Trainers Manual and Curriculum for Male Mentorship

Prepared for Leonard Cheshire International by

Institute for Gender Studies, Maseno University

Contents

Introduction

Working with Male Mentors

Research shows that a strong father figure is critical in determining educational and life choice outcomes for female children. Such a father figure not only impacts on his immediate family but is also a positive role model to other fathers. However there is not much consensus on what male mentors are and do, in settings that are non-educational, or non-formal such as in the community/village. The concept of mentorship often invokes an older-younger person or experienced-inexperienced person relationship suggestive of a teaching-learning environment. In the Kenyan traditional context where elders are expected to share their experiences and wisdom, mentorship is offered in a hierarchical manner across generations, but is rarely intergenerational.

The trainer needs to recognize that:

- Men's lived experiences differ from women's as gender roles and norms significantly influence the roles of men in the family. Traditions and cultural expectations often push for men away from reproductive and nurturing roles towards   productive and community roles.
- Women remain primary caregivers and therefore the main influencers in the personal development of children. However it is also critical to note that since men usually bring in the income they are the main determinant of the extent to which children undergo an education that shapes their personal development, economic prospects, employment opportunities, and social networks.
- Research shows that misconception persists regarding disability in general. Many communities stigmatize both the families that have a child with disability and the child themselves. This is compounded by lack of information as people with disabilities and their families often struggle to fit into community life. An enabling environment at home and in the community is critical to ensuring that children - particularly girls - with disabilities are not left behind with regard to educational and rehabilitative services.

How Was This Curriculum Developed?

This curriculum is based on a series of research activities conducted on Out of School Girls with Disabilities in the Lkes Region of Kenya that revealed gaps in meeting the needs of girls. It is a unique curriculum concept that has been tailored to use the principles of mentorship to community settings.

The Mentor Curriculum is aimed at primarily empowering and encouraging men to work with other men to group and pursue together issues and concerns surrounding the welfare and especially education of girls with disabilities. In their capacity as household heads and community leaders men have a role to play by reaching out to other men to convince them that disability is not a deterrent to achievement of education and a productive life.. The principle revolves around use of peerage to tackle issues of common interest, with the understanding that disability is a multifaceted and complex issue that is embedded in culture, economy, law, history, politics etc. Men must be involved to raise awareness, influence change in social norms and model positive behavior in girl child empowerment. For them to do this, they must first change at the personal and family level before they can influence their communities and societies.

This curriculum takes a novel approach. It is designed to prepare men who can be identified by the community as champions of the rights of girls with disability, both in the private and public spheres. The curriculum is written with the assumption that male mentors are community champions for the rights of girls with disability and would therefore be working with families,

schools and with girls in their local communities. They usually, but may not necessarily, have a child with a disability. Through this training it is hoped that male mentors will be change agents working support girls with disabilities to go to school, and to link families with children with disabilities with social networks including community-based rehabilitation organizations, advocacy groups, schools and health facilities.

Who Is This Curriculum for?

This curriculum seeks to train and enhance the understanding of fathers with regard to the social, educational and psychological needs of children with disability and enable them to provide appropriate information, support, and services to the community. Therefore the curriculum focus is on encouraging fathers as mentors to reach out to community members and help them create a supportive environment.

How should this Curriculum be used?

Before beginning the training, it is important that the facilitator and/or trainer read the entire curriculum to understand how it is organized and what it contains. The trainee handbook is a core component that allows the trainee mentor to continue with self-learning after formal classes are over. This curriculum may be adapted for use with lower-literacy audiences or audiences not fluent in English. In those instances, the instructor may modify activities to use fewer written materials and include more visual and hands-on work.

What Information is Included for each Module?

The curriculum presents information for each activity in a standardized format. Each module includes:

Session description: An overview of the module

Objectives: This describes what participants should learn from the activity. It is a good idea to begin each activity by describing its learning objectives, so participants understand why they are doing it and what they can hope to get out of it. Throughout the module keep referring to the objectives to help participants refocus.

Time: This is how long the activity should take, based on past experience, though length of time can vary, depending on the number of participants and other factors. It is most important to work at the pace of the participants. In general, sessions should not be longer than three hours.

Materials: These are the materials you will need and should prepare before the session begins. The trainer can use a variety of materials and is free to improvise.

Pre-session Preparation: What the trainer will need to prepare before the session including handouts.

Icebreaker: Each module starts with a relevant icebreaker to initiate thought and conversation, to give participants a break and to understand concepts in a concrete way.

Facilitator's notes and key terms: The facilitator may give notes out as handouts if desired/agreed upon.

Male Mentors Training Modules

WELCOME AND INTRODUCTION TO THE PROGRAM

Allocated Time: (120 minutes)

Session Description: Participants get to know each other, create a list of ground rules for all sessions and understand the aims of the training

Objective: By the end of this session, participants should be able to establish, negotiate, and agree on ground rules as a group.

Time: 45 Min

Materials: Flipchart/board, markers, two balls made of soft cloth or paper. The ball should not be hard enough to hurt anyone but should also be easy to throw. Bean bags or children's plastic balls can also be used.

Pre-session Preparation: Read through the entire session and, if necessary, practice presenting the activities. Write the key terms "Group Norms and Rules" and "Expectations" on two flip charts. Write out the training goal, objectives and outcomes on paper.

Icebreaker: Toss the ball game (15 minutes)

Arrange the participants in a circle, outside if possible. Ensure that there is some space behind each person as they will be movement.

Explain that the aim of the game is to try to learn each other's names.

Instructions: First, everyone should get in a circle. Then go around the circle, and say your names. Remember to call out your names slowly and clearly so that the others have a chance to remember them. Repeat the process then get one ball and give it to one participant.

The person holding the ball calls out the name of someone in the group and then throws the ball to him. The person who receives the ball then makes eye contact with another group member, calls out that person's name, and tosses the ball to them. If the name is wrong the person throws it back and gives him another chance.

Repeat this process and once no mistakes are being made add a second ball to the game. Try to have the participants throw faster and faster without dropping the ball and making any mistakes.

Ask: How did you feel when someone called you the wrong name?

How did you feel if the ball was not being passed to you?

Facilitator's notes and key terms

Group Norms: The standard behavior and characteristics of a group

Ground Rules: Basic rules set to help each participant feel safe and respected, and maintain productivity. Setting ground rules for the activities is essential for managing group sessions. Rules are kept in a visible place for all sessions and referred to as needed throughout the modules.

Expectations: The reasons for attending the training from the point of view of the participant

Introduction to the Male Mentors Training

Start by presenting the goal, objectives, expected outcomes, evaluation methodologies, and the agenda of the training to the participants

• Explore the participants' training expectations and personal goals
• Establish ground rules and group norms with participants and write it on a flipchart

Give out the Handout on Workshop goal, objectives, and expected outcomes (30 minutes)

Goal

A cohort of male mentors equipped with the knowledge and skills needed to help tackle challenges faced by girls with disabilities and ultimately promote a more inclusive model of education.

Objectives

• To build the capacity of male mentors in various issues affecting girls with disabilities.
• To create change agents to influence the attitudes and perception of families, communities and peers to proactively support girls with disabilities to go to school.
• To challenge social norms on disability and gender.
• To equip male mentors with the knowledge and skills for detection, prevention and response to child protection issues.

Expected Outcomes

By the end of the training participants should be able to:

• Cascade the knowledge and skills acquired to other parents in supporting their children with homework to improve literacy and numeracy.
• Provide information and services to the community according to identified needs for educational assessment and placement.
• Use the knowledge and skills acquired to effectively communicate and advocate for educational and social inclusion of girls with disability.
• Lobby for removal of family, school and community barriers to educational attainment of girls with disability

Open discussion

Encourage participants to set norms for interaction and training not just for the current session but for subsequent training sessions. Statements should be specific and measurable. For example:

Training begins at 9am and ends at 12 noon

Mobile phones should be off during training sessions

Respect everyone's views by allowing a participant to speak without interruption

MODULE 1   INTRODUCTION TO DISABILITY

Allocated Time: (120 minutes)

Session Description: Module 1 discusses key concepts related to disability. The module will familiarize the male mentor with rights based language, and introduce the assessment and placement process for children with disability. It is critical that in addition to what is discussed in the session that the trainer has a discussion with the participants to identify helping institutions (Leonard Cheshire, Child Services, EARC's, etc.) in the local area.

Objectives: By the end of this module the participant should be able to:

1. Categorize disabilities as laid out in policy in Kenya
2. Acquire a basic understanding of rights based language.
3. Develop an understanding of identification, assessment and placement process for children with disability
4. Explain the factors that affect the impact of disability on the family and the individual
5. Assess how male mentors can challenge negative attitudes.

Time: 3 hours

Materials: Flip chart, board markers. If there is any specialized/adapted material available it can also be carried for the session.

Pre-session Preparation: Write the main categories of disability on flip chart.

Icebreaker: "Read it right"

Select a volunteer and tell them that they have to read sentences written on the board/flipchart.

Write   "eht nworb tac tas no eht toh foor"

          "erehw si ym eohs?"

Answers: the brown cat sat on the hot roof

              where is my shoe?

Give the reader very little time, keep interrupting by urging them to hurry or tell them "This

should be easy for you."

Discuss: What were the difficulties you faced in reading the sentence? Did being told to hurry help or make it harder? What would have helped?

Conclude by stating: Our brains are used to seeing words in a certain way and it takes you time to understand it if the word is written differently. Explain that this is an example of how difficult it is for persons with learning disabilities to get through the day. Their brain understands what needs to be done, but they have to struggle to make it come out right.

Not being able to do this activity correctly does not mean you are not smart. It just means that your brain wants to do something different

Facilitator's notes and key terms:
Present each of the Key Terms as they are then discuss the meaning of ech for the participants in simpler language, using relevant examples where possible

Disability The Preamble of the Convention on the Rights of Persons with Disabilities states that Disability is an evolving concept", and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder full and effective participation in society on an equal basis with others. It also states that "disability results from an interaction between a non-inclusive society and individuals". Disability is a broad concept that includes physical, intellectual, psychiatric, psychological, neurological, sensory, learning disabilities, physical disfigurement, and the presence of disease-causing organisms.

Impairment: Loss or irregularity of psychological, physiological or anatomical structure or function.

Stereotyping: A generalized and relatively fixed image of a person or persons belonging to a particular group. This image is formed by isolating or exaggerating certain features (physical, intellectual, cultural, occupational etc) that seem to characterize the group. Stereotypes are discriminatory in that they take away a person's individuality. Portraying people with disability as helpless, mindless, suffering beings deserving the sympathy and attention of the non-disabled is one of many powerful stereotypes that leads to discriminatory treatment of people with disability.

Depersonalizing or impersonal reference: collectively referring to people with disability as the disabled, the handicapped, the mentally retarded, the blind, the deaf, or the paraplegics, spastics, epileptics etc. These terms depersonalize people by equating them with their disability. Such impersonal references to people with disability should be avoided.

Derogatory labeling: Labels such as 'cripple', 'deaf and dumb', or 'retarded' are still commonly used in Kenya and should be avoided.

Inclusion: Designing the home and school environment and the materials used so that persons

with a range of abilities and disabilities, physical, sensory, intellectual, and mobility impairments can be included in educational, social and recreational activities.

1.0   Categorizing Disabilities

Begin by asking the participants what types of disability they are aware of or that their children have. Write the types on the flip chart/board exactly as the participants name them without comment.

Ask the group to look at the list. Categorize the types of disability mentioned as visible and invisible (those we can see and those that we cannot see).

Why do we need to categorize disability?

1. To establish procedures and mechanisms for supply of benefits and services

2. To enable the government to identify needs and allocate necessary resources to various populations of people with similar disabilities.

3. To ensure policies and programs are responsive to the needs of persons with disability.

Tell the participants that the policy on special needs education has been revised. The current policy has 11 categories of disability:

- Hearing impairment (from hard of hearing to deafness)
- Visual impairment (from low vision to blindness)
- Deaf-blindness
- Physical impairment
- Intellectual and developmental disabilities
- Specific learning disabilities (dyslexia, dyscalculia, dysgraphia)
- Cerebral palsy
- Speech and language difficulties
- Multiple disabilities
- Autism
- Albinism

1.1   Factors Affecting the Impact of Disability

People respond to disabilities in different ways, both negatively and positively. Either the person themselves or others may focus on the disability and may limit expectations to what they think they cannot do rather than what they can. The following are some significant factors in determining a disability's impact on an individual:

1. **The Nature of the Disability**: Whether the disability was congenital (present at birth) or as a result of an accident or a disease. Disabilities that happen later in life are more likely to cause

a negative reaction than congenital disability. Children with congenital disability often make better progress and have a more adjusted outlook than those who acquire a disability, especially if it happens after they have learned to read, write and be independent. Families usually adjust better to a child born with disability over one who acquires disability later in life.

2. **The Individual's Personality**: A parent who accepts their child and is generally positive and encouraging, or if the individual themselves has a positive outlook is more likely to embrace a disability then someone with a negative outlook. Someone who is independent will continue to be independent and someone who is goal-oriented will continue to set and pursue goals. Parents need to be encouraged to see the efforts and successes of the child rather than what they cannot do.

3. **The Meaning of the Disability to the Individual**: Does the parent focus more on the child's physical characteristics and compare the child to others? This will have a negative effect on the child's esteem.

4. **Current Life Circumstances**: A parent with the means to provide care to the child usually has a more positive outlook on the child's ability to succeed in life despite the limitations imposed by disability. They set goals and try to help the child achieve them. Inability to provide for the child is often blamed on the disability.

5. **The Family's Support System**: Attitudes towards and outcomes for the child with disability are better where there is adequate and timely support between family members, from relatives and friends and from formal systems such as child services, medical and educational personnel.

1.2   Dealing with Negativity

Male mentors may meet with resistance and negativity when they try to communicate attitude change towards girls with disability. Negative culture and practices that disadvantage children with disability include neglect, abandonment, denial of food and care, being treated as cursed or as a product of breaking cultural taboos by the mother.   Parents may also see the child a burden as she may never receive an education to allow her to carry a job or contribute to family economic activities. If the disability is severe parents may be disappointed that their daughter will never get married and have a family of her own.

The male mentor needs to be aware that in the community those who do not have a child with disability may hold negative attitudes towards disability. These negative attitudes arise out of the way in which people view disability based on the following factors:

1. Attitudes may favor able bodied persons over those with disability

2. Stigma is discrimination that may be caused by lack of understanding about how disability is

acquired

3. Stereotypes of people about those with disability. The Kiswahili word "wasiojiweza" creates a picture of helplessness. This is a false stereotype that all people with the disabilities share characteristics, experiences, and abilities

1.3   Challenging Attitudes

Male mentors can challenge negative attitudes toward individuals with disabilities by the community. Remind mentees to:

1. See and treat individuals with disabilities as equals deserving of respect. An individual's disability is not their defining characteristic. Nor does having a disability make anyone less of a person. People with disabilities deserve the same respect given to everyone else.

2. Correct those who use or practice stereotypical comments or behaviors when referring to disability or against an individuals with a disability.

3. Treat girls with disability as you would other children and as them about their disability without forming an opinion. It is important to get mentees to understand from their daughter how the disability affects various aspects of their lives without making assumptions.

4. Avoid assuming what kinds of services and assistance families need. Ask first

5. Become knowledgeable on disability-related issues. Understanding the issues that affect people with disabilities helps one to understand the difficulties that they face on a daily basis.

6. Become involved in awareness and advocacy activities. The best way to educate large numbers of people on disabilities and issues related to disabilities is by participating in awareness and advocacy activities.

In addition discuss the folloiwing issues that the mentor should consider. Despite a willingness to get involved, fathers may face the following issues:

1. Fathers of children with disabilities also become the emotional support of other family members, while culturally are not allowed to show that they are in need of support.

2. Take longer to come to terms with their child's diagnosis, and have unrealistic expectations about their child's ability.

3. Struggle to find time off for hospital appointments, school activities and other care providers.

4. Practitioners do not often ask fathers what support they might need to take care of the child and instead tend to focus on the mother.

5. Fathers may have limited support networks, unlike women who normally have informal gatherings where thy meet and share experiences related to home life, religion or community activities.

1.4   Rights Based Language

Explain to the participants that sometimes the language used when speaking to or about persons with disability can be disrespectful, hurtful or insensitive. Rights based language is respectful because it:

1. Focuses on the person rather than the disability

2. Ensures that people and situations are not labeled

Exercise: To examine the language used to describe persons with disability in the community.

Put up the flip chart with the following table:

How Do I Say It?

Don't say this	Say this
Confined to a wheel chair	
A person who is blind	
Crazy	
Retarded	
Handicapped	
Crippled	
Suffers from hearing loss	
Normal person	
Add any other terms that the group suggests	

Fill out the chart with the group, agreeing on the terms to use that focus first on the person, It is best to fill out the chart in English, Kiswahili and in the local language.

There are some obvious behaviors and actions that can readily be identified as inappropriate, but sometimes even with the best intentions, our behavior can be perceived as patronizing, stereotypical, or offensive. The following are some common concerns that people with disability have identified:

- Talking down; assuming people are stupid or ignoring them altogether
- Assuming people want or need charity
- Using emphasized or loud speech
- Making little eye contact or staring

- Allowing too little or too much personal space
- Doing everything for people, treating them as children or victims
- Assuming you know what people need without asking

Summarize the key points by stating that Leonard Cheshire is working towards social and educational inclusion in order to ensure that accommodations are made for girls with disabilities. Ask the participants what protections and accommodations they should expect for their children in educational environments

Hint:

a. Wider door spaces
b. Desks raised to accommodate a wheelchair
c. Extra time given to the child to use the bathroom or to come into class

MODULE 2   COMMUNICATION

Description: The module assists participants to examine different ways of communicating effectively with the family and others in the community in order to influence and to encourage others to take action on what is communicated, while also listening to feedback from others.
Objectives: By the end of the module the participant should be able to

- Explain the basic concepts of communication

- Explain the importance of effective communication in successful mentorship

- Determine core mentorship messages for the family and community

- Apply different methods of communication in family and community settings

Time   3 hours
Materials: Three soft balls made of cloth or paper or a bean bag, flipchart/board and writing materials.
Pre-Session Preparation: Draw models of communication on flip chart
Icebreaker:
Toss the ball game (15 minutes)
Arrange the participants in a circle, outside if possible. Ensure that there is some space behind each person as they will be movement. Remind the participants that they have done this activity

before but that they are now doing it for a different purpose.

Explain that the aim of the game is to try to listen to each other.

Instructions: First, everyone should get in a circle. Take a ball and then slowly and clearly say the sentence "Good morning my name is _____". Tell the participants that you will repeat the sentence and throw the ball at random to someone else who has to say then throw. The person who receives the ball then makes eye contact with another group member, calls out that person's name, repeats the sentence and tosses the ball to them. Repeat this process and once no mistakes are being made add a second ball to the game. Try to have the participants throw faster and faster without dropping the ball and making any mistakes.
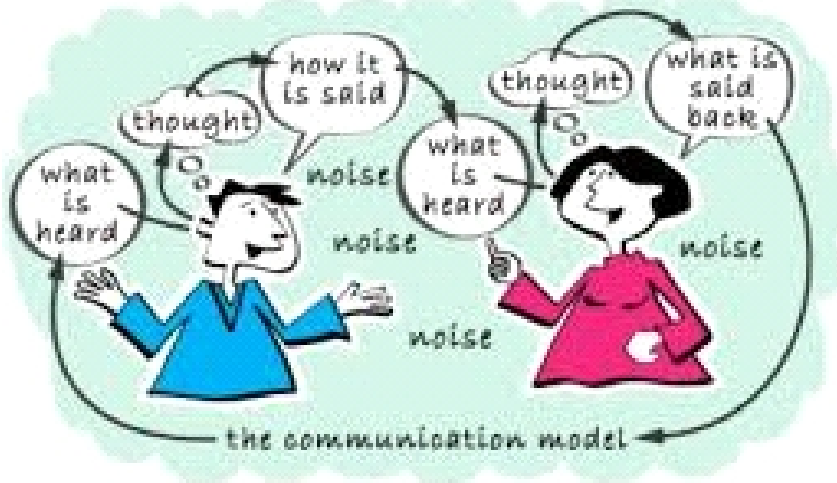
Facilitator's Notes and Key Terms

2.1.   Communication overview and its role in mentorship

What is communication?

Set up the flip chart Model of Communication

Communication Model

Communication is the passing on of a message or information from one person to another through one or more sources. Mentors must consider how they send messages about inclusion and education of girls with disability.

2.3   Assumptions of Communication

- We communicate whether or not we want to: even keeping quiet can communicate that we do not agree with the message.

Ask the participants: What are the ways in which people in your community communicate silently? How would you know if the people listening to you do not agree with what you are saying?

- All communication has relationship dimensions: the feelings we have about someone can affect what message we take from the message.

Ask the participants: How do you communicate with your daughter? Is it different from how you communicate with her male siblings? Siblings without disability?

- The environment of communication is as important as the message: if the message is passed in a place where there is no privacy or where the recipient does not feel safe or accepted then the message may be misunderstood.

Ask the participants: Where can we speak to parents about issues that concern us so that the men do not feel that their leadership of the family is being questioned? Where and when can we speak to mothers/female caregivers so as not to make them or their spouses uncomfortable?

- Communication is cultural: some messages are culturally acceptable while others are not.

Ask the participants: What are some of the issues you may find it difficult to talk to parents or girls about? How would you be able to discuss these issues in a culturally acceptable way

2.4   *Communication and mentorship*

The mentor has to be able to communicate openly and authentically. The most important aspect of communication was said to be "active listening". The mentor should have the following characteristics:

- Understands the culture in which they live and communicate

- Knowledgeable about gender and disability issues

- Passionate about the message

- Accepts feedback

- Knows and accepts own limitations

- Creative

2.5   Group Exercise on Core Mentorship Messages

What are the messages that mentors should communicate to

- Girls with disability

- Families of girls with disability

- The community

This is an open discussion that allows the male mentors to own what is to be passed on to their communities. The role of the facilitator is to ensure the discussion is centered on issues regarding girls with disability. Explore the different scenarios that mentors might find themselves in – how do you communicate on one to one basis/ with the family a group and to the wider community?

Group Activity: Divide the group into 3's (how long?)

- Come up with a short message that asks the rest of the group to take action on an issue that is affecting girls with disability in the nearby schools

- Develop a response to the message (without hearing it)

- Form a response to the message after hearing it

Participants in A present their message. Group B must present their response without change. C must come up with a response in a short time after hearing the message.

Thereafter discuss the issues that emerged from the message, and the responses.

MODULE 3   ADVOCACY

Allocated Time: (180 minutes)

Session Description

Objectives   By the end of this module the mentor should be able to:

- Explore the role of advocacy in ensuring that government policy commitments are translated into programs and services for girls with disability

- Build participants understanding of advocacy in relation to behavior change

- Advocate for girls with disabilities to access quality education

Time   3 Hours

Materials: Flip Chart/board, markers

Pre-Session Preparation   List areas of government policy related to disability and education: The Constitution, The Gender Policy in Education, the Kenya Strategy and Policy for Learners and Trainees with Disability, the Children's Act.

Prepare adequate copies of the Motivation Sheets for all Participants. Draw the same table on the flip chart

		Yes	No	Sort of
•	To get experience for work			
•	To meet some new people			
•	To give back to society			
•	To get to know people who share the same experiences regarding bringing up a child with disability			
•	To help fight against authority			
•	To help make someone change their life			
•	Because I have time and I want to do something useful			
•	To expand my knowledge of disability			
•	Because I have knowledge and skills to offer			
•	Because it would make me feel good about myself			

Icebreaker: Motivation Expectations (25 min)

Explain that an advocate is simply someone who speaks for others or who fights for the rights of others. Distribute a copy of the Motivation Sheet to each Participant. Ask them to read through the statements and make a mark in the box for Yes, No and Sort of Boxes. Once everyone is done collate the totals on the flip chart

Discuss the outcomes

- What are the most popular reasons for wanting to be an advocate?

- Are there some which no one agrees with? Why do participants think this is so?

- Which reasons do participants feel are about giving to others and which are about getting something for themselves?

Facilitator's Notes and Key Terms

3.1 Introduction

Advocacy is an action directed at changing the policies, position, or programmes of any type of institution. Mentors can be advocates to

• Build support for an issue and influence others to take action. Inform the general public and opinion leaders about a particular issue or problem. Mentors want the community to change their attitudes towards education for girls with disabilities

• Make sure that the necessary financial resources are provided for programmes and services. Mentors can do this by attending public participation forums such as Barazas or school Parents Teachers meetings.

• Create support among community members and generate demand for the implementation of particular programme approaches or services. The mentor who is passionate about advocacy for the education of girls with disabilities will influence others to e passionate and together they can change the community's attitudes and practies.

Explain:

A mentor has to have the skills to persuade others, reach compromises and agreements while avoiding arguments and confrontation. Male mentors may encounter resistance from others with regard to change in attitudes or behavior, to involvement or to commitment of resources. Negotiation skills enable people to reach the best possible solution regarding any issue.

Negotiation involves advocacy which is active support for policies and programs that can improve personal, health and education outcomes for girls with disability in families and communities. The mentor is expected to attend and contribute ideas during public participation events. The Public Participation provisions in the Kenya Constitution allow citizens the chance to air their views in order to influence policy makers when they make laws and regulations, distribute resources, and make decisions that affect peoples' lives. When the male mentor who is seen as an opinion influencer is active in advocacy for policy creation, policy change and policy implementation, there is a higher chance of community stakeholder buy-in and involvement. Sometimes mentors are required to communicate their views to those who participate in the formulation of the specific legislation, and whose resistance or lack of support will lead to adverse results.

3.2 Areas of Advocacy
- **Community Involvement**
- Establishment of community structures that are disability responsive
- Increased awareness on prevention of disability and response at the community health

and educational institutions
- Lobby for programs that support behavior change with regard to disability.
- Mapping of girls with disability to matching schools and interventions.
- Increased male engagement/ participation in community efforts to prevent disability and response at family and community level
- Establishment and strengthening of community networks to coordinate programs and response

- **Capacity Building**
- Sensitization of community members on human rights (particularly the right to education), gender equality, rights of persons with disability.
- Setting up linkages between educational officers, the police and social services to coordinate and strengthen intervention mechanisms.
- Empowerment of caregivers of girls with disability to participate in educational and community forums to champion for facilities/aids, access and case by case management of their children's health and educational needs

- **Legislative and Policy Reform**
- Lobby for outlawing of discriminatory community practice regarding disability
- Understand and communicate to others the legislative and policy instruments that safeguard gender equality, right to health and education and the rights of children with disability
- Gain awareness and communicate to others health, educational and social service provision stipulated in the Constitution and in County Integrated Development Plans.
- Lobby for inclusion and actively contribute during Public Participation forums.

- **Institutional Strengthening**
- Lobby for the full operationalization of Kenya's Persons with Disability Act of 2003 at community level
- Lobby for the full operationalization of Sector Policy for Learners and Trainees with Disabilities, 2018 at school level
- Act as a link to generate data for advocacy and evidence based planning.

3.3   Advocacy can lead to Community Change
When community mentors are involved in advocacy change can happen through the following:
- Encourages individuals and therefore the society to be part of positive change
- Increases cooperation and participation by building a community spirit of togetherness
- Encourages the community to solve problems collectively and creatively
- Encourages public participation in forums that can influence decisions with regard to

resource mobilization, infrastructure development and government support

3.4   Steps in Planning an Advocacy Campaign

1. Advocacy projects generally begin with defining the issue around which you want to promote change. This includes identifying a problem that is widely felt and has been addressed in a national policy such as policy for trainees and learners with disability, but that has not been adequately translated into programmes and services.

2. Advocacy goals and objectives are formulated. A goal is the long-term result of the advocacy effort, while objectives are short-term specific results. Both the goal and objective(s) should be based on the chosen issue.

3. The target audiences are identified—i.e. the decision makers who have the power to bring about the desired change, and the people or institutions who can influence the decision makers.

4. Appropriate activities and materials are selected for reaching the identified target audiences. These activities may include: organizing a speech, or speaking at a community or village meeting, etc.

5. Advocacy messages are developed for each identified audience. The messages should include a specific call to action for that audience on what they can do to help realize the policy objective.

6. An implementation plan is developed to ensure that the campaign is well-organized and carried out as planned.

3.5   Group Activity

Divide participants into groups. Give each group one of the following case studies

- The local health center does not have disability friendly infrastructure. The advocacy group plans on targeting the county health board to gain their support for additional funding for these services.

- Girls with disability are being denied extra time to use the toilets. The advocacy group plans on targeting the Parents Teachers association to ensure the implementation of rules that allow extra time.

- Child Services is not able to serve the needs of girls with intellectual disability who are over 18. The advocacy group wishes to target the judiciary to allow for implementation of child protection services for these children.

Have each group present their case study. After each presentation ask the other participants if

they agree with the assessment and if there is anything that they would do differently. (20 minutes)

For reference - LCD believes that all of the inclusive education programmes it supports should be striving to include these 6 elements and advocates for them:

•   Helping to develop effective training for teachers and head teachers, so that they understand the importance of including learners with disabilities in mainstream classes, and have the practical skills and confidence to take the necessary actions to ensure all learners access, participate and achieve within a quality education setting;

•   Creating inclusive and accessible learning environments, in which learners with disabilities and all learners feel welcome and supported, and are able to access facilities, equipment and activities;

•   Supporting parents, family members and the community to understand about inclusive education and become actively involved in promoting and helping implement more inclusive approaches to formal and non-formal education;

•   Advocating with and supporting government and civil society to embed inclusive education, non-discrimination and human rights principles throughout their policies and programmes;

•   Promoting and demonstrating the use of child to child approaches within the school and community, as a way of boosting inclusion and learning opportunities, as well as ensuring children with disabilities have more support;

•   Improving the identification and assessment of children with disabilities and ensuring their specific learning needs are effectively supported so that they can learn alongside their peers in a mainstream class.

MODULE 4   UNDERSTANDING GENDER

Allocated Time: (6 hours)

4.1   Objectives

By the end of the module the male mentor is expected to

- Demonstrate an understanding of key gender concepts
- Explain the importance of gender equality and empowerment
- Acquire knowledge and attitudes to act as change agents for gender relations

4.2   Gender and Sex

Time: 30 minutes

Materials and Advance Preparation

Note to Facilitators: You will need to be careful of YOUR personal attitudes and feelings about gender. You should be careful to

- Present information in a manner that is neither combative nor uncertain.
- Avoid discussions in the stereotypical: men are not the oppressor to be blamed for all of women's subordinate position and women are not always the oppressed
- Avoid making assumptions about families and the impact of disability on the family
- Be aware of issues about gender equality/equity and the gender issues affecting men

• Flipchart paper with the definitions of "Sex" and "Gender," as indicated below

• Blank flipchart paper
• Markers
• Sufficient copies of Handout "Sex or Gender? for each group
• Trainer's Resource Sheet: Answers to "Sex or Gender"
Writing materials

Activity

• Write the terms Gender and Sex on the flip chart/board.
• Ask participants what they think of when they hear the term "sex." Note their responses on flipchart/board. Then ask them what they think of when they hear the term "gender." Note their responses on flipchart/board.
• Display the flipchart/slide you prepared with the following definitions of "sex" and "gender"
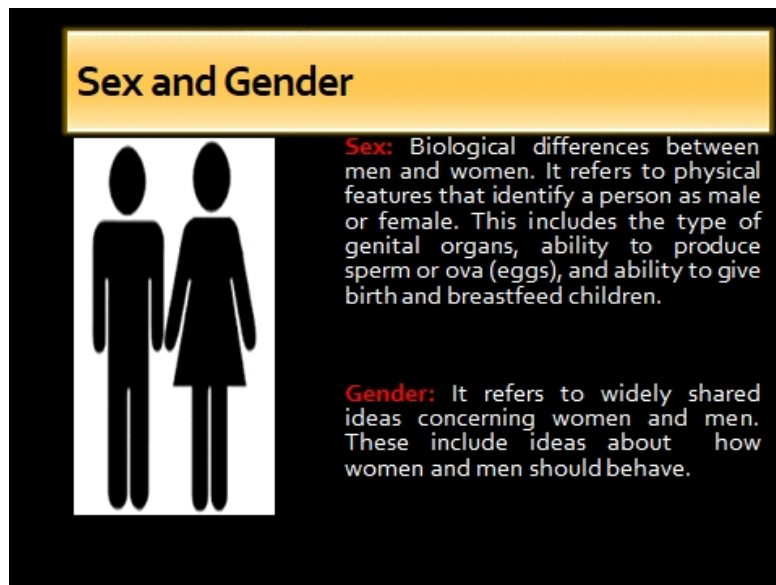
• Illustrate the meaning of these terms by playing the Gender Game. Pass out the Handout and ask participants to complete the game. Give everyone 10 minutes to do so.

Gender and Sexuality

• Discuss the answers as a group, clarifying why the statement either refers to gender or sex.
• Ask the following questions:
• Were you surprised by how many statements were gender-related?
• What were some of the common mistaken beliefs about gender? How might these affect girls and women?

  Conclude by emphasizing that gender is about men and women, boys and girls, and the way in society expects them to behave.

State that gender is dynamic and changes over time.

Handout: The Gender Game

Read the following statements and put a tick in the space to indicate if they refer to "sex" or "gender."

Statement	Sex	Gender
• Giving birth		
• Girls are gentle		
• Boda boda drivers are men.		
• A woman must ask her husband before making decisions		
• Changing of voice at puberty		
• Breastfeeding		
• Building a house		
• Cooking		
• Boys are strong		
• Gossip		
• Being a political leader		

Trainer's Resource

Answers to the Gender Game

Statement	Sex	Gender
• Giving birth	⊕	
• Girls are gentle		⊕
• Boda boda drivers are men.		⊕
• A woman must ask her husband before making decisions		⊕
• Changing of voice at puberty	⊕	
• Breastfeeding	⊕	
• Building a house		⊕
• Cooking		⊕
• Boys are strong		⊕
• Gossip		⊕
• Being a political leader		⊕

4.3   Gender Roles: Act Like a Man, Act Like a Woman

Objectives

1. To recognize that it can be difficult for men to fulfill the gender roles that society establishes
2. To examine how messages about gender can affect fathers

Time

30 minutes

Materials

• Flipchart paper

• Markers

• Tape

Steps

1. Ask the participants if they have ever been told to "Act Like a Man" or "Stop acting like a woman". Ask them to share some experiences in which someone has said this or something similar to them. Why did the individual say this? How did it make the participant feel?

2. Write the title "Act Like a Man." Ask the participants to share their ideas about how men should act, and what men should feel and say. Draw a box on the paper, and write the meanings of "act like a man" inside this box. Some responses might include the following:

• Be tough.

• Do not cry.

• Show no emotions.

• Take care of the family

• Make all the decisions.

3. Ask the participants to think about what happens when a man acts in a manner that is outside of the "Act Like a Man" box. Ask participants to share some of the names that this person is called. Write these names outside of the box.

4. Once you have a list, encourage discussion by asking the following questions:

- Can it be limiting for a man to be expected to behave in this manner?
- Why?
- Which emotions are married men not allowed to express?
- How can "acting like a man" affect man's relationship with his wife? And his daughter?
- Is it possible for men to challenge and change existing gender roles?

5. Now in large letters, print on a piece of flipchart paper the phrase "Act Like a Woman." Ask the participants to share their ideas about how men should act, and what men should feel and say. Draw a box on the paper, and write the meanings of "act like a woman" inside this box. Some responses might include the following:

•

• Take care of the family.

• Be quiet.

• Listen to others.

6. Ask the participants to think about what happens when a woman acts in a manner that is outside of the "Act Like a Woman" box. Ask participants to share some of the names that this person is called. Write these names outside of the box.

4. Once you have a list, encourage discussion by asking the following questions:

- Can it be limiting for a woman to be expected to behave in this manner? Why?
- Which emotions are married women not allowed to express?
- How can "acting like a man" affect woman's relationship with her husband? And her daughter?
- Is it possible for women to challenge and change existing gender roles?

5. Ask participants to think about the barriers that gender roles create when men and women need to access information and services about their daughters with disability. Encourage discussion by asking: In what ways can you make information and services more accessible to fathers? To mothers?

4.4   Why study Gender?

There are differences in male and female rights, responsibilities, access to and control over resources, and voice at household, community and national levels. This means that men and women have different priorities, limitations and preferences with respect to development and can contribute to, and be affected differently by, development.

To enhance development effectiveness, these considerations must be addressed in all program design and interventions.

4.5   Key Concepts

Affirmative Action

Sex: Biological differences between men and women

Gender: An idea/concept of masculinity and femininity that goes beyond the biological assignment of being male or female. Though people's gendered identities originate in nature / biology, such identities are increased through dominant socio-cultural values, expectations and norms.

Affirmative action refers to positive action targeting either women or men to prevent or to eliminate the discrimination and gender gaps which arise as a result of existing attitudes, structures and practices in society. The aim of affirmative action is to promote Gender Equity / Equality. Affirmative action is brought about by change of laws, policies and institutional practices.

Gender Roles: Clusters of socially or culturally defined or learned expectations about how a man or a woman should behave in specific situations. Gender roles lead to different responsibilites and duties for men and women. These are not wrong and one type of duty is not inferior or superior. In many families the roles and responsibilities were learned from the parents or from the culture.

   a. **Gender Responsibilities**: the different gender responsibilities to be undertaken by women and men at home, in the workplace, in terms of cultural practices and the community as well as internationally
   b. **Gender Division of Labor:** the types of productive (work for payment) and reproductive (generally invisible work involving daily domestic labor / caring for family members) and community work (religious & cultural activities/ kinship & international networking)

Gender equality: the absence of discrimination, on the basis of a person's sex; men and women have the same opportunities, resources, and control over their lives. Gender equality does not think about the differences exisiting because of the way society is set up; it assumes men and women are the same.

Gender equity: fairness and justice in the distribution of benefits and responsibilities between men and women. The concept recognizes that men and women have different needs and strengths and that these differences should be identified and addressed to rectify the imbalance between the sexes.

Gender inequality: the ways in which males and females are treated differently in relation to opportunities and responsibilities in the society, e.g pay.

Patriarchy: Most have tended to be patriarchal. They are based upon an organizing principle that privileges the males—or the fathers, over the females. In a patriarchy, power is held by and transferred through men.   This can be through educational and societal restrictions on women or by laws that favor men. Patriarchy does not mean opression of women, but in many societies has been abused to deny women their rights

4.6   Gender in Daily Life

Time 30 minutes

Required Material: 6 slips of paper with definitions, paper / pens / flipcharts

Group Work: Participants are divided into equal sized groups. Each group is given a slip of paper with a definition for which they are asked to provide brief examples from their experiences

What examples of gender disadvantage or discrimination exist in the community?

What examples of Sexual and Gender-based Violence exist in the community?

The groups will read out the definition and their examples. The facilitator will then lead a discussion on the group's actual experiences in real life. Highlight the fact that our experiences of the gender division of labour is far from that of productive work being done by men and domestic work being done by women; that gender stereotypes rarely reflect reality; that gender relations are often unequal; that sexual and gender-based violence take many forms.

Conclusion

Gender Relations indicate the actual and perceived network of interdependent relations that occur between men and women in their daily, lived experiences, as well as notions of gender relations, which emanate from the media, religion and culture etc. Gender relations are usually perceived as being unequal, because men have power and women do not. Consequently, any changes for women imply corresponding changes for men as well and vice versa. Male mentors have a responsibility to champion change in gender relations as this will not just benefit their wives but also their daughters

Additional Activity

Adults often assume they know their child and what is important to that child. This tool helps fathers to see what their daughter's day is like in order to understand the challenges they face and thee things that they find important.

Step 1

Ask your daughter to give you her daily schedule. Even if you are always present do not assume that you have the answers. This section only discusses activities like bathing, eating, playing or studying.

When does she wake up?

What time does she to go sleep?

What does she do hour by hour until it's time to sleep?

The following questions will help:

Step 2

Find out what she feels about her day and her schedule. Probe using the following questions:

What does she like about her day?

What does she dislike about her day?

How is her day different from siblings? Specify difference from male and female siblings older or younger?

Where does she go during her day, and who is she with?

What are some of the typical problems or challenges she might come across in that day?

If she could change one thing about her day, what would it be? How could she change it?

Group discussion

What are the commonalities and differences in our daughter's lives?

What are their main challenges?

How did this exercise show me how well I know my daughter? What assumptions have I been making about her?

What is the main thing I need to be aware of regarding my child?

Facilitators Notes/Talking Points

- Psychologists accept that there is a great difference in the way boys and girls experience the world. Right from birth, parents treat their children differently based on their gender. For example it has been found that both mothers and fathers play more roughly with boys than girls.
- In most homes roles and expectations are gender based.
- Research suggests that a father is a protective factor for children. Children brought up by a father who is accepting and approachable, who sets consistent rules and who has high but realistic expectations have lower levels of emotional and behavioral problems and higher self-esteem and satisfaction in life.
- These aspects are critical because in the typical Kenyan community girls have lower interaction with their fathers; their upbringing is usually left to the mother, especially in the early years and once they are adolescents.

Use the discussion points to summarize the key aspects through a guided discussion of "What is important to my child, my family and me?" How can I model this behavior to my mentees?

MODULE 5   PROTECTION OF GIRLS WITH DISABILITIES

Session Description: The module deals with issues of safeguarding girls with disability in the home, at school and in the community. Raising issues of child abuse and its prevention can be challenging and therefore there is need for sensitivity in any discussions around child protection.

Objectives: By the end of the session the mentor should be able to:

Improve the understanding of child protection

Increase the capacity to prevent abuse

Strengthen skills to recognize diverse child protection issues

Gain skills in upholding child right

Time   3hours

Materials

Pre-Session Preparation: Handout on child protection definitions

Icebreaker

Definition of child Protection

The aim of this exercise is to review two common definitions of child protection and their limitations with participants that are not trained in child protection.

Put up the handout with two definitions of child protection and read them aloud.

Def. 1: Child protection consists of reducing physical threats to children.

Def. 2: Child protection consists of establishing legal standards to ensure children's rights.

What are the strengths and weaknesses of each?

Ask participants to read each definition and give their opinion about which one captures the correct information.

Note: The first definition aims at a typical conception of child protection that only embraces the physical aspects of protection. The participants will hopefully find that this definition is too narrow. The second definition only encompasses the establishment of rights and standards, but does not incorporate the necessary action and programs that need to result from those standards. The facilitator can hold a discussion of what is lacking from these definitions before introducing the correct definition.

Points to emphasize include that child protection focuses on reducing risks, upholding child rights, and creating an environment that encourages the healthy development and well-being of a child. The facilitator should ask the participants what they think holistic means and what types of development of the child it might include (educational, social, moral, cultural, emotional, and physical).

Definition of Child

Rights and Responsibilities of the Child

Facilitator's Notes and Key Terms

Introduce the session with an exercise: What are we protecting children from?

Write up the answers on the flip chart/board.

Then ask: Where do these threats to children come from? Group them under Home, School, Community. Bear in mind that some may be cross cutting and indicate both sources

Thirdly ask: Which threats are more for boys and which ones for girls?

Discussion: What do we learn by this exercise (threats of harm to children are varied; threats are from everywhere; girls are more vulnerable)

5.1 What is Abuse?

The understanding of abuse is critical before a definition is given. Use the following exercise to

allow participants to come to their own conclusions and to discuss among themselves how they see abuse. The purpose of the exercise is to stimulate debate around local cultural perceptions of child abuse and to identify how such decisions are made, therefore the answers are provided by the group.

Write or read the following questions:

Is it abuse when......
A 12 year old girl is slapped hard with a hand?
A baby is shaken by its mother?
A mother sleeps in the same bed as a 14 year old son with a disability?
A mother tells her daughter with a disability that she wishes he had never been born?
A girl with disability is kept separate from the other children
A mother sleeps in the same bed as a 14 year old daughter with a disability?
A 6 year old girl is left on her own at home, for several hours every night, because her mother works the night shift?
A 10 year old girl with disability is told to go out to beg and not return home until she has enough money to buy food?
An adolescent girl with disability is locked in the house or tied to a post while her mother is making bricks by hand?

Plenary

What other forms of potential abuse can you identify in your local context?

WHO's Definition of Child Abuse

Child abuse' or 'maltreatment' constitutes 'all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

Factors that can help to determine whether something is abuse or not, or to determine the seriousness of abuse, might include:
• What is the context of the behavior?
• Is the behavior age-appropriate?
• Are there cultural, gender, religious or other factors to consider?
• Is the activity of a sexual nature?
• Are forms of discipline proportionate to the bad behavior committed?
• Is the behavior repeated or one-off?
• How does the child feel about the behavior - uncomfortable, embarrassed, humiliated? etc.

5.2   Recognizing Abuse
Tell the participants that recognizing abuse is complex and there is no simple checklist to allow easy recognition, but there are warning signs that can alert them to possible abuse. It is also

important to observe and assess carefully so as not to assume that a situation is abusive. However, it is also important not to dismiss significant changes in behavior, fears, worries, and physical indicators a child is exhibiting. As a mentor do not ignore the signs but do not start investigations; refer the case to the proper authorities.

Possible signs of neglect in children:
• Frequent hunger
• Failure to grow
• Stealing food or eating greedily
• Poor personal hygiene
• Constant tiredness
• Inappropriate clothing, e.g. dressed in a sweater when it is very hot
• Frequent lateness or non-attendance at school
• Untreated medical problems
• Low self-esteem
• Poor social relationships
• Drug or alcohol abuse

Possible signs of physical abuse5:
• Bruises, burns, sprains, dislocations, bites, cuts
• Improbable excuses given to explain injuries
• Injuries which have not received medical attention
• Injuries which occur to the body in places which are not normally exposed when a child falls or plays rough games
• Repeated urinary infections or unexplained stomach pains
• Refusal to discuss injuries
• Withdrawal from physical contact
• Arms and legs kept covered in hot weather
• Fear of returning home or of parents being contacted
• Showing wariness or distrust of adults
• Self-destructive tendencies
• Being aggressive towards others
• Being very passive and compliant
• Chronic running away

Possible signs of sexual abuse:
• Age inappropriate sexualized behavior
• Physical indicators in the genital and anal areas
• Behavioral indicators towards specific adults such as extreme fear or clinging, looking for approval before doing anything, hiding from certain people
• Sudden under-achievement or lack of concentration
• Attention seeking behavior
• Persistent tiredness
• Lying

Possible signs of emotional abuse:
• Delayed physical, mental and emotional development
• Highly anxious
• Showing delayed speech or sudden speech disorder

• Fear of new situations
• Low self-esteem
• Inappropriate emotional responses to painful situations
• Extremes of passivity or aggression
• Drug or alcohol abuse
• Chronic running away
• Compulsive stealing
• Obsessions or phobias
• Sudden under-achievement or lack of concentration
• Attention seeking behavior
• Persistent tiredness
• Lying

Types of abuse (LC's definitions), physical, sexual, emotional and neglect –take it from LC Child Protection Policy (see above)

• **Flow Chart for Reporting Abuse**

x Talk clearly of the steps to be taken to report abuse, including alerting the school administration

5.4   Conclusion

If your concerns involve immediate harm to a child, act without delay, as inaction may place the child in further danger. If you know any information about the maltreatment of a child, it is your responsibility to tell someone.

Remember that the responsibility for investigating allegations of child abuse rests with the Police and Child Services. Child services may take the child into protective custody.

Key points for action are:

Reducing Risks: Discuss with participants different abuses children with disabilities encounter. Ask participants if they can identify any local responses in preventing those abuses from happening to other children.
Making Children's Rights a Reality: Discuss with participants some examples of child rights that as a community they have valued and made an effort to uphold. For example if it is the right to education, have some examples of how the community ensures girls with disabilities can access education. Point out to participants that a child protection problem is any violation against a child's rights. Therefore, extreme cases of abuse such as sexual abuse or abduction are child protection problems, but the lack of access to education or not ensuring that children can play are also child protection problems. The lack of one right can increase the likelihood of additional child protection problems. Ask participants if they can give

examples of additional problems that can occur when a child is not educated or does not have the access to health services.

Right to services and to be treated with Dignity: Discuss with participants the right of children to be listened to, to be treated with dignity and to be provided with age appropriate and friendly services when cases of abuse are reported.

Enabling Environment: Discuss the e roles of various community members: teachers, religious leaders, police, parents, local council, etc. in child protection and what improvements to these roles could foster protection for children. Discuss with participants about the local laws and/or traditional practices within the community that may bring harm to children. How can these practices be changed to protect children?

Where there is a lack of information and understanding child protection problems will continue and be left unsolved.

Handout number? List of contacts of key service providers such as registration of persons with disabilities, cash transfer for OVC, Presidential bursaries, National Health Insurance Fund registration, etc.

MODULE 6   MENTORSHIP

Session Description: This module introduces the mentor to the concept of mentoring. This is an activity based module.

Objectives: By the end of the module participants should be able to

- Identify qualities of effective mentors
- Explore roles that mentors can play in the lives of girls with disability, other men and the community
- Determine the core skills needed for mentoring and especially how to deal with challenges in mentoring others

Time: 3 hours

Materials: You will need to supply 3" x 5" index cards, Flipchart and markers

Icebreaker

- Give each participant an index card. Ask them to think back to when they were a child or youth and ask them to silently identify one person who was important to them growing up and why. If possible choose someone who was not a parent or relative.
- On the index card writ down two or three *qualities* of that person that made her or him so valued.
- Have participants talk briefly about the mentor they identified and the qualities they valued. As they speak, list those qualities on the flipchart. When a quality is repeated, put a check mark next to it each time it is mentioned. (For example, the first time someone says "good listener," write that phrase. Each time someone else identifies this quality in his or her mentor, put a check mark by the phrase).
- Note which were mentioned most often. Participant should be helped to identify key skills such as listening and being non-judgmental.
- Guide the discussion to the roles that the person played in their lives, such as friend, teacher or big sister/brother. Use the discussion to clarify that a mentor does not act as a parent, teacher or counselor but as a coach/guide.

6.1 Role of a Mentor

Ask the participants what it means to be a mentor. Write their answers on the flipchart and explain that there is not one definition of mentorship.

Mentoring is a developmental process, which can occur both naturally and officially to allow an individual to share their experience, knowledge and skills with another individual in order to benefit the latter's personal and/or professional development.

Mentoring is very broad and complex, a learning and development process that is difficult to define. It has been likened, over the years, with many arts such as coaching, consulting, advising and teaching. However, mentoring does not represent only one of these arts but actually involves using all of them including other learning and developmental techniques

6.2 Characteristics of a Mentor

Write out on the clip chart what would make them effective mentors.

Summarize the Characteristics of Effective Mentors

Effective mentors engage in the following practices:

- They see themselves as "friends" and supporters not teachers or super parents

- They are "active listeners."

- They are consistent and dependable in the mentorship relationship

- They take responsibility for keeping the relationship going by initiating contact, scheduling meetings and keeping appointments.

- They involve their mentees in determining what activities will take place together. E.g facilitating a mentee family to meet with project officers to determine educational interventions.

- They pay attention to the whole family not just to the male in the family.

- They consult program staff for e support and guidance when they do not have a way forward on an issue.

- They are knowledgeable about the community and are willing to research any information that is unknown to him.

Less effective mentors engage in the following practices:

- They try to change or reform the mentee before building a relationship of trust, leading to resistance. They approach the relationship with narrow, specific goals aimed at changing

the mentee's behavior.

- They ignore the mentee's agenda and desires because they are too focused on their own agenda.

- They have difficulty meeting with mentees on a regular and consistent basis. They may insist the mentee call them to schedule meetings

- They attempt to instill a set of values that may be different from or inconsistent with those of the mentee.

- They adopt a parental or authoritative role in their interactions with mentees rather than being supportive.

6.3   Time Commitment
- The male mentor commits to a minimum of four hours per month and for one year as a mentor.

- Commit to attend at least 80% of the training sessions, including the mandatory first session.

- Attend optional mentor group events, mentee support groups at least three times in the year

6.4   Expected Benefits
- Personal fulfillment through contributing to individual and community

- Acquisition of knowledge and skills through training sessions

- Personal support from other male mentors in the group

- Community recognition as a leader

- Personal growth and development as a father and a mentor

6.5   Way forward
Hold a plenary discussion that summarizes:

What the participants have learned from the module

What key aspects of mentorship they wish to undertake

Draw up a schedule of activities that they are going to follow over the next few months for outreach, advocacy, communication, and identification of child protection issues.