In order to be able to carry out this activity it is important that the facilitator know what peer pressure is and how it works.

Peer pressure is the pressure that peers (friends and acquaintance and other people you might be familiar with) put on someone to do something he/she doesn't want to do (or doesn't feel ready to do), such as, for example, having sex. There are different types of peer pressure:

Obvious peer pressure, such as: "Everyone's doing it, so should you"

Underhand peer pressure, such as: "You're a virgin, you wouldn't understand"

Controlling peer pressure, such as: "You would do it if you loved me"

Controlling peer pressure is the most common and it is usually expressed with ultimatums and a large degree of manipulation.

Peer pressure is worse than the pressure young girls put on themselves. Most of girls have to deal with it at some point and often find it difficult to stand up to their friends. In their need to 'belong in the group' girls don't want to stand out for being 'different'. Thus they find it difficult to deal with peer pressure especially when friends brag about having sex and criticize others for being a virgin.

It is important that the facilitator transmits to the girls that they need to remember that not everything they hear is true. Their friends could be exaggerating to make themselves look more experienced or because they want to show off. Rushing into sex just to impress one's friends or partner could leave the person feeling like a fool because they didn't make their own decision.

The facilitator should ensure that the girls understand that they should not be rushed into something they are not ready to do just to please other people. In the field of sexual relations, they're more likely to regret their first time if they do it under pressure. If they have sex under pressure, they're also more likely to forget about contraception and condoms, which help to prevent pregnancy and protect them from sexually transmitted infections (STIs).

Finally, it is important that the facilitator transmits the message that everyone deserves to make their own decision in their own time. Sex can be great when people like each other and feel ready.

### Source

Advocates for youth (2008)

<b>Activity number</b>	14
<b>Name</b>	Dear Abby
<b>Time</b>	30 min
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To help girls to develop empathy, communication, and self-worth</li> <li>- To foster positive and informed sexual decisions and behaviours</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Worksheet 10: Dear Abby</li> <li>- Makers</li> <li>- Flipchart</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator explains to the girls that for this activity they have to imagine that they are an advice columnist of a magazine or a blog. For their job, they have to read the letter they receive and give some advice back.</li> <li>2. To start with, the facilitator asks for a volunteer to read the first letter aloud. Once everybody has understood the situation described in the letter, the facilitator encourages the girls to discuss what would be the better advice for the person writing.</li> <li>3. The facilitator prompts foster the debate among the girls and make them to think about assertive and realistic advises. In doing so, the facilitator should also try to challenge gender stereotypes and attitudes that may reproduce gender inequality.</li> </ol>
<b>Facilitation tips</b>	N/A
<b>Source(s)</b>	Center for Young Women's Health (2014)

<b>Activity number</b>	15
<b>Name</b>	Thinking about safe sex
<b>Time</b>	60 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To help girls identify when someone is ready to have sexual intercourse</li> <li>- To help girls decide which method of protection is best for them</li> <li>- To explore ways in which a young person can talk with their partner about their choice for protection</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Worksheet 11: Thinking about safe sex</li> <li>- Flipchart</li> <li>- Markers</li> </ul>
<b>Suggested step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator splits the girls in small groups and hands out a different scenario to each on.</li> <li>2. Then, the facilitator asks girls to read the scenarios and discuss them among themselves.</li> <li>3. After 10 min. the facilitator comes back to plenary and asks the girls to very briefly summarise the plot of their scenario and their group discussion.</li> <li>4. Once each group has presented its scenario, the facilitator fosters a group discussion to debate the opinions and the ideas coming from the groups. In order to foster the discussion, the facilitator may use the following questions: <ul style="list-style-type: none"> <li>- When do you think is someone ready to start having sex?</li> <li>- How do you know you are ready to have sex?</li> <li>- Which is the best contraception method to use?</li> <li>- What elements do you think are important to take into account when you decide which contraception method to use?</li> <li>- How can you best communicate to your partner your needs about having sex (or not) or using a certain contraceptive method?</li> <li>- Is it easy to communicate what you need when it comes to sexual matters? What can make it difficult to do so?</li> <li>- How can you be more assertive in your communication?</li> </ul> </li> </ol>
<b>Facilitation tips</b>	N/A
<b>Source</b>	Cyprus Family Planning Association (2014)



<b>Activity number</b>	16
<b>Name</b>	Myths and realities about sex and sexual health
<b>Time</b>	90 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To challenge and dispel myths about the risks of sexual behavior</li> <li>- To reinforce information that is factual, reliable and valid</li> <li>- To encourage a positive attitude towards sex and sexual health</li> <li>- To ensure that all girls have accurate information on female sexuality and reproduction, including related rights</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Worksheet 12: Myths and realities about sex and sexual health</li> <li>- Flipchart</li> <li>- Markers</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator explains that they will play a game to see how much "myth information" the group has about risks associated with sexual activity. S/he explains that "myth" refers to untrue information that is passed around like a fact. Some myths may have accurate information, but generally they are not true.</li> <li>2. The facilitator splits the group in two small groups. Then, each group gets a copy of the worksheet 12 with the different statements about sex and sexuality. Each group works individually and they decide whether the statements are true or they are myths.</li> <li>3. Once is group has gone through all the statements, the facilitator fosters a big group discussion where each small group has the present their previous discussion.</li> <li>4. After having discussed each statement, the facilitators explains to the girls whether statement is true or is a myth.</li> </ol>
<b>Facilitation tips</b>	<p><b>Alternative Procedure</b></p> <p>If there are dynamics in the group that may not work well with a competitive game, the facilitator can play this game similarly to 'Spin the Bottle':</p> <ul style="list-style-type: none"> <li>- The group sits in a circle</li> <li>- The facilitator picks a statement from the box</li> <li>- The facilitator then spins the bottle and the person that the bottle points to needs to answer if the statement is a fact or myth- The group then discusses the statement in plenary</li> </ul>
<b>Source(s)</b>	Cyprus Family Planning Association (2014)

<b>Activity number</b>	17
<b>Name</b>	Too hard to ask
<b>Time</b>	60 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To foster assertive communication</li> <li>- To foster open verbal communication in relation to request and refusals of sex</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Flipchart</li> <li>- Markers</li> </ul>
<b>Step by step process</b>	<p><b>Part 1: Brainstorming</b></p> <ol style="list-style-type: none"> <li>1. The facilitator asks the girls to work individually on the following question: What are the ways to ask a person to have sexual intercourse with you? How would you ask a person that you want to have sexual intercourse with her/him?</li> <li>2. After some minutes, the facilitator asks the girls to share their ideas with the rest of the group. The facilitator fosters the debate and the discussion among the girls.</li> <li>3. After this debate, the facilitator asks the girls to think about ways of declining an invitation to have sex with somebody else. The facilitator may suggest the following question: How would you say no to a person who asks you to have sex with him or her? The facilitator asks the girls to think in terms of assertive answers, i.e. answers that formulate a clear refusal without being offensive.</li> </ol> <p><b>Part 2: Acting out</b></p> <ol style="list-style-type: none"> <li>4. After the debate, the activity may continue as a role playing activity. The facilitator asks the girls to prepare a role-play for each scenario in which the girls will need to represent both the question and the answer.</li> <li>5. The girls work in pairs. Each pair has a few minutes to prepare their sketch.</li> <li>6. The first couple plays out their short dialogue and the facilitator asks the rest of the girls to pay attention to them. Then, the same couple needs to play it again. During this second representation, the audience may, at some point of the role playing, call out "freeze" if they want to replace one of the players and move the dialogue on in a different or (in their opinion) more effective or assertive direction. This is a way for the other girls to actively suggest alternatives.</li> <li>7. The girls representing the sketch continue until there are no further suggestions from the audience, or until players have been replaced a maximum of two or three times. Once the first play is completed, the facilitator should move on to the next volunteer pair and repeat the procedure.</li> </ol> <p><b>Debriefing and evaluation</b></p> <ol style="list-style-type: none"> <li>8. The facilitator starts the discussion by asking girls to share with the rest of the group some things they feel they have learned about asking for and refusing to have sexual intercourse during this exercise. <ul style="list-style-type: none"> <li>- The facilitator can use the following questions as a guideline: <ul style="list-style-type: none"> <li>- How did you feel about this exercise?</li> <li>- Did you feel discomfort about being asked to communicate openly and in front of other people about sex? Why?</li> <li>- Why might girls feel discomfort or embarrassment communicating about sex?</li> <li>- Do girls in different places communicate differently (more or less openly) about sex? Why?</li> <li>- What about where you live? How is sex communicated?</li> </ul> </li> <li>What do you think causes young people to feel embarrassed about speaking openly about sex?</li> <li>- What can be done to help girls communicate openly and transparently about sex?</li> </ul> </li> <li>9. The facilitator emphasises the importance of open verbal communication in relation to requests for and refusals of sex. The facilitator can refer to some of the following reasons why speaking openly about whether one is ready, or wants to have sex, is important: <ul style="list-style-type: none"> <li>- The body language of people in different roles, certain types of eye contact and whether a meeting between two people is a romantic date or a friendly chat are all very subjective categories, of which we cannot assume others to be fully aware.</li> <li>- Obvious but non-verbal offers are hard to refuse in an assertive manner. By the time the target of one's desire believes that s/he has understood the intentions of the other, s/he might already feel very intimidated.</li> </ul> </li> </ol>

	<p>- In the cases of date rape or acquaintance rape, most survivors have noted that shortly before the (attempted) rape they had an uncomfortable gut feeling about the situation, but would have found it impolite to react in an assertive manner, or simply were not sure of themselves and did not want to offend the other. These moments of discomfort are indicators for what may happen, and are often the last opportunity to stop the other. Once the true intentions of the other have become clear, it may already be too late to stop them. Initiate a process related discussion with girls to open up the issue of how people are socialized into non-transparent communication about sex.</p>
<b>Facilitation tips</b>	<p>Asking girls for their ideas on why requesting sex is a difficult task. Girls may raise verbal and non-verbal metaphorical approaches to asking for sex during the brainstorming. The facilitator should record these on a separate flip chart and call attention to the original task of finding transparent ways of communication about asking for and refusing sex. The facilitator might come back to the metaphors raised if that seems to be useful when drawing girls' attention to the reasons why transparent communication about sex is important.</p> <p>The aim of the exercise is not that at the end all girls will be able to communicate their sexual desires in a transparent way. Rather this exercise helps to begin thinking about past experiences or present thoughts and to raise awareness of the disadvantages of nontransparent communication that we are socialized into about wanting or not wanting sex.</p> <p>The facilitator has to be aware that discussions relating to sex may cause discomfort to some girls. Girls should be able to make use of their right to pass and not to express themselves at a given moment. There might be girls who find it very difficult to verbalize such requests or refusals. In the process related discussion during the debriefing one can address the ways in which different communities deal with issues such as communication about sex. Girls who used their right not to express themselves at another moment may have more to say during this part of the discussion. Encourage them to actively express their feelings about the situation with regard to communication about sex and how they would like to see it change, if at all.</p> <p>Sometimes the role-plays end up addressing the problem of sexual harassment. The facilitator has to be clear about the difference between harassment and situations of explicit communication about sex.</p>
<b>Source</b>	Buldioski, G., Schneider, A. (2007)

<b>Activity number</b>	18
<b>Name</b>	What to do?
<b>Time</b>	60 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To identify sex, sexuality, violence and relationship related dilemmas faced by girls as they become autonomous individuals</li> <li>- To explore different approaches to dealing with these dilemmas</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Worksheet 13: What to do</li> <li>- A large enclosed working space with four corners</li> </ul>
<b>Step by step process</b>	<p>1. The facilitator asks the girls to stand in the middle of the room and explains to them that they will listen to certain dilemmas that young people may face in their relationships. For each dilemma, four possible responses/solutions/ways of taking action will be given and the girls have to take a stand on the presented dilemma by choosing a corner of the room. Each of the corners of the room are clearly labelled 1, 2, 3 and 4 and represent the possible choices a person can make when confronted with the dilemma</p> <p>2. The facilitators read the dilemma aloud and the alternative corners are introduced. When each of the girls has taken a position by selecting a appropriate corner, the facilitator asks them to explain why they chose the specific way of reacting to the situation and to elaborate on its advantages and disadvantages. The facilitator repeats the action for each of the dilemma.</p> <p>3. The facilitator asks everyone to sit in a circle and initiates the discussion by asking girls how they felt during the exercise, whether they liked it, or disliked it or if they were surprised by any of the comments raised by other girls.</p> <p>4. Once girls have gone through all the dilemmas, the facilitator may foster the continuation of the discussion relating to the own experiences of the girls. In order to facilitate the discussion, the facilitator may use the following guide questions:</p> <ul style="list-style-type: none"> <li>- Do you consider these dilemmas representative of those faced by girls you may know?</li> <li>- How do you think girls make their decisions when faced with such a dilemma?</li> <li>- When you have a dilemma (big or small), how do you go about resolving it?</li> <li>- Where can girls faced with such dilemmas get support from if they need it?</li> <li>- What are the rights of girls in your country when it comes to sexual and reproductive rights?</li> <li>- Who should decide the rights of girls in relation to sex?</li> </ul>
<b>Facilitation tips</b>	<p>The facilitator can adapt the dilemmas to suit the group by changing the sex, age, sexuality, nationality or other characteristics of the persons described, or by changing the scenarios.</p> <p>The facilitator have to be careful that it is not always possible to know 'who is in the room' and that you should avoid using the personal stories of girls.</p>
<b>Source</b>	Adapted from: Flowers, N. (2009)

<b>Activity number</b>	19
<b>Name</b>	Loves me, loves me not
<b>Time</b>	30 minutes
<b>Objectives</b>	To reflect on the elements that constitute a healthy relationship
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Worksheet 14: Loves me, loves me not</li> <li>- Tape</li> <li>- Pens</li> <li>- Flipchart</li> </ul>
<b>Step by step process</b>	<p><b>The facilitator gives</b> each girl a blank petal and ask them to write a quality that is important in a healthy relationship (e.g. trust, having fun) on the petal.</p> <p>Then, the facilitator asks the girls to tape their daisy petal to the common centre part of the flower and read it out loud to the group.</p> <p>After that, the facilitator asks the group the following question: Would the flower look like a daisy without the petals? The facilitator can then explain that when all of the petals are intact, the flower is whole and that like a daisy, positive situations/qualities in our relationships help to keep our relationships healthy and also to make us feel good about ourselves.</p> <p>To follow up the activity, the facilitator may asks to the girls to think of examples of alarm signs that may make the membres of the couple realise that the relationship and themselves are in danger.</p>
<b>Facilitation tips</b>	There are several ways of introducing and developing this activity. An alternative way is to explain the girls that they have to write down a cooking recipe of a healthy love relationship. Then the girls need to decide the ingredients as well as the way how to cook it. For example, they may say 100gr of respect, 100gr of passion, 200gr of trust, etc. All need to be slow cooked, etc.
<b>Source</b>	Center for Young Women's Health (2014)

## 4. VIOLENCE AND VIOLENCE AGAINST WOMEN AND GIRLS

**KEYWORDS :** Violence, Gender-based violence, Violence against women and girls

### OBJECTIVES OF THE SECTION

- To improve girls knowledge and understanding about the nature of violence against women in terms of its causes, consequences and impacts.
- To explore and reflect on the different manifestation of violence in their own lives and their communities.
- To develop girls' emotional competence to enable them to recognise their right to be valued and treated with respect, as well as their responsibility to value and respect others.
- To improve girls' capacity to build relationships in an assertive and healthy way and by enhancing their communication, negotiation, decision-making and conflict managing skills.
- To provide them with tools to face future challenges in terms of interpersonal relationships, especially affective and sexual relations.

### INTRODUCTION

#### **Violence, Gender-based violence (GBV) and Violence against women and girls (VAWG)**

**Violence** is a means of control and oppression that can include emotional, social or economic force, coercion or pressure, as well as physical harm.

**GBV** is violence that is directed against a person on the basis of gender. It constitutes a breach of the fundamental right to life, liberty, security, dignity, equality between women and men, non-discrimination and physical and mental integrity. Gender-based violence reflects and reinforces inequalities between men and women (EIGE, 2014)

GBV and VAWG are often used interchangeably as most gender-based violence is inflicted by men on women and girls. However, in 1995 the Platform for Action of Beijing specifically defined **VAWG** as any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life (UN Women, 2014).

#### **Violence experiences of girls living in residential care institutions**

The Empowering Care research results showed that girls living in residential care institutions had experienced all different kinds of violence, i.e. physical and psychological aggressions, sexual abuse, humiliation and neglect. Some of the girls lived through one story of violence and others had been victims (and survivors) of different situations of violence. Most of the cases violence took place at the family home. However, other girls also shared stories of intimate partnership violence, school bullying and trafficking of human beings for sexual exploitation.

The experience of suffering violence is devastating and has effects at physical, emotional and social level not only during the episodes of violence but also afterwards.

As well as in the cases of VAW, most of the situations of violence against girls remain invisible. As noted by the Council of Europe (2006), this is due to the fact that girls are afraid to speak up and when they do, adults do not always follow up on and report cases adequately.

"I wanted to tell him everything, but I didn't dare because then he would beat me more" – **Girl**, 14 years old

"Even if I had said something, nobody would have done anything" – **Girl**, 15 years old

In this sense, most of the girls explained that they could not tell anybody that they were suffering violence which made them feel really alone. In some cases when the girls explained to a family member that, for example, they were being abused by another family member, they did not find the support and trust expected. That generated frustration, disorientation, loneliness and mistrust towards adults among the girls.

The girls expressed that during the violent episodes they felt sad, ashamed, disoriented and lost. In some cases, girls felt guilty for the violence suffered and for being placed in the centre. In other cases, girls felt somehow responsible for everything that had happened to them, whereas others girls verbalised that what they had been through was not at all their responsibility.

Most of the girls had low self-esteem and had great difficulty in establishing healthy and trustful relationships with others, especially with adults and with men. Moreover, some of the girls displayed physical and psychological health problems due to the violence suffered.

" Sadness, you need to cut yourself off. You aren't ... you know you say, "I'm just going out for a walk", no, you want to wait more. Cut off. I was like that when I came in here. It was more ... I didn't go out at all. Just the opposite, they made me go out. I didn't go out. It was very much "I want to be alone". You haven't got any confidence, you know? [...] Or when they raise their voice to you, you expect the worst..." **Girl**, 18 years old

### **Bringing about change**

Taking into account the impacts that violence has caused on girls' lives and on their emotional condition, it is essential to work to prevent further violence. In order to do so, this section will improve girls' knowledge about WAWG (manifestations, causes and impacts). Moreover, it will also foster girls' emotional competences to enable them to recognise their right to be valued and treated with respect and their responsibility to value and respect others.

### EXPERIENCE-BASED LEARNING

- When working on the topic of VAWG it is crucial that professionals have a comprehensive background on the phenomenon itself so that they know its causes and consequences, its different manifestations and the impact that it has on women's lives.
- Another important thing that professionals should take into account is that girls might not recognise some forms of violence as such. Facilitators should be aware of all of the above-mentioned forms of violence and work on them with the girls. In order to prevent future situations of violence, it is crucial to develop the girl's emotional competence in order to enable them to recognise violence and be aware of their right to be valued and treated with respect.
- It is suggested that in the implementation of the activities of this section to start talking about violence in general and then VAW. This will introduce the context and dynamics of violence in human relations, and then will focus on the specifics of VAWG.



## ACTIVITIES

<b>Activity number</b>	20
<b>Name</b>	George and Evelyn
<b>Time</b>	60 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To raise awareness and to develop girls' capacity to identify warning signs of VAWG</li> <li>- To help girls understand that VAWG is a process and not just a one-off act</li> <li>- To explore girls own reactions to VAWG in intimate relationships and identify the barriers people often experience in challenging it</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Worksheet 15: George and Evelyn</li> <li>- Flipchart</li> <li>- Markers</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator introduces the activity and encourages girls to participate by volunteering for one of the roles in the role-play. Four volunteers are needed: George, Evelyn, Natalie and the narrator.</li> <li>2. The facilitator briefs the actors and actresses in advance about the scenario, gives them a copy of the story and asks them to read it and familiarise themselves with it. It would be best if actors and actresses can practice their scene prior to 'performing' in front of the group.</li> <li>3. The facilitator prepares the working space so that all girls can sit in front of the actors and actresses and can observe all the action clearly. While the actors and actresses are preparing, facilitator can open a group discussion with the rest of the girls on what constitutes violence in relationships.</li> <li>4. The facilitator explains to the girls that they will hear a short story about a couple and their relationship. Afterwards there will be a discussion about the issues it raises.</li> <li>5. The actors and actresses move to the middle of the room and start acting the scenes. Once they finish, they leave the scene and sit down.</li> <li>6. After the acting has been completed, the facilitator hands out a copy of the story to girls so that they can review certain passages. Then, the facilitator starts asking the following questions: <ul style="list-style-type: none"> <li>- How healthy is the relationship of the couple you just witnessed?</li> <li>- What signs exist that indicate this relationship is becoming abusive?</li> <li>- What instances of violence/abuse can you identify?</li> <li>- Can we identify any of these incidences of abuse as gender-based? Why / Why not?</li> <li>- Were any of the behaviours of the abuser justified or acceptable? Why?</li> <li>- Do you consider jealousy a sign of love and caring? Why?</li> <li>- Do you think that Evelyn did something that provoked the violence she experienced?</li> <li>- Is it justifiable to accept certain behaviours in order to maintain 'some sort of peace' in the relationship and avoid conflict?</li> <li>- Do you think Evelyn considered certain behaviours as natural and 'expected'?</li> <li>- Is it violence romanticised? How? What are the risks of doing this?</li> <li>- What do you think is the purpose of such violent behaviours within a relationship? What was the perpetrator trying to achieve with his behaviour?</li> <li>- What would happen if the story was the other way around? What if it was Evelyn exercising the same control over George? Would you still have the same perception of her actions and classify them as abusive or would your perceptions differ because Evelyn is a girl?</li> </ul> </li> </ol>

## Facilitation tips

### During the debate

This activity may give rise to a debate amongst girls and it is important that facilitators can close the discussion without leaving too many 'loose ends'. It is suggested that five minutes before the allocated time, facilitator lets girls know that the activity is drawing to a close and invite any comments or questions on what they have just learned. The take-home messages are:

- Violence in relationships can and does affect young people. It is not just a problem of adults.
- Violence can take many forms: it can be physical, psychological or sexual. Psychological forms of violence may be equally as damaging and serious as physical forms.
- There is a tendency amongst young people especially to romanticise violence in relationships and this can perpetuate it or legitimise it.
- Victims of violence are never to blame for the abuse they experience.
- Friends, parents, teachers or other trusted adults can really help if a young person is experiencing violence in a relationship.
- Everyone wants and deserves a healthy relationship based on mutual respect.

This exercise can be very emotional for some girls. The facilitator should keep in mind that s/he does not necessarily know 'who is in the room'. Someone may have been a victim of violence and she needs to feel that they are in a safe environment when participating. Prior to the commencement of the exercise, the facilitator should remind the girls that they shouldn't feel forced to share intimate details and that they only need to do that when they feel comfortable about it. The discussion should be conducted in a 'non-personal' manner, so that even if someone has personal experience of abuse, they do not have to answer by referring to it directly.

Facilitators should make sure that girls can access information about sources of support or help-lines should they need to speak to someone after the Session.

### Recognising different types of violence

Young people sometimes struggle to recognise psychological forms of violence and they are likely to consider that psychological abuse has very little impact on victims. The role-play itself focuses on psychological violence including: control tactics such as checking the mobile phone of your partner, telling them what to wear, where they can go or not, persistent phone calls to check on them etc., verbal abuse e.g. name calling, demeaning comments etc., and intimidation and threatening behaviour.

Facilitators may wish to give girls an opportunity to fully explore the impact of psychological abuse on victims as well as the notion of 'romanticised violence' in relationships. Girls, for example, often perceive jealousy to be an expression of love rather than one of control and aggressive, possessive or dominant behaviour by boys is sometimes regarded as attractive or cool instead of being condemned.

### Blaming the victim

Amongst girls discussing the scenario it is likely that some will try to justify George's behaviour by highlighting things that Evelyn could do to prevent it e.g. like spending more time with him, not wearing revealing clothing or even just breaking up with him. It is vital to ensure that girls understand that George is responsible for his own behaviour and not Evelyn. George is trying to control Evelyn through harassing, intimidating and threatening her. In healthy relationships, partners do not try to control each other and resolve differences through discussion and compromise rather than intimidation and abuse. Evelyn may have many reasons for not leaving George including that she loves him, she is scared of him, she hopes he will change or she blames herself for the abuse. It is very common for victims to try and change their own behaviour in order to minimise the abuse they experience.

	<p><b>The focus on women as victims and men as perpetrators</b></p> <p>Girls are very likely to question why the role-play focuses on a female victim and a male perpetrator and may argue that female to male violence is just as common in romantic relationships.</p> <p>Enabling girls to explore the question 'what would happen if the story was the other way round' is vital to ensuring they understand that boys and girls have very different experiences of gender-based violence in romantic relationships. The key message is that girls and women are disproportionately affected by gender-based violence, not just because they are more likely to be victims of GBV (including sexual violence) but also because they are more likely to experience severe forms of abuse which have long-term impact on their emotional and physical wellbeing. It is important to clarify to girls that the vast majority of men are not abusive and that exploring the impact of GBV will give both girls and boys the confidence to recognise it and seek help if they experience it. It is also important to clarify that GBV can and does take place in same-sex relationships. Ultimately, no form of abuse is ever acceptable regardless of who perpetrates or experiences it.</p> <p>To address the issue of prevalence of gender-based violence in relationships, facilitators may wish to research country-specific statistics (if available) on domestic violence, rape, sexual assault and dating abuse.</p> <p><b>Additional tips to the facilitator:</b></p> <ul style="list-style-type: none"> <li>- For the role play the facilitator can involve an external young boy.</li> <li>- Enabling girls to think for a creative end for the story: If you could change anything in the story, what would you change?</li> <li>- To give positive feedback to the girls to feel empowered.</li> </ul>
<b>Source(s)</b>	Buldioski, G., Schneider, A.(2013).
<b>Activity number</b>	21
<b>Name</b>	Myths and Realities about Gender-based Violence
<b>Time</b>	35 minutes
<b>Objectives</b>	To identify and dispel the common myths about gender based violence
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Tape</li> <li>- Worksheet 16: Myths and Realities about Gender-based Violence</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator splits the girls into small groups and gives each group a copy of Worksheet 16.</li> <li>2. The facilitator gives the groups 10 minutes to read through the statements and agree whether they are myths or facts.</li> <li>3. After the work in small groups, each group shares with the rest their opinions regarding the first statement. Once all the groups have expressed their opinions, the facilitator reads out the correct answer and explains why the statement is either a reality or a myth. The facilitator moves on to the next statement and repeats the same dynamics for each one.</li> <li>4. At the end, the facilitator highlights the following points: <ul style="list-style-type: none"> <li>- Myths about GBV generally blame the victim and justify the violence due to the use of alcohol, the non-capacity of controlling anger or a presumed mental illness of the perpetrator.</li> <li>- Understanding the myths and realities of intimate partner violence can help us focus on the responsibility of the abuser. This focus on the responsibility of the abuser is a critical part of challenging and preventing violence against women.</li> </ul> </li> </ol>
<b>Facilitation tips</b>	A great way to make this activity more dynamic is by asking girls to 'vote with their feet'. Create a line down the middle of the room using tape and identify which side is the 'myth' and which side is the 'fact'. Read out each statement and wait for girls to move into their chosen side. Girls who are not sure of the answer can stand in the middle.
<b>Source(s)</b>	Adapted from: Interagency Gender Working Group (2014)

<b>Activity number</b>	22
<b>Name</b>	Silhouette
<b>Time</b>	90 minutes
<b>Objectives</b>	To enhance girls' capacity of reflection and tackling different situations of violence
<b>Materials</b>	Worksheet 17: Silhouette
<b>Step by step process</b>	<p>1. The facilitator encourages each girl to think of a situation of violence and share it with the rest of the group.</p> <p>Based on the shared situations, the facilitator and the girls try to identify the different characters: the perpetrator, the victim and/or the witness.</p> <p>2. After the discussion, the girls are provided with the Worksheet 17: Silhouette. The facilitator asks the girls to pick one of the characters and asks them to draw/write in the silhouette what they think the character does, says thinks and feels.</p> <p>3. The facilitator encourages each girl to work individually for a while. After each girls finishes with its silhouette, a group discussion is started where each girl presents her work and explains it to the rest of the group.</p> <p>4. In order to wrap up the session, the facilitator may ask the following questions::</p> <ul style="list-style-type: none"> <li>- Was it difficult for you to accomplish this task?</li> <li>- What kind of thoughts did this activity arise?</li> <li>- How did you pick the character?</li> <li>- Is there a character which you find difficult or impossible to be in?</li> </ul>
<b>Facilitation tips</b>	<p>The facilitator should not put pressure on girls if they do not want to participate in the activity. The facilitator should be aware that most of the girls living in residential care may have been victims of violence, and therefore, during the activity some of them may share their own experiences. The facilitator must be prepared to face and address the emotions of the girls.</p>
<b>Source(s)</b>	Own creation

<b>Activity number</b>	23
<b>Name</b>	Rating situations of violence
<b>Time</b>	60 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To identify and analyse different situation of violence</li> <li>- To examine myths and attitudes towards violence</li> <li>- To question the normalisation of certain violent attitudes</li> <li>- To examine and reflect on personal attitudes and perceptions about violence</li> </ul>
<b>Materials</b>	Worksheet 18: Rating situations of violence
<b>Step by step process</b>	<p>1. The facilitator distributes the copies of the Worksheet 18 and asks to the participants to read it. Then, the facilitator asks the girls to try to rank the situation from non-violence/less serious violence to extreme violence.</p> <p>2. Once each girl has rated the list of situations, the facilitator asks the girls to share their ranking with the rest of the group. The facilitators should foster the debate.</p>
<b>Facilitation guidelines</b>	N/A
<b>Source(s)</b>	Ministry of Women's Affairs of the Royal Government of Cambodia and the German Technical Cooperation Project Promotion of Women's Rights (n.d.).



## 5. IDENTITY, SELF-IMAGE AND SELF-EVALUATION

**KEYWORDS:** Identity, Sexual identity, Self-image, Self-esteem, Self-evaluation, Values

### OBJECTIVES

- To help girls become aware of their own personal strengths and their own limitations.
- To confront ideas on how they see themselves and how others see them.
- To question given (gender) identities and foster the creation of new meanings to what society, families, institutions and others define they should be and should do.
- To help girls become aware of their uniqueness and, at the same time to realise their connection with, and belonging to, a broader group of people.
- To foster, among girls, a healthy self-image and self-evaluation.

### INTRODUCTION

#### Identity building during adolescence

**Identity building** is the development of the personality of an individual. Identity building during adolescence is of key importance. Adolescence brings various physical, psychological and behavioural changes in the child and it is maybe one of the most complex transitions of life. Adolescents mature sexually and develop the capacity to reason in more abstract way, to explore concepts of right and wrong, to develop hypotheses and think about the future. As they move out into the world, adolescents take on additional responsibilities, experiment with new ways of doing things and push for independence. They start to question themselves and others and begin to see the complexities and nuances of life. During adolescence, young people establish their emotional and psychological independence, learn to understand and manage their sexuality and consider their future role in society. The process is gradual, emotional and sometimes unsettling. Adolescence is one of life's fascinating and perhaps most complex stages, a time when young people search for identity, learn to apply values acquired in early childhood and develop skills that will help them become caring and responsible adults (UNICEF, 2002).

During identity building in adolescence girls aim at developing a clear sense of one self. And they do so, by trying on different roles in various settings and in different social relations. In this process young people explore their own values, ethics, spirituality, racial and ethnic, sexuality, and gender. While adolescents are learning what makes them unique, they also have an increased need to fit in and to be recognised and valued by the peers.

#### Gender and identity building

As already mentioned in section 2, gender socialisation is a process of learning cultural roles and social norms assigned to one's sex. The process starts even before birth and continues throughout the life cycle. Right from the beginning, boys and girls are treated differently by the member of their own environment, and learn the differences between boys and girls, women and men. Parental and societal expectations from boys and girls, their selections of gender-specific toys, and/or giving gender based assignments define a differentiating socialisation process. Gender expectations and messages bombard young girls and boys constantly. The family, the culture, the peers, the extended community and the whole society itself, the media, and the religion, are agents of socialisation that shape people's (gender) identity.

The conclusions of the Empowering Care research revealed that most girls reproduced strong patriarchal values and gender stereotypes that situate women in highly sexualized and devalued social position.

Girls should be pretty, they should dress nicely – **Girl**, 14 years old  
 Girls shouldn't have sex unless they are married and their husband wants to have children – **Girl**, 15 years old  
 I will never have sex because it sucks and only boys do that – **Girl**, 15 years old

### **Sexual identity and adolescence**

Sexual identity is sometimes confused with gender identity. However, they are two different things. On the one hand, gender identity refers to whether somebody considers themselves to be masculine, feminine or transgender. On the other hand, sexual orientation refers to somebody's patterns of physical, emotional, sexual and romantic attraction. The main categories of sexual identity are: homosexual, heterosexual or bisexual. It is precisely during adolescence, young women and men question and define their own sexual orientation. The development of a healthy sexual identity includes curiosity about sex, flirting, experimenting with sexual behaviour, and emotional maturity. During the process of developing sexual identity some teens question and ultimately confirm their sexual orientation (Seven Counties, 2014).

### **Self-image and self-esteem**

Whereas self-image refers to the characteristics, qualities and competences that people use to define themselves, self-esteem includes a value judgment about one's identity. Self-esteem is the personal judgment of the worthiness that is expressed in the attitudes the individual holds towards oneself. The way we value ourselves and how much important we think we are has a direct effect on our behaviour as well as on our emotions, desires, values and goals. While self-esteem is indeed a result of an individual evaluation, it is definitely influenced by a number of factors, particularly those related to the opinion of the others and peer pressure (Seven Counties, 2014).

During adolescence, teens experience periods of low self-esteem due to all the changes that their body and mind is going through. Adolescents become aware of their bodies and may get concerned about how the others may see and perceive them. According to Gleen and Nelsen (1987) there are five elements that make adolescence to be at high-risk of having low self-esteem: 1) weak perceptions of personal capabilities, significance and power or control in life, 2) weak intrapersonal skills, lacking self-discipline and self-control, 3) poor cooperation and communication skills, 4) weak systematic skills, little flexibility and integrity, 5) weak judgmental skills, having poor decision-making skills or support for personal values. These characteristics most often occur in combination and are interrelated.

Self-esteem and self-image of girls is strongly influenced by gender roles and gender stereotypes as well. That was clear in the result of the Empowering Care research. Girls often identified themselves with clothing, style of dress and the way they look. Some girls shared that they would like to look and be like their idols and stereotypes for good looks in society and they have idealized self-image.

" I want to have long hair and big eyes, and dress to the ground – just like a princess. **I know that will never become....**" – **Girl**, 14 years old

### **Bringing about change**

Forming a stable identity is a complicated and difficult process when growing up in an institution or residential care. Everyone is included in this process: the girls themselves and also the professionals working with them



This section of the manual is focused on supporting professionals to help young girls in forming an overall positive image of themselves as well as finding their place within society. The activities presented below support professionals by providing resources that can be used in training and discussions in the following areas:

- Individuality: what makes every girl unique and different? How do they cope with being different? Exercises in this area are designed as role-playing games as well as introspective activities. With them, girls are challenged to experience new situations in which they will be able to work out old conflicts and to gain a new mature way to deal with them.
- Stereotypes: overcoming the influence of stereotypes in relation to themselves and in relation to other people. Exercises in this area are designed to stimulate discussion of social gender norms and to challenge girls' perceptions and beliefs about themselves and others.
- Self-consciousness and self-acceptance: the ability to understand themselves and understand how other people perceive them. Exercises in this area aim at stimulating the understanding of their own way of participating in group and how the others react to their performance, behaviour and attitudes

#### EXPERIENCE-BASED LEARNING AND TIPS FOR PROFESSIONALS

- Issues concerning identity, self-image and self-evaluation have shown to be the core matter of girls raised in residential care facilities. Therefore, to work on this topic is very important as well as challenging at the same time.
- Some girls may show some resistance to work on issues related to their identity, self-image and self-evaluation. Professionals should be aware of that and ensure that girls feel comfortable during the sessions. A suggestion here is that if the girls show difficulties/embarrassment in facing the activities the facilitators may alternate and introduce ice-breaking activities as well as exercises from other sections.
- It is recommended to work in small groups in the activities when girls have difficulties to share personal things or are unwilling to participate individually in the exercise. This form of work is good also in the case where girls have lived together for a long time in the institution and know each other very well and want to maintain a secret personal space. Group work would encourage girls' thinking and experience, without the need for deep personal sharing.
- The professionals should take into account that girls most often have a stereotypical opinion of themselves. Professionals should try to help them challenge these perceptions with regards to what they're able to do or not do. The professionals need to support the girls during the activities, feeding back positive elements, as for some girls it may be quite difficult to think about positive things about themselves. In some cases girls may be and are often critical to each other and towards themselves.
- It is recommended that professionals engage and participate in the activities. During the training the facilitators may act as role models and girls may identify with them. In this sense, it is important that the facilitators are honest, transparent and aware of their own strengths and weaknesses. Moreover, it is essential that professionals have a sense of their own personal limits and that do not cross professionals boundaries.
- Identity is very much related to social relationships as it is built through them. It is recommended to connect these two sections of the training by successive exercises. In parallel, it is also very much connected with emotional competences (section 7). So, the following activities can also be combined with the ones in section 7.



## ACTIVITES

<b>Activity number</b>	24
<b>Name</b>	I am_
<b>Time</b>	40 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To get to know each other</li> <li>- To foster self-reflection on the existence of multiple identities</li> <li>- To encourage self-esteem and positive self-image</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Worksheet 19: I am_</li> <li>- Pens</li> <li>- Flipchart</li> <li>- Marker</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator hands out the Worksheet 19: I am_ to the girls and explains them that they have 10 minutes to fill in the worksheet.</li> <li>2. Participants are free to write what they want, but if the group has difficulties in getting started, the facilitator might give a few possible answers, such as "I am the sister of my brother", "I am a music lover", etc.</li> <li>3. When all the girls have finished filling in the worksheet, the facilitator asks them to attach their paper to the front of their shirt or blouse and then walk around the room reading other participants' sheets.</li> <li>4. The participants are encouraged to talk to the people whose sheet appears to be interesting or ask questions they may have while reading the sheets.</li> <li>5. After 10-15 minutes the facilitator asks if there are any people in the room with similar responses, and also ask what people found most interesting or remarkable about each other.</li> </ol>
<b>Facilitation tips</b>	<p>It could be useful to develop this activity at the beginning, especially if the facilitator doesn't know the girls involved in the empowerment programme.</p> <p>If the exercise is proposed during the introduction, it is possible that girls show a great embarrassment when asked to reflect and share with others some of their personal features.</p> <p>This exercise is not recommended if the girls find it difficult to express themselves in writing.</p> <p>The exercise can be used at the beginning of the training, but also after Johary Window exercise (activity number 27).</p>
<b>Source(s)</b>	Ministry of Women's Affairs of the Royal Government of Cambodia and the German Technical Cooperation Project Promotion of Women's Rights (n.d.)

<b>Activity number</b>	25
<b>Name</b>	Me inside and me outside
<b>Time</b>	90 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To foster girl's self-reflection</li> <li>- To help girls become aware of their uniqueness and at the same time to realise the common features they share with others</li> <li>- To discuss different aspects of individuality</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Cardboard boxes</li> <li>- Scissors</li> <li>- Glue</li> <li>- Markers</li> <li>- Magazines, pictures, pieces of cloth, colour paper, etc.</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator gives a cardboard box to each participant and provides them with the material to decorate the box.</li> <li>2. The facilitator asks the girls to imagine that the box represents themselves and their personality. Then, s/he asks the girls to think about the following questions: <ul style="list-style-type: none"> <li>- How do you look from the outside, how do you think other people see you?</li> <li>- How do you see yourselves, what do you have inside of you (in terms of character, personal qualities, dreams, and talents)?</li> </ul> </li> <li>3. Then, the facilitator asks the girls to decorate the inside and the outside of the box trying to reflect their own personal inside and outside with the decoration.</li> <li>4. Once everybody has decorated her own box, the facilitator asks the girls to present it to the rest of the group and explain to the others why they have decorated it the way they did.</li> </ol>
<b>Facilitation tips</b>	<p>This exercise should be done at the beginning of the programme. It can be used as a container to keep all things that girls produce during the programme. It can be modified during the whole programme. Make sure that the boxes are kept saved during the programme.</p> <p>Some questions to facilitate the debate might be:</p> <p>How do other people see you?</p> <p>How do you want to look like?</p> <p>Is there an inconsistency between your "self-image" and the image other people have about you?</p> <p>What kind of roles do you engage in? What is your behaviour in the respective role? How do you look like in the respective role?</p>
<b>Source(s)</b>	Adapted from Animus Association Foundation (n.d.)

<b>Activity number</b>	26
<b>Name</b>	What are your values?
<b>Time</b>	60 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To gain knowledge about common and personal values</li> <li>- To foster girls' self-reflection</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Worksheet 20: What are your values?</li> <li>- Pens</li> <li>- Flipchart</li> <li>- Markers</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator presents the activity to the girls and explains them that the exercise aims at better understanding the girls' most important personal values</li> <li>2. The facilitator hands out the Worksheet 20: What are your values? to the girls and asks them to select the 10 values that are more important to them and that guide their thoughts and behaviours. The facilitator can encourage the girls to add any value that they miss in the list.</li> <li>3. For the next step of the exercise the facilitator asks the girls to select only 5 values and cross the other 5. Then, ask them to progressively give up 4 more until they only have 1 value.</li> <li>4. Once every girl has only 1 value left, the facilitator asks the girls to share with the rest of the group the value left and ask them to share with the other how easy/difficult it was to choose just one value.</li> </ol>
<b>Facilitation tips</b>	<p>Possible facilitating questions are:</p> <ul style="list-style-type: none"> <li>- Do these values make you feel good about yourself?</li> <li>- Are you proud of your top values?</li> <li>- Would you be comfortable and proud to tell your values to people you respect and admire?</li> <li>- Do these values represent things you would support, even if your choice isn't popular, and it puts you in the minority?</li> </ul>
<b>Source(s)</b>	Adapted from: SelfCounseling.com (2014)

<b>Activity number</b>	27
<b>Name</b>	Johari's Window
<b>Time</b>	90 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To enhance awareness about how girls see themselves and how others see them.</li> <li>- To understand and foster self-consciousness and self-acceptance.</li> <li>- To enhance personal development, interpersonal communications and interpersonal relationships</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Pens</li> <li>- Colour pens</li> <li>- Paper</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator explains to the group that this is an exercise that will allow them to see themselves through the eyes of the others in a positive light. After that, the facilitator sets the ground rules around terminology, explaining that in this exercise we are focusing on each other's positive characteristics.</li> <li>2. The facilitator hands out to each girl a large piece of paper divided into 4 sections, as if it was a drawing of a window.</li> <li>3. Then, the facilitator asks the group to decorate their own window, to dress it up how they like. Moreover, the facilitator asks the girls to label each square of the window with the following terms: <ul style="list-style-type: none"> <li>- top left: "I know and You know"</li> <li>- top right: "You know"</li> <li>- bottom left: "I Know"</li> <li>- for the moment leave the forth square unlabelled</li> </ul> </li> <li>4. Once everybody has the window ready, the facilitator asks the girls to stick the paper behind each of them or place on the floor in front of them</li> <li>5. The facilitator asks the girls to write down for themselves on a personal piece of paper some positive thoughts about themselves using adjectives or small phrases. The facilitator should encourage them to find at least 4. Some examples could be "I am a great cook, I am a good listener, enthusiastic, honest, organised</li> <li>6. Then, the facilitator asks them to write 1-3 positive attributes about each of the girls of the group in different post it notes and to place them on the forth window (the unlabelled one) of the person they are writing about. If the group is of a low learning level, or has limited language skills, you can provide a variety of words, sometimes with pictures next to them in plain view, in order to help the process along.</li> <li>7. Once every one has done this, the facilitator asks each girl to spend some time reviewing their post it notes individually. At this stage only those who are ready and want to, share their feelings with the group.</li> <li>8. The facilitator asks the group to start sorting the post it notes on their window: <ul style="list-style-type: none"> <li>- In the first window pane (I know and you know) they need to place the words/phrases which match the notes they had made at the beginning for themselves.</li> <li>- In the second window pane (You know) everything else that was said about them by others which was not on their personal list</li> <li>- In the third window pane (I know), they need to place everything else that was mentioned on their personal list but was not mentioned by anyone else.</li> </ul> </li> <li>9. Once the girls have finished their windows they share them with the rest of the group. Then, the facilitator explains that: <ul style="list-style-type: none"> <li>- The 'I know you know' window is the part of ourselves we are confident with and show freely to others. The facilitator may want to work more on that and may ask: how can you further build on this? How can you do more of this? Do you like being seen like this?</li> <li>- The 'You know' window is how others see us but we're not aware of these qualities ourselves. The facilitator may also explain that sometimes our potential is there but we are too shy, too nervous or too fearful to acknowledge it. However, others can help us do that. The facilitator may want to work more on that and may ask: which of these characteristics would you like to adopt more? How can</li> </ul> </li> </ol>

you see yourself like this? Do you like all or some of these qualities? Which qualities surprised you the most?

- The 'I know' window is about each person's potential. This window pane is about what the participant believes she is capable of but is not doing it enough, is too scared or fearful or/and is holding back. The facilitator may want to work more on that and may ask: what would you need in order to be able to show this side of yourself? So if you could ask for help to be able to do this, who would you ask? Is there something there that you don't want to share but prefer to keep for yourself?

- The final window which was left unlabelled represents personal growth and development. Once all the girls have shared what they needed to share about the previous 3 window panes, the facilitator should encourage them to imagine how they would be in the future, drawing on the positives they have talked about from their own window and maybe adding ideas they have heard when listening to the discussion on other windows. The facilitator should remind them these elements should be something achievable. Finally, the facilitator should ask them to take a step back and see themselves and their current potential along with the image of who they have the capability of becoming.

#### Facilitation tips

Below are several adjectives that can be used during the exercise:

able	cheerful	extroverted	Ingenious	mature
accepting	clever	friendly	Intelligent	modest
adaptable	complex	giving	Introverted	nervous
bold	confident	happy	Kind	observant
brave	dependable	helpful	knowledgeable	organized
calm	dignified	idealistic	Logical	patient
caring	energetic	independent	Loving	powerful
proud	religious	self-conscious	Silly	tense
quiet	responsive	sensible	Smart	trustworthy
reflective	searching	sentimental	spontaneous	warm
relaxed	self-assertive	shy	Sympathetic	wise

#### Source(s)

Adapted from Chapman, A. (2003)

<b>Activity number</b>	28
<b>Name</b>	My life in 20 years
<b>Time</b>	30 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To reflect on future life expectations and to analyse how much feasible they are</li> <li>- To reflect and question gender stereotypes being reproduced in girls' life expectations</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Pens</li> <li>- Colour pens</li> <li>- Paper</li> <li>- Collage material</li> </ul>
<b>Step by step process</b>	<p>1. The facilitator asks the girls to imagine themselves in 10 years' time. In order to enrich the discussion, the facilitator may ask them to draw and make collage of the life they imagine trying to answer some of the following questions:</p> <ul style="list-style-type: none"> <li>- How old are you going to be?</li> <li>- Where are you going to live?</li> <li>- Where are you going to work? What did you do to get this job?</li> <li>- Are you single? Are you with somebody? Do you have kids?</li> <li>- What would you say to somebody younger than you that ask for advice on how to get what she wants?</li> <li>- What do you think it is going to be the best thing of your life at that time?</li> </ul> <p>2. Once everybody has finalised the collage, each girl presents it to the rest of the group.</p>
<b>Facilitation tips</b>	It is recommended to do the activity at the beginning (during the 'Intro' section) and at the end of the programme (during the 'Wrap up and evaluation' section) in order to understand how the girls change their perception of their future lives after the programme.
<b>Source(s)</b>	Adapt form Sanchis (2006).



## 6. SOCIAL RELATIONS

**KEYWORDS:** Empathy, Peers, Manipulation, Respect, Self-awareness, Relationship, Social interactions

### OBJECTIVES OF THE SECTION

- To improve girls' ability to communicate, negotiate, make decisions and manage conflicts.
- To learn to identify and build healthy and violence-free relationships, based on gender equality and with respect to human rights.
- To develop enhanced self-awareness and self-worth and the capacity to approach social interactions empathically.
- To help girls challenging patriarchal models/norms on which girls often base their relationships.

### INTRODUCTION

Social relationships are dynamic interactions through which individuals are able to form groups, define and establish social rules, institutions and systems within which they seek to live. Each person's social relations are based on his/her social, cultural and family context: in the case of girls living in residential care institutions, it is essential to take into account their past experiences as well as their present situation in the centre, in order to understand how they interact with others and establish social ties.

#### Family ties

The construction of the meaning of life is a process that begins within the family, during primary socialisation. Life experiences, knowledge and learning acquired during primary socialisation provide an ontological base that offers certainty and conviction to the person.

In the case of most of the girls living in residential care institutions, families have not fulfilled their supposed and expected role of caring and supporting girls' education and wellbeing and this has a direct impact not only on the girls' emotional sphere, but also on the kind of affective relationships they are able to establish.

On a psychological level, you're bound to become the mother of your children in the same way that your mother was with you. It scares me. I'm afraid of becoming like my parents and I'll try to do everything so that doesn't happen - **Girl**, 16 years

#### Friendship ties

Friendship plays a fundamental role in the construction of identity and represents a key element for the socio-affective life of young people. Friendship and emotional connection to others are required elements for human resilience.

Unfortunately, the great majority of the girls in institutions and residential care show a low relational and social competence level.

And who are your best friends? Basically the girls I live with here, because you're with them every day so you begin to like them, whether you want to or not ... and I've got three best friends. I like the others, but they're not as good friends... - **Girl**, 13 years



### Intimate and sexual relationships

Adolescents' romantic relationships require much more attention than they have traditionally been given. They play an important role in adolescents' day-to-day lives and have a significant impact on their current mental health, their ongoing development, and their future romantic relationships.

Most of the girls living in residential care centres are involved in unequal and even violent relations in which patriarchal romantic love dynamics are reproduced.

My boyfriend controls my mobile and Facebook. He's got my password. Because he asked me for it.  
I don't want him to get paranoid and I gave it to him – **Girl, 15 years**

### Bringing about a change

Through the activities proposed in this section, girls will be supported in developing skills in communication which are useful for learning how to build solid and positive relationships, to avoid and/or decrease resistant and oppositional behaviours, to promote conditions that encourage positive and prosocial behaviours. The main result should be to ensure that girls are able to distinguish between healthy and unhealthy relationships and that they will afterwards be inclined to choose the healthy ones.

Taking into account girls' vulnerabilities, but also their potential, in this sessions girls will address key emotional competences such as:

- **Conflict resolution:** to learn how to work out a problem or disagreement without fighting, running away or going against one's feelings. Knowing how to handle conflicts in a positive way in order to stay safe from violence, feel good about themselves, and learn to respect others.
- **Good communication:** to learn how to be a good listener, considering and respecting the other person's point of view.
- **Empathy:** to learn to understand another person's condition from his/her perspective.
- **Self-confidence:** to identify one's personal abilities and resources and recognise them as powerful elements to modify life situations (personal, family, social and labour).
- **Management of emotions:** to recognise, interpret and manage one's emotions and those of others.

### EXPERIENCE-BASED LEARNING

- Girls will probably feel quite comfortable discussing this topic. They feel that it is not something specific of their situation but it is rather something that affects all young people. Activities in this section might be used as a starting point to tackle more sensitive topics.
- Social relationships' section is closely related to the Section 5: Identity, self-image and self-evaluation and Section 7: Emotional Competences. Therefore, it may be interesting to combine exercises from the two sections.
- The professional needs to pay attention to the effectiveness of the social appearance that every girl gives of her real nature, trying to challenge "fake"/pretentious behaviours and to make the girls' understand the importance of the courage to be authentic.

## ACTIVITIES

<b>Activity number</b>	29
<b>Name</b>	Relationship recipe
<b>Time</b>	20 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To encourage participants to think about what they value in relationships.</li> <li>- To think about which are the elements needed to build a healthy relationship.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Pens</li> <li>- A pot</li> <li>- Worksheet 21: Relationship recipe</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator distributes the material to the participants and explains the girls that they need to think about their own personal recipe for a healthy relationship (friendship or love relationship)</li> <li>2. Girls may work individually and create their own personal recipe or instead the group can work together and discuss the recipe in group. If the girls work individually, each girl writes down her recipe on a card and then presents it to the group. If the girls work in group, they decide the ingredients together, then they write them on a card and they put them in the pot. In both cases, the girls will need to also explain how they would cook the recipe to ensure a delicious relationship.</li> </ol>
<b>Facilitation tips</b>	<p>It is suggested that the facilitator gives an example of what a Relationship recipe could be. A good example is this video: <a href="http://www.youtube.com/watch?v=H7w7yXkJTu0">http://www.youtube.com/watch?v=H7w7yXkJTu0</a>.</p> <p>It may be interesting to focus also on negative but necessary aspects of a social relation, e.g. in the friendship soup it is needed to add a little spoon of arguments.</p> <p>Of course a recipe is written in order to cook something delicious, but what would happen if ingredients aren't appropriated and/or disproportionated?</p>
<b>Source(s)</b>	Adapted from: Center for Young Women's Health (2014)

<b>Activity number</b>	30
<b>Name</b>	Green light /Red light
<b>Time</b>	30 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To promote a discussion regarding the qualities of healthy and unhealthy relationships</li> <li>- To encourage respect, sharing, communication and self-awareness</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Worksheet 22: Red light/Green light</li> <li>- Flipchart</li> <li>- Pens</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator explains to the group that they will be looking at qualities and behaviours in relationships and deciding if they are good/healthy (Green Light), worrisome (Yellow Light) or unhealthy (Red Light)</li> <li>2. The facilitator splits the girls into two groups and gives each group an identical stack of index cards</li> <li>3. Each group decides what qualities they would put under "GreenLight," "Yellow Light," and "Red Light".</li> <li>4. Each group takes turns taping each quality or behaviour under the category they feel it fits best in.</li> <li>5. The facilitator sets up discussion between all groups regarding the qualities of healthy and unhealthy relationships.</li> </ol>
<b>Facilitation tips</b>	Discuss with the participants about the criteria they used to categorize qualities.
<b>Source(s)</b>	Adapted from: Center for Young Women's Health (2014)

<b>Activity number</b>	31
<b>Name</b>	Pressuring sentences: egoism and manipulation
<b>Time</b>	60 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To help girls to learn to say no and to have an assertive response in front of peer pressure</li> <li>- To reflect on sexual relations stereotypes</li> <li>- To foster positive sexual and intimate relations</li> </ul>
<b>Materials</b>	- Worksheet 23: Pressuring sentences: egoism and manipulation
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator asks girls to stand in line in the middle of the room/class and gives them the following instructions. If they agree with the statement, they have to step forward. If they do not agree with the statement, they have to step backwards</li> <li>2. The facilitator reads out loud the statements. For each statement, the girls should explain why they decided to go either forward or backwards</li> <li>3. The facilitator sets up discussion to reflect on peer pressure, sexual relations stereotypes, sexual and intimate relations.</li> </ol>
<b>Facilitation tips</b>	<p>This activity focuses on peer pressure but in terms of personal identity related to the problem of being accepted by others and on the different ways to live a close relationship reproducing unhealthy patterns based on emotional dependency and control.</p> <p>It is possible that girls show a good ability to identify - at a theoretical level - the correct responses to the various forms of peer pressure. However it is suggested to hypothesize on situations closer to their personal and social level.</p> <p>During this activity it is important that the facilitator helps girls to reflect about the healthy and unhealthy behaviours.</p>
<b>Source(s)</b>	Own creation

<b>Activity number</b>	32
<b>Name</b>	Snowball
<b>Time</b>	30 minutes
<b>Objectives</b>	To demonstrate how relationships have mutual intimacy and sharing
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Pens</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator asks the girls to sit in circle and s/he distributes papers and pens to everyone.</li> <li>2. The facilitator asks the girls to put their names on the paper and to write five things they do in their friendship(s) and dating relationships to show that they value or like a friend or a partner.</li> <li>3. Then, the facilitator asks to crumple the paper up into a ball and to throw "snowballs" around the circle for a few seconds, imitating a snowball fight.</li> <li>4. When the "snowballs" have been tossed around the room for a while, the facilitator ask girls to stop and pick one up.</li> <li>5. The facilitator asks the girls to sit again in circle and read the "snowball" they picked up.</li> <li>6. The facilitator encourages participants to briefly discuss the similarities and differences between how people express respect and show they care in friendship and dating relationships.</li> </ol>
<b>Facilitation tips</b>	Discuss with participants the features that distinguish a healthy friendship/intimate relationship from a not healthy/toxic one.
<b>Source(s)</b>	Adapted from: Center for Young Women's Health (2014)



## 7. EMOTIONAL COMPETENCES

**KEY WORDS:** Emotional competences, identity, capabilities, self-image

### OBJECTIVES OF THE SECTION

- To promote girls' awareness on their individual emotional competences. Starting from girls' experiences of success, this section will promote the recovering, recognition and enhancement of girls' own personal skills developed during their life. This process will increase girls' awareness on their own skills and foster a positive image of themselves.
- To support girls in the improvement of key emotional competences through practical learning. By experiencing and training these competences within a group setting, girls will build and develop stronger emotional competences to be applied in any life sphere.

### INTRODUCTION

#### What are emotional competences?

Emotional competences (Goleman, 1999) can be understood as learned capabilities, thus not innate, which can be improved at any point in life. These are a set of actual or potential essential skills for living, as they allow for better facing of the demands and challenges of everyday situations and the complexity of the world. Emotional competences are vast as they cover both a personal and a social side; personal competences are related to how we manage ourselves and thus, how we recognise and manage our own feelings, strengths and weaknesses. Social competences are related to how we handle relationships and refer to awareness and understanding of others' emotions and needs.

**Key emotional competences for life** (Camarasa, M., Sales, L., 2013):

- **Self-knowledge:** Awareness of one's strengths and limitations, values, emotional resources, potential and future plans, and the ability to talk about them.
- **Self-confidence:** Identifying one's personal abilities and resources and giving value to them as powerful elements to modify life situations.,
- **Acting with autonomy:** Taking decisions and acting by oneself, according to one's own judgement, but respecting general rules, with self-confidence and taking responsibility for these decisions.
- **Perseverance and resilience:** Capacity that allows to live and positively develop oneself, and to manage own transition processes (at a personal, working and social level), despite the severe forms of stress or the particularly difficult or adverse living conditions experienced, which involve a high risk of failure. In doing so, the person can develop active adaptation strategies, and above all, change strategies.
- **Management of emotions:** Recognizing, interpreting and managing one's emotions and those of others.
- **Negotiation and conflict management:** Handling different interests in a constructive and respectful way that supports mutually accepted solutions.
- **Communication:** Understanding, expressing and interpreting verbal, non-verbal and written messages, mobilizing the necessary abilities, attitudes and knowledge to achieve an adequate and accurate interaction according to one's needs and context requirements.

- **Critical thinking:** is the ability to think clearly and rationally. It includes the ability to engage in reflective and independent thinking. Critical thinking is not a matter of accumulating information. A critical thinker is able to deduce consequences from what s/he knows, and s/he knows how to make use of information to solve problems, and to seek relevant sources of information to inform her/himself. Critical thinking is about challenging consensus and pursuing less popular approaches.
- **Team work and cooperation:** Capacity to integrate and fully participate in a group by working towards the achievement of a common goal.
- **Capability to project:** Imagining a relatively close future, identifying and meeting one's own interests and planning a strategy to reach them.

### Bringing about change

As shown by the results of the Empowering Care research, young girls in residential care have gone through very tough life experiences (e.g. violence, neglect, reclusion), which have had strong emotional impacts in their beings and in the way they relate with the others. In other words, suffering severe experiences of long-lasting violence during childhood or adolescence has harmed the girls immensely: above all, emotionally, in their way of relating to others and in their social relationships (especially with men, with the family and with adults in general).

The impact of the violence suffered is long-lasting and, even years after the aggressions and the abuse, the girls' lives are still marked by these events.

I found it really hard to start having relationships with men again. Trusting and ... trusting other people  
- Girl, 17 years old

The experiences of violence and neglect generate a great deal of pain and feelings of guilt, shame, sadness, lack of self-confidence or disorientation that are still very much present in these girls' everyday lives and ways of relating to others. There is also difficulty in setting one's own limits assertively, especially in sexual relations.

**And has anybody ever tried to touch you in an uncomfortable way?**  
Well, it's been touched, there hasn't been any permission asking at that point  
- Girl, 17 years old

Hence, it is extremely important to foster personal and emotional competences among these girls. However, at the same time, research results show that even the emotional fragility in which most of the girls find and have found themselves, they all had developed resilience strategies that allowed them to survive. This is extremely important from a competence perspective, as even from traumatic experiences, girls have learned and developed, to some extent, certain emotional competences (like, for instance, resilience).

With what has happened to me, I've learned to be stronger and not crumble if things happen  
- Girl, 16 years old

The activities below will contribute to develop and train key emotional competences but beyond these activities, many situations within the group sessions will allow for practising competences. Thus, the facilitator needs to promote this competence learning process in any exercise where girls need to put certain competences into practise.

## EXPERIENCE-BASED LEARNING

- It is recommended that specific activities to foster emotional competences are done throughout the whole programme as a way to bring about change. However, facilitators should have in mind that developing and practicing emotional competences can be encouraged in some way in every session of the programme. Do not miss the opportunity to support girls in training personal and social competences while they are communicating an idea, defending a standpoint, being creative, etc. Group settings become spaces of communication, interpersonal relations, mutual exchange and support among girls, which often act as a catalyst for the competence development and empowerment process.
- It is important to have in mind that girls often have a stereotypical opinion of themselves. Professionals should try to help them challenge these perceptions with regards to what they are able to do or not do.
- Similarly, the facilitators may take into account that depending on the emotional state some girls may have difficulties in identifying positive assets of themselves or their lives. In this way, it is important that facilitators support girls in this process and even refer to particular situations lived in the centre in which girls showed certain competences or make any achievement.
- It is recommended that facilitators engage in these activities as when doing so can become role or inspirational models for the girls. While being open and honest, they also need to be aware that they are professionals.



ACTIVITIES	
<b>Activity number</b>	33
<b>Name</b>	The successes tree
<b>Time</b>	120 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To identify and value competences from the girls' experiences.</li> <li>- To label the achievements as own successes, arisen from their own capacities and strengths.</li> <li>- To identify those competences repeated in each girl's case as their key, "anchoring" competences.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Cardboard</li> <li>- Pen</li> <li>- Coloured pens</li> <li>- Post-it notes</li> <li>- Blackboard.</li> </ul>
<b>Step by step process</b>	<p>The activity has three parts: first, the reflection around the term success, secondly, girls will work on the file of the success tree and thirdly, girls will share their files and experiences.</p> <p><b>1<sup>st</sup> part</b></p> <p>1. The facilitator asks girls to sit forming a U in the class and starts discussion on what success means to them. To help and promote their reflection, the facilitator can use support materials as videos (e.g. a video of a team success, of an individual achievement in any area: leisure, home, sports, work, etc.). 2. Then, girls are asked to voice some key words to define success. The facilitator writes them in the blackboard. If words such as personal achievement, fulfilment, goal, challenge, effort, etc. have not been included, the facilitator will add them in the blackboard.</p> <p><b>2<sup>nd</sup> part</b></p> <p>3. The facilitator asks girls to remember and recognise 3 successful experiences of their life. Girls will choose three successful experiences that adjust to the statement "I have achieved something important to me".</p> <p>4. The facilitator asks girls to draw their "Successes Tree". In order to ease the process, the facilitator can draw a tree in the blackboard as an example. The branches represent the successes. The fruits of the branches will represent the benefits obtained with the experience and the trunk of the tree will represent the skills or abilities that contributed to achieve the success. The roots will represent what was indispensable to reach the success in terms of knowledge and attitudes. The tree can be drawn freely, but it needs to have 3 branches, each one representing a success. The facilitator will support girls along their process to develop and organise their ideas.</p> <p><b>3<sup>rd</sup> part</b></p> <p>5. Once all girls have finished their "successes tree", one by one they will have 5 minutes to present it to the group. The facilitator will explain that these trees are alive and can grow and be nourished by new experiences.</p> <p>6. The group can ask questions about the trees. They should pay attention to the skills and knowledge that they hear in each story. The girl receiving feedback listens carefully and does not reject any positive comment about her knowledge, attitudes and abilities. She may use feedback to decide which attributed strengths she wants to accept and make part of her identity and self description.</p> <p>7. The facilitator will empower the girls by explaining that when some abilities, knowledge and competences appear several times in one particular tree, it means that these elements are this girl's "anchor", the ones that will help them to develop their competences.</p> <p>8. To end the activities, girls have to choose one, two or the three success experiences and write on a paper sheet "My competences for success are..". In the centre of the sheet they have to include the success experience and around it they have to add the competences associated to achieving this success.</p>
<b>Facilitation tips</b>	N/A
<b>Source(s)</b>	Camarasa, M., Sales, L. (2013)

<b>Activity number</b>	34
<b>Name</b>	Listen closely
<b>Time</b>	60 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To understand the importance of non-verbal communication</li> <li>- To foster active listening among girls</li> </ul>
<b>Materials</b>	N/A
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator asks girls to form pairs. One girl is given the task to think and tell a short story. The other girls should do everything to show that she is not listening, except speaking or walking away.</li> <li>2. After 2 or 3 minutes the facilitator asks the pairs to change roles and to repeat the exercise.</li> <li>3. When this is done, the girl person is asked to tell the same story again. This time, the listening partner should listen attentively and do everything to show that she is listening. Again, after 2 or 3 minutes, they swap roles.</li> <li>4. The facilitator initiates debate among girls and asks them: <ul style="list-style-type: none"> <li>- How did it feel to be ignored?</li> <li>- How did it feel to ignore someone?</li> <li>- How did it feel to be listened to?</li> <li>- How did it feel to be the attentive listener?</li> <li>- Which role was best and why?</li> <li>- What does it mean to be actively listening?</li> <li>- How can we become active listeners?</li> <li>- What can be gained from active listening?</li> <li>- What can you do when you are being ignored?</li> <li>- Do you think and boys and girls active listening in a similar way?</li> <li>- How do you feel when you talk with girls or boys?</li> </ul> </li> </ol>
<b>Facilitation tips</b>	N/A
<b>Source(s)</b>	Buldioski, G., Schneider, A.(2007).

<b>Activity number</b>	35
<b>Name</b>	Talent exchange market
<b>Time</b>	40 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To support girls to recognise their own skills and strengths and talk about them.</li> <li>- To train the communication, self-knowledge and self-confidence competences</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Papers</li> <li>- Pens</li> <li>- Flipchart</li> <li>- Markers</li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator asks girls the following question: "If there was no money and you could buy everything you need and pay only by donating work, which work or activity would you offer to others?"</li> <li>2. The facilitator gives examples to make the exercise understandable and name the greatest possible range of activities and skills (e.g. earrings making, translating of another language, cheering up, dancing.).</li> <li>3. The facilitator writes the work offers on scraps of paper by each girl. Then, all girls "exchange their talents" with the others, which means that each girl should talk about her offers or proposals.</li> </ol>
<b>Facilitation tips</b>	It is suggested that in the next session of the program there is a follow up of this activity recovering the talents that appeared in the discussion.
<b>Source(s)</b>	Camarasa, M., Sales, L. (2013)

<b>Activity number</b>	36
<b>Name</b>	Gift of notes
<b>Time</b>	40 minutes
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- To support girls recognise their own skills and strenghts</li> <li>- To train the self-knowledge and self-confidence competences</li> </ul>
<b>Materials</b>	Adhesive tapes Sheet of papers Post-it notes Pens
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator writes on the blackboard the question: "Why do I like you". The purpose of this question is that each girl thinks and replies it with relation to each one of the other girls in the group.</li> <li>2. Each girl has a blank paper stuck on her back. Then, all girls walk through the room and stick Post-it notes on the back of the other girls with an answer to the question "Why do I like you".</li> <li>3. Once all girls have written their responses to each other girl's back, each girl takes her poster (the Gift of notes). Each girl reads the answers given in the post-its, which refer to herself and reflect on them.</li> <li>4. Then the facilitator asks girls if they agree on the positive things that are written on the paper, if they see themselves in a similar way or not and if they think that something is missing.</li> <li>5. Each girl can keep her paper as a Gift of notes.</li> </ol>
<b>Facilitation tips</b>	It is important that the facilitator gives some examples as some girls may find difficult to find positive skills of all the other girls.
<b>Source(s)</b>	Camarasa, M., Sales, L. (2013)

<b>Activity number</b>	37
<b>Name</b>	Photo collage "Me and what I am able to do"
<b>Time</b>	60 minutes
<b>Objectives</b>	To support girls to recognise and symbolise their own competences and learn to talk about them. To train the self-knowledge and self-confidence competences
<b>Materials</b>	Newspapers, magazines and other images (maybe also stock photos from the internet) Pens Scissors Glue Adhesive tape
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The activity consists in creating personal photo collages. First, the facilitator explains what a photo collage is and asks girls to make a collage of themselves, by showing their strengths and abilities.</li> <li>2. Each girl takes cuttings from newspapers and magazines or other materials which they identify with, and stick them in a paper to symbolize their abilities, skills and strengths.</li> <li>3. Once completed, in turn, each girl shows her collage, presents it to the group and talks about some of the abilities or strengths that have chosen and why.</li> <li>4. Posters can be either hung up on the classroom wall or girls can keep them.</li> </ol>
<b>Facilitation tips</b>	It may be difficult for girls to find one's own strengths and abilities so the facilitator will need to support them in identifying what they want to show and which image can be suitable for it. It is recommended that this activity is done after gender issues have been dealt during the programme as some gender stereotypes may appear in the images chosen by the girls. If it happens, facilitator can takes the opportunity to discuss and question them during the debate with the girls.
<b>Source(s)</b>	Camarasa, M., Sales, L. (2013)

## 8. WRAP AND EVALUATION

### OBJECTIVES

- To evaluate the programme obtaining qualitative feedback from the girls (comparing their expectations at the beginning with their final evaluations).
- To provide girls with further information/resources and offer follow up (when possible)

### EXPERIENCE-BASED LEARNING

- It is suggested that the evaluation is conducted as an informal and fun session. The aim of the session is to foster discussion among girls in order to obtain their qualitative feedback on what they enjoyed the most and the least, what they would have done differently, what they learned and what they would still like to deepen on.
- If girls show embarrassment or fear in expressing their thoughts, it is suggested to allow them to express their feedbacks anonymously.
- It is suggested to adapt the evaluation method on the characteristics of the group.

### ACTIVITIES

<b>Activity number</b>	38
<b>Name</b>	Letter to a friend
<b>Time</b>	30 minutes
<b>Objectives</b>	<ul style="list-style-type: none"><li>- Contrast first session expectations with the final evaluation of the programme</li><li>- Evaluate the programme</li></ul>
<b>Materials</b>	Paper Pens
<b>Step by step process</b>	<ol style="list-style-type: none"><li>1. The facilitator asks the participants to write a letter to a friend explaining the programme and, if they want to invite them to participate in the next edition.</li><li>2. The facilitator invites each girl to read the letter out loud. If a girl does not want to share her letter, the facilitator should not put pressure on her.</li></ol>
<b>Facilitation tips</b>	N/A
<b>Source(s)</b>	Own creation

<b>Activity number</b>	39
<b>Name</b>	Dartboard
<b>Time</b>	Minutes
<b>Objectives</b>	To measure and compare the satisfaction rating achieved after every activity or after the whole programme. To understand the most and less effective aspects of the empowerment programme.
<b>Materials</b>	Worksheet 24: Dartboard Pushpins or sticky balls
<b>Step by step process</b>	The facilitator shows the Worksheet 2: dartboard and asks questions to each participant about the satisfaction rating of an activity, a topic or about the whole empowerment programme. Girls have to place pushpins (or sticky balls) offering their personal evaluation. When the pushpin (or the sticky ball) is placed in the bull's eye it means a very high satisfaction rating, on the contrary if it is placed on the border of the dartboard it means a very low satisfaction rating and so on.
<b>Facilitation tips</b>	It could be suggested to deal with the activity by asking questions related to the concepts developed during the programme. e.g. 'Do you think to have acquired the necessary information in order to recognize the different forms of violence?' or 'Do you think you are more aware regarding the necessary elements to build a healthy friendship?'
<b>Source(s)</b>	Own creation

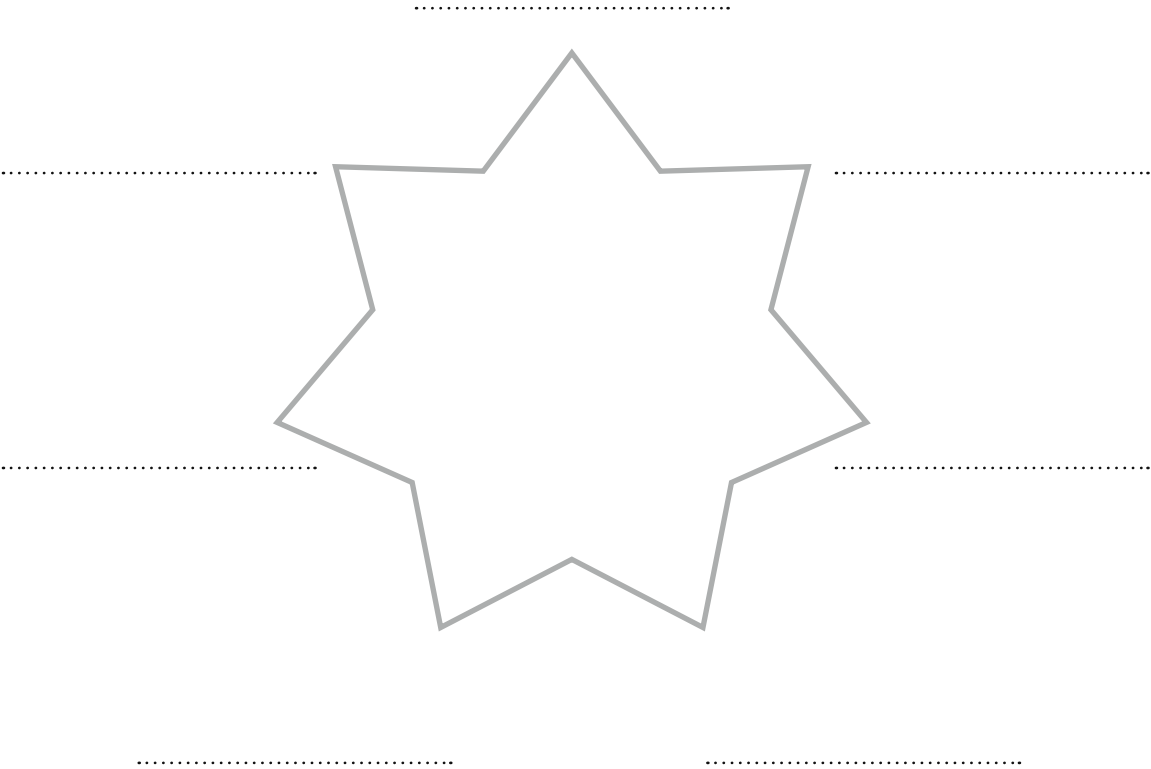
<b>Activity number</b>	40
<b>Name</b>	Filling up jars
<b>Time</b>	30 minutes
<b>Objectives</b>	To review and reflect on what has been covered in each session or in the whole programme
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Felt-tip pens</li> <li>- Glue or glue sticks</li> <li>- A4 paper</li> <li>- Large sheets of flipchart-size paper</li> <li>- Scissors</li> <li>- Large sheet of paper with three large jars drawn on it and labelled:               <ul style="list-style-type: none"> <li>• Very interesting</li> <li>• Interesting</li> <li>• Not interesting</li> </ul> </li> </ul>
<b>Step by step process</b>	<ol style="list-style-type: none"> <li>1. The facilitator explains that the activity is about deciding what was interesting and non-interesting in relation to the programme. If necessary the facilitator may organise the group into small groups of 2 or 3, in order to keep small groups and help discussion. The girls may also work individually or as a group.</li> <li>2. The facilitator puts the sheets with jars on a table, the floor or the wall so that each small group can see and reach them. Then, the facilitator asks the girls to think about elements of the programme that could be put in the different jars. The elements to evaluate may be the topics covered, concrete activities, dynamics of the group, lessons learnt, etc.</li> <li>3. Once each group or each girl has written down the elements to evaluate, they stick them in the corresponding jar. Then, the facilitator should open a group discussion.</li> </ol>
<b>Facilitation tips</b>	This is a very adaptable activity. The most important part is the discussion that the group has about the issues. It is a good activity to use with a group to help them prioritise what is really important to them. It may be used as a stand-alone evaluation resource too. You can keep the jars as posters to remind the group of what they discussed and agreed.
<b>Source(s)</b>	Adapted from: Participation Works (2008)

### III. ANNEX: WORKSHEETS

#### 1. GET STARTED

##### Worksheet 1: Lovely Leila and Brave Brenda

A	B	C	D
Adventurous	Brave	Communicative	Dynamic
E	F	G	H
Energetic	Friendly	Generous	Hard-working
I	J	K	L
Imaginative	Joyful	Kind	Lovely
M	N	O	P
Marvellous	Nice	Optimistic	Powerful
Q	R	S	T
Quiet	Rational	Sociable	Tough
U	V	W	X
Understanding	Versatile	Willing	Xanthic
Y	Z		
Young	Zealous		

**Worksheet 2: Who am I?**

### Worksheet 3: Relationship Bingo

<div></div> <div></div> <div>Has a young brother</div>	<div></div> <div></div> <div>Was born in the same month as you</div>	<div></div> <div></div> <div>Her favorite color is the same as yours</div>
<div></div> <div></div> <div>Has a boyfriend or a girlfriend</div>	<div></div> <div></div> <div>Has had a pet at some point in her lives</div>	<div></div> <div></div> <div>Has a/several good friend</div>
<div></div> <div></div> <div>Has someone in her life that consider a role model</div>	<div></div> <div></div> <div>Has a cousin</div>	<div></div> <div></div> <div>Has a young sister</div>

### Worksheet 4: Unfinished sentences about gender equality

- Women and men are..
- Women should..
- Women should not..
- Women can..
- Women cannot..
- Women need..
- The best thing about being a girl/young woman is ..
- The best thing about being a boy/young man is ..
- Gender equality means that ..
- Gender equality is positive/negative because..



## 2. INVOLVING GIRLS IN GENDER EQUALITY

### Worksheet 5: Gender in a box

#### For women

- 1) How are the women portrayed in the pictures? Describe their appearance and the characteristics of their bodies.
- 2) What messages do these pictures project about the character of these women? How are they supposed to behave? Describe them with adjectives.
- 3) Overall, according to your own experiences and reflecting on what you have heard (from your parents, peers, friends, the media, at school etc.) which roles do women assume in their lives? Are they professionally successful? Do they have any position of authority? What is their role in their families?

#### For men

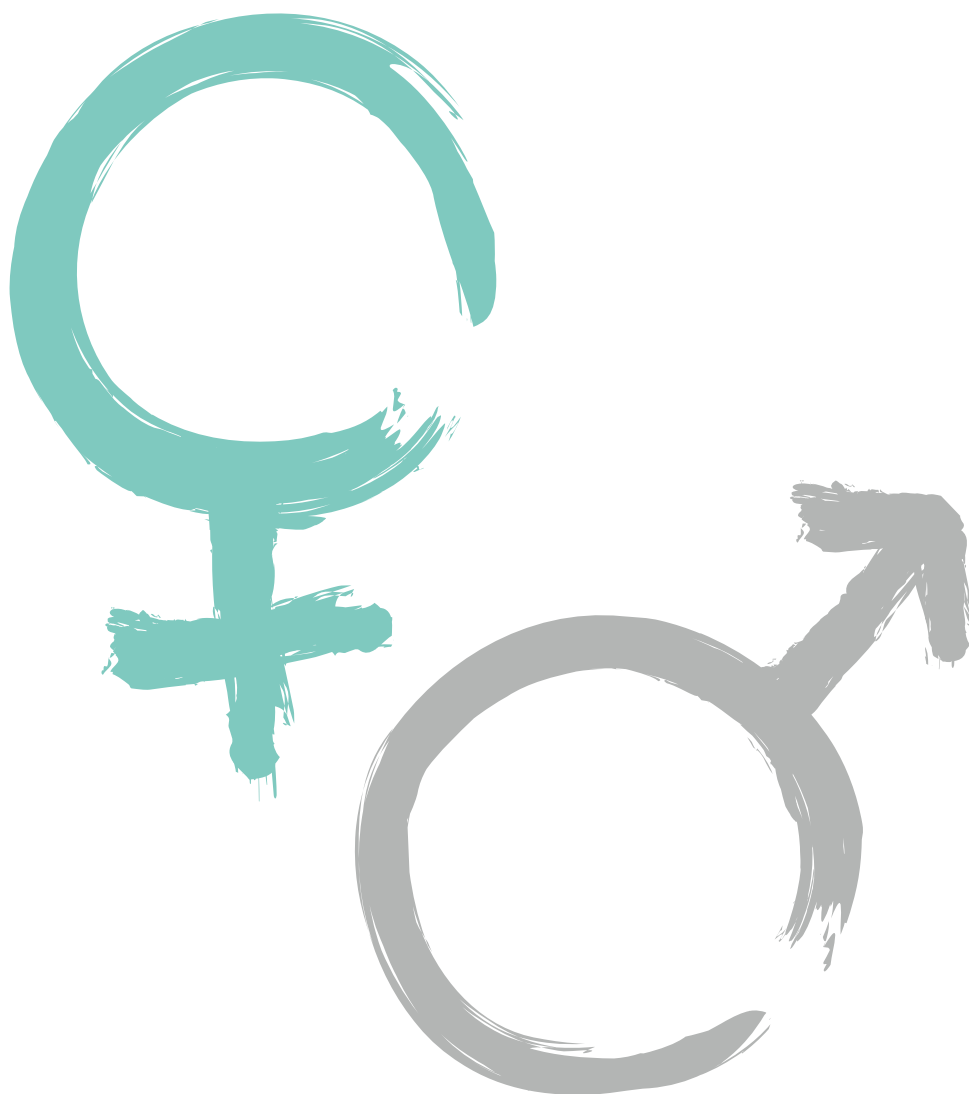
- 1) How are the men portrayed in the pictures? Describe their appearance and the characteristics of their bodies.
- 2) What messages do these pictures project about the character of these men? How are they supposed to behave? Describe them with adjectives.
- 3) Overall, according to your own experiences and reflecting on what you have heard (from your parents, peers, friends, the media, at school etc.) which roles do the men assume in their lives? Are they professionally successful? Do they have any position of authority? What is their role in their families?

### Worksheet 6: Boys don't cry

#### Sample statements

- Puppets are only for girls.
- Boys don't cry.
- Boys don't wear skirts.
- A girl cannot be the boss.
- Only boys play football.
- Girls are weak and boys are strong.
- Girls help their mothers. Boys help their fathers.
- It is better to be a girl than a boy.
- When something goes wrong, boys are always blamed first.
- Boys can say 'dirty words', but girls can't.
- Girls are smarter than boys.
- Girls win in fights because they fight 'dirty'.
- It is OK for boys to hit each other, but not for girls.
- Boys are lazier than girls.
- Girls are better liars than boys.

## Worksheet 7: Aliens on Earth



### Worksheet 8: Value statements

- To have a bad reputation is worse for girls than for boys.
- It is acceptable for young women not to remove their body hair.
- It is acceptable for young women and young men to be good friends.
- Women are better at cooking than men.
- Gays and lesbians should have the right to marry.
- If my friend told me s/he was homosexual, I would still be friends with her/him.
- Only thin girls can be beautiful.
- Beauty comes from within.
- Already in childhood, girls are better at sewing and boys are better at mechanics.
- Sometimes rape is the fault of the girl/woman.
- It is masculine to have muscles.
- Men are good at showing their feelings.
- Ballet is not an occupation for men.
- It is natural for men to take control and to lead.
- A male president / prime minister is better than a female one.
- A husband should not earn less money than his wife.
- Talking about feelings is not a masculine thing to do.
- Love fades with time.
- Sex requires love.
- Adults' views about sex are old-fashioned.
- All people are equal in value.

### 3. SEXUAL AND REPRODUCTIVE RIGHTS

#### Worksheet 9: Sex and Young people: Peer Pressure

##### List of statements (For facilitator only)

1. If you don't have sex soon, people will believe that no one fancies you.
2. You haven't had sex already? Wow, you must be so immature!
3. If you have sex you will become more popular amongst your friends (because people will look up to you)
4. I don't understand why you don't have sex. Your friends have done it loads of times
5. Said by a partner: 'If you don't have sex with me, I will feel that you are not interested in this relationship and we'll break up'
6. You are the only one who is still a virgin and people will look down on you
7. If you don't have sex with me others will think that you're gay/ lesbian
8. I never use a condom. I don't understand why you want to use one. Don't you trust me?
9. Why do you want to use a condom? Do you think I have AIDS or something?

##### How to stand up to the pressure

Standing up to peer pressure means deciding whether to go along with everyone else or make your own decisions. Here are some things girls can say back to them to keep them quiet:

**1. If you don't have sex soon, people will believe that no one fancies you.**

You say: "I haven't had sex because I'm not afraid of saying no" or "I'm waiting for the right person".

**2. You haven't had sex already? Wow, you must be so immature!**

You say: 'I think it would be more immature to do something I don't feel ready to do. Waiting for the right person makes me smart, not immature'

**3. If you have sex you will become more popular amongst your friends (because people will look up to you)**

You say: 'I want people to like me for who I am as a person and not for what I do or don't do'

**4. I don't understand why you don't have sex. Your friends have done it loads of times**

You say: 'And Santa climbs down the chimney every Christmas!'

**5. Said by a partner: 'If you don't have sex with me, I will feel that you are not interested in this relationship and we'll break up'**

You say: 'I want this relationship to more than sex. If sex is the only thing that interests you then we have to really think whether we can be together or not'

**6. You are the only one who is still a virgin and people will look down on you**

You say: 'I don't mind being a virgin. Why should you?'

**7. If you don't have sex with me others will think that you're gay/ lesbian**

You say: 'Waiting for the right person does not mean anything about my sexuality'

**8. I never use a condom. I don't understand why you want to use one. Don't you trust me?**

You say: 'I want to use a condom because I want to protect both of us. I don't want to get pregnant. Do you want to have a child at this age?'

**9. Why do you want to use a condom? Do you think I have AIDS or something?**

You say: 'I want to use a condom because I want to protect both of us. It has nothing to do with trust. Besides, I don't want to get pregnant. Do you want to have a child at this age?'

## Worksheet 10: Dear Abby

### Example 1:

*Dear Abby:*  
*Lately, my boyfriend has been bossing me around and doesn't let me decide on the things that we are going to do together. He also doesn't like it when I hang out with my friends. Can you please give me some advice on how to deal with my situation?*  
*Sincerely,*  
*Stuck-in-a-hard-place*

### Questions for discussion:

Should the author try to talk to her boyfriend about the parts of the relationship she finds difficult? Does the author have an obligation to continue this relationship? Does either the author or the boyfriend need help from an adult?

**Example 2:**

*Dear Abby,*  
*I have been going out with my*  
*boyfriend for a month now and I*  
*thought that everything was fine, but*  
*I heard some rumors that he's been*  
*messing around with other girls. I*  
*know he has friends who are girls, but*  
*now I am worried that he is taking*  
*advantage of me. What should I do?*  
*Sincerely,*  
*Needs-advice*

**Questions for discussion:**

How can the author tell if she can trust another person? How are people's opinions influenced by rumours?

## Worksheet 11: Thinking about safe sex

### Scenario A:

Natalie and Nicholas both age 15, have known each other since elementary school and have been going out for three months. Natalie thinks she wants to wait for a few more months before having sex. Nicholas is ready now and is pressuring Natalie to 'complete their relationship'. One day when Nicholas's parents are out of town, he invites Natalie over to his house. Natalie is almost sure that if she goes Nicholas will pressure her to have sex. She really loves Nicholas and wants to please him, but she does not feel ready yet. She is also worried about the risks of having sex including STIs, HIV and pregnancy.

- What do you think should Natalie do?
- What words should Natalie use to communicate her choice to Jeff?

### Scenario B:

Maria, age 15 and John, age 16, have been going out for six months. They are hanging out at the park and have been talking about having sex sometime soon. Maria knows very well about the risks of STI, HIV and pregnancy. Maria had a pregnancy scare in another relationship and doesn't want to repeat this with John.

- What is Maria's best choice for protection and why?
- What words should Maria use to communicate her choice to John?

### Scenario C:

George and Katy have been going out for a year and have both decided that it is time that they consummate their relationship. They have also discussed that they both want to practice safe sex and have agreed to use a condom. When they meet however, George admits to Katy that he has forgotten to bring some condoms with him. He proposes that they do proceed with the 'plan' and have sex and promises that he will be careful not to ejaculate in her vagina. He feels confident that this way they can still be protected.

- What do you think should Katy do?
- What words should Katy use to communicate her choice to George?



## Worksheet 12: Myths and realities about sex and sexual health

### List of statements of myths and realities

1. Only handsome people kiss nicely
2. Boys and girls cannot be just friends
3. If you masturbate when you're a teenager you won't be able to have children when you grow up
4. The first time of having sex is usually painful
5. A girl can still get pregnant if she has sex while she is on her period
6. Oral contraceptives (the pill) increase the risk of cancer in women.
7. All methods of contraception substantially reduce the risk of pregnancy and STIs, including HIV infection.
8. A woman can always calculate the "safe" time of her menstrual cycle, when she can have vaginal intercourse and not be at risk for pregnancy.
9. A woman is not at risk of pregnancy if a man ejaculates outside her vagina.
10. STIs are like a common cold. They have no serious risks associated with contracting them.
11. A person infected with an STI has a greater risk of HIV infection.
12. Having sexual intercourse with someone who has no symptoms of STI means there is no risk of getting a sexually transmitted infection yourself
13. Once a person has had an STI (like chlamydia or gonorrhea) and has been cured, she or he is not at risk of contracting it again.
14. If you spend a lot of time with a friend who is a homosexual, you will become a homosexual yourself

### Explanations of Myths and Realities

#### Only handsome people kiss nicely

**Myth.** Everyone can kiss nicely. There are also handsome boys and beautiful girls who may not kiss nicely. Kissing nicely entails that both partners feel comfortable with kissing. It is very natural that the first kisses you exchange with your partner feel a bit uncomfortable. This uneasiness usually disappears once you start feeling emotionally closer to your partner and of course once you've had some practice!

#### Boys and girls cannot be just friends

**Myth.** Boys and girls can indeed be just friends. When a girl likes a boy and vice versa, it does not mean that they do so because they are sexually attracted to each other. It is true that sometimes a sexual attraction develops from a good friendship but it is not a pre-requisite that two young people need to be friends first before they fall in love. It is also possible that a boy and a girl can be good friends forever without this friendship developing into a sexual likeness.

### **If you masturbate when you're a teenager you won't be able to have children when you grow up**

**Myth.** Masturbation is the act by which a person touches his/her genitals in a sexual way to be aroused and usually with the aim to reach orgasm. Masturbation can also be done from one partner to another (mutual masturbation). There is no scientific evidence that masturbation is harmful to one's health. It is a myth that it can cause acne, vitamin deficiency, insanity, blindness or sterility. It is something very natural, normal and common. Most people, both men and women, will masturbate at times, whether they are in a relationship or not.

### **The first time of having sex is usually painful**

**Fact and Myth.** It is true that there might be some minor pain. Many girls are usually not very relaxed when they have sex for the first time, resulting in the vagina not being adequately moistened. This can be caused by feelings of stress, worry, fear, anxiety and uncertainty that may accompany having sex for the first time. These feelings are very normal to have before and during the first sexual intercourse. However, sexual intercourse should not be accompanied by pain. If sexual contact is indeed accompanied by pain on a frequent basis, then this may be a signal that something is wrong and the partners need to seek medical advice. Possible causes could be lack of estrogen in girls (which helps to moisten the vagina), a sexually transmitted disease, endometriosis etc.

### **A girl can still get pregnant if she has sex while she is on her period**

**Fact.** It seems like a girl could not get pregnant during her period because her last ovulation was about 14 days before menstrual flow and she shouldn't ovulate again until 10 to 14 days after her period. But pregnancy is possible at any time, even when a girl or woman is menstruating. Women, especially teens, sometimes ovulate unexpectedly, and may even ovulate during their periods. Stress, illness and other factors can bring on ovulation outside of the normal cycle. To avoid pregnancy and STI/HIV, girls and women must use protection when having intercourse at any time, including during a menstrual period.

### **Oral contraceptives (the pill) increase the risk of cancer in women.**

**Myth.** There are side effects for some users of the pill, such as nausea, breast tenderness, headaches and slight weight gain. These are minimal today compared to the side effects of earlier oral contraceptives in the 1960s and 1970s, primarily due to the lower dosage of estrogen in today's pill. There are also health risks for women on the pill who smoke, are over 35, are overweight or have high blood pressure or diabetes. There is no evidence, however, that the pill increases the risk of cancer. In fact, it may reduce the risk of some forms of cancer.

**All methods of contraception substantially reduce the risk of pregnancy and STIs, including HIV infection.**

**Myth.** Only latex condoms, even though they are not 100 percent effective, are the most effective way of preventing STIs including HIV infection (after abstinence). In addition, if used correctly, latex condoms will prevent pregnancy about 85-90 percent of the time.

### **A woman can always calculate the "safe" time of her menstrual cycle, when she can have vaginal intercourse and not be at risk for pregnancy.**

**Myth.** There is no time during a woman's cycle when she is absolutely safe from pregnancy. Even if she is monitoring her cycle for signs of ovulation, she cannot be certain she will not get pregnant if she has unprotected intercourse. This is

especially true for teen women who cannot count on a regular menstrual cycle.

**A woman is not at risk of pregnancy if a man ejaculates outside her vagina.**

**Myth.** If a man ejaculates near the opening to a woman's vagina or touches her vulva while he has semen on his fingers, it is possible for sperm to find their way inside and fertilize an ovum. Women have become pregnant without ever actually having intercourse. Some STIs and HIV infection can be transmitted if there is an exchange of body fluids, with or without penetration.

**STIs are like a common cold. They have no serious risks associated with contracting them.**

**Myth** There are various serious risks associated with contracting STIs. For instance, herpes is a virus that can cause painful sores on the mouth, genitals or anus. Once contracted, it cannot be cured. Women with herpes may have a greater risk of developing cancer of the cervix and should have a Pap smear (medical test done during a pelvic exam) every year. Herpes can also cause brain damage or death in infants who are infected with the virus during the birth process. Women who have herpes must not deliver a child vaginally if, at the time of delivery, they have any active herpes lesions or sores on the genitals or in the birth canal.

HIV has a serious impact on the immune system and it can even cause death

Chlamydia has been associated with infertility if left untreated because it can cause scarring of the fallopian tubes, which can then prevent fertilization from taking place. A baby who is exposed to Chlamydia trachomatis bacteria in the birth canal during delivery may develop an eye infection or pneumonia.

In untreated gonorrhea infections, the bacteria can spread up into the reproductive tract, or more rarely, can spread into the blood stream and infect the joints, heart valves, or the brain. Similarly to chlamydia, it can cause scarring of the fallopian tubes, which can then prevent fertilization from taking place and thus may result to infertility.

The Human Papilloma Virus associated with genital warts can cause cervical cancer  
Untreated Syphilis can cause miscarriages, premature births, or stillbirths. It can also cause death of newborn babies. People infected with syphilis have a two- to five-fold increase risk of getting infected with HIV

**A person infected with an STI has a greater risk of HIV infection.**

**Fact.** HIV can enter the bloodstream when blood or other body fluids come in contact with any open sore. The lesions caused by STIs such as herpes or syphilis provide a possible entry point for the virus and put a person at much greater risk of HIV infection.

**Having sexual intercourse with someone who has no symptoms of STI means there is no risk of getting a sexually transmitted infection yourself**

**Myth.** Absolutely not! Having unprotected sex with someone who has no symptoms of STI/ HIV still puts the partner at risk for STI/HIV. While some STIs, such as herpes, have visible symptoms in both males and females, others, such as gonorrhea and chlamydia, typically show no symptoms in women and may also show no symptoms in men. HIV infection may occur in both genders with no symptoms of the disease for 10 years or longer.

**Once a person has had an STI (like chlamydia or gonorrhea) and has been cured, she or he is not at risk of contracting it again.**

**Myth.** A person can get STIs repeatedly. So condoms need to be used each time a person has sexual intercourse. It is very important for anyone who is treated for STIs to make sure that her or his sexual partners are treated as well.

**If you spend a lot of time with a friend who is a homosexual, you will become a homosexual yourself**

**Myth.** Homosexuality is physical attraction to the same sex people and applies to both genders. Gay men and women live a normal life and experience the same sexual and erotic feelings that heterosexual people do. Homosexuality is not a disease, it is not abnormal, is not a sin and it is not a shameful thing. It is a healthy expression of sexuality. Moreover, homosexuality is based on a combination of biological, emotional and social factors, in the same way as heterosexuality is. In this respect it is not a changeable condition and it is not 'contagious'.

In adolescence, there may be phases where young people may experiment with their sexuality before settling on a particular sexual preference. Such experimenting is normal and does not necessarily mean that the person is heterosexual or homosexual. But if the sexual orientation of a close friend is clear, then the best thing we can do is respecting it. This is purely a personal matter, and it is not a reason to affect our friendships. If you want to help a gay friend of yours, you need to be careful not to exclude them and continue your friendship in the same way as before you knew she/he is gay. It is also a good way to clarify to others that homosexuality is neither a disease nor a problem, but something that others must respect.

## Worksheet 13: What to do

### Jenny's dilemma

Jenny is 15. The coolest guy in the school asks her home after the disco. They don't know each other. His parents are not at home. What should Jenny do?

1. Say no
2. Say yes
3. Say yes on the condition that they are accompanied by some friends
4. Something else (Open corner)

### Ranja's dilemma

Ranja is 14 and is in love. Her boyfriend feels the same way. They have been together for two months, but Ranja's parents don't know about it and she is sure they would forbid them to continue seeing each other. What should Ranja do?

1. Stop seeing the person she is in love with
2. Take him home and present him to her parents
3. Continue to meet him in secret
4. Something else (Open corner)

### Barry's dilemma

Barry is 16. He is gay but no one in his family or circle of friends knows yet. He likes a boy in his class and would like to have a relationship with him. However he is not sure if the boy will be open to his proposal, he is worried that the boy might tell other people in the class and also that his parents might find out. What should Barry do?

1. Drop the whole idea and forget about the boy
2. Tell his parents and friends that he is gay, and ask the boy out on a date and just see what happens
3. Try to get to know the guy better to check if he has similar feelings before revealing his own
4. Something else (Open Corner)

### Nasrine and Eddie's dilemma

Nasrine and Eddie are 18 and 19 respectively. They have been together for more than a year. They just found out that Nasrine is pregnant. They were not planning on having kids but had been thinking about getting married. Nasrine wants to tell her parents. Eddie is sure they will not approve and might even try to break them up. They don't know what to do, because Nasrine is still finishing school. What should Nasrine and Eddie do?

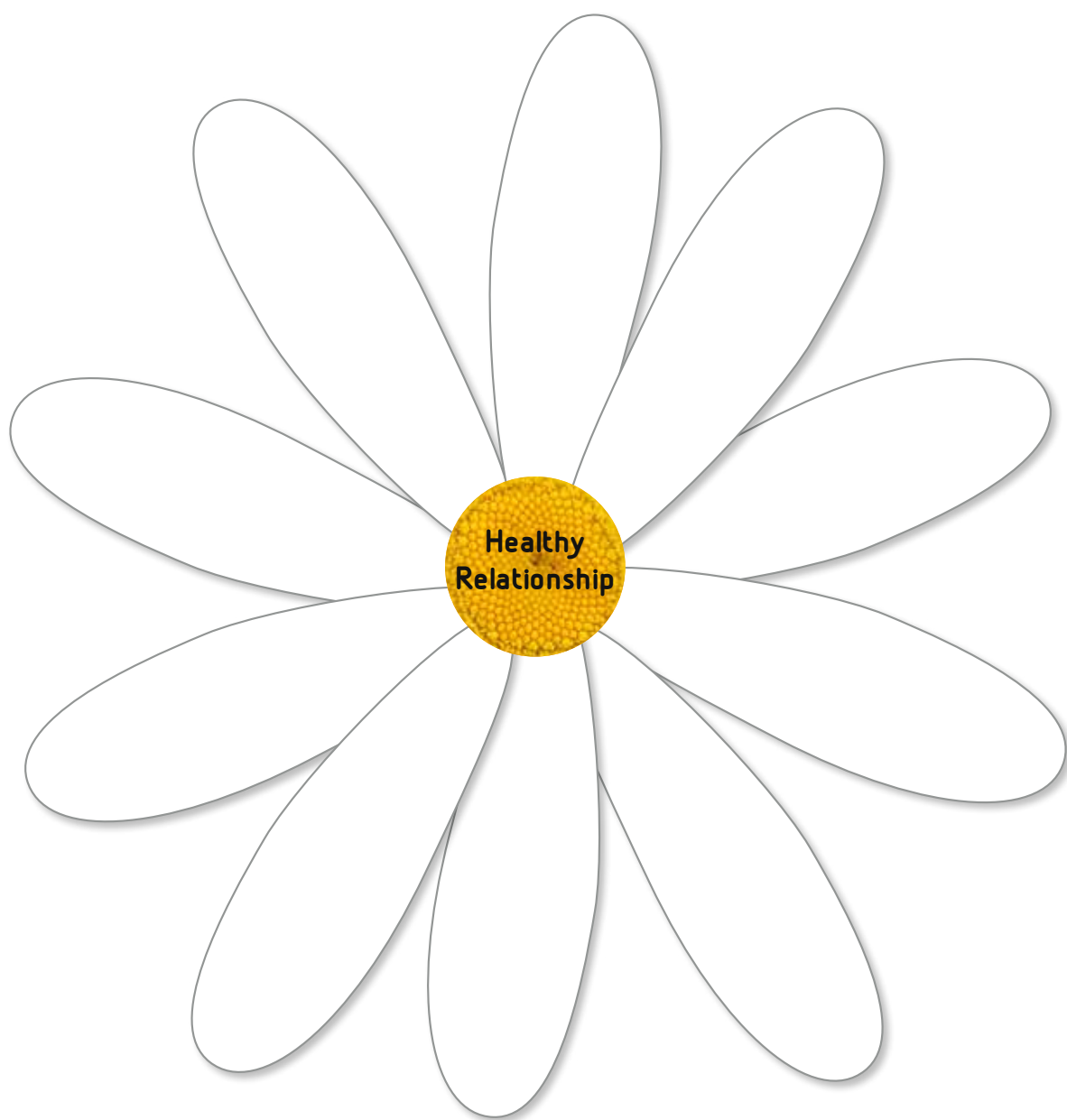
1. Go to a counsellor for advice
2. Get married quickly and secretly and then announce the pregnancy to Nasrine's parents
3. Tell Nasrine's parents and ask for their support in planning the next steps
4. Something else (Open corner)

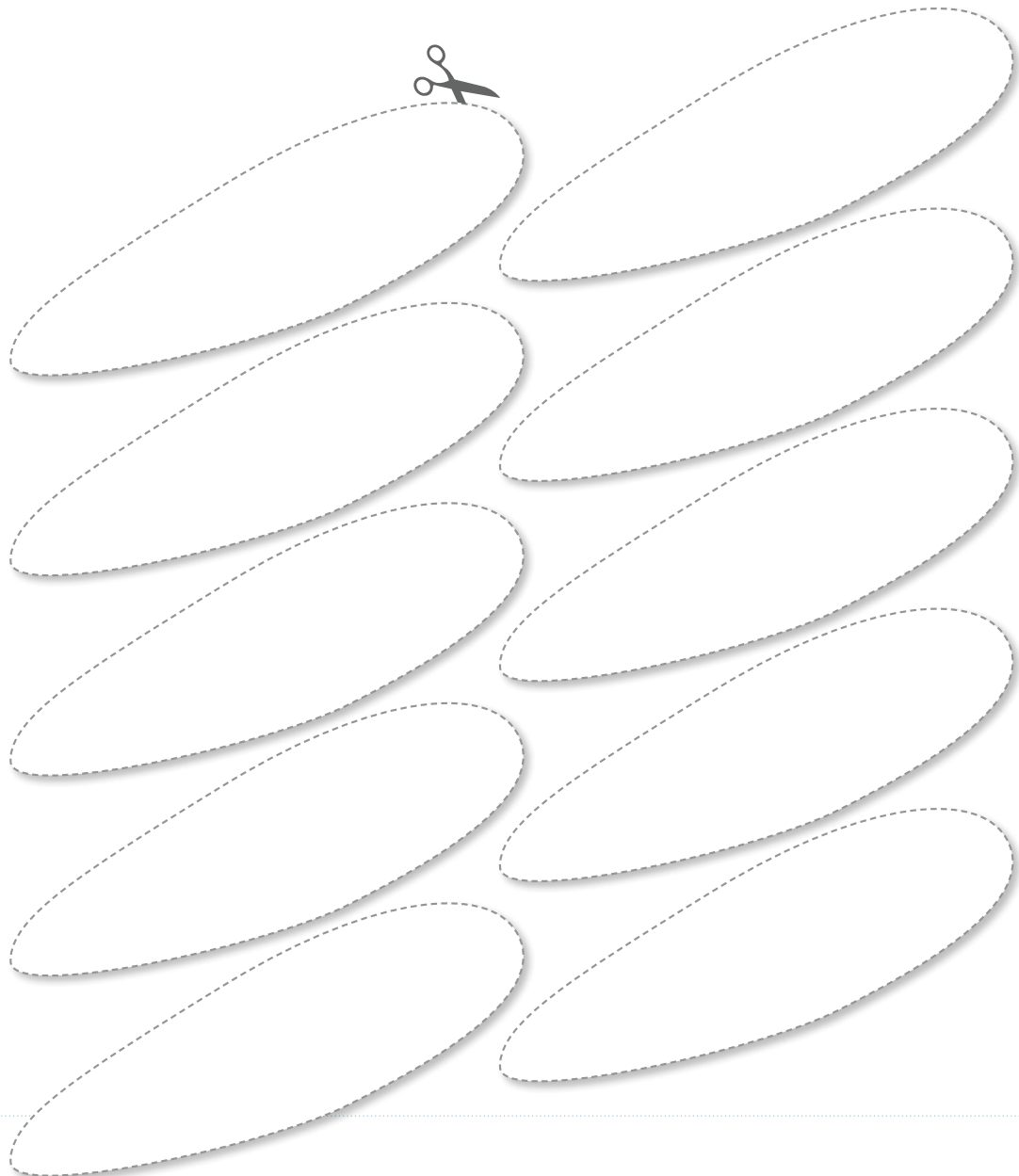
### Ingrid's dilemma

Ingrid and Shane are both 17. They have been going out together for 2 years. One night they are out at a disco and Shane gets drunk. Ingrid decides to go to another disco without Shane and he gets very angry, starts shouting at her and pushes her to the ground. What should Ingrid do?

1. Stay with Shane for the rest of the night and forget what happened
2. Leave the disco without Shane and tell her friends what just happened
3. Start hitting him back until Shane stops shouting
4. Something else (Open corner)

**Worksheet 14:** Loves me, loves me not





## 4. VIOLENCE AND VIOLENCE AGAINST WOMEN AND GIRLS

### Worksheet 13: George and Evelyn

Narrator	George and Evelyn have been together for 9 months. They share great chemistry and there is a lot of love in the air.
George	Wow Evelyn! You are amazing! You are beautiful, you have style, you have such a wonderful personality! I am so lucky to be with you!
Evelyn	I think you are perfect too! You are very handsome, you are so strong and nice and you are the sweetest and most caring person I know!
Narrator	It's Saturday night and Evelyn is getting ready to go meet her girlfriends for a 'girl night' out.
George	So are you guys going to 'Dreamers' pub?
Evelyn	Yeah... didn't I tell you?
George	I read the text Natalie sent you on your phone while you were putting on your makeup.
Evelyn	[Really confused] Oh... ok... I didn't know you read my SMS
George	I thought that maybe it was something urgent... And you left your phone on the coffee table when you were in the bathroom. [Changes mood and talks in a strict tone] So are you really going out by yourself again? And you're going to leave me all alone? Don't you feel sorry for me?
Evelyn	[In a joking mood] Oh, you're a big boy. You can handle it!
George	[In an angry tone] I am serious Evelyn! I think you're spending too much time with your girlfriends. I miss you and I want to be with you all the time! You have to start cutting down on the time you spend with other people and start spending more time with me. We both agree that our relationship is the most important thing in our lives!
Evelyn	But we hardly go out for girls' night anymore! I haven't seen the girls in over 6 months!
George	Anyways... I will let it slide for now... I don't want to spoil your good mood. As long as you promise that you'll start cutting down on the amount of time you spend alone with your friends.
Evelyn	[She gives him a quick peck on the cheek and smiles] Off I go now. I will see you in the morning
George	Hold on a second! Are you going out like that? With that skirt and that top? Don't you think it is a bit short and daring? Don't you understand, I'm just worried about you! Others may look at you and get the wrong idea about you. Please go change! That would make me feel better!
Evelyn	I like my skirt but I love you and I don't want to get in an argument with you over such an insignificant thing. So I will go change my clothes.
George	That's a good girl. And besides now that you have gained all this weight, this skirt makes you look like a cow! I am sure no-one would have liked to see your big thighs
Evelyn	Hmm... Maybe you are right... I should be more careful with the way I dress and choose clothes that compliment my figure.



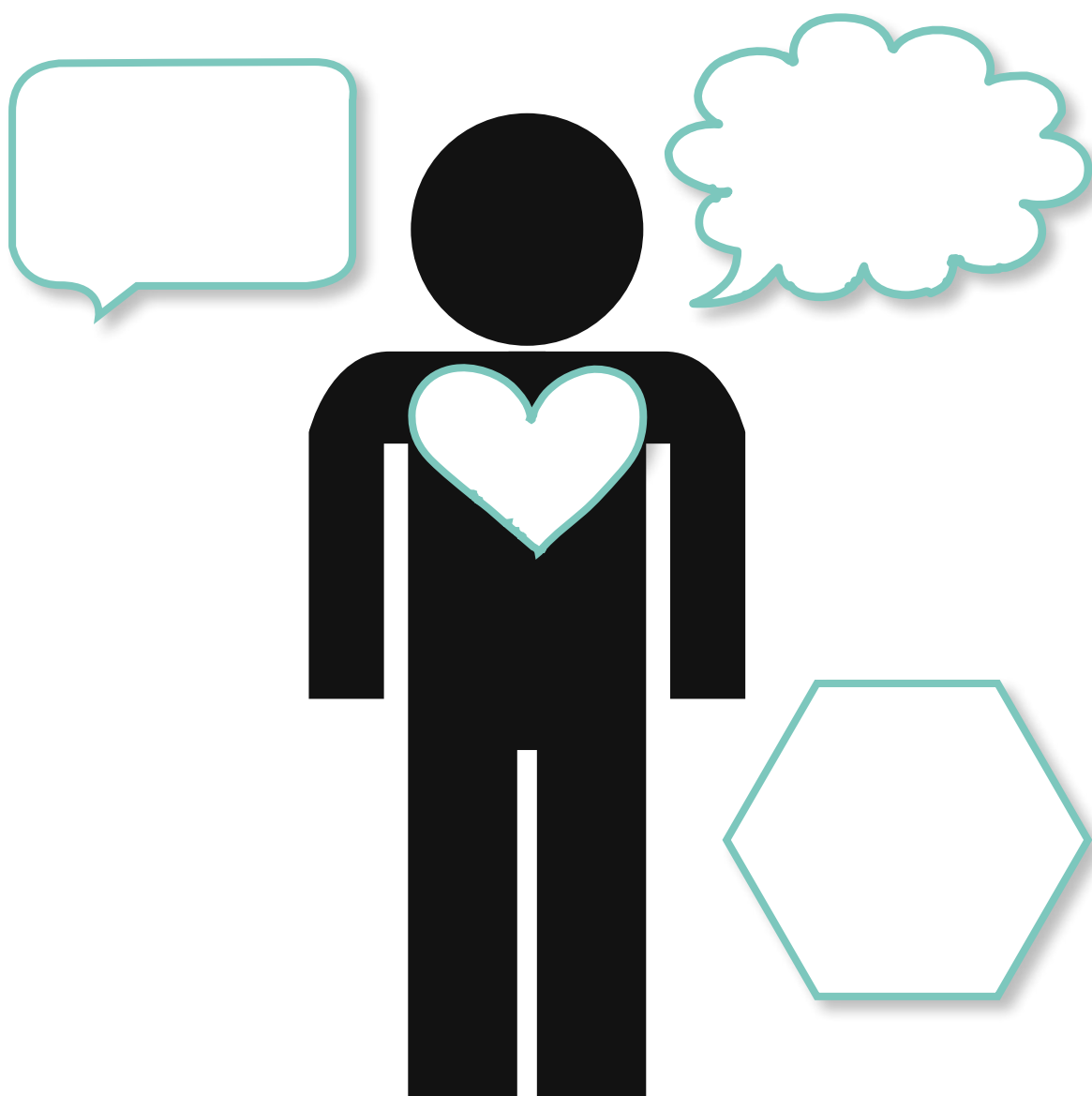
Narrator	Evelyn goes out with her girlfriends. She is having a lot of fun. While they are enjoying themselves, her phone rings, yet once AGAIN. She picks it up and realises that she already has had 15 missed calls from George!
Natalie (Evelyn's friend)	Evelyn, your phone is ringing again. How many times is your George going to call? He already called 15 times in an hour! This guy is totally checking on you!
Evelyn	Oh, he only does that because he loves me! He cares about me and wants to make sure I am safe.
Narrator	A boy they know approaches Evelyn and her friends and they all start talking and laughing. As Evelyn is talking to the guy she feels someone grabbing her by the arm forcefully and dragging her. It's George and he came to find her!
George	[In a very jealous tone] What the hell are you doing talking to this guy? Who is this bastard anyway?
Evelyn	He's a guy from my school. He's very good friend with Natalie and we were having a very interesting conversation.
George	As if you ever have something interesting to say! We all know you have very limited capabilities..Ha..ha..
Evelyn	[In an angry voice] Look, I had enough of your 'little jokes'. Stop this ok! It's not funny! You have to be more respectful!
George	So you're getting upset now? Because I care about you and want to protect you from evil men? Do you think this guy truly likes you? He probably just wants to sleep with you! [Really angry] Are you cheating on me Evelyn???? I swear to God Evelyn if you're cheating on me...
Evelyn	No, of course not! We were only talking. Nothing is happening. You are the only man I love. You have to believe me!
Narrator	The friends look at the couple shocked. They don't know what to say or how to act. The couple leaves the bar and the friends are worried. They know that there is something that is not right in this relationship.
George	[As they are in the taxi going home] I told you many times Evelyn. You spend way too much time with your girlfriends. Am I not enough for you? Don't we have such a great time together? You shouldn't trust your girlfriends. I think they have a bad influence on you. And I don't like the way you talk to me when you come back from being with them. You behave so arrogantly and make me get upset and yell at you. You're lucky I am still able to control my temper but I don't know how long I can last like this.
Evelyn	I am sorry you feel like this. I will watch my behaviour. I don't want you to be unhappy.
Narrator	Evelyn isn't happy with the way things are between her and George. In reality she started being afraid that as he promised he could turn violent. She also begins to see less and less of her friends. Soon her friends have been left behind altogether. Evelyn is worried about her relationship. She does not want to lose it and believes it's best to have 'peace' with George. But, truly, is there peace in their relationship?

### Worksheet 16: Myths and realities about gender-based violence

This is a list of common beliefs about violence. Please think about whether these statements are myths or facts and circle your answer!

1. Victims of violence are usually weak characters.	MYTH	FACT
2. Physical abuse is more serious than verbal abuse.	MYTH	FACT
3. Violent people are people who can't control their anger – violence is a momentary loss of self-control.	MYTH	FACT
4. People who don't report ongoing abuse by others must want it to continue.	MYTH	FACT
5. Malicious gossip and negative rumours are forms of violence.	MYTH	FACT
6. Making fun and mocking someone about their appearance via Facebook is not as serious as doing it in person.	MYTH	FACT
7. It is OK for a boy to push a girl into having sex if they have been going out.	MYTH	FACT
8. The seriousness of sexual harassment is exaggerated – most harassment is minor and involves harmless flirting.	MYTH	FACT
9. Alcohol and drug abuse are causes of violence.	MYTH	FACT
10. Violence in romantic relationships is more common amongst adults than amongst young people.	MYTH	FACT
11. Violence in relationships is more common amongst people who are poor or not well educated.	MYTH	FACT
12. Jealousy is a sign that someone loves you.	MYTH	FACT
13. Sometimes girls provoke sexual violence because of the way they are dressed.	MYTH	FACT
14. When a girl refuses to have sex with a boy she has been flirting with, she is just "playing hard to get".	MYTH	FACT
15. Women are most likely to be sexually abused by someone they know than by a stranger.	MYTH	FACT
16. When two people go out on a date, we cannot say that rape happened.	MYTH	FACT
17. If the victim leaves the abuser, the violence will stop.	MYTH	FACT

### Worksheet 17: Silhouette



### Worksheet 18 : Rating situations of violence

- If your partner does not allow you to wear miniskirt or a neckline
- When a person insults another one and tells him or her and that s/he is useless
- When somebody says/whispers sexual comments while walking in the street
- If your partner becomes really jealous when you are talking with some other boys or girls
- When somebody forces somebody else to do something that s/he doesn't want to do
- When somebody batters another person
- When somebody forces her/him partner to have sex with him/her
- When somebody controls her/him partner phone and Facebook account
- When somebody pushes somebody else
- If your partner does not want to use a condom
- If your partner does not want to see your friends
- When somebody yells to somebody else when s/he is doing something wrong
- If somebody touches you without you wanting it
- If your partner calls you 10 times per day
- To witness that somebody is insulting or battering somebody else

## 5. IDENTITY, SELF-IMAGE AND SELF-EVALUATION

### Worksheet 19: I am

I am .....

I am .....

I am .....

I am .....

I am .....

I am .....

I am .....

I am .....

I am .....

I am .....

**Worksheet 20:** What are your values?

Below is list of possible and potential values for us all. Feel free to add to the list.

Achievement	Friendships	Physical challenge
Advancement and promotion	Growth	Pleasure
Adventure	Having a family	Power and authority
Affection (love and caring)	Helping other people	Privacy
Arts	Helping society	Public service
Challenging problems	Honesty	Purity
Change and variety	Independence	Quality of what I take part in
Close relationships	Influencing others	Quality relationships
Community	Inner harmony	Recognition (respect from others, status)
Competence	Integrity	Religion
Competition	Intellectual status	Reputation
Cooperation	Involvement	Responsibility and accountability
Country	Job tranquility	Security
Creativity	Knowledge	Self-Respect
Decisiveness	Leadership	Serenity
Democracy	Location	Sophistication
Ecological awareness	Loyalty	Stability
Economic security	Market position	Status
Effectiveness	Meaningful work	Supervising others
Efficiency	Merit	Time freedom
Ethical practice	Money	Truth
Excellence	Nature	Wealth
Excitement	being around people who are open and honest	Wisdom
Fame	Order (tranquility, stability, conformity)	Work under pressure
Fast living	Personal development	Work with others
Financial gain	Freedom	Working alone

## 6. SOCIAL RELATIONS

### Worksheet 21: Relationship recipe

Examples of relationship recipe is:

#### **A Recipe for Friendship**

You will need:

- 1 pinch of happiness
- 1 handful of kindness
- 2 spoonfuls of gentleness
- 1 litre of sharing
- 1 teaspoonful of helpfulness
- 3 heaped tablespoons of laughter
- 50g of smiles
- 1 sprinkling of cheerfulness
- 100g of love

Method:

Mix all these together. Then you will have the perfect friend.

Video Lesson - Friendship Soup Recipe: <http://www.youtube.com/watch?v=H7w7yXkJTuQ>

## Worksheet 22: Red light/Green light

Green light	Yellow light	Red light
Talk to each other	Embarasses you	Is clingy
Trust each other	Is annoying at times	Is jealous
Support each other	Shows off	Feel unsafe
Feel happy around the person	Call you on the phone (too) often	Feel like they are a pain or nuisance
Share feelings	Is competitive	Have limited trust
Have freedom within the relationship	Makes plans and then breaks them	Tries to control and manipulate
Have more good times than bad	Tries to make you more like them	Does not make time for you
Have fun together	Use sarcasm	Makes you feel bad about yourself
Encourage other friendships	Desagrees from time to time	Discourages you from being close to anyone else
Do things together	Have unequal power	Criticises you



### Worksheet 23: Pressuring sentences: egoism and manipulation

#### In a relationship:

1. If you have a date with someone be sure that the man will pay for dinner and anything else.
2. If my boyfriend is jealous it means that he cares about me.
3. If a woman says that she doesn't want to have sex, she in fact means the opposite, she only wants to be pursued.

#### Peer pressure and identity:

4. My friends drink a lot of alcohol. I didn't drink alcohol before, but now when I go out with them I drink alcohol too because otherwise I am a sucker.
5. My best friend thinks she is fat, for this reason she is following a very strict diet, I don't think I need a diet but I will follow this diet in solidarity with her.
6. My best friend posted some very spicy pictures of herself on Facebook. Now she is the most sought-after student in our school. I will post some pictures too, it is a good method in order to date with someone.
7. A girl should go out with a gay friend but not with a lesbian, otherwise anyone else will date her!
8. My best friend is dating a guy. That means that I also have to find a boyfriend, so we will get out together!
9. True friends do everything together, they decide everything together and they love the same thing.
10. I would like to be handsome and sexy as Rihanna or Shakira

## 8. WRAP AND EVALUATION

### Worksheet 24: Dartboard





### III. BIBLIOGRAPHY

Animus Association Foundation (n.d.) Practical guide for prevention of violence and trafficking against women and children. Animus Foundation: Sofia.

Artemis, P., Stalo, L. (2012). *Youth 4 Youth. A manual for Empowering young people in preventing gender-based violence through peer education*. Cyprus: The Mediterranean Institute of Gender Studies (MIGS). Available at: [www.medinstgenderstudies.org/wp-content/uploads/Y4Y-Manual\\_digital\\_v12.pdf](http://www.medinstgenderstudies.org/wp-content/uploads/Y4Y-Manual_digital_v12.pdf)

Ballantine J. H. (2012). "Our social world", chapter 4 *Socialization: becoming human and humane*". SAGE Publications, Inc. Available at: <http://www.sagepub.com/upm-data/45619-4.pdf>

Batliwala, S. (1994). "The Meaning of Women's Empowerment: New Concepts from Action". in G. Sen, A. Germain and L.C. Chen (eds) (1994). *Population Policies Reconsidered: Health, Empowerment and Rights*. Boston: Harvard University Press.

Batliwala, S. (2014). *Engaging with Empowerment – An Intellectual and Experiential Journey*. Women Unlimited.

Buldioski, G., Schneider, A. (2007) (Ed.). *Gender Matters. A manual on addressing gender-based violence affecting young people*. Budapest: Council of Europe, Youth Department. Available at: <http://eycb.coe.int/gendermatters/pdf/GenderMatters.EN.2013.pdf>

Camarasa, M., Sales, L. (2013) (Ed.). *Forward. A competence-based approach to improve the social inclusion of migrant women. Toolbox for professionals*. Barcelona: SURT. Women's Foundation. Available at: [http://forwardproject.eu/wp-content/uploads/2014/01/TOOLBOX-EN-FINAL\\_prot.pdf](http://forwardproject.eu/wp-content/uploads/2014/01/TOOLBOX-EN-FINAL_prot.pdf)

Carles, C. and Expósito, M (2006). *Maletín de campo Una guía práctica para la capacitación y facilitación en procesos grupales*. República Dominicana: Veterinarios Sin Fronteras

Encina, L. (2011) *Los pinceles de Artemisia. Experiencias de formación para la equidad de género*. Madrid: Interred. Available at: <http://es.calameo.com/read/000572996270a0beacd47>

Europe4Youth (2014) *When high policy meets basic need*. Youth Exchange, 26/7 -3/8/2014, Berlin, Germany. Available at: [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-1105/Toolkit-When%20high%20policy%20meets%20basic%20needs.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1105/Toolkit-When%20high%20policy%20meets%20basic%20needs.pdf)

Fernández, P. et al. (2010) *Manual Salir Adelante*. Prevención y sensibilización de la Violencia de Género dirigida a Mujeres Migrantes. Madrid: Fundación CEPAM. Available at: [http://issuu.com/cepaaim/docs/manual\\_salir\\_adelante](http://issuu.com/cepaaim/docs/manual_salir_adelante)

Flowers, N. (2009). *Compasito*. Manual on human rights education for children. Budapest: Council of Europe. Available at: <http://eycb.coe.int/compasito/default.htm>

Goleman, D. (1999). *La práctica de la inteligencia emocional*. Barcelona: Kairós.

Gomes, Rui (2012) (Ed.) *Compass. Manual for human rights education with young people*. Strasbourg: Council of Europe. Available at: <http://eycb.coe.int/compass/en/pdf/compass.2012-inside-FINAL.pdf>

International HIV/AIDS Alliance (2003) *100 ways to energize group: games to use in workshops, meetings and the community*. Brighton: International HIV/AIDS Alliance. Available at: [http://www.icaso.org/vaccines/toolkit/subpages/files/English/energiser\\_guide\\_eng.pdf](http://www.icaso.org/vaccines/toolkit/subpages/files/English/energiser_guide_eng.pdf)

Kwiatowska, Joanna (Ed.) (2007) *Acting Pro(e)quality Quality Standards for Gender Equality and Diversity Training in the EU*. EQUAL transnational cooperation Pro(e)Quality. Available at: <http://eige.europa.eu/content/acting-proequality-quality-standards-for-gender-equality-and-diversity-training-in-the-eu-0>



Lagarde y de los Ríos, Marcela. Guía para el empoderamiento de las mujeres. Proyecto EQUAL I.O. Metal. FEMEVAL. Available at: [http://www.femeval.es/proyectos/ProyectosAnteriores/Sinnovaciontecnologia/Documents/ACCION3\\_cuaderno1.pdf](http://www.femeval.es/proyectos/ProyectosAnteriores/Sinnovaciontecnologia/Documents/ACCION3_cuaderno1.pdf)

Ministry of Women's Affairs of the Royal Government of Cambodia and the German Technical Cooperation Project Promotion of Women's Rights (n.d.). Domestic Violence. A training Manual to raise awareness. Available at: [http://menengage.org/wp-content/uploads/2014/06/DV\\_Awareness\\_Manual\\_Eng.pdf](http://menengage.org/wp-content/uploads/2014/06/DV_Awareness_Manual_Eng.pdf)

O'Neill, T (2008) Gender matters in residential child care. In A. Kendrick (Ed.), *Residential child care: Prospects and challenges*. London: Jessica Kingsley.

Pana, A., Lesta, S. (2012). Youth 4 youth. A manual for Empowering young people in preventing gender-based violence through peer education. Nicosia: The Mediterranean Institute of Gender Studies (MIGS). Available at: <http://www.medinstgenderstudies.org/new-publication-youth4youth-training-manual/>

Participation Works (2008) Involving Children and Young People in Evaluation. London: Participation Works. Available at: [http://www.participationworks.org.uk/files/webfm/shop\\_files/Evaluation%20LR.pdf](http://www.participationworks.org.uk/files/webfm/shop_files/Evaluation%20LR.pdf)

Pettit, J. - Institute of Development Studies, Sussex, UK. "Empowerment and Participation: bridging the gap between understanding and practice". For: UNDESA Expert Group Meeting on Promoting people's empowerment in achieving poverty eradication, social integration and productive and decent work for all. 10-12 September 2012 United Nations Headquarters, New York. UN Department of Economic and Social Affairs. Division for Social Policy and Development. Available at: <http://www.un.org/esa/socdev/egms/docs/2012/JethroPettit.pdf>

Phaedra, T et al. (2014) *Teen Safe Project*. Boston: Center for Young Women's Health, 2014. Available at: [www.youngwomenshealth.org/teensafe.html](http://www.youngwomenshealth.org/teensafe.html)

Pinheiro, P. (2006) *World Report on Violence Against Children*. Geneva: United Nations. United Nations Secretary-General's Study on Violence against Children.

Prendiville, Patricia (2004) Developing Facilitation Skills. A Handbook for Group Facilitators. Ireland: Combat Poverty Agency. Available at: <http://www.combatpoverty.ie/publications/DevelopingFacilitationSkills.2008.pdf>

Pro quality. Quality Standards for Gender Equality and Diversity Training in the EU EQUAL Transnational Cooperation. Poland. Available at: <http://eige.europa.eu/content/acting-proequality-quality-standards-for-gender-equality-and-diversity-training-in-the-eu-0>

Rojas, L. (2010). Superar la adversidad: El poder de la resiliencia. Espasa, Madrid

Sanchís, R. (2006) ¿Todo por amor? Una experiencia educativa contra la violencia a la mujer. Barcelona: Octaedro.

Sardenberg, M.B. Cecilia. "Liberal vs. Liberating Empowerment: A Latin American Feminist Perspective on Conceptualising Women's Empowerment" *IDS Bulletin*. Volume 39 Number 6 December 2008. Institute of Development Studies. Available at: [http://www.academia.edu/4062772/Liberal\\_vs\\_Liberating\\_Empowerment\\_A\\_Latin\\_American\\_Feminist\\_Perspective\\_on\\_Conceptualising\\_Womens\\_Empowerment](http://www.academia.edu/4062772/Liberal_vs_Liberating_Empowerment_A_Latin_American_Feminist_Perspective_on_Conceptualising_Womens_Empowerment)

Scanlan F., Bailey A., Parker A. (2012). "Adolescents Romantic Relationships - Why are they important? And should they be encourage or avoided?". Headspace, The National Youth Mental Health Foundation. Available at: [www.headspace.org.au](http://www.headspace.org.au)

SURT (2013). Tackling male violence against Romani women: Recommendations for the prevention, detection and intervention. Barcelona: SURT. Women's Foundation. Private Foundation. Available at: <http://www.surt.org/empow-air/4.html>

UNICEF (2002) Adolescence. A time that matters. The United Nations Children's Fund (UNICEF), New York. Available at: [http://www.unicef.org/publications/index\\_4266.html](http://www.unicef.org/publications/index_4266.html)

**UNICEF Innocenti Research Centre and the Government of the Netherlands. (2009)** A Study on Violence Against Girls. Report on the International Girl Child Conference. 9-10 March 2009, The Hague, The Netherlands. Available at: [http://www.unicef-irc.org/publications/pdf/violence-girls\\_eng.pdf](http://www.unicef-irc.org/publications/pdf/violence-girls_eng.pdf)

Villanueva, E. (2011) Los pinceles de Artemisia. Experiencias de formación para la equidad de género. Madrid: Fundación InteRed. Available at:

<http://www.calameo.com/books/000572996270a0beacd47>

Villarrubia I., García Bermejo M., Rollán García C. (2005). "Relación entre la satisfacción familiar, el bienestar psicológico y el sentido de la vida". *Educación y futuro: revista de investigación aplicada y experiencias educativas*, ISSN 1576-5199, Nº 12, 2005, pages 141-150.

## WEBGRAPHY

Advocates for youth (2008) **Lessons Plans**. Retrieved 5th November 2014: [www.advocatesforyouth.org/lesson-plans-publications](http://www.advocatesforyouth.org/lesson-plans-publications)

Center for Young Women's Health (2014). **Teens Safe Project**. Retrieved 5th November 2014:

[www.youngwomenshealth.org/teensafe.html](http://www.youngwomenshealth.org/teensafe.html)

Chapman, A (2003). *Joari Window: A model for self-awareness, personal development, group development and understanding relationship*. Consulted the 5th November 2014 at:

<https://www.usc.edu/hsc/ebnet/Cc/awareness/Johari%20windowexplain.pdf>

Cyprus Family Planning Association (2014). Retrieved 5th November 2014: [www.cyfamplan.org/famplan/page.php?pageID=1&langID=13](http://www.cyfamplan.org/famplan/page.php?pageID=1&langID=13)

European Institute of Gender Equality (2014). **Gender-based violence**. Consulted the 5th November 2014 at: <http://eige.europa.eu/content/activities/gender-based-violence>

Gear Against IPV (2001) **Gender Equality Awareness Raising against Intimate Partner Violence**. Retrieved 5th November 2014: [www.gear-ipv.eu](http://www.gear-ipv.eu)

Interagency Gender Working Group (2014) **Training**. Retrieved 5th November 2014:

[www.igwg.org/training.aspx](http://www.igwg.org/training.aspx)

The International Planned Parenthood Federation (IPPF) (2014). **The International Planned Parenthood Federation**. Retrieved 5th November 2014.

<http://www.ippf.org/>

Kouluikäisille tutustumisleikkejä (2014). **Sip, sap**. Retrieved 5th November 2014: [www.silmatera.fi/nakkarila/koulutielle/kouluikaiset-lapset/tutustumisleikit/](http://www.silmatera.fi/nakkarila/koulutielle/kouluikaiset-lapset/tutustumisleikit/)

Selfcounseling.com (2014) **Selfcounseling.com**. Retrieved 5th November 2014:

[selfcounseling.com/](http://selfcounseling.com/)

Seven Counties (2014). **The Development of Sexual Orientation**. Retrieved the 5th November 2014 at:

[www.sevendcounties.org/poc/view\\_doc.php?type=doc&id=41179&cn=1310](http://www.sevendcounties.org/poc/view_doc.php?type=doc&id=41179&cn=1310)

[www.sevendcounties.org/poc/view\\_doc.php?type=doc&id=41162&cn=1310](http://www.sevendcounties.org/poc/view_doc.php?type=doc&id=41162&cn=1310)

UN Women (2014) **Facts and Figures: Ending Violence against Women. A pandemic in diverse forms**. Retrieved the 5th November 2014 at:

<http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>

UN Women (2014) **Fourth World Conference on Women**. Retrieved the 5th November 2014 at:

[www.un.org/womenwatch/daw/beijing/platform/](http://www.un.org/womenwatch/daw/beijing/platform/)

WHO (2014) **Sexual Health**. Retrieved 5th November 2014:

[www.who.int/topics/sexual\\_health/en/](http://www.who.int/topics/sexual_health/en/)





Empowering Care. Empowering girls in residential care against violence against women



Funded by the  
European Union





