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Discussing Marginalized Girls in our Communities:

Girls in Domestic Work and Girls with Disabilities

Community Conversations Manual for Facilitators



Contents

BACKGROUND	3
THE ROLE AND SKILL OF A COMMUNITY CONVERSATION FACILITATOR.....	3
WHAT IS IN THIS MANUAL?.....	4
COMMUNITY CONVERSATIONS OVERVIEW	5
PURPOSE	5
STRATEGIES TO RECRUIT A COMMUNITY CONVERSATION GROUP.....	6
COMMUNITY CONVERSATION FORMAT	6
COMMUNITY CONVERSATION SCHEDULE.....	6
REQUIRED FORMS.....	6
MODULE 1 (SESSION 1): GETTING TO KNOW EACH OTHER	8
FACILITATOR'S NOTES.....	8
ACTIVITY 1.1: INTRODUCTIONS AND EXPECTATIONS OF COMMUNITY CONVERSATIONS.....	8
ACTIVITY 1.2: COMMUNITY CONVERSATIONS NORMS	9
ACTIVITY 1.3: WHAT IS ACTIVE LISTENING?	10
ACTIVITY 1.4: PRE-COMMUNITY CONVERSATION EVALUATION OF PARTICIPANTS	11
MODULE 2 (SESSIONS 2 AND 3): KEY GIRL ISSUES IN OUR COMMUNITY	12
FACILITATOR'S NOTES.....	12
ACTIVITY 2.1: ISSUES RELATED TO GENDER.....	13
ACTIVITY 2.2: THE GENDER ROLE – COMMUNITY WALKABOUT.....	14
ACTIVITY 2.3: VIEWS ON GIRLS' EDUCATION AND ITS BENEFITS	15
ACTIVITY 2.4: CHILD DOMESTIC WORKERS – PERCEPTIONS OF THEM AND THEIR EXPERIENCES.....	16
ACTIVITY 2.5: EDUCATION FOR CHILD DOMESTIC WORKERS – WHAT CAN WE DO?	17
ACTIVITY 2.6: UNDERSTANDING GIRLS WITH DISABILITIES AND PERCEPTIONS OF THEM.....	18
ACTIVITY 2.7: THE OBSTACLES AND POSSIBLE SOLUTIONS FOR GIRLS WITH DISABILITIES	19
MODULE 3 (SESSIONS 4, 5 AND 6): DEVELOPING AN ACTION PLAN FOR OUR COMMUNITY	21
FACILITATOR'S NOTES.....	21
ACTIVITY 3.1 INTRODUCTIONS TO DEVELOPING AN ACTION PLAN	22
ACTIVITY 3.2: STORYTELLING TO UNDERSTAND GIRL ISSUES AND THEIR CAUSES – ANSWERING THE WHAT	24
ACTIVITY 3.3: COMMUNITY MAPPING EXERCISE – ANSWERING THE WHO AND WHERE	27
ACTIVITY 3.4: COMMUNITY WALL AND ROLE-PLAY – ANSWERING THE HOW.....	29
ACTIVITY 3.5: FINALIZING THE ACTION PLAN	30
ACTIVITY 3.6: POST-COMMUNITY CONVERSATION EVALUATION OF PARTICIPANTS	31
ACTIVITY 3.7: FOLLOW-UP ON THE ACTION PLAN.....	32
ACTIVITY 3.8: WRAP-UP.....	33
ANNEX: COMMUNITY CONVERSATION FORMS.....	34
FORM 1. COMMUNITY CONVERSATIONS FRAMEWORK	34
FORM 2. PRE-COMMUNITY CONVERSATIONS EVALUATION FORM	37
FORM 3. DAILY COMMUNITY CONVERSATION REVIEW FORM	39
FORM 4. COMMUNITY CONVERSATIONS PARTICIPANT REGISTRATION FORM	1
FORM 5. COMMUNITY CONVERSATIONS PARTICIPANT ATTENDANCE TRACKER.....	2
FORM 6. POST-COMMUNITY CONVERSATIONS EVALUATION FORM.....	1
ICEBREAKERS	3
REFERENCES.....	5

Background

Ethiopian girls and women make a significant contribution to the social and economic development of the nation. However, girls and young women are frequently hindered from attaining their full potential because of their low status, barriers to educational attainment, limited opportunities for economic growth and restricted social development. The Ethiopian government has implemented several national policies and strategies on the rights of girls, including education, gender equality, and child labor. Among these is the Gender Equality Act (2000), the revised Family Law that protects women and girls from sexual abuse and other practices (2007), the revised Criminal Law (2011), and the revised Labor Proclamation (2019) which raised the minimum working age. Though no Ethiopian law directly addresses disability, the Ethiopian government did endorse the United Nations Convention on the Rights of Persons with Disabilities. Several other initiatives to improve the health of women and girls and enhance their educational and economic growth have been instituted with encouraging results. However, gender injustice is deeply embedded in society, its economy, culture, and politics. Women, therefore, still face obstacles in equal participation in the country's development process, and do not have equal say in decision-making.

Community conversations (CC), through the *Biruh Tesfa for All* project, aim to raise awareness about the importance of educating girls and the ramifications of gender inequality, with a special focus on girls in child domestic work (CDW) and girls with disabilities (GwD). Through CCs, community members identify and discuss the circumstances of CDW and GwD that negatively affect their status and experiences and devise strategies to address them. CCs ensure ownership by community members in the decision-making and builds their capacity to solve their own problems. Through these conversations, the project aims to bring about change in beliefs, attitudes, and practices toward girls at the community level.

In order to facilitate this change, facilitators leading CCs need to be knowledgeable about the obstacles facing girls in receiving education, particularly those in CDW and GwD, as well as have an overall sense of gender issues. You, as a facilitator, will promote open discussions and exchange of ideas to bring about lasting change in attitudes toward girls; and remove obstacles to education, identify the cause of and solutions to the problem, and facilitate a community action-response program. Following your training, you will use your new skills and knowledge to conduct CCs and lead/support processes to follow up on response programs concerning CDW, GwD, and girls' education. This manual is developed to prepare facilitators to adequately lead CCs with a deep knowledge of barriers to girls becoming equal participants in education and the society as a whole. The exercises are adapted from similar manuals and other resources from UN Women, Plan International, and the Child Protection in Crisis (CPC) Network.

The Role and Skill of a Community Conversation Facilitator

Facilitation is the art of extracting knowledge, experience, and ideas from participants. A facilitator should know how to write and read and have patience and good ethics to strengthen the acceptance and relationships he/she will have among the participants.

The facilitator's role is vital in CCs that will be held to discuss girls' education, issues affecting GwD and girls in domestic work. Thus, CC facilitators should have adequate knowledge on the subjects for discussion and receive 5–7 days of training prior to starting CCs.

The facilitator should create the grounds for the exchange of knowledge and experience during the CC on the benefits of educating girls, making GwD equal participants, and the negative effects of CDW on girls.

Key Characteristics of a Good Facilitator

- Know and respect the community's culture, norms, tradition, faith, and language.
- Be a good listener and be able to understand the ideas, comments, and views of participants.
- Know what to say and when.
- Understand the objective of the discussion and have sufficient knowledge of the topic.
- Have a friendly personality that invites good communication.
- Respect the ideas of participants equally.
- Avoid sharing personal opinions during discussions.
- Utilize time effectively and efficiently.
- Follow up and control the direction of the discussion and what is being carried out.

The facilitator should encourage all the participants to equally participate in the discussions. This entails leading the discussion, ensuring the participants understand the core concepts, and encouraging the participants to identify the core problems and seek solutions.

Facilitator Feedback to Participants

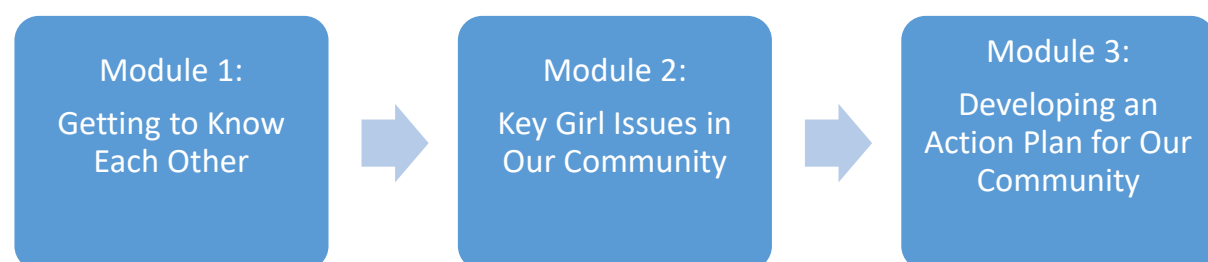
- Feedback should begin with a positive comment and should end with encouraging words.
- Feedback should always be in response to a comment and specific to the person making it. The feedback should be truthful, in-depth, educational, and should state what could be improved.
- Feedback should be constructive and lead to improvement.

What is in this manual?

This community conversation manual consists of three modules, divided across 8 sessions, each with their own activities (18 in total) related to a variety of topics.

The activities in each module all employ highly participatory adult-learning practices and employ action

methodologies (simulating games and teamwork) to help participants easily remember the knowledge they obtain.



Community Conversations Overview

Purpose

The main objective of this community conversation (CC) facilitator manual is to equip you with the knowledge and skills you need to effectively conduct CCs. With this manual, you will lead CCs to bring attention to the challenges faced by girls - especially CDW and GwD - in obtaining educational and economic opportunities and in reaching their full potential. The ultimate goal is to obtain sustainable societal change by using community-based approaches, with the help of you leading the conversations.

What is a Community Conversation?

A community conversation (CC) is meant to raise awareness about issues that affect girls in the community and bring about a positive change in attitudes toward girls' education, challenges faced by girls in domestic work and with disabilities, and overall gender inequalities. By inviting community members for discussion, CCs can serve to correct misconceptions and harmful attitudes toward girls. Additionally, through the platform created by the community discussion process, participants have the opportunity to openly share different ideas and views, which will enable them to learn from one another, seek common solutions, and set out action plans for effective implementation.

The main objectives of these CCs are:

1. To identify, amplify and address inequitable gender norms that affect girls' access to education and the participation of girls in CDW and GwD, by igniting motivation for change.
2. To clarify community assets and values and build the capacity of individuals and institutions to implement responses to address the problems identified.
3. To create a conducive condition for the change process to spread from individual to individual, family to family, society to society, and become sustainable.
4. To investigate the unjust gender relations in the community and eliminate social relations that are based on hierarchy; nurture the creation of a society that is based on equality.

Creating a Positive Community Conversation

- Participants and facilitator alike should have *confidence in the community's capacity* to enact real and positive change
- CCs are a *learning opportunity*, so it is important to promote a healthy learning environment by fostering openness and confidence in one's responses
- Positive social values should be promoted to contribute to change, but when disagreement arises, you, as the facilitator, should know how to promote agreement without taking sides.
- Active listening will be key to CCs, ensuring effective and respectful communication
- As facilitator, you should encourage *active listening*, for effective and productive conversation.
- CCs are *solution-oriented*, allowing participants to be part of problem-solving.
- There must be *equality in participation*, especially among girls and women in the group, to ensure fruitful dialogue about these issues, so be sure to encourage them to speak, using icebreakers (see Annexes at end of this manual) or one-on-one chats to make them feel more comfortable.

Strategies to Recruit a Community Conversation Group

As the facilitator, it will be your responsibility to recruit the members of your community conversation group(s). Community conversation groups can vary in size, especially depending on where the CC is being undertaken. Traditionally, CC groups in rural areas are composed of roughly 70 community members. In urban areas, we suggest that each group be composed of 20 to 30 members, because of limitations of meeting spaces.

CC groups are diverse and represent a cross-section of the community. Each CC group should include:

- Both males and females
- Adolescents, young adults, middle-aged people, and older people
- People of different religions and ethnic origins
- People representing a range of occupational groups or socio-economic levels

We recommend recruiting CC group members from different sources in order to maximize the heterogeneity of the group. One may source CC members from different locations such as:

- Places of worship
- Community groups such as Idirs, youth groups, women's groups
- Market places and transportation hubs

It is important that all CCs must include representation from girls with disabilities and domestic workers or former domestic workers.

Community Conversation Format

All CCs will be a maximum of 180 minutes (3 hours) in total. You will have a flipchart and markers during all activities with which to take notes. *In each CC, always take attendance. You will always ask participants to recall the previous session's activities and give highlights from those discussions.* In each session, you should use icebreakers to ease the conversation or raise the energy of the room as necessary. You can elect when to hold an icebreaker, if any, but each session's schedule accommodates for a 10 to 15-minute icebreaker. For ideas of icebreakers, refer to the Annexes at the back of this manual. You will then initiate a new conversation by giving a brief opening statement about the principle and purpose of each activity. You will allot the participants time to discuss, writing key points raised on the flipchart as they go along. At the conclusion of the conversation, you will ask the participants to review the notes of the flipchart and refine/add any final points they wish to make.

Community Conversation Schedule

The schedule of CCs is found in the Annex under Form 1: Community Conversations Framework. Conversations will take place over 8 sessions, for no more than 180 minutes each session.

Required Forms

As a facilitator, you will be asked to support the monitoring, evaluation, and impact of the CCs. To do so, the manual provides you six required forms that you will present throughout the sessions to the participants.

FORM 1. Community Conversations Framework: This form contains information on the process, the outcomes to be achieved, and the CC schedule, and should be given to

participants in the first session of CC. This form introduces participants to the topics and overall agenda of the CCs and helps them commit to the activity.

FORM 2. Pre-Community Conversations Evaluation Form: The participant pre-community conversations evaluation form will give you information on the participants' level of awareness and knowledge regarding gender issues, girls' education, CDW, and GwD before the CCs begin.

FORM 3. Daily Community Conversation Review Form: This form is provided after each session and allows participants to reflect on the sessions. The evaluation that participants complete on the final session of CC will cover overall experience, including the content and implementation of CCs.

FORM 4. Community Conversations Participant Registration Form: The form is used to register the name and contact details of the participants at the first session of the CC.

FORM 5. Community Conversations Participant Attendance Tracker: The participants' daily participation form is signed daily, in the morning and afternoon, to confirm their participation.

FORM 6. Post-Community Conversations Evaluation Form: A post-CC evaluation form helps indicate how much knowledge the participants have acquired and if there is any change in attitude because of the CCs. The facilitators will compare the post-CC form results with the pre-CC results to assess areas of change.

MODULE 1 (Session 1): Getting to Know Each Other

Facilitator's Notes

Good relationships are the basis of the change process. You, as facilitator, should create strong relationships with the CC participants and the community at large. The following chapter details different activities that should be done so participants get to know each other and you.

To establish good relationships between the facilitator and CC participants, there should be tolerance and respect for each participant's way of life (faith, habits, living arrangements etc.). By understanding and utilizing the knowledge, skills, traditions, and values of the participants, it is possible to create a sense of ownership toward solving the problem.

Activity 1.1: Introductions and Expectations of Community Conversations

OBJECTIVES:

- To introduce facilitators and participants to one another
- To lay the foundation for participants to understand the purpose of community conversations and actively engage

TIME: 40 minutes

MATERIALS:

- Scrap paper
- Pen
- Cardboard box

PREP WORK:

- Write numbers on small pieces of paper (for example if the number of participants is 40, writing 1–20 twice, i.e., two pieces of paper will have the same number) and place them in a cardboard box, being sure to mix them up.

Directions:

1. Introduce yourself and open with a welcome speech. For example, you might say:
"My name is [YOUR NAME], I will be leading you through the next few weeks of community conversations. First, we want to thank you for your participation. The purpose of these community conversations is to support the Biruh Tesfa for All project, which aims to build awareness about educating girls, with a special focus on girls in child domestic work and with disabilities. With your help and active participation, we will work together to identify the issues surrounding these girls and work together to find solutions to help them in your communities. My role is to support you all in having productive community conversations. I will sometimes redirect conversations if I see them going astray, but more often than not I am here to just facilitate the conversation, make it easier for you all to express yourselves and put your thoughts together, and to take notes. With this first activity, let's get to know each other..."

2. Next, request the participants to greet one another and introduce themselves. This will help create closeness among participants and improve the participants' confidence to share their ideas. To facilitate introductions:
 - a. Ask the participants to pick a piece of paper out of the box you prepared in advance.
 - b. Ask them to pair up with the participant with the matching number. They will take 5 minutes to introduce themselves by asking each other: their full name; the area they are residing (kebele/woreda); if they have participated in any previous CCs on gender issues and/or matters affecting girls; what changes they envision for their communities.
3. Once they are finished, ask each member to report back on what they learned about their partner to the wider group.
4. Spend 10 minutes at the end of the activity reviewing the agenda, answering any questions, and being sure they are clear on your role in the CCs.

Activity 1.2: Community Conversations Norms

OBJECTIVES:

- To identify the ground rules of conducting CCs.

TIME: 30 minutes

MATERIALS:

- Paper
- Tape
- Markers
- Flip charts

PREP WORK:

- A flip chart paper that says "Norms" on the top

Directions

1. Divide the participants into groups of 4 to 5 people. Give each group pieces of paper and markers for drawing.
2. Ask participants to come up with suggestions of rules to abide by during the CCs. Ask the participants to depict the rules in picture form.
3. Each group presents their agreed-upon rule-picture and explain its meaning. If another group has a similar drawing, decide with participants which one best expresses the desired rule or put them up together.
4. Make sure all groups reach consensus on the proposed rule and, if so, paste the pictures on the flip chart.
5. Discuss with participants the importance of mutual respect, unacceptable and acceptable behaviors during the community conversations.
6. Have participants nominate and select a rule-keeper, someone who can ensure the group is following the agreed-upon rules. Have participants also select a timekeeper who can ensure all exercises are conducted within time.
7. Now that they have defined their expectations of each other, take a moment to explain your expectations as facilitator. Say the following:
"Let's discuss CONFIDENCE and RESPECT. Every participant here has his or her own specific personality, skill, knowledge, and life experience. Each participant here should

not hesitate to state clearly his/her knowledge, information, and life experience regarding these issues, and should make sure that his/her ideas are heard and respected by others. Next, there is LISTENING. We are about to do an exercise in active listening. Every participant is equal, so every point of view deserves equal respect. No participant should be stopped or interrupted when they are speaking, so let's remember to raise our hands or wait to be called upon. If you have an idea that is different from someone else, please be considerate and try to understand before contradicting him/her. These community conversations are to build UNDERSTANDING and consensus. Remember, we are working together towards a COMMON BENEFIT."

8. Lastly, spend the last 10-15 minutes discussing expectations. Give the following prompts and allow a few minutes with each question to discuss. Be sure to take notes:
 - What are you looking forward to being part of this activity?
 - What are you most concerned about in being part of this activity? And why?
 - What would help support you in being an active participant?

Activity 1.3: What is Active Listening?

OBJECTIVES:

- To understand the difference between hearing and listening.
- With practice, to develop active listening skills that will enable participants to effectively participate in community conversations.

TIME: 40 minutes

MATERIALS:

- Flip chart
- markers

Directions:

1. Select two volunteers (1 male and 1 female) from the participants and ask them to act the following role-play.
2. The paired participants sit down facing each other, in front of the other participants. One listens while the other talks for five minutes.
3. The person assigned to be the speaker will talk about any issue he/she chooses (about something he encountered or something that worries him/her) to the person assigned to be the listener.
4. Ask the other participants to listen attentively and watch the role-play.
5. When the five minutes end, the volunteers will return to their seats. Ask the participants to describe the volunteer's body language in the role-play. For example: Was the listener attentive? Bored and showing an "I know this already" feeling, etc. NOTE: The facilitators should not tell the participants which actor performed his/her actions correctly and who did not, just what they observed.
6. While discussions take place, take notes on a flipchart of the characteristics that participants found to be "good" listening and "good" speaking.
7. Using those characteristics, asks another two volunteers to sit across from each other in front of the other participants and do the same activity, now following what the participants defined as "good" listening and "good" speaking. Again, allow them 5 minutes.

8. Once complete, ask the participants:
 - What feeling does active listening create?
 - What feeling does inactive listening create?
 - What are the features of a good listener? How do you know that your listener is actively listening to you?
9. Take notes as they respond. Tell them these behaviors can be incorporated into their expectations of each other and you, the facilitator, as the community conversations go on.

Activity 1.4: Pre-Community Conversation Evaluation of participants

OBJECTIVES:

- To understand the knowledge of participants before the CCs begin regarding gender issues, child domestic work, and/or girls living with disabilities.

TIME: 30 minutes

MATERIALS:

- Pre-community conversation evaluation form (Form 1 found in Annex)
- Pens
- Scrap paper
- Cardboard box

PREP WORK:

- Tear paper in small sizes and write numbers starting from 1 on each piece of paper (1, 2, 3, 4, etc.) and fold them and put the folded pieces of paper in a cardboard box.

Directions:

1. Explain the purpose of pre-community conversation evaluations to the participants. You should say:
"The form I am passing out will help us understand your knowledge level regarding gender issues, girls' education, child domestic work, and girls with disabilities before our work together begins. This is NOT meant to be a test and you will not be judged based on your answers. This will help us understand at the beginning and the end of the sessions what you learned and what you gained from participating."
2. Ask participants to select a piece of paper from the cardboard box and keep the number they received private. This will be their private identification number (to ensure the anonymity of information you gather),
3. Provide each participant a pre-CC evaluation form and ask them to write the number they picked out of the box, not their names. NOTE: Participants will use the same number on the post-CC evaluation so encourage them to keep the piece of paper or remember their number.
4. Instruct participants that they have 20 minutes to complete the form and return it to you.
5. Once you have collected all the completed forms, make sure they are in numerical order. You will be required to compare them to their corresponding post-CC evaluations when the time comes.

Module 2 (Sessions 2 and 3): Key Girl Issues in Our Community

Facilitator's Notes

Using open-ended questions and active listening, you can use CCs to identify the obstacles facing girls in obtaining an education, the barriers to education and participation of girls in child domestic work and with disabilities, and possible actions to be taken.

As a reminder:

Open-ended questions are questions that require thought and more than a simple one-word response; unlike close-ended questions, which require a simple “yes” or “no” in reply, an open-ended question requires more elaborate detail or rich description or storytelling.

Active listening is a pattern of listening to someone else that keeps everyone engaged in a positive way. It is a process of listening with attention while someone speaks, paraphrasing or reflecting back what they said, and doing so without judgment or advice.

During the CCs held to identify the significant issues in the community, facilitators should not put pressure on participants with a sense of “knowing better”; and should not force his/her own ideas on them. By doing this, the solutions and actions taken by the community will not be effective. Instead, remember the community has its own ability to identify its own issues and identify a strategy and response that will be successful and effective. Thus, your role should be to aid and facilitate this process.

By using open-ended questions, you can build the capacity of individuals and also give value to the speakers. They will feel enabled to address issues that seem unreachable and issues that are considered to be shameful. It will also enable the participants to give a response that originates from the truth and encourages them to give critically thought-out answers.

Module 2 details activities using an open-ended question technique that revolves around our main key issue areas: girls’ education, child domestic work, and girls with disabilities.

NOTE: During one of the activities in Session 2, participants will be walking out in the community so please be sure to encourage them to wear comfortable clothing and shoes before this activity occurs. (Activity 2.2).

Activity 2.1: Issues Related to Gender

OBJECTIVES:

- To improve participants' understanding of the principle of gender equality.
- To increase awareness of social and economic practices that help or hinder gender equality.

TIME: 30 minutes

MATERIALS:

- Flipchart
- Colored markers
- Tape

Directions:

1. Divide the participants into groups of 4 or 5. Ask them to appoint a group leader who will present the group's main points after the discussion to the rest of the groups.
2. Ask groups to spend 5 minutes on each of these questions:
 - What is equality between genders? Think of some examples in families and communities that show equality between genders.
 - What helps gender equality? Give some examples of how to improve equality between genders.
 - What hinders gender equality? Give some examples from families and communities on how improving gender equality is being prevented.
 - Are there examples where genders should not be equal? What are they and why?
 - What kinds of people suffer the most when there is no gender equality? Give some examples from the community.

3. After they spend about 15-20 minutes on all these questions, ask each group to present their feedback to everyone.
4. Based on the ideas that the participants present, you can use the following information to get them thinking about this more:

"Gender equality is the equal use and access of rights between men and women to health, participation in society, work, politics, resources, education, decision-making, and benefits."

"Gender justice means working to create gender equality and using the law to fight back when gender equality has not been met."

"A lack of gender equality occurs because traditional practices and procedures favor men and place women at a lower level than them."

"The impact of a lack of gender equality is that it can negatively affect a country's economic and political success and the health and participation of its people."

Activity 2.2: The gender role – Community Walkabout

OBJECTIVES:

- To improve participants' awareness of different gender roles in their community.
- To build understanding of gender-based work allocation.
- To understand how different factors such as space, hours of the day, etc. influence girls' and boys' physical movement and roles differently.

TIME: 90 minutes

MATERIALS:

- Flipchart
- Colored markers

Directions:

1. Provide them these directions for the walkabout before they go out. Remind them to wear comfortable clothing and shoes. They will go out into the community for about 40 minutes.
2. Divide them into four groups - young women, older women, young men, older men.
3. Each group will identify which part of the community they will walk through. From the group meeting as the starting point, each group walks in a different direction (northward, southward, eastward and westward).
4. As they walk the community, they will be responsible for observing people in the community – non-CC members – that are the opposite gender of them (e.g. if you are in the young women group, you are observing young men in the community; if you are in the older women group, you are observing older men in the community;). All groups should also observe where they see, if at all, girls with disability (GdW) and child domestic workers (CDWs).
5. Ask them to silently observe the following:
 - Where do you see the most community members in the group in you are observing? What spaces are they occupying?
 - What roles are they serving in the community?
6. When they return, have them discuss what they saw for about 15 minutes.
 - Did you notice any patterns of where you found your group?
 - Did you notice the types of roles they hold? Were they similar in any way?
7. Ask them to consider: *“Do you think that where you saw your respective group would change depending on the time of day? The physical space or facility?”* Discuss for 10-15 minutes.
8. Explain: *“A gender role is a role that society has assigned men and women to act upon. Those roles can be divided into four main categories. Those are:*
 - a. **productive roles** – *that is, roles that make something such as food for the market, or clothes;*
 - b. **parental roles** – *that is, roles that are assigned to give birth to, raise, and take care of children, as well as look after the home;*
 - c. **community management roles** – *such as roles responsible for the day-to-day of the community such as Edir, Ekub, Mahiber, etc.; and*

- d. **community political roles** – that is, decision-making roles for the overall community.

A lot of the time, these roles are strictly divided between men and women, as you observed.”

Activity 2.3: Views on Girls’ Education and its Benefits

OBJECTIVES:

- To improve participants’ knowledge about the benefits of educating girls.
- To increase awareness about the obstacles faced by girls in accessing education.
- To identify the condition in their specific community around girls’ access to education

TIME: 30 minutes

MATERIALS:

- Flipchart
- Colored markers
- Tape

Directions:

1. On a flipchart paper, in large letters, write the statement “**THE BENEFITS OF EDUCATING GIRLS**” and on another flipchart paper, in large letters, write the statement “**THE CHALLENGES OF EDUCATING GIRLS.**” Explain to the participants what you have written down.
2. Divide participants into groups of 4 or 5 people.
3. Ask the participants to spend 5 minutes discussing what the benefits of education to girls are. Designate one participant in each group to report back on what was discussed to everyone else.
4. Ask the participants report back, make note of their responses under specific themes. So that it is clear to them, come up with a picture to represent each theme. For example, if they discuss economic benefits, put a money symbol. If they discuss social benefits, draw a few stick figures holding hands. If they note emotional benefits, draw a smiling face “☺”. Explain to them what each picture represents.
5. Once you have finished, ask the participants to get into their groups again and designate a new person to report back what was discussed. This time ask them to consider what are the obstacles or challenges to girls being educated. Give them 5 minutes to discuss.
6. Ask the groups to report back, again making note of their responses under specific themes or drawing symbols or pictures to represent their responses. Explain to them what you are hearing from them as they report back.
7. Finally, ask them to react to the discussion – what did they hear? What did they think of each other’s responses? Do they have anything to add?
8. Once the discussion has ended, read the following out loud and ask them to consider:
“Among many other benefits, educating girls can:
a. reduce child marriage;
b. increases the likelihood of having healthy babies;
c. Boosts girls’ self-confidence and skills;
d. provide freedom;

e. allow women and girls to actively engage in social and economic affairs in their community.

So, when girls participate more, they can make more decisions about their own lives. They can support their children and their community. But, girls also face a lot of obstacles to their education. They might drop out or never begin school because of:

- a. Scarcity of resources;
- b. Harmful traditional practices such as child marriage, under-age pregnancy, sexual abuse, or
- c. Negative views on them if they have disabilities;

Activity 2.4: Child Domestic Workers – Perceptions of Them and Their Experiences

OBJECTIVES:

- To identify and understand participants' perceptions and attitudes towards child domestic workers.
- To build awareness about child domestic workers' lived experience.

TIME: 30 minutes

MATERIALS:

- Flipchart
- Paper or post-its
- Colored markers
- Tape

Directions:

1. Start the session with the following: *"There are a lot of different attitudes toward domestic workers in society. Some of them include that they are not trustworthy, they ruin things, steal food, are degenerate. What are some other perceptions you have heard?"* Spend 5 minutes brainstorming on the different societal view of domestic workers.
2. Next, provide the participants with a stack of paper or post-its and ask them to take 5-10 minutes to draw child domestic workers as they see them in their community. Ask them to consider:
 - Who are they?
 - Where do they come from?
 - How do they spend their days?
 - What do they wear?
 - What is their demeanor/behaviour?
 - What are their personalities?
3. After they have finished drawing, ask them to describe to the group what child domestic workers look like to them.
4. Collect everyone's drawings and post them to a flip chart. Take down notes of what people are describing, identifying shared perceptions.

5. Ask the group to react to each other's presentations. Do they agree or disagree and why? Why do they think people perceive child domestic workers this way? Spend 5 minutes discussing.
6. Next, ask them to divide into groups of 4 to 5 people. Designate one member of each group to report back on the group's discussion. Say the following, "Now we are going to focus on the child domestic workers' living conditions. Please take 5 minutes and discuss in your groups the kinds of living conditions you observe the workers live in."
7. Ask each group to report back on what they observe and write down on flip chart themes you are hearing. Again, where possible, draw a picture to represent that theme (e.g. neglect, poor health, abuse, malnourishment, poor working conditions, etc.). Please be sure to explain to participants what you are writing. Spend 5 minutes discussing.
8. When the discussion has reached a natural end, read the following statement, and ask them to contemplate the following:
"Many children, especially girls, are engaged as domestic workers in Ethiopia. Some of them are sent or run away to do this sort of work because they are: escaping early, forced marriage; escaping violence in their families; supporting their parent's livelihoods; are being deceived by illegal human traffickers. Can you think of other reasons they might migrate to do domestic work?" Allow them 5 minutes to brainstorm about how and why girls enter domestic work.

Next, say: *"Many child domestic workers suffer bad living and working conditions. This includes long working hours with no breaks/rest; no schooling; no pay; emotional, physical, and/or sexual abuse; little mobility, and more. Can you think of other poor conditions they might suffer?"* Allow them 2-3 minutes to respond and make note of their responses.

Activity 2.5: Education for Child Domestic Workers – What Can We Do?

OBJECTIVES:

- To understand the benefits to child domestic workers obtaining education.
- To brainstorm possible solutions to child domestic workers obtaining education.

TIME: 40 minutes

MATERIALS:

- Flipchart
- Colored notecards or post-its
- Colored markers
- Tape

Directions:

1. Divide the participants into groups of 4 to 5. Designate a new person who will report back on the group's discussion.
2. Before beginning say: *"As we just discussed, there are a lot of challenges CDWs face. As mentioned, one is that they have low levels of education, even though many are promised education if they come to work as domestic workers. Sometimes, they are discouraged from going to school because their employers do not approve, their workload and hours make it hard to attend, they cannot afford their school fees, or they suffer harassment."*

3. Ask the groups to discuss for 5-10 minutes: *“Why do you think education would be important to child domestic workers? What are the potential benefits to them?”*
4. After the discussion, ask them to report back on their discussion. As before, collect their responses on a prepared flipchart and explain what you are writing down to them.
5. Once the discussion has reached an end, say the following and encourage participants to contemplate: *“By allowing child domestic workers to attend school, they can explore a better future in society. Education can give them skills, allowing them to gain better employment and better salaries. It can decrease their abuse and protect them.”*
6. Ask them to consider: *“If you had the power, what would you do to build equal participation for girls in domestic work?”* Give them 10-15 minutes to discuss.

Activity 2.6: Understanding Girls with Disabilities and Perceptions of Them

OBJECTIVES:

- To articulate the types of disabilities participants have observed among girls in their community.
- To differentiate types of disability.
- To identify how girls with disabilities are perceived by community members.

TIME: 30 minutes

MATERIALS:

- Flipchart
- Colored notecards or post-its
- Colored markers

Directions:

1. Provide the participants with a stack of different colored cards or post-its.
2. Allow them 5-10 minutes to contemplate and depict through pictures the types of disabilities among girls and young women they have observed in their community.
3. After they are finished drawing, please ask the participants to explain what they have drawn.
4. Ask the participants to tape their drawings to the flip chart paper.
5. Ask participants to gather around the flipcharts and view the drawings more closely. Working as a group, ask them to differentiate the disabilities by type. Allow them 10 – 15 minutes for this exercise. NOTE: This should allow them the opportunity to foster understanding for different types of disability.
6. Ask them if there’s any types of disabilities absent from the list? Which ones do they believe are most common in their community?
7. To encourage further contemplation, when the discussion has ended, read to them the following and ask for their reaction:
“People can have one or more disabilities of different kinds and magnitudes. With each type of disability, girls are treated in certain ways. How are girls with a disability treated? Are they treated differently than boys with the same disability? Are they treated equally?”
 Give the participants 2-3 minutes per disability and explain each one as you go through with the information below. Make note of their responses.

- a. Physical damage:** A collection of conditions that cause the lack of control over your body or coordination.
- b. Hearing impairment:** Hearing impairment can occur with different degrees of hearing loss.
- c. Speech impairment:** This disability influences communication and speech skills. Girls might be unable to use words, identify sounds, speak clearly, understand other people speaking or have difficulty choosing the right words.
- d. Limited mental growth:** Limited mental growth requires supervision and support in performing many day-to-day activities.
- e. Sight impairment:** Sight impairment is related to partial or total loss of sight and the ability to see or read. Sight impairment could be observed at different levels.
- f. Learning difficulty:** A learning difficulty could entail problems with achieving certain average or above-average learning-related skills.

Activity 2.7: The Obstacles and Possible Solutions for Girls with Disabilities

OBJECTIVES:

- To increase participants' knowledge of obstacles and discrimination facing girls with disability, particularly in terms of education.
- To identify ways to decrease barriers to girls with disability's capacity to learn.

TIME: 40 minutes

MATERIALS:

- Flipchart
- Colored index cards
- Post-its
- Markers

PREP WORK:

- **Take at least 30 cards and draw a different object or symbol on each of them. Each card is going to represent a different issue. The object/symbols are:**

Star	Heart	Circle	Square	Water drop	Elephant
Bird	Face	Sun	Hand	Flower	Spiral
Hashtag	Cross	Fish	Fork	Spoon	Knife
Triangle	Rainbow	Cloud	Tree	Mountain	Wheel

Directions:

1. Divide participants into 6 groups. Assign each group a type of disability: physical damage; hearing impairment; speech impairment; limited mental growth; sight impairment; and learning difficulty.
2. Provide each group a bunch of the cards, at least 5 each.
3. Tell them that each group is going to identify the main sorts of obstacles to learning and education they would face if they were a young girl with the type of disability they have been assigned. Each card will represent a different obstacle. Provide them with 10 minutes to complete this step. Once they have decided, ask them what each card represents, and write it below the symbol/object drawn so you can remember.

4. Ask each group to then rank those obstacles in order from least bad to worst. They can do that by just placing the cards in order on their table or floor, like in the image to the right. Give them 5-10 minutes to complete this step.
5. Before moving on to the final step, ask each group to present the main points of their discussion to the wider group so that everyone can appreciate what they did. You might ask all participants to stand around each group's cards one by one so they can see.
6. After each group has presented, have them return to their cards to you. Now, as individuals in the group, have them take a vote, using post-its – place a post-it next to the obstacle you think would be the easiest to solve. Again, allow them 2-3 minutes to do this.
7. Finally, ask them to discuss in their groups the two most popular obstacles – what strategies do you see for resolving this obstacle? Who would it involve? Allow them 10 minutes to discuss.
8. Ask them to present their conclusions to the group and allow some discussion afterwards.



Photo Credit: Child Protection in Crisis (CPC) Network.

Module 3 (Sessions 4, 5 and 6): Developing an Action Plan for Our Community

Facilitator's Notes

In society, people have different cultural, religious and social values that enable them to have close relationships and solve problems. In addition, people have certain resources available to them including human, natural, and community resources that can be used to tackle problems. But when those resources are not fully utilized, this can impede community problem-solving and development. Therefore, in the process of CCs, it is important to explore different resources that can be used to bring about positive change and improvements.

In this section, you, as the facilitator will guide CC participants to a consensus by which they design a final action plan to create priorities, address desired changes, and design activities to reach goals regarding engagement with girls in CDW and GwD. This action plan should be based on identifying and carrying out an individual, family, and community vision.

At this stage, you, as the facilitator, will work with your CC group(s) to decide on clear actions building to an action plan based on previous discussions. The action plan is meant to address the obstacles facing girls with regard to education and the equal participation of people with disabilities and girls in domestic work.

While CC participants are certainly part of ensuring this action plan is implemented in the community, they are not entirely responsible. So, it is important to encourage participants to think about local resources, gatekeepers, and stakeholders who can assist to implement or facilitate this plan.

A gatekeeper is a person who controls access to something, like a community resource or person in the community. For example, a man may prevent his wife from taking a job; a teacher can make it easy or hard for you to learn, depending on their perception of you; a community leader can shun or stigmatize you if they do not approve of something you did. These are gatekeepers. In focusing on girls, you are especially interested in gatekeepers – community leaders, fathers, employers, teachers, siblings, etc. – who can, because of unequal social and gender norms, make girls' lives more challenging.

A stakeholder is anyone who is affected by the success or failure of an organization. In this case, stakeholders are those who will positively influence the *Biruh Tesfa for All* project and are interested in seeing it succeed, are perhaps even invested in the betterment of female CDW and GwD. This can include an organization's partners, but it can also include individuals such as community volunteers, mentors, community leaders, members of the community advisory committees, and the participants from the CCs.

Activity 3.1 Introductions to Developing an Action Plan

OBJECTIVES:

- To understand what an action plan is and their role in the next steps of creating an action plan
- To understand the five components of an action plan

TIME: 60 minutes

MATERIALS:

- Colored paper
- Flipchart, markers

PREP WORK:

Draw the figure in Step 1 of the directions out on a flipchart paper, very big and visible so the participants can see.

Directions:

1. Be sure to read out what each finger says and ask the group to come up with a symbol for each, that will help them remember (for example, “when” can be a clock, “where” can be a map or compass, who can be a person’s face, etc.)



2. Explain to them that by the end of the module, we will have answered each of these questions for our action plan for girls in domestic work and with disabilities.

“WHAT means the actual activities you want to engage in to support girls in domestic work and with disabilities and to improve their access to education.”

“HOW means how you will do it and what strategies will you use and what resources do you need.”

“WHO means who in the community you will work with to build this access and improve their lives and who is responsible for each task.”

“WHEN means when you will each activity will start and end, with an exact date and time. How much time will be needed?”

“WHERE means where will these activities take place and again what facilities or resources in the community will be engaged.”

3. Provide each participant a piece of paper and marker. Ask them to spend 10-15 minutes drawing. On one side of the paper, ask them to select either a CDW or GwD. Draw what her emotions and state of life must be like now in the community. How do they envision she is? On the other side of the paper, ask them to draw what they want her life to be like after the community has taken action, led by these participants. How has her life changed? What are her emotions like now?
4. Ask each participant to present their drawings. Ask them to focus more on the positive side, after action has been taken. Make a note of all ideas.
5. Once the group has finished presenting their individual drawings, ask them to discuss what they heard from each other. Were there any repeated ideas? When the participants were sharing the drawings, what kind of activities did you see happening to make the girls' lives change?
6. After the discussion has reached a natural end, read them the following:
“When we envision a more positive future, sometimes we skip ahead to the future reality without thinking about what we need to do to get there. In this module, and as we develop our action plan, we are going to work, with this five finger questions, to identify what the current reality is, what we envision for the future, and the action steps to achieve that vision. You started that today by drawing your personal visions, and now we must work on a collective one.”

Activity 3.2: Storytelling to Understand Girl Issues and their Causes – Answering the WHAT

OBJECTIVES:

- To build participants' ability to express their ideas through spoken narratives about the habits, values, attitudes, and behaviors of their own communities.
- To build participants' capacity for empathy and understanding of other people's experiences so they can put themselves in the lived experience of girls.
- To increase awareness of the power of narrative to investigate issues and understand their causes more.
- To understand how to identify root causes of key issues and begin to generate responses to root causes.

TIME: 90 minutes

MATERIALS:

- Flipchart
- Colored markers

PREP WORK:

On two flip-chart papers write "Girls in Domestic Work" and "Girls with Disabilities" respectively. Draw line down the middle of each flip-chart paper to create two columns.

Directions:

1. For this, you, the facilitator should be seated. Tell the participants you are going to read them a narrative or story. You want them to listen and analyze the ideas presented in the discussion following the reading. Ask for one volunteer to tell, afterwards, his/her own story about a girl with a disability. They can use a fictional character or draw on personal experience/observation.
2. Begin your story first.

This is the story of Alem Tarik. Alem grew up in a rural area of Dale District. She was 14 years old and lived with her mother and four siblings in a small house on a small plot of land. Her father had died when she was an infant and her mother struggled to feed the family. Alem and her family often went to sleep hungry, especially when food was scarce.

Alem attended the fourth grade a local primary school. She started school at a late age and she was older than many of the other children in her class. She struggled in school even more because the school was far from her home; once she reached home after school in the evening, she had a lot of work on the farm and that left her little time for her studies. Sometimes, she missed school entirely because of all the work at home.

One early morning as she was doing her homework, she saw a neighbor talking to her mother. She had seen the neighbor before in the community but had never see the lady come to her house before. That evening after school, Alem's mother took her aside and told her that there was a chance for Alem to go and live in the city. She would help in someone's house and also attend a good school. Alem's mother said that life was easier

in the city and she would be able to eat better food, go to school, and earn some money. She told Alem she could come back if she didn't like it. Alem was excited to think about the possibility. She had seen girls coming home to visit from the city wearing fancy clothes and looking well.

When the day came to leave, Alem took a small bag of belongings and left with the lady who had come to the house a few days before. The bus ride was long and tiring. When she reached Addis Ababa, she saw things she had never seen before like big buildings, streetlights, and lots of cars.

Alem was taken to the house of a family with three small children. The mother in the house taught her how she wanted the dishes washed, the food prepared, and the house cleaned. The mother did not mention school and Alem was suddenly too scared to ask. Her first evening in the home, she was given a small amount of food and a small mattress to sleep on.

Weeks later, and Alem was working hard from morning to night. She took care of everything in the house and watched over the children while the parents were at work. She only slept a few hours a night and never took a break during the day. Unlike at home, she was never allowed to leave the house or go to church.

As time went on, she grew thin and weak. She became so weak, in fact, that she was finding it hard to concentrate and was getting sick quite often. She would sometimes break a dish or cup by mistake; because of this, her employer often shouted at her, sometimes beat her, and made her sleep outside. Her pay was cut when these mistakes happened and sometimes her employer refused to pay her at all.

After months of suffering, Alem had the courage one day to ask to call her mother on the employer's phone. But the employer made an excuse, saying that she did not have airtime and that Alem could not use the phone. Alem wanted to leave, but she did not know where to go. She sought help from a broker who placed her in another home where a man lived alone, but this turned out to be worse; the man asked Alem for sex and one day raped her.

3. After you have told the story, divide the participants into smaller groups. Ask them to discuss for 2-3 minutes what they heard and how the story made them feel.
4. Next, ask them to come back to the larger group and ask the following questions. With each question, allow 3-5 minutes for discussion before moving on to the next. Make note of the responses and common themes you hear. Allow the most time for the last question.
 - Why did Alem's family decide to send her to the city and what was the problem sending a young girl to the city?
 - How is the role of gender defined in the narrative both in Alem's own home and in the city?
 - How is abuse – emotional, physical, and sexual – portrayed?
 - What do you think was the community's view of child domestic workers?
 - What kind of difference would education have made in Alem's life if she is allowed to go to school?

- Who held the power in this story to influence Alem's life this way?
 - In the end, what would you do if you were Alem?
5. Provide a summary, based on your notes, of the main feedback the participants have given and ask if they agree or have anything to add.
 6. The facilitator will allow the 1 volunteer some time to prepare his/her story about a girl with disability, around 15-20 minutes. During this time, the other participants can take a break.
NOTE: You might give him/her some guidance to create their stories, which they can draw or, if literate, write if helpful. They should consider themselves the main character of the story but can tell the story in the 3rd person; it should be based in facts of the local community so it feels real and relatable; it should be truthful and focus only on one main concern which is a girl living with a disability.
 7. Once the volunteer is ready, you will ask him/her to tell the story.
 8. Afterwards, again you will ask the participants to analyze the narrative. This time, the participants can use the same questions above and ask their own. Be sure that they are identifying the root causes of this girl's circumstances. By identifying the causes, they will be able to handle the "WHAT" of the five-finger action plan.
 9. Break the participants up into two groups. Assign one group to be girls in domestic work, the other to be girls with disabilities, and give them the respective flip-chart paper you prepared in advance. Instruct the participants, *"Based on the stories we just heard and everything we have discussed over the last few days, I want you to think about the root causes of the girl's challenges. Draw a picture to represent the cause of her issues in the left-hand column. Once you have decided on a full list of causes, I want you to draw directly across from the causes in the right-hand column a direct solution or response to that cause. You can either draw these ideas or discuss them."*
 10. Ask the groups to present their ideas to each other. Ask each group to respond if they have additional causes or responses to add. Allow 10-15 minutes to discuss. Inform them that, at the end, these responses will be the "WHAT" of the five-finger action plan – what steps or activities they want to take to respond to the key issues girls are facing. Once they have named all the potential steps or activities, ask them to narrow them to 3 of 4 only per type of girl. Which do they want to prioritize? Take notes.

Activity 3.3: Community Mapping Exercise – Answering the WHO and WHERE

OBJECTIVES:

- To understand what resources/facilities the girls need and do not have access to
- To understand what a gatekeeper and a stakeholder are
- To identify who community gatekeepers and stakeholders might be to girls' accessing education.
- To brainstorm how they might, as community members, address or work with these gatekeepers and stakeholders and which resources they would prioritize as a result.

TIME: 75 minutes

MATERIALS:

- Flipchart
- markers

PREP WORK:

On two pieces of flip-chart paper write "FACILITIES/RESOURCES". Under each respectively, write "Girls in Domestic Work" and "Girls with Disabilities". Under that, for each paper, draw three columns: one with a check mark "✓"; one with "✗", and one with a question-mark "?". On one piece of flip-chart paper write "GATEKEEPERS. Draw a symbol a closed lock next to the word, like so "🔒". Under that, make two columns, one for "Girl Domestic Workers" and one for "Girls with Disabilities". On one more piece of flip-chart paper, write "STAKEHOLDERS". Draw a symbol of an open lock next to the word, like so "🔓". Under that, make two columns, one for "Girl Domestic Workers" and one for "Girls with Disabilities".

Directions:

1. Divide the participants into two groups. Each group will be tasked to draw their community. Allow them 5-10 minutes to do this. They must draw the community's:
 - boundaries.
 - main facilities and resources (marketplace/school(s)/youth centers/health centers/local government/etc.).
 - other infrastructure (roads/bodies of water/walking paths/forest/etc.).
2. Once they have finished, ask one group to draw, in a different color, where they saw the GwD during their walkabout in Session 2 and ask the other group to draw where they saw the CDW during the same walkabout. Allow them 10 or so minutes to complete this.
3. Next, ask them to identify through three different symbols where these girls have access and where they do not, next to each resource. A check mark "✓" will indicate they do have access. An x-mark "✗" can indicate they do not, and a question-mark "?" can indicate they are not sure. Allow them 5-10 minutes to complete this step.
4. Pause here and ask one person from each group to present what they drew. Make note on the flipchart paper of the facilities/resources that the groups identified that girls in domestic work and girls with disabilities DO have access to, DO NOT have access to, or for which they are unsure. Use the same symbols/pictures they used for those resources.

5. Ask them to discuss the following and be sure to take notes. Allow at least 10 minutes for each question. (If they do not mention schools, be sure to make sure that this gets raised as well):
 - Of these resources they do not have good or questionable access to, which are most important to the girls in domestic work? Why?
 - Of these resources they do not have good or questionable access to, which are most important to girls with disabilities? Why?
6. Based on their discussion, ask them to identify 2-4 priority facilities/resources they want to include in their action plan.
7. Next, ask them to draw in a different color who the person/people are in each of those facilities or resources who is either making the girls' access good, bad, or questionable. Allow them 5-10 minutes to complete this step.
8. Once they are finished, ask one person from each group to present what they drew. Make note on flipchart paper of the people they identified as potential stakeholders and potential gatekeepers. Explain to them, using the previous definitions, what a gatekeeper and a stakeholder is, indicating the different lock symbols you have drawn on the flipchart paper in summary.
9. Ask them to brainstorm as a group the following question. Allow them 10-15 minutes for discussion and be sure to take notes of their ideas:
 - How would you work with the gatekeepers and stakeholders to build better support for girls with disabilities and girls in domestic work?
10. Ask them to narrow the list of gatekeepers and stakeholders to a smaller group. Based on the action steps decided on in the previous activity, which gatekeepers and/or stakeholders does it make the most sense to engage with? This question will lead right into the next activity.

Activity 3.4: Community Wall and Role-Play – Answering the HOW

OBJECTIVES:

- To identify the key misconceptions that influence the gatekeepers' power over girls' lives in the community, especially girls with disability and girls in domestic work.
- To identify the ways in which they can collaborate with both stakeholders and gatekeepers.





TIME: 90 minutes

MATERIALS:

- Flipchart
- markers

PREP WORK:

Tape four flip-chart papers together to make one large sheet and tape it up on the wall. On the flip-chart, draw the following table. Add many rows. Use pictures to distinguish the four columns, as below:

Your Perspective	Community Perspective	Misconceptions	Response
			

Directions:

1. Ask the participants to identify their perspectives on CDW and GwD before the CCs began. Spend 10-15 minutes on this step.
2. Once those perspectives have been shared, ask them to consolidate them – which are similar to each other and are shared by the community? The list should narrow down.
3. Of these perspectives, ask them next to identify which are misconceptions or misunderstandings of CDW and GwD.
4. Ask who of the stakeholders previously identified share those misconceptions.
5. Now, you will get the participants to do some role-play. Group participants in threes with one another. Ask for one participant in each group to be a gatekeeper and assign them a role based on the list of stakeholders/gatekeepers they named in the previous activity. The other two participants will be a GwD or CDW, and one person will be a community member.
 - First, ask the girl to go to the gatekeeper asking for something they might need from that kind of gatekeeper or stakeholder (e.g. if it's a store owner, maybe they want to purchase clean clothes, if it's a teacher, maybe they want a book that is better for them because they have a reading disability).
 - Ask the gatekeeper or stakeholder to act how the participants imagine, based on their knowledge, how he/she would act.
 - Now, ask the community member to respond how they would if they were trying to create a positive change. What would they say? What resources would they need to say what they want to say? Would they do something instead? If so, what resources would they need to do it?
6. Make note of the resources and action steps mentioned. Allow 10-15 minutes for discussion. Did anyone have any additional thoughts or reactions to what they observed?

Activity 3.5: Finalizing the Action Plan

OBJECTIVES:

- To finalize the action plan
- To identify the timeline for action plan activities and final details.

TIME: 100 minutes

MATERIALS:

- Flipchart
- Colored markers

PREP WORK:

Paste together several flip-chart papers to make one large sheet. Hang up on the wall and draw the table found below. Make sure to paste the five-finger drawing nearby and draw the same symbols you used for each finger in the columns below so it is clear to them what each column means. Please be prepared and fill in what you already know about each column, based on their work from Sessions 4 and 5.

Directions:

1. Greet the participants for their last session of community conversations. Thank them for all the work that has been done and be sure to congratulate them on all of their efforts.
2. Show them the table below that you put up on flip-chart paper. Explain to them its purpose and read through everything that is there so it is clear to them if they cannot read.
3. Every day you should have recapped the activities from the day before, but today it is more important than ever that you capture the work of Sessions 4 and 5. You will do so by demonstrating how you are filling in each column based on what they said. As you fill in each column, ask them if there is anything missing.
4. After the group has completed WHAT, WHO, HOW, and WHERE, go back to WHO. Explain: *“When we think about WHO, we are not only thinking about the gatekeepers and stakeholders we want to work with, but WHO will be responsible for doing that work and building that collaboration. Can you spend the next 15-20 minutes deciding who should be leading each of these tasks?”* Once they have decided, add that to the table.
5. Now, turn over to the “WHEN” column. Ask them on what kind of timeline they can do each of the action steps found under the “WHAT” column. How much time do they need to prepare, if at all? When will they start? How long will it take to complete? Spend 15-20 minutes discussing.
6. Finally, once this is done, they will now go to the final vision. Ask them to think about those pictures they drew of girls again. Ask them to articulate for each of these action steps under the “WHAT” column what would be an end result of the activity. Spend 30-40 minutes discussing each action step. Be sure to guide them by giving *measurable* examples such as:
 - She feels safer going to the marketplace.
 - Ramps have been built so she can access “X” building.
 - She has been able to attend non-formal schooling 1-2 days per week.
 - She has enrolled in formal schooling.
 - She has found another mode of employment.
 - She has received an increase in her pay.

7. Once they have finished, ask them if there is anything they would like to add. Allow 10 minutes for any more additions.
8. Read through the entire action plan again to them, across each action step from “WHAT” to “VISION”.
9. If they approve, ask them to all sign or draw a symbol or picture at the bottom, signifying their approval of the plan.
10. Ask them to form sub-groups or committees for numbers 1-6 of the action plan. Instruct them *“The sub-committees will be responsible for working on, for the next two weeks, their specific part of the action plan. For two follow up sessions, we will report back on the progress made. You will hold your first follow-up session two weeks from now. Please come prepared to describe what you, as a committee, have done to achieve your portion of the action plan. You can work with other sub-committees if you see a way in which your action plan items overlap or relate. I am here for you to contact if you have any questions or feel you are facing challenges in taking steps forward.”*

Our Action Plan for Our Community

Region Zone Woreda
 Kebele Village/town

No.	WHAT	WHO	HOW	WHERE	WHEN	VISION
Girls in Domestic Work						
1						
2						
3						
Girls with Disabilities						
4						
5						
6						
WE APPROVE:						

Activity 3.6: Post-Community Conversation Evaluation of participants

<p>OBJECTIVES:</p> <ul style="list-style-type: none"> To understand the knowledge of the participants gained after the community conversations regarding gender issues, child domestic work, and/or girls living with disabilities. <p>TIME: 30 minutes</p> <p>MATERIALS:</p> <ul style="list-style-type: none"> Post-community conversation evaluation form (Form 6 found in Annex) Pens

Directions:

1. Explain the purpose of post-community conversation evaluations to the participants. You should say:
"The following form will help us understand your gained knowledge level regarding gender issues, girls' education, child domestic work, and girls with disabilities before our work together begins. This is NOT meant to be a test and you will not be judged based on your answers. We all, including myself, always have more to learn! This will help us at the end of all this work together what you learned and what you gained from participating."
2. Provide each participant a post-community conversation evaluation form and direct them to use the number they picked out of the box when completing the pre-CC evaluation form.
3. Instruct the participants that they have 20 minutes to complete the form and return it to you.
4. Once you have collected all the completed forms, make sure they are in numerical order. You will be required to compare them to their corresponding pre-community conversation evaluations when the time comes.

Activity 3.7: Follow-Up on the Action Plan

Note: This activity should happen approximately 2 weeks after Activity 3.5 and then again, another 2 weeks after that. So, you will conduct Activity 3.7 twice in about a 4-week span, allowing the sub-committees formed in Activity 3.5 time to progress in their actions.

OBJECTIVES:

- To identify the successful steps towards achieving the action plan.
- To identify the challenges towards achieving the action plan.
- To receive suggestion/strategy from facilitator and other CC sub-committees on next steps

TIME: 70 minutes

MATERIALS:

- Flip chart paper
- Markers

Directions:

1. Start with one sub-committee. Ask the group to report back on what steps they have taken to achieving their portion of the action plan. Ask them to explain:
 - What strategy/rationale was taken for these steps?
 - What has been successful or what have they achieved so far?
 - What have been the challenges?
2. Ask the other committees to respond to the challenges. Does anyone have any solutions to offer? Brainstorm as one large group.
3. Proceed to the next sub-committee. Repeat with each group until everyone knows their next steps for the next two weeks. Do not forget to take notes.
4. Repeat Activity 3.7 in two-weeks' time with the sub-committees again.

Activity 3.8: Wrap-Up

OBJECTIVES:

- To wrap-up the community conversations on a positive note
- To answer final questions/thoughts

TIME: 30 minutes

MATERIALS:

- Colored paper
- Colored markers
- Tape

Directions:

1. Tape a colored paper to the backs of each participant.
2. Provide each participant with a colored marker.
3. Ask the participants to stand in a circle.
4. Tell them: *“When I say “Go”, starting with the person to their left, each of you will draw or write a compliment to another participant on the paper on their back. Please be respectful of each other’s space and write or draw only positive things. Then you can turn to the person on your right. Then you can run around the room and write something nice for everyone else.”*
5. This is a fun activity that allows participants an opportunity to show appreciation to each other.
6. Afterwards, allow them a few minutes to take the paper off their back and reflect on what people wrote about them.
7. Finally, wrap-up the final session, extending thanks to them, allowing them also to express their final thoughts/thanks and say goodbyes.

Annex: Community Conversation Forms

Form 1. Community Conversations Framework

ACTIVITIES	OVERALL CONTENT	EXPECTED OUTCOMES
Module 1: SESSION 1: Getting to Know Each Other		
SESSION 1		
<i>Activity 1.1</i> Introductions and Expectations of Community Conversations <i>Activity 1.2</i> Community Conversations Norms <i>Activity 1.3</i> What is Active Listening? <i>Activity 1.4</i> Pre-Community Conversation Evaluation of participants	Description of participant registration and agenda. The concept, purpose, and direction of the community discussion. Expected result of the community discussion. The facilitator's role and skills. Community Discussion process and norms. Awareness and pre-assessment.	At the end of Module 1, Session 1, the participants will: <ul style="list-style-type: none"> • Meet and understand the role of their facilitator • Know other participants well enough to create a comfortable environment • Have a good understanding of the purpose of community conversations and how to actively engage • Have set mutually agreed-upon ground rules of conducting community conversations • Understand the difference between hearing and listening. • Identified their level of knowledge regarding gender issues, child domestic work, and/or girls living with disabilities.
Module 2: SESSION 2 + 3: Key Girl Issues in Our Community		
SESSION 2		
<i>Activity 2.1</i> Issues Related to Gender <i>Activity 2.2</i> The gender role – Community Walkabout	Meaning of gender and gender dynamics in home communities.	At the end of Module 2, Session 2, the participants will: <ul style="list-style-type: none"> • Have improved their understanding of gender equality. • Have increased awareness of social and economic issues that help or hinder gender equality. • Have greater awareness of different gender roles in their community including allocation of work roles. • Understand how different factors such as space, hours of the day, etc. influence girls' and boys' physical movement and opportunities.
SESSION 3		

ACTIVITIES	OVERALL CONTENT	EXPECTED OUTCOMES
<p><i>Activity 2.3</i> Views on Girls' Education and its Benefits</p> <p><i>Activity 2.4</i> Child Domestic Workers – Perceptions of Them and Their Experiences</p> <p><i>Activity 2.5</i> Education Among Child Domestic Workers – What Can We Do?</p> <p><i>Activity 2.6</i> Understanding Girls with Disabilities and Perceptions of Them</p> <p><i>Activity 2.7</i> The Obstacles and Possible Solutions for Girls with Disabilities</p>	<p>Importance of and limited access to girls' education.</p> <p>Actual life experience of child domestic workers and girls with disability.</p> <p>Exploration of solutions to challenges girls in these scenarios face.</p>	<p>At the end of Module 2, Session 3, the participants will:</p> <ul style="list-style-type: none"> • Have improved their knowledge about the benefits of educating girls. • Have increased awareness about obstacles faced by girls in accessing education. • Be able to identify conditions in the community that hinder girls' access to education. • Be able to identify perceptions and attitudes towards child domestic workers. • Build awareness about child domestic workers' lived experience. • Understand the benefits to child domestic workers obtaining education. • Be able to articulate the types of disabilities among girls in their community. • Be able to differentiate types of disability. • Identify perceptions of girls with disability. • Have increased their knowledge of obstacles and discrimination facing girls with disability and girls in domestic work, particularly in terms of education. • Begin to problem-solve, identifying ways to decrease barriers to girls with disabilities and girls in domestic work's capacity to learn.
Module 3: SESSION 4, 5, 6, 7 and 8: Developing an Action Plan for Our Community		
SESSION 4		
<p><i>Activity 3.1</i> Introductions to Developing an Action Plan</p> <p><i>Activity 3.2</i> Storytelling to Understand Girl Issues: Answering the WHAT</p>	<p>The purpose of an action plans and steps to developing one.</p> <p>The identification of the first component of the CC group's action plan.</p>	<p>At the end of Module 3, Session 4, the participants will:</p> <ul style="list-style-type: none"> • Under what an action plan is, its value, and their role in developing one for the community • Identify the first component of the action plan, the WHAT
SESSION 5		
<i>Activity 3.3</i>	The identification of the remaining components	At the end of Module 3, Session 5, the participants will:

ACTIVITIES	OVERALL CONTENT	EXPECTED OUTCOMES
<p>Community Mapping Exercise – Answering the WHO and WHERE</p> <p><i>Activity 3.4</i></p> <p>Community Wall and Role-Play – Answering the HOW</p>	<p>of the CC group’s action plan.</p>	<ul style="list-style-type: none"> • Understand what resources/facilities girls need but do not have access to • Understand who gatekeepers and stakeholders are • Identify who community gatekeepers and stakeholders are in girls’ accessing education. • Brainstorm how they might, as community members, can work with gatekeepers and stakeholders and which resources they would prioritize as a result, addressing the WHO and WHERE of the action plan. • Identify misconceptions that influence gatekeepers’ power over girls’ lives in the community, especially girls with disability and girls in domestic work. • Identify the ways in which they can collaborate with both stakeholders and gatekeepers, answering the HOW of the action plan.
SESSION 6		
<p><i>Activity 3.5</i></p> <p>Finalizing the Action Plan</p> <p><i>Action 3.6</i></p> <p>Post-Community Conversation Evaluation of participants</p>	<p>The completion of the action plan.</p> <p>Evaluation of community conversation learnings.</p>	<p>At the end of Module 3, Session 6, the participants will:</p> <ul style="list-style-type: none"> • Finalize the action plan, including identifying the WHEN of the action plan and determining some desired measurable results. • Identify the knowledge gained after the community conversations regarding gender issues, child domestic work, and/or girls living with disabilities.
SESSION 7 and 8		
<p><i>Action 3.7 (2X)</i></p> <p>Follow Up on Action Plan</p> <p><i>Action 3.8</i></p> <p>Wrap-Up</p>	<p>Updates on action plan steps of the CC group.</p> <p>Wrap up.</p>	<p>At the end of Module 3, Session 7 and 8, the participants will:</p> <ul style="list-style-type: none"> • Identify progress made in their sub-committees to achieve action plan. • Identify hindrances to completing action plan. • Strategize with the facilitator on next steps. • Wrap-up their time in the CC.

Form 2. Pre-Community Conversations Evaluation Form

Please answer the following questions: Do not write your name. Fill in only identification number.

Identification number

1. What are the benefits of girls' education?

.....
.....

2. What is the difference between sex and gender?

.....
.....

3. What barriers do girls face when learning?

.....
.....

4. What is gender-based violence?

.....
.....

5. Describe three types of sexual violence in your area

- A.
- B.
- C.

6. What is a harmful habit?

.....
.....

7. What are the benefits of educating domestic workers?

- A.
- B.
- C.

8. What are the effects of victimization and sexual assault on victims?

- A.
- B.
- C.

9. How important is community discussion to prevent harmful traditional practices and sexual violence?

- A.
- B.
- C.

10. What are some factors that contribute to the spread of harmful traditional practices and sexual violence in your area?

- A.
- B.
- C.

Form 3. Daily Community Conversation Review Form

1. To what extent did the community conversation given today achieve its goal?

- A. It did not meet the goal
- B. It partly met the goal
- C. It completely met its goal

2. How important is the facilitator for the community conversation on gender and harmful traditional practices?

- A. Not useful
- B. A bit helpful
- C. Very helpful

3. What community conversation methods did you consider to be the most effective of the day?

.....

.....

4. Which part of the community conversation seemed unimportant?

.....

.....

5. Which material did you feel you need more community conversation on or was most difficult to understand?

.....

.....

6. Is there anything you think should be improved or added for further community conversation? If so, explain.

.....

.....

.....

Form 4. Community Conversations Participant Registration Form

Community conversation organized by:

Location of the community conversation:

Date of community conversation:

No.	Participant Name	Community	Represented organization	Phone number	Signature
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

Form 5. Community Conversations Participant Attendance Tracker

The community conversation organized by:

Location of community conversation:

Date of community conversation:

	Participant Signature									
	Day 1		Day 2		Day 3		Day 4		Day 5	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
Total Number of Participants										

Form 6. Post-Community Conversations Evaluation Form

Please answer the following questions: Do not write your name. Fill in only identification number.

Identification number

1. What are the benefits of girls' education?

.....
.....

2. What is the difference between sex and gender?

.....
.....

3. What barriers do girls face when learning?

.....
.....

4. What is gender-based violence?

.....
.....

5. Describe three types of sexual violence in your area

- A.
- B.
- C.

6. What is a harmful habit?

.....
.....

7. What are the benefits of educating domestic workers?

- A.
- B.
- C.

8. What are the effects of victimization and sexual assault on victims?

- A.
- B.
- C.

9. How important is community discussion to prevent harmful traditional practices and sexual violence?

- A.
- B.
- C.

10. What are some factors that contribute to the spread of harmful traditional practices and sexual violence in your area?

- A.
- B.
- C.

Icebreakers

(adapted from the International HIV/AIDS Alliance energizer guide *100 ways to energize groups: Games to use in workshops, meetings and the community*)

Match the cards
The facilitator chooses a number of well-known phrases or sayings in Ethiopia and writes half of each phrase on a piece of paper or card. For example, they write 'Happy' on one piece of paper and 'Birthday' on another. (The number of pieces of paper should match the number of participants in the group.) The folded pieces of paper are put into a hat. Each participant takes a piece of paper from the hat and tries to find the member of the group with the matching half of the phrase.
What we have in common
The facilitator calls out a characteristic of people in the group, such as 'having children'. All those who have children should move to one corner of the room. As the facilitator calls out more characteristics, such as 'likes football', people with the characteristic move to the indicated space.
Who is the leader?
Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader'. The leader must perform a series of actions, such as clapping, tapping a foot, etc, that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.
Who are you?
Ask for a volunteer to leave the room. While the volunteer is away, the rest of the participants decide on an occupation for him/her, such as a driver, or a fisherman. When the volunteer returns, the rest of the participants mime activities. The volunteer must guess the occupation that has been chosen for him/her from the activities that are mimed.
What kind of animal?
Ask participants to divide into pairs and to form a circle. Put enough chairs in the circle so that all but one pair has seats. Each pair secretly decides what type of animal they are. The two participants without chairs are the elephants. They walk around the circle calling the names of different animals. Whenever they guess correctly, the animals named have to stand up and walk behind the elephants, walking in mime. This continues until the elephants can guess no more. Then they call "Lions!" and all pairs run for seats. The pair left without chairs become the elephants for the next round.
The sun shines on...
Participants sit or stand in a tight circle with one person in the middle. The person in the middle shouts out "the sun shines on..." and names a colour or articles of clothing that some in the group possess. For example, "the sun shines on all those wearing blue" or "the sun shines on all those wearing socks" or "the sun shines on all those with brown eyes". All the participants who have that attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the

middle without a place. The new person in the middle shouts out “the sun shines on...” and names a different colour or type of clothing.

Group statues

Ask the group to move around the room, loosely swinging their arms and gently relaxing their heads and necks. After a short while, shout out a word. The group must form themselves into statues that describe the word. For example, the facilitator shouts “peace”. All the participants have to instantly adopt, without talking, poses that show what ‘peace’ means to them. Repeat the exercise several times.

Move to the spot

Ask everyone to choose a particular spot in the room. They start the game by standing on their ‘spot’. Instruct people to walk around the room and carry out a particular action, for example, hopping, saying hello to everyone wearing blue or walking backwards, etc. When the facilitator says “Stop”, everyone must run to his or her original spots. The person who reaches their place first is the next leader and can instruct the group to do what they wish.

Banana game

A banana or other object such as a bunch of keys is selected. The participants stand in a circle with their hands behind their backs. One person volunteers to stand in the middle. The facilitator walks around the outside of the circle and secretly slips the banana into someone’s hand. The banana is then secretly passed round the circle behind the participant’s backs. The job of the volunteer in the middle is to study people’s faces and work out who has the banana. When successful, the volunteer takes that place in the circle and the game continues with a new person in the middle.

Find someone wearing...

Ask participants to walk around loosely, shaking their limbs and generally relaxing. After a short while, the facilitator shouts out “Find someone...” and names an article of clothing. The participants have to rush to stand close to the person described. Repeat this exercise several times using different types of clothing.

Giant Mouse/Wall/Arrow

Divide participants into two even teams and ask them to line up next to each other, facing the opposite team on opposite sides of the room. Demonstrate to them that each team is going to decide collectively if they are the mouse (and then act like a mouse running up a wall); the wall (then jump out with your arms and legs spread wide like a wall); or an arrow (then act as if you are shooting a bow and arrow). Explain that the arrow kills the mouse, the wall stops the arrow, the mouse runs up the wall. This is how you win, depending on what you choose. Allow them 1-2 minutes to discuss as a team and choose, and then count down to 10. When you say “Go” each team will have chosen one of those things to be. Play it a few times so they get used to it and the winner can be the best out of three-four rounds.

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