

YOUTH CAMPAIGN FOR RIGHTS, EDUCATION, ACCESS, TRANSFORMATION AND ENGAGEMENT ON HARMFUL PRACTICES IN EUROPE

Youth Advocacy in Practice Pilot Toolkit for Practitioners Working on
Female Genital Mutilation and Forced Marriage with Young People

This project is co-funded by the European Union
under the Daphne III Programme



Youth Advocacy in Practice

Training Manual on Female Genital Mutilation and Forced Marriage

First published in Great Britain by CREATE Youth-Net, FORWARD

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A CREATE Youth-Net Publication

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CONTENTS

| | |
|------------------------|---|
| FOREWORD | 3 |
| INTRODUCTION | 4 |
| PROJECT PARTNERS | 5 |
| HOW TO USE THE TOOLKIT | 6 |

PART 1 MAKING THE CASE FOR YOUTH ADVOCACY 7

| | |
|--|---|
| Why Engage Young People? | 7 |
| Key Principles for Engaging Young People | 7 |

PART 2 YOUTH FRIENDLY PARTICIPATORY TRAINING 9

| | |
|---|----|
| Introduction and Getting to Know Each Other | 9 |
| Introduction to Female Genital Mutilation (FGM) | 13 |
| Introduction to Forced Marriage | 17 |
| Building Key Skills | 23 |
| - Facilitation | 24 |
| - Communication Skills | 30 |
| - Communication Strategies & Engaging Others | 33 |
| - Project Planning and Management | 37 |
| - Action Planning | 39 |

PART 3 YOUTH ADVOCACY IN PRACTICE: THE CREATE TOUTH-NET PROJECT 43

| | |
|--|----|
| Profiles of Youth Advocates | 43 |
| That's How You Do It! Example Activities in the CREATE Project | 44 |
| - Youth Campaigns & Events | 44 |
| - Building Relationships: a Network of Youth Advocates | 45 |
| - Youth Advocates Conferences | 45 |

PART 4 ADDITIONAL RESOURCES & INFORMATION 47

| | |
|-----------------------------|----|
| Organisations | 47 |
| Youth Friendly Resources | 49 |
| Resources for Professionals | 49 |

FOREWORD

Young people living in Europe are directly affected by harmful practices such as female genital mutilation (FGM) and forced marriage, but their voices as key actors have been largely left out in most interventions. Young people are affected by violence linked to harmful practices in diverse ways: they may be living with the health and social effects, be at risk themselves or have younger siblings at risk. Additionally, young people may find their partners, friends or colleagues affected by FGM and forced marriage.

Engaging young people as advocates and peer mentors should form an integral part of actions to better respond to, and end these practices. Youth Campaign for Rights, Education, Access, Transformation and Engagement on Harmful Traditional Practices in Europe (CREATE Youth-Net) is an innovative European partnership project that has helped to shed light on how to engage young people effectively to address FGM and forced marriage. The two year project has developed valuable insights and resources that have formed the

basis for this toolkit. The organisations that formed this partnership include lead partner, Foundation for Women's Health, Research and Development (FORWARD), and the Iranian and Kurdish Women's Rights Organisation (IKWRO), both based in the United Kingdom, Associacao para o Planeamento da Familia (APF) based in Portugal, and Federation of Somali Associations of Netherlands (FSAN).

Youth Advocacy in Practice: Pilot Toolkit for Facilitators is a guide to inform practitioners implementing programmes to address FGM and forced marriage with young people from diverse communities in Europe. It provides key principles for effective engagement of young people on advocacy, awareness raising, peer to peer education and mentoring, as well as public action and campaigns. This toolkit is based on tools, training exercises and some of the activities undertaken by the project partners. This toolkit does not claim to be comprehensive but is designed to give practitioners ideas, insights and practical steps.

“

I would like to say thank you to the partner organisations, young people and staff who have made this work possible. More importantly to the European Commission's Daphne III Programme that co-funded this innovative project. This is just the beginning of creating a network of youth advocates for change and we hope that this resource will help you to be part of this change process.

We, the Create Youth-Net partners, hope that you will enjoy using this toolkit in your work on tackling FGM and forced marriage and also share it widely with other practitioners who are working on similar issues. Practitioners should feel free to use the toolkit as a guide and adapt it to your context. In either case it will be good to hear from you on how you have used this toolkit.

Naana Otoo-Oyortey
FORWARD – Executive Director

”

NETWORK

INTRODUCTION

WHAT IS CREATE YOUTH-NET?

CREATE Youth-Net is a two year European project co-funded by the European Commission's Daphne III Programme, which connected four partners in three countries.

This project created a **network of young people** to jointly address the practices of female genital mutilation (FGM) and forced marriage. The aim of CREATE Youth-Net was to safeguard young people from harmful practices, in particular FGM and forced marriage, through empowering young people to be confident advocates for change, peer mentors within their communities, and to improve collaboration at the European level.

The key outputs of the CREATE Youth-Net project were as follows:

- Research: with young people on their knowledge of, and attitudes towards, FGM and forced marriage, as well as reviewing FGM and forced marriage services and support for young people.
- Youth advocates training and skills development: engaging, training, resourcing and supporting young people to campaign against FGM and forced marriage.
- Youth-led creative public awareness events.
- Networking, creating and sharing learning spaces for young people.
- Developing youth friendly FGM and forced marriage resources and materials.
- Delivering training in schools, and to professionals.
- Peer mentoring and outreach.

YOUNG K OF PEOPLE

PROJECT PARTNERS

FOUNDATION FOR WOMEN'S HEALTH RESEARCH AND DEVELOPMENT (FORWARD) – UNITED KINGDOM:

An African women led charity dedicated to advancing and safeguarding the health and rights of African girls and women. FORWARD tackles FGM, child marriage and obstetric fistula through campaign and policy work; public education and training; advice and support; information and research; and community engagement. FORWARD's Youth Programme, Young People Speak Out, offers young people opportunities to gain skills and create change in their communities to end FGM and improve the health and well-being of those affected.

www.forwarduk.org.uk
forward@forwarduk.org.uk

IRANIAN AND KURDISH WOMEN'S RIGHTS ORGANISATION (IKWRO) - UNITED KINGDOM:

Protects Middle Eastern and Afghan women and girls who are at risk of 'honour' based violence, forced marriage, child marriage, female genital mutilation and domestic violence, and promotes their rights. IKWRO provides direct services for women and girls including culturally specific support, advocacy, advice, counselling, outreach, support and youth groups. IKWRO also provides advice and support to professionals to help them to understand issues affecting ethnic minority women as well as campaigning for better laws, effective implementation and appropriate resources to uphold the rights of women and girls, and ensure their safety.

www.ikwro.org.uk
info@ikwro.org.uk

ASSOCIACAO PARA O PLANEAMENTO DA FAMILIA (APF) – PORTUGAL:

The oldest Portuguese NGO working on Sexual and Reproductive Health and Rights (SRHR) with an ethos of non-discrimination and equality for all.

APF identifies and responds to the human rights needs of vulnerable populations (children, women, migrants, minorities, etc.) providing support, particularly on their sexual and reproductive health rights. APF's intervention is both national and international, working in partnership with developing countries. APF's work on FGM includes advocacy with policy makers at the national and EU level, raising awareness to health professionals, and community engagement.

www.apf.pt
apfsede@apf.pt

THE FEDERATION OF SOMALI ASSOCIATION NETHERLANDS (FSAN) – THE NETHERLANDS:

A non-profit platform organisation working to strengthen the position and facilitate participation among the Somali diaspora in the Netherlands. FSAN improves collaboration between local Somali minority organisations and government through lobbying and implementing national projects and activities. FSAN also supports sustainable initiatives of the Somali diaspora in their attempt to engage with peace building and general development of Somalia. FSAN focuses on FGM and other related gender based violence. FSAN campaigns on FGM by working with African community based organisations, key figures, professional institutions, and young agents of change.

www.fsan.nl
info@fsan.nl



HOW TO USE THE TOOLKIT

THE GUIDE IS DIVIDED INTO FOUR SECTIONS:

PART 1:

Making the Case for Youth Advocacy: this gives an overview about the importance of and evidence for youth engagement on FGM and forced marriage as well as highlighting some key principles and considerations

PART 2

Youth Friendly Participatory Training: this includes training on FGM and forced marriage, as well as activities to develop key advocacy skills.

PART 3

Youth Advocacy in Practice: provides suggestions and case studies on effective youth advocacy on FGM and forced marriage.

PART 4

Additional Resources and Information: these provide country specific (the UK, Portugal and the Netherlands) resources and information.

This is the first version of the toolkit and the authors would be happy to hear your feedback on the resource and how it has been used or adapted.

CREATING A SAFE AND SUPPORTIVE ENVIRONMENT

This toolkit has been developed by the CREATE Youth-Net partners who all have vast experience in working with young people and enabling them to become youth advocates on FGM and forced marriage. The toolkit is a guide for working with young people in a variety of settings. It provides principles, activities, training and information that can be used directly, adapted or incorporated into existing programmes. This toolkit is based on the project activities and principles.

Users should keep in mind that FGM and forced marriage are sensitive and emotional issues which are classified as gender violence and child abuse. Therefore it is essential that the potential risks, health and well-being of young people are recognised and addressed early. It is important first and foremost to plan for the support and care of the young people prior to any engagement or training.

It is important to:

- Ensure that well established and integrated services for supporting young people exist prior to any training or engagement.
- Identify services able to support young people on FGM and forced marriage, as well as other issues affecting young people. Ensure that you are confident in the services and that they are accessible to young people. You will need to have a list of these services for both yourself and youth advocates prior to the training.
- Ensure staff are adequately trained and supported to address FGM and forced marriage with young people.
- Always raise issues of safety and risk with young people. Ensure that work with

young people occurs only once it is safe to do so.

- Discuss risk and safety with youth advocates and ensure that they are aware of their own potential risks and support needs, and those of other young people that they come into contact with. Support youth advocates throughout their work and make sure that they are aware and confident in support services available.
- Consider the impact of the work of both the youth advocates and yourself on audience members, target groups and the general public, in particular young people.
- Communicate confidentiality policies to young people ahead of the training and remind them of these throughout the engagement process.
- Make sure staff members are always on hand for possible disclosures and are equipped to listen carefully and respond appropriately to young people who disclose. Never turn away a young person who discloses.

PART 1

WHY ENGAGE YOUNG PEOPLE?

- Young people need to know about issues that affect them, their peers and their communities, including practices such as FGM and forced marriage.
- Young people can be directly or indirectly affected by some of these issues and will need information and support.
- Young people are the next generation of key actors. Therefore engaging today's young people on FGM and forced marriage will ensure that tomorrow's policy makers, doctors, midwives, social workers, and parents are informed, responsive, and are advocates of change.
- Young people bring energy, passion and a new outlook to efforts to end FGM and forced marriage.
- Youth advocates are best placed to engage their peers – expanding awareness about FGM and forced marriage to the young people they impact brings the added value of reaching even more young people.

“Youth advocacy is about passion in the face of adversity, about challenging the status quo, about questioning the expectation that young people are unable or unwilling to stand up and make a change. It is challenging the idea that the youth voice is too timid, too quiet, too distanced, too inexperienced, and too ignorant to have any impact.”

Saria Khalifa (2014)
Youth programme
Lead, FORWARD

KEY PRINCIPLES OF ENGAGING YOUNG PEOPLE:

- **Youth leadership and participation** – Young people should participate in all stages of the programme process, which will increase ownership of the programme and build their confidence. Encourage collaboration within the group and ensure that all young people have an opportunity to participate and have their voice heard in all stages of the programme.
- **Creativity** – Engagement should be fun and interesting. Being creative is a great way to achieve this! Creativity can help young people express their ideas and makes the issue more relatable and accessible to other young people.
- **Empowerment** – Engagement should always be a positive experience and enable young people to have the confidence, skills and opportunities to contribute to change. Encourage young advocates and their ideas, promote and showcase their work, and avoid victimisation.
- **Dialogue promotion** – Ensure there is a safe space for young people to explore their ideas and values and form their individual perspectives. This may mean that contrary and conflicting ideas are raised, however these views should be examined and used as opportunities for safe learning and growth.
- **Placing FGM and forced marriage within the wider context of gender based violence** – FGM and forced marriage should be linked to wider issues including violence against women and girls, sexual and reproductive health and rights, and human rights.
- **Safety and support** – engaging on FGM and forced marriage may also impact the health and well-being of young people, in particular women. It is important to consider these risks (for example, lack of support from families or trauma triggered by engagement on an issue with which one has personal experience), raise them with young people and discuss ways in which they can be supported.
- **Do no harm** – Engagement on FGM and forced marriage should not cause harm including loss of dignity, intentionally or otherwise. This must be a guiding ethical principle underpinning community engagement and prevention work on these issues. Avoid stigmatising language or imagery, consider impacts of the work and establish appropriate safeguarding mechanisms and risk assessments at every stage of programming.
- **Evidence based** – Work on FGM and forced marriage with young people should be based on research and best practice, both in the local and global context. Consider using multiple methods to obtain the relevant evidence base to inform your intervention. This can include reaching out to relevant experts, conducting participatory research with young people, or consulting existing research prior to beginning any programme.

MAKING THE CASE FOR YOUTH ADVOCACY

VOICES OF YOUNG PEOPLE ON FGM AND FORCED MARRIAGE

A participatory ethnographic evaluation research (PEER) study was carried out as part of the CREATE Youth-Net project which informed the approach to working with young people as youth advocates on FGM and forced marriage. This is a unique research methodology that empowers the peer researchers to become experts.

Twenty eight young men and women aged 18-29 years, from diverse ethnicities, were recruited by project partners in Lisbon, Amsterdam and London as PEER researchers. They were trained in conducting conversational interviews, ethical research practices and developing prompts for the interviews. Following the training the PEER researchers identified three peers with whom to conduct in-depth discussions.

82 interviews were conducted covering a range of themes, including migration experiences, gender and social norms, notions of cultural identity, and young people's experiences of harmful practices including FGM and forced marriage.

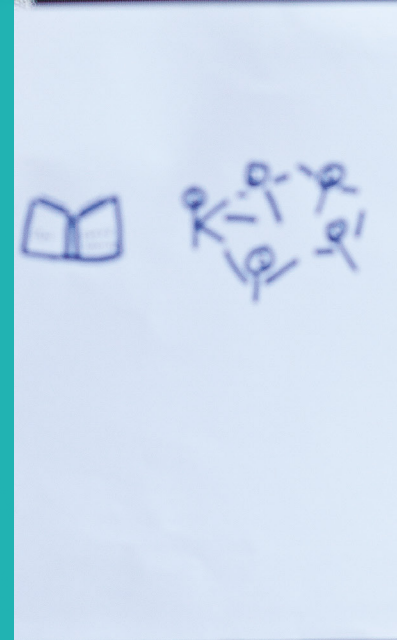
The PEER research reaffirmed the project's approach to empowering young people as youth advocates. The general views and recommendations from the research showed that:

- Young people are open to culture being adaptable and are willing to question and critique elements of their culture, maintaining those which they perceive to be beneficial, whilst rejecting others.
- Many young people want to contribute to ending harmful practices – most young people interviewed were opposed to FGM and in some cases many were already engaging family members to abandon FGM.
- Young people believe that human dignity, freedom and opportunities for self-development were important values.
- Young people have many ideas about how to improve communications on both issues, including working through schools, and promoting visibility online and in the media.

The research highlighted several key considerations for the project. They include:

- Supporting young people to negotiate age and power structures: Young people will require support through the complexities of developing confidence and ways to talk about FGM and forced marriage whilst retaining a respectful relationship with older generations.
- Tackling ambiguity and acceptance regarding forced marriage: It is important to provide young people with practical training in ways to support victims, as well to raise awareness with them of the absolute nature of human rights.
- Making the case for the 'problem': Careful thought needs to be given to how to make the case for FGM and forced marriage to remain pertinent within Europe. This means providing case studies and evidence as part of awareness raising work with young people.
- Recognising similarities and differences between the issues: There are important differences in how FGM and forced marriage are understood and talked about by young people, which need to be considered when developing approaches to tackling them.
- Placing FGM and forced marriage in a rights based framework: It is important to think about the extent to which work with young people will tackle FGM and forced marriage as expressions of gender inequality, or whether and how it will also tackle the root causes of these practices, many of which are intimately tied up with culture and identity.

For more information about the PEER study or to access the report – "I Carry the Name of my Parents" – Young People's Reflection on FGM and Forced Marriage go to: www.createyouthnet.eu or email: createyouthnet@forwarduk.org.uk



YOUTH FRIENDLY PARTICIPATORY TRAINING

PART 2

DESIGNING SAFE AND CONDUCTIVE PARTICIPATORY TRAINING

FGM and forced marriage are sensitive issues and it is important that a safe environment is created to enable young people to explore and discuss the issues. The design and planning phase of the training should aim to create a learning and experiential environment, and facilitators should address the following elements:

- Accessibility – timing and location of the training should be accessible to young people. Consider for example young people's education or work priorities and timetables, religious holidays, length of the sessions and safety, location and ease of training venue.
- Recruitment – explore different methods of recruitment to ensure you are able to engage a diverse group of young people. These may include reaching out to schools, universities, youth centres, community organisations and other organisations that engage young people as well as working through existing networks and word of mouth.
- Financial burden – young people should not incur personal costs for attending the training programme. Allocate finances to reimburse costs for attending such as travel, meals, or childcare in the case of young parents.
- Incentives – young people's commitment and contribution should be recognised and valued. Consider offering incentives to young people to acknowledge their time and the importance of their role. This can also increase participation and commitment. Incentives can take the form of money, activities or trips, recognition, prizes or certificates.
- Ground rules – establishing ground rules is essential for ensuring agreed ways for working. Suggestions for establishing ground rules can be found on pg.11.
- Gender issues – young women and young men need to be involved in work

on violence linked to harmful practices. Consider how to include young men, while still providing safe spaces for young women to address issues impacting them. This may involve having some single gender sessions within a mixed wider group to ensure that girls are able to express themselves freely on sensitive matters.

- Safeguarding – it is important to designate a staff member to be responsible for any safeguarding issues which may arise during the training.
- Methods of training – these should aim to ensure effective participation and appeal to a variety of young people with differing needs and learning styles. It is best to use a variety of methods.

ICEBREAKERS

Prior to each session facilitators should use an icebreaker to ensure that participants are eased into the session and are fully engaged. Icebreakers are an important way to introduce each other, to make participants more comfortable with each other and to create a positive learning environment.

It is important to run an ice breaker at the start of each training session.

ENERGISERS

Energisers can also be used at other times during the training to re-energise or refocus participants.

Opposite are examples of various icebreakers and energisers.

ICEBREAKER 1 – FRUIT SALAD

Place chairs in a circle with one chair for each participant and no extra chairs. The facilitator should stand in the centre of the circle. Explain to participants that the objective of the game is to learn more about each other and that the rules of the game are:

1. The person in the centre of the circle states their name and then says a fact about themselves (for example, My name is _____ and I have been on an aeroplane in the past year).
2. If the stated fact applies to other participants sitting around the circle, they must stand and find another empty chair to sit in. They are not allowed to return to their original chair, or either of the chairs next to it.
3. There will be one person left with no chair. It is this participant's turn to then stand in the centre of the circle and state their name and one fact about themselves, continuing the cycle.

Continue this for about 10-15 minutes, making sure that all participants have had a turn in the centre.

ICEBREAKER 2 – NAMES ECHO

Arrange chairs in a circle for the session and ask participants to sit on the chairs. Explain that the idea of the icebreaker is to remember each other's names.

1. The facilitator starts by saying his or her name.
2. The person to his/her right has to say the facilitator's name and his or her own name.
3. The third person must then say the name of the two previous participants and then his or her own name.
4. This continues until everyone is introduced.
5. The final person must say everyone's name, and finally the facilitator (the first person) must repeat all the names.

To make this more entertaining, add the name of a fruit, food, occupation, or other that begins with the same letter as the person's first name (for example, Diana Doughnut).

ENERGISER 1 – I NOTICE THAT

1. In a circle one person should look at the person on the right and say I notice that you _____ (say something about him/her – this could be a physical characteristic or something emotional).
2. Repeat this, going around in a circle, until every participant has been both the speaker and the recipient.

ENERGISER 2 – EMOTIONS HALLWAY

1. Ask participants to stand in two rows with everyone facing the same direction.
2. The facilitator assigns the first person in each row an emotion (for example, joy, sadness, love, etc.). It is important to make sure that this information is provided secretly so that the other participants do not hear what the emotion is.
3. This person acts out the assigned emotion to the person next to him/her, using only gestures and no sound or speech.
4. The second person then identifies the emotion and attempts to act it out to the third person.
5. This continues until the final person in the row, who must try and guess the emotion.
6. Both rows do this at the same time and race to guess the emotion.

ENERGISER 3 – I'LL GO WITH

1. Three chairs are placed next to each other and one participant is asked to sit in the middle chair. The other two seats are empty.
2. The person who is seated will say that they are a person, object, idea or organisation (e.g. "I'm forced marriage"). They will then ask "who wants to go out with me?"
3. Two participants from the audience will choose to be something that is linked to (can go out with) the item that the first person chose. (e.g. "I'm a young person" and "I'm an anti-forced marriage organisation"). Then each volunteer will sit on one of the empty chairs on either side of the first person.
4. The person in the middle will then pick one of the two volunteers to go with (e.g. "I'm forced marriage" selects "forced marriage organisation") and then leaves the chairs and joins the audience.
5. The person remaining in the chair will then start the process again (e.g. "I am a young person, who wants to go out with me?"). The cycle should repeat until everyone has had a chance to participate.

GROUND RULES

Establishing **ground rules** is essential for ensuring effective collaboration. Ground rules should be established at the first meeting with young people. Young people should be reminded about the ground rules at every session, particularly in sessions where sensitive or difficult subjects are going to be discussed.

Work with the group to agree on ground rules for the duration of the training. Ask the group what they think would help everyone to feel comfortable and work well together during the training. Record the suggestions on a flip chart or a large piece of paper. It may help to give an example of a ground rule to start the discussion.

As suggestions are made, clarify and discuss to create rules that the group agrees with. After rules are recorded, invite participants to sign the paper, signifying that they will commit to acting according to the ground rules. It may also be helpful to put up the ground rules in a place where all the participants can see them to serve as a reminder about how participants should behave during the training.

SUGGESTED GROUND RULES:

- **Respect** each other and each other's opinions, even if you do not agree.
- **Be considerate of others' feelings** - when you make a comment try to make sure it will not be hurtful to someone else.
- **Listen to each other** - try and take turns to talk. Make sure that everyone has a chance to be heard.
- **Participate!** Your point of view can help someone learn so share your thoughts and views when you feel comfortable.
- **Turn off mobile phones** or switch to silent. Try to reserve making phone calls, text messages, etc. for during the breaks when possible.
- **Keep to time** - be punctual so that the group can achieve its objectives while sticking to the time allocated.
- **Confidentiality** - keep personal things that were said in the training to yourself and do not share with others. Things that young people say will be confidential, unless you say something that shows there may be a risk of harm to you or someone else. In this case, it will have to be shared with someone who can help.
- **Do not ask personal questions** - no one should feel pressured to share personal information with the group if they do not want to. Similarly, do not share personal information about someone else without their permission.

LISTEN
CONSIDER
RESPECT

SETTING PERSONAL OBJECTIVES

The first training session is a good time to understand **why young people have attended, what they hope to learn and what their expectations are**. It is also important to clarify the training objectives and clear up any misconceptions that may have occurred during the recruitment process. One way of establishing this is described below:

Provide participants with paper and coloured markers and ask them to draw an image of what they hope to get out of the training programme. After 5-10 minutes, ask participants to take turns introducing themselves and explaining the image they have drawn.

The images should be kept or can be put up in the room to serve as an evaluation tool to see if the young people's objectives were met the end of the training session.

SETTING THE CONTEXT

Write the words: **Violence Against Women and Girls** in the centre of a blank sheet of flip chart paper. Ask participants what they think these words mean, and ask them to suggest examples or forms of violence. Write them all down.

Ensure that **forced marriage** and **FGM** have been named by the group. If they have not been mentioned, ask the group if they should be added and discuss with participants why they should or should not be added. Explain that both FGM and forced marriage predominantly happen to women and girls, and that they are practices that occur because of a person's biological sex (because they are girls and women). Explain that although forced marriage can happen to boys and men, it predominantly affects girls and women.

INTRODUCTION TO FEMALE GENITAL MUTILATION

ACTIVITY 1 – WHAT IS FGM?

OBJECTIVE

To understand the definition of FGM and different terms used. Peer support on FGM.

Ask participants if they have heard of FGM. If they have, follow up the questions by asking where they have heard of it, and what they think of FGM. Ask them to try to briefly define FGM. Ask them what terms do they use. Discuss this for ten minutes.

Provide the following definition of FGM to reinforce the discussion:

FGM is a practice that involves the partial or total removal of a girl's external genitalia or injury to the external genitalia without a medical or health reason.

Highlight to the participants that:

- This is the World Health Organisation definition, which is an internationally accepted definition for FGM
- The definition says that FGM is when there is no 'medical or health reason'
- It also states 'or other injury to the genitalia' – some types of FGM do not involve cutting.

Provide the following basic facts about how FGM usually happens:

- FGM usually takes place when a girl is between four and eight years old. However it can happen at any age and sometimes it can be much younger, such as when the girl is a baby, or much older, like before marriage, before the birth of the first child or after childbirth.

- FGM is usually done by older women in the community who are known as 'circumcisers' or 'excisors', or other names in local languages. This is not a medically trained profession.
- The procedure is traditionally done without sterilisation or anaesthetics. However increasingly, FGM is performed by medically trained people in a clinic. Explain that even if this is practised by a medical professional it is still a human rights violation and can still cause harm.
- Inform them that different terms are used to refer to FGM. This includes circumcision, female genital cutting. In many communities also local names are used. Ask participants to identify some of the local names and their meaning.

Then explain to the participants that there are several different ways that female genitalia might be altered or changed, and these are categorised into 'types' of FGM. Explain the parts and functions of the natural external female genitalia prior to explaining the types of FGM. It may be helpful to use sketches or models of the types – these can be obtained from FORWARD and other FGM organisations. After going through the models give participants an opportunity to ask questions.

| FGM TYPES | DESCRIPTION |
|-----------|--|
| Type 1 | Part or all of the clitoris is removed; or part or all of the hood of the clitoris is removed. |
| Type 2 | The clitoris and the inner lips (labia minora) are removed. |
| Type 3 | The most severe form of FGM, the clitoris and inner lips (labia minora) are removed, as well as part of the outer lips (labia majora). The outer lips are then sewn together and heal as scar tissue. This seals over the opening of the urethra and part of the vaginal opening and only a small opening is left for urine and menstrual blood to pass through. |
| Type 4 | This includes many different practices – anything that is done to the external female genitalia that is not the first 3 types. For example, in some cultures this would be small pricks to the clitoris or the lips. Sometimes the lips are stretched, or special herbs are put in that area said to tighten the vagina. |

(FGM)

ACTIVITY 2 - HEALTH COMPLICATIONS OF FGM

OBJECTIVE

To understand that FGM is harmful to women and girls' physical and mental health and to learn some of the health effects of FGM.

Divide participants into groups of 3-4 and provide each group with a set of Health Complications Cards. Ask participants to sort the cards into two groups:

- **Common or possible health complications of FGM**
- **Health issues that are not caused by FGM**

Allow 5-10 minutes for participants to complete the exercise. Then bring the groups together to share their discussions. Going around in a circle, ask each group to name one thing they found was a health complication of FGM and one thing that they felt was not a health complication of FGM. Explain the health complications as they are raised. It is important to explain that not all women and girls who undergo FGM have health complications – everyone's experience is different and valid.

To support with the preparation of the Health Complication Cards, below is a list of health complications caused by FGM:

- **Severe pain and shock**
- **Bleeding**
- **Broken bones**
- **Backaches**
- **Infections**
- **Tetanus**
- **Urine retention**
- **Urinary tract infections**
- **Infertility**
- **Cysts**
- **Difficulties in menstruation**
- **Complications in pregnancy and child birth**
- **Increased risk of obstetric fistula**
- **Sexual dysfunction**
- **Emotional health problems**

OBJECTIVE

- *To understand the basics of FGM including: definition, types, health complications and prevalence.*
- *To expand understanding of the cultural context of FGM, reasons given for the practice, and myths and facts about FGM.*
- *To increase ability as peer educators on FGM including ability to answer difficult questions and offer peer support on FGM.*

GROUND RULES

Refer back to the ground rules established at the start of the training. Explain to participants that the session is covering a sensitive and difficult subject. If at any point in the session they feel affected by the session and want to take a break from the session, they may do.

FGM

ACTIVITY 3

– REASONS FOR FGM

OBJECTIVE

To learn about the cultural context of FGM, develop an understanding of reasons given for FGM, and to build ability to explain these to others.

Gather participants in a circle for a discussion. Ask participants if they have heard any reasons why FGM happens and record the responses on flip chart paper.

The discussion should cover the following reasons that are given for FGM:

- Culture and tradition – for many communities, FGM is a tradition that has happened for many years. Their parents, grandparents, great grandparents, etc. believed in FGM. FGM can be viewed as an important social norm, and a way to create a sense of identity or cultural belonging.
- Religion – some people may feel that FGM is a religious obligation. However FGM is not a requirement stated in the Quran (Muslim holy text) or Hadiths (the words and actions of the Islamic prophet), nor is it in the Bible (Christian holy text) or the Torah (Jewish holy text). It is more accurately described as a cultural practice which is practised by individuals of all faiths, including Christian, Muslim, Jewish and animist communities and traditional faiths. Many religious scholars and leaders have spoken out against FGM.
- Ensuring virginity / faithfulness – all around the world there are different ways that societies try to control girls' and women's sexuality. FGM can be considered to be one of these ways. Some people believe that a woman with FGM will not have sexual desires and that FGM can be viewed as a way of ensuring that she will not sleep with

anyone before she is married, or will remain faithful to her husband after she is married. FGM can also be a way of ensuring that girls or women are virgins prior to getting married. If there is a bride price paid, her parents may get more money for being able to prove she is a virgin.

- Beauty and cleanliness – some communities feel that having FGM is more hygienic, or makes the vulva look more beautiful. In some cultures, a woman who has not had FGM may be considered unclean and this may mean that others will not accept her or marry her.
- To become a woman – in some cultures FGM is performed as a ceremony that marks a girl's coming of age from a child into a woman. This means that sometimes women who have not undergone FGM would be considered as children, even if they are adults. This can affect their chances of finding a husband. Also, this may mean that they are unable to interact in the community like an adult would – they may be excluded from making decisions, or people may not want to buy things from them.

During the discussion:

- Highlight that there is often more than one reason given by communities for FGM. The majority of these reasons are based on myths and misinformation.
- It is important to de-bunk the myths around FGM, particularly the idea that FGM is a religious obligation. Explain that there is no evidence to suggest that Islam, Christianity, Judaism or any other religion supports FGM:

ACTIVITY 4 – WHERE CAN GIRLS AND YOUNG PEOPLE GET SUPPORT?

Gather participants in a circle for a discussion. Ask participants if they know where a young person could go for support if they were worried about, or affected by FGM. You can also ask if they have heard of any specific FGM support services. For each specific support service they identify ask participants to discuss:

- How they would be able to help a young person
- Why a young person may or may not want to go to that support service
- How they can encourage young people to go to that support service

Record their responses on flip chart paper.

OBJECTIVE

To identify where young people affected by, or at risk of FGM can go for support, and to be equipped to signpost to peers.

The discussion should cover the following support services for young people:

- Teacher or other education professional
- School nurse or other health professional
- Friends
- Helplines dedicated to supporting children and young people
- Social services
- Police
- FGM organisation or any other organisation working on human rights or VAWG

ACTIVITY 5 – FREQUENTLY ASKED QUESTIONS ABOUT FGM

OBJECTIVE

To gain an in depth understanding of controversial issues related to FGM and increase ability to answer difficult questions about FGM.

Explain to participants that in their role as campaigners and advocates, they may encounter complicated or difficult questions about FGM. It is helpful to practise addressing these.

Ask advocates to break up into pairs. Provide each participant a piece of paper with a difficult question written on it. Make sure that each pair has two different questions.

Ask participants to take turns assuming a character – either 1) an advocate against FGM or 2) a workshop participant or acquaintance. Each acquaintance or participant should ask the advocate their

question and the advocate should practise answering the question and debating the issue. Remind participants that in order to answer difficult questions constructively they should:

- Be patient and listen
- Avoid becoming angry or attacking
- Try to understand the background and motivation of the question
- Base responses on facts and evidence rather than getting personal
- Avoid judgement

Questions to include:

- What right do Western people have to impose their views on another culture / society?
- Is FGM an Islamic religious requirement?
- Men also get circumcised – why should FGM be treated as something different?
- If a girl gives consent for FGM to happen to her, would that be OK?
- Is FGM any different from getting genital reconstructive surgery or genital piercings?
- Wouldn't it be better if FGM was done by medical professionals in a hospital?

INTRODUCTION TO FORCED MARRIAGE

ACTIVITY 1 – WHAT IS FORCED MARRIAGE?

OBJECTIVE

To understand the definition of forced marriage, reasons given for forced marriage and the difference between a forced and arranged marriage.

Divide participants into groups of 3-4 and provide each group with a set of Forced Marriage Statement Cards. Ask participants to work in their groups to decide if the statement is true or false. The group should come to an agreement if possible.

Allow 5-10 minutes for participants to complete the exercise. Then bring the groups together to review. Ask the groups to feedback on their discussions, particularly if there were statements the group had difficulty coming to an agreement on and why there was difficulty.

Provide a definition of forced marriage based on the national definition:

Forced Marriage: A marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced marriage is a crime and subjects women to a lifetime of rape; it violates women's and girls' right to choice. (UK Definition)

Ensure that you spend time explaining and discussing the differences between a forced and an arranged marriage.

Arranged Marriage: A marriage in which families take a leading role in arranging or instigating the marriage but both parties have the free will and choice to accept or decline the arrangement.

To support with the preparation of the Forced Marriage Statement Cards please find on the opposite page examples of statements and some notes to facilitate discussions:

MARRIAGE

OBJECTIVE

- To understand the basics of FGM including: definition, types, health complications and prevalence.
- To expand understanding of the cultural context of FGM, reasons given for the practice, and myths and facts about FGM.
- To increase ability as peer educators on FGM including ability to answer difficult questions and offer peer support on FGM.

| STATEMENT | FACILITATOR NOTES |
|---|---|
| Forced marriage involves a family choosing a spouse for their child. The child can disagree with the choice. | FALSE. When someone is being forced into marriage, it means that they cannot disagree with their parents' decision. |
| Parents have the right to choose who their children marry. | FALSE. Parents may wish to propose a potential spouse for their children but the Universal Declaration of Human Rights states that marriage can only be entered into with the full and free consent of both parties. In addition many countries have specific laws that make forced marriage illegal. |
| All arranged marriages are forced marriages. | FALSE. Arranged marriages only become forced marriage if one or both spouses say no and they are still forced to accept the marriage. |
| Children who do not respect their parents' wishes bring shame on the family. | FALSE and TRUE. Forced marriage and so-called honour based violence are closely linked, as children who refuse to marry the person chosen by their parents can be viewed by the family as dishonouring their parents. Across the world, it is also widely expected that children should respect their parents' wishes, and so victims themselves may also believe they have brought shame on their family or wider community if they do not agree to the marriage. These feelings should be taken into account and addressed when offering support to anyone affected by forced marriage. |
| Identifying as, or being perceived as lesbian, gay, bisexual or transgender can be a reason for being forced into marriage. | TRUE. Some parents may believe that forcing their child into marriage will stop the person being lesbian, gay, bisexual or transgender (LGBT) or will be used to convince wider family and community members that the person is heterosexual. |

GROUND RULES

Refer back to the ground rules established at the start of the training. Explain to participants that the session is covering a sensitive and difficult subject. If at any point in the session they feel affected by the session and want to take a break from the session, they may do so. Identify a member of staff they may seek out for support if needed.

ACTIVITY 2 – ENVIRONMENT THAT ALLOWS FORCED MARRIAGE TO CONTINUE: SHAME AND RESPECT

OBJECTIVE

To explore the concepts of shame and respect and how they drive forced marriage and other forms of violence against women and girls.

SCENARIO

Tania is worried and afraid. Her parents have taken away her mobile phone because they have seen an unknown number on her call log. Her parents think she has been communicating with a boy – which would bring shame on the family. They will not allow her to go out, or even to school or college, unless her younger brother accompanies her to watch her every move. This is in order to make sure that everyone in their community will continue to respect their family. She was not allowed to come to school today because he was off on a one-day school trip.

Read out the scenario (on the left) to the participants. With another facilitator or an assistant who has been prepared before the session, act out a role play for the group around the following scenario. Make sure the words 'shame' and 'respect' are used in the dialogue:

Divide the participants into small groups of 3-4. In their groups ask them to discuss the scenario using the following questions:

- What do you think this scenario is about? What is happening?
- How did you come to your conclusion?
- Why is Tania being treated in this way?
- What might happen to her next?
- How might this type of thinking and behaviour lead to forced marriage?

Ask the groups to feedback their discussions and explore their responses with the bigger group.

Explain the importance of 'shame' and 'honour' in some communities and how they might be reasons for forced marriage.

Explain that some communities where forced marriage is practised live in a very closely knit environment with specific accepted values, traditional norms and some 'rights' and 'wrongs' that individuals within the communities are expected to obey. Women and girls' roles and

responsibilities are defined by these male dominant values and traditions.

Any woman or girl who does not behave the way she is expected to behave is considered to bring shame on her family and community.

Women and girls are expected to show their respect by accepting the decisions made for them without question.

Also explain the relationship between controlling behaviour, forced marriage and honour based violence. Explain that forced marriage is also a form of 'honour' based violence.

'Honour' based violence (HBV) is any act of violence, predominantly to women and girls, which is committed by a family or community members in order to defend their perceived honour. HBV is normally collectively planned and carried out by the victim's family, sometimes with the involvement of the wider community. It can take many forms including forced marriage, rape, forced suicide, acid attacks, mutilation, imprisonment, abduction, beatings, death threats, blackmail, emotional abuse, surveillance, harassment and 'honour' killing.

ACTIVITY 3 – WHY DOES FORCED MARRIAGE HAPPEN?

OBJECTIVE

To understand the reasons given for forced marriage.

Explain to the participants that there are many reasons why a forced marriage may occur.

Ask participants if they can think of any reasons why parents and guardians might force their children to get married.

Ask participants to call out these reasons and write them on a flip chart, asking them to clarify when necessary.

Once the discussion is finished make sure you explain the below reasons for forced marriage:

- To control unwanted behaviour and sexuality, particularly that of women, and to prevent 'unsuitable' relationships
- To uphold family honour or long-standing family commitments
- For peer group or family pressure
- To protect perceived cultural or religious ideals

- To attempt to strengthen family links
- To ensure wealth and land remains within the family
- To assist claims for residence and citizenship
- To provide a carer for a disabled family member / to reduce the 'stigma' of disability

ACTIVITY 4 – WHY IS FORCED MARRIAGE HARMFUL?

OBJECTIVE

To understand the emotional, psychological or financial consequences of forced marriage.

Explain to the participants that forced marriage is a human rights violation and is illegal in many countries around the world. Ask them to think about why forced marriage might be a human rights violation and how forced marriages may be harmful to girls, boys, women and men. Explain to them that harm is more than just physical harm but can also include emotional, psychological or financial.

Divide the participants into groups of 4-5 and ask them to work in their groups to answer the below questions:

- How might people be harmed before they are forced into a marriage?
- How might a person be harmed if they are in a marriage they didn't agree to and do not want?
- In some cases children or young people may be forced into a marriage. What specific harm might occur to children and young people? How might their lives change?

Ask the groups to feed back about their discussions. As specific harmful consequences are given write them on flip chart or a large piece of paper.

Following the discussion, explain to participants that the following things may be some of the harmful consequences of forced marriage:

- Living in fear
- Rape
- Child pregnancy (which can be harmful to a girl's health, both physically and psychologically)
- Mistrusting everyone (feeling of being controlled, watched, followed)
- Losing self-esteem
- Depression, post-traumatic stress disorder, flashbacks, nightmares, hyper-vigilance
- Isolation, loneliness, shame and silence
- Self-blame, feelings of guilt
- Self-harm, suicidal feelings
- Loss of childhood, feeling the need to grow up too quickly or becoming an adult before they are ready
- Inability to finish education or loss of employment opportunities – this can then lead to a cycle of poverty

ACTIVITY 5 – WHERE CAN GIRLS AND YOUNG PEOPLE GET SUPPORT?

OBJECTIVE

To identify where young people affected by or at risk of forced marriage can go for support and to be equipped to signpost peers.

Gather participants in a circle for a discussion. Ask participants where a young person could go for support if they were worried about, or affected by forced marriage. You can also ask if they have heard of any specific forced marriage support services.

Ask participants to discuss for each specific support service they identify:

- How would they be able to help a young person?
- Why might a young person not want to go to that support service?

How can they encourage young people to go to that support service?

Record their responses on flip chart paper.

The discussion should highlight some of the reasons why a young person may not seek or access support. These could include:

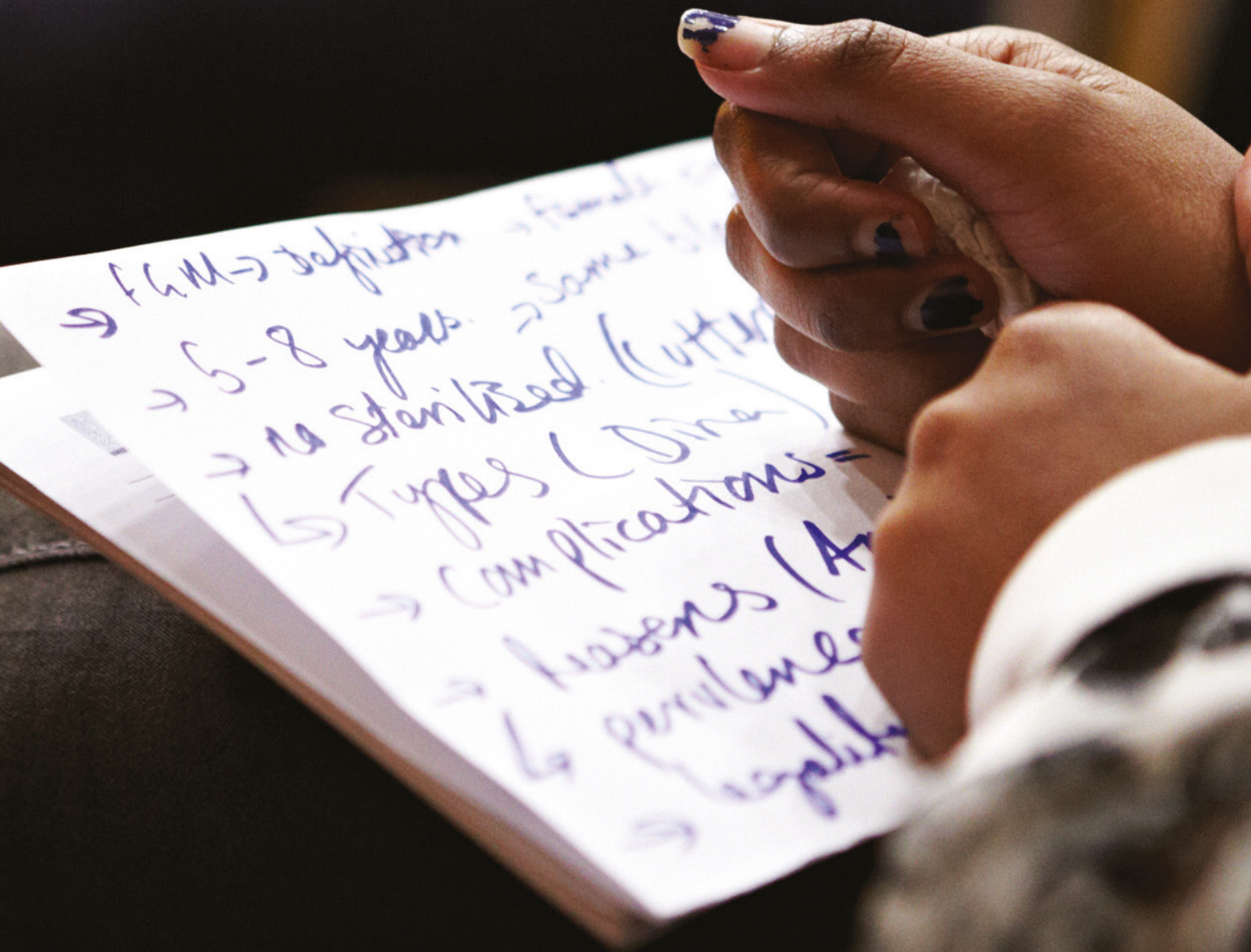
- Underestimating the threat
- Fear of dishonouring family, being ostracised by friends and the community
- Fear of losing children, family and friends
- Feelings of guilt and shame
- Constant control by the family
- Fear that accessing the service would lead to sharing information with family

- Poor perception of police and other agencies and a belief that they are not able to help
- Lack of resources including safe accommodation
- Language barriers
- Lack of recourse to public funds (not being able to access services or get financial support due to immigration status)
- Immigration status
- Fear of being found after leaving and facing reprisal from family

The discussion should cover the existing support services for young people. It may be necessary to adapt this list for your context and include relevant local services.

Consider including:

- School nurse or other health professional, teacher or educational professionals
- Friends
- Childline or any other helpline dedicated to supporting children and young people
- Social services or police
- Forced marriage organisation or any other organisation working on human rights or VAWG



BUILDING KEY SKILLS

OBJECTIVE

INTRODUCTORY ACTIVITY – QUALITIES OF A YOUTH ADVOCATE

OBJECTIVE

To explore the key qualities of a youth advocate and motivations for being a youth advocate.

In addition to having a good understanding of FGM and forced marriage, young advocates will need to develop strong skills to allow them to deliver peer to peer sessions and campaign effectively on the issues. This section introduces key skills essential for youth advocates.

Gather participants in a circle for a discussion. Ask participants the following questions. It may be helpful to record some of their responses on flip chart paper so they can be referred to throughout the training course and their time as youth advocates:

- What do they think youth advocates are?
- Why is it important for young people to get involved in VAWG issues?
- What can young people achieve by getting involved in VAWG issues?
- How might young people be more effective than adults or professionals?
- Why are they interested in becoming youth advocates?

Following this discussion it would be helpful for participants to think about important qualities for a youth advocate to have. As they come up with qualities record the responses on flip chart paper. Some suggestions of qualities can be:

- | | |
|---------------------------------|---|
| • Ability to lead change | • Risk taking |
| • Creativity | • Willingness to listen |
| • Confidence | • Optimism |
| • Courage | • High level of organisation |
| • Sense of humour | • Integrity |
| • Discipline | • Good communication |
| • Decisiveness | • Commitment to the issues and the programme |
| • Honesty | |
| • Strong knowledge | |
| • Perseverance | |

FACILITATION

OBJECTIVE

ACTIVITY 1 – FACILITATION VERSUS TEACHING

OBJECTIVE

To understand the meaning of facilitation and the role of a facilitator.

Explain to the participants that part of their role as youth advocates will be to facilitate discussions, sessions and learning. Ask the participants how they would define 'facilitation'. As they come up with definitions write them on flip chart paper. Following the discussion explain that a definition of 'facilitation' is helping participants learn from an activity.

Ask participants if there is a difference between 'facilitation' and 'teaching'. Explain that they will be doing an activity to look at the differences between 'teaching' and 'facilitating'.

Divide participants into groups of 3-4 and provide each group with a set of Facilitation and Teaching Statement Cards. Working in their groups, ask participants to group the statements into:

- Statements that apply to facilitation
- Statements that apply to teaching

Allow 5-10 minutes for participants to complete the exercise and encourage the group to come to an agreement if possible. Then bring the groups together to review. Ask the groups to feedback on their discussion and ask if there were statements that the group found difficult to come to an agreement about and why it was difficult.

To support with the preparation of the Facilitation and Teaching Statement Cards please find below examples of statements:

- *To learn how to develop and lead a training workshop or group session*
- *To understand and identify facilitation skills including using icebreakers, introducing topics and encouraging discussion*
- *To identify ways to manage conflict*
- *To build skills for providing peer support*

| TEACHING | FACILITATION |
|--|--|
| Identifies problems and proposes solutions | Group identify problems and decide on solutions through discussion |
| Starts from their own knowledge | Starts from the knowledge and experience of the group |
| Decides on and sticks to a set agenda and follows a clear, structured process | Addresses issues identified by group and remains flexible to ideas and needs expressed by the group |
| Prepares materials and presents information from the front | Uses participatory methods like discussions and activities for group to understand information |
| Information flows in one direction | Information flows in all directions, a genuine exchange of ideas |
| Has extensive knowledge and expertise on the subject | Draws out and builds on the knowledge of the group, knows where to find further information on the subject |
| Concerned about the group getting the right answer or a coming to a specific outcome | Encourages and values different views and lets go of control over the outcome, giving that responsibility to the group |
| Works for the group | Works with the group |
| Group listen, take notes or ask questions later | Group interacts and takes ownership of their learning |

ACTIVITY 2 – GETTING STARTED: BREAKING THE ICE!

OBJECTIVE

To learn about different types of icebreakers and how to use icebreakers effectively with a group.

Gather participants in a circle for a discussion. Explain to the group that it is very important to use icebreakers at the beginning of any training, session or workshop that they run. Explain that there are many different types of icebreakers which can be used at different times.

They include:

- **Getting-to-know-you icebreakers** – help people learn each other's names, find out more about each other and share personal facts, learn similarities and differences in the group.
- **Team building icebreakers** – help a group become a team and work together by building trust and communication, and making the group more comfortable with each other.
- **Fun icebreakers** – fun, entertaining and serve to put each other at ease. They also energise and motivate the group.
- **Introductory icebreakers** – set the stage for the topic that will be discussed in the workshop and are designed for this specific purpose. Often they draw out information about a group's knowledge levels on the subject, or prepare the group for activities that will come next in the workshop.

Explain that as a group they will be participating in a few different icebreakers that they can use when they are facilitating a session. Explain that after doing the icebreakers they will discuss their experience.

The group should then participate in a series of icebreakers. Try to select different types of icebreakers that have different purposes. For instructions on how to run the icebreakers, refer to Icebreakers section of the toolkit on pages 9 & 10. Examples of icebreakers that you can run with the group are:

- Names echo
- I notice that
- Emotions hallway
- I'll go with..

After leading a few icebreakers, encourage participants to come up with their own and run them with the group.

Following the icebreakers, discuss the following questions:

What did you feel was the purpose of the icebreaker?

- Which icebreakers helped you get to know the group? Which ones helped you build trust and communication? Which ones made you feel more at ease?
- Do you feel any different after the icebreakers?
- What are some of the things that the facilitator said or did that made it easier for you to participate? What are things you would need to consider when running your own icebreakers?



ACTIVITY 3 – INTRODUCING YOUR TOPIC: GETTING THE BALL ROLLING!

OBJECTIVE

To to learn how to introduce a topic for discussion in a group setting.

Explain to participants that part of their role as youth advocates will be to facilitate trainings, sessions and workshops where they introduce the topics of FGM and forced marriage. Explain that the next activity will help them think about different ways that they can introduce topics during the sessions they deliver. Remind them about the discussions they had around facilitation and also to think back to how they were trained on FGM and forced marriage.

Explain that it is important to make participants feel comfortable to contribute. This can be done by finding out what their audience already knows about the topic. Explain that this also ensures that the workshop will be new and useful for their audiences and helps the audience learn from each other.

Ask the participants to come up with ways they could introduce a topic and find out what their audience already knows. Write up their responses on flip chart paper and discuss them. Ensure that the following suggestions are included and explained:

- **Brainstorming** – write the topic on a flip chart and then ask the group to call out anything they know about the topic. Write these down on the flip chart. The facilitator can also add items once the audience members are finished. It may also be helpful to group or categorise the information that is given.
- **Quizzes and group discussions to specific questions** – this can be a good way to find out what audience members already know. It is important that the questions asked are not very difficult and are used as a way to get audience members talking and sharing the information they know.

It might be helpful to ask participants to take turns practising introducing a topic and facilitating a way to find out what people already know about it. Once a participant has practised, it would be helpful for them to get feedback and constructive criticism from the rest of the participants.



ACTIVITY 4 – PROMOTING DISCUSSION AND DEBATE: GETTING PEOPLE TALKING!

OBJECTIVE

To learn different tools and activities for encouraging discussion and debate in a group setting.

Explain to participants that in their role as youth advocates it is important to create spaces for discussion and debate, particularly with difficult and sensitive subjects like FGM and forced marriage.

Discussion and debates are useful ways to share opinions, see both sides of issues and learn to respect others' points of view.

Ask the participants to come up with ways that they could facilitate discussions during the sessions that they run.

Write up their responses on flip chart paper and discuss them.

Ensure that the following suggestions are included and explained.

- **Attitude barometer (agree /disagree):** facilitators should divide the room into two sides and label them 'agree' and 'disagree'. The centre will be 'not sure'. Read a statement about the topic (for example, "FGM is a religious requirement") and ask participants to stand on the corresponding side of the room according to their opinion on the topic. Explain to them that it is a continuum so they can stand anywhere in the room that indicates how they feel. When participants have taken their places ask them to explain why they chose to stand there. Explain to the participants that they are able to change their position during the debate if their opinion shifts.
- **Mock court:** explain that this activity is particularly useful in groups where most of the members are on the same side of an issue, as it encourages participants to see issues from different perspectives and builds their skills to answer difficult questions. This activity can also be a useful way to address some of the barriers to the fulfilment of human rights, as the barriers can be put 'on trial' and solutions explored. Ask for volunteers to take the role of judge, prosecutor and defence. Depending on the size of the group the facilitator may have to pick the jury. Assign the group an issue that will be debated in the court. Allow each side to present their arguments and allow the judge to facilitate debate. If appropriate, encourage participants to look at relevant legislation in making their arguments and decision.

It might be helpful to ask participants to take turns practising how they would facilitate and manage a group discussion.

Once a participant has practised it would be helpful for them to get feedback and constructive criticism from the rest of the participants.

ACTIVITY 5 – PROVIDING PEER TO PEER SUPPORT

OBJECTIVE

To develop key skills for providing peer support.

Explain to youth advocates that they will be facilitating about difficult issues and it is possible that some of their participants may have had personal experiences which could mean that they may require support. It is therefore important for them to have some skills in order to address situations like this.

Ask the group to brainstorm what skills they feel would be important in supporting someone. Record these on flip chart paper and discuss them.

Include in the discussion:

- Being non-judgemental
- Using active listening skills
- Being empathetic
- Having good communication skills
- Asking questions sensitively
- Signposting

Explain to participants that they may encounter situations where they feel the person may need more help and it is important for them to know where they can signpost the person to. Ask participants where they would recommend for someone get help if they were in this position.

Record these, and provide additional support resources if necessary. Make sure that participants are given relevant literature and contact details to take away. Remind them that they can always turn to their youth worker or supporting organisation for help on how to respond or

for specific contact details and information about support services.

Ask participants to think about a situation regarding FGM or forced marriage that another person may be going through and may ask them about. Ask participants to divide into pairs and role play providing 'peer support' in order to practice their skills.

Allow five minutes for the first 'peer supporter' to practise, and then ask the pairs to switch places and allow another five minutes. Ask the participants to come back together as a large group.

Ask each pair to feedback on their experience, in particular thinking about the following questions:

- How did you feel being the 'peer supporter'?
- How did you feel asking for support? How did the 'peer supporter' make you feel?
- Did you notice any of the skills we discussed before the role plays? How do you think these affected the situation?

Finally, allow space to address any issues that were raised in the role plays.

ACTIVITY 6 – MANAGING DIFFICULT SITUATIONS

Explain to the participants that in their role as youth advocates they will likely come up against difficult situations or face challenges. Ask the group to think about the following questions and record their responses on flip chart paper:

- What are some difficult situations or conflicts you have faced in the past while working with a group? How did you handle them?
- What are some challenges or difficulties that might face a youth advocate or facilitator? How could they manage these situations?

OBJECTIVE

To learn key skills for conflict management.

Some potential challenges and ways to manage them are in the table below.

It might be helpful to role play specific challenging situations with the participants. This can either be done in large group settings or in pairs. Participants should be given the opportunity to feedback once they have completed the role plays.

| CHALLENGE | HOW TO MANAGE IT |
|--------------------------|--|
| Difficult questions | <ul style="list-style-type: none"> • Prepare – it is important that facilitators prepare and know about the subject that they will be facilitating, read through materials and become familiar with the information. • Think about potential questions before the session and come up with a response. • Do not be afraid to say you do not know. It is fine to say that it is a good point and you can get back to them later with the information. • You can always contact your youth worker or supporting organisation if you feel you can not answer a question |
| Handling dominant people | <ul style="list-style-type: none"> • Give them responsibility in the group such as note taker • Reinforce ground rules of listening to each other • Limit their air time and create equality • Delegate tasks and encourage others to be the spokesperson for the group • Use talking tools (e.g. give 3 matchsticks to each participant and explain that they have to give one up for every comment they make to ensure that everyone is being treated equally) |
| Working with shy people | <ul style="list-style-type: none"> • Include small group discussion exercises • Let participants know beforehand that they will be feeding back • Find out if there are reasons for their silence • Use role plays and icebreakers to build their confidence in the team • Encourage them individually |
| Conflict | <ul style="list-style-type: none"> • Encourage and create an open and respectful environment • Conflict is not always a bad thing – a lot can be learnt if the process is handled effectively • Acknowledge the conflict • Give individuals time to speak and listen – encourage them to challenge the opinion not the person • Try to find out the cause • Help lead the group to an agreement, encouraging mutual respect • Diffuse the disagreement if it is getting aggressive and remind the participants of the ground rules • If it is unrelated to the session, encourage them to resolve the disagreement later |

COMMUNICATION SKILLS

ACTIVITY 1 – WHAT IS COMMUNICATION?

OBJECTIVE

To understand the difference between verbal and non-verbal communication and to build non-verbal communication skills.

Remind participants that good communication skills were one of the key qualities of a youth advocate. Ask the participants to brainstorm the meaning of communication. Discuss this and record their responses on a flip chart or large piece of paper. Summarize the discussion by explaining that:

- In communication, the sender transmits a message to one or more receivers. Explain that communication is both verbal and non-verbal.
- Verbal communication: the use of words or the sharing of information between individuals by using speech. Within verbal communication we can distinguish between written and oral communication.
- Non-verbal communication: communication that does not rely on language, words or speech, but instead conscious or subconscious expressions, such as body language, gestures, eye contact, tone of voice. Only one third of all communication is verbal, so non-verbal cues are very important in communication.

Ask participants to break into groups of 3-4. Give each group one set of Statement Cards and one set of Emotion Cards (prepared in advance using the list opposite, either in an envelope or other container). Instruct groups not to look at the cards. In each group, participants should take turns drawing one card from each set and reading out loud the words on their Statement Card or expressing the feeling on their Emotion Card. The other participants in

the group should try to guess the emotion on the card. After each statement, both the slips of paper are placed back into the envelope or container for the next person to draw from a full set.

Give the groups about 5-7 minutes to go through the cards.

Statement cards:

| | |
|------------|--------------|
| I'm sorry | Goodbye |
| I love you | That's funny |

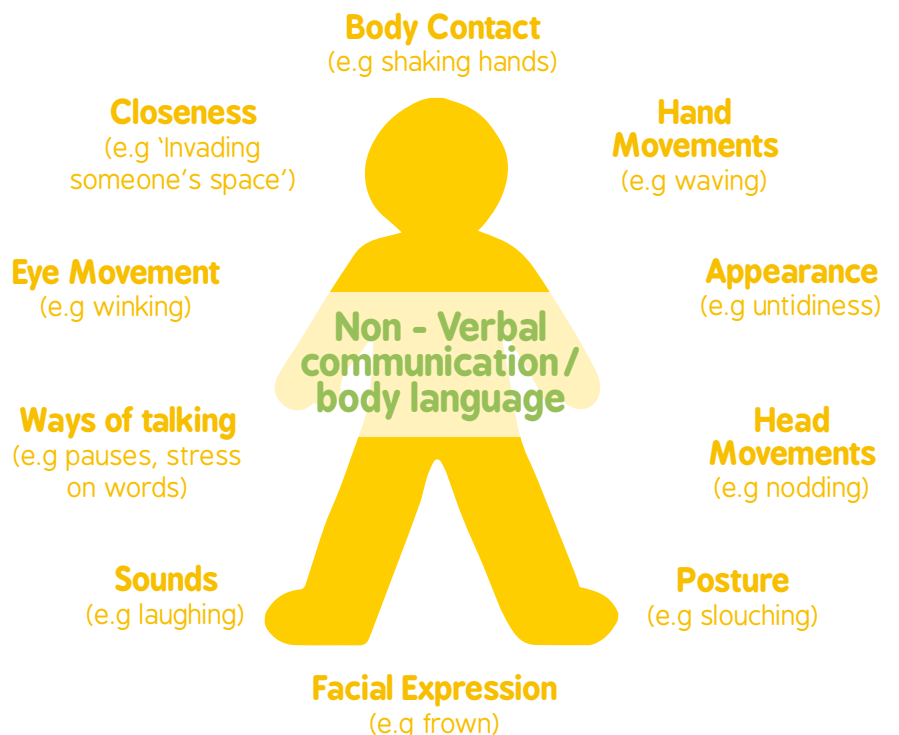
Emotion cards:

| | |
|-----------|-----------|
| Surprised | Sad |
| Sincere | Angry |
| Happy | Sarcastic |

Following this, ask the groups to come back together and share with the group one of the statements/emotions. Then, lead the group in a discussion about verbal and non-verbal communication by asking what specific things they did in their groups to get their emotion across to others? These are elements of non-verbal communication. Write these as a list on flip chart paper.

OBJECTIVE

- Participants understand elements of effective communication including verbal and non-verbal communication, assertive communication, negotiation and active listening.
- Participants build non-verbal and assertive communication skills as well as negotiation and active listening skills



ACTIVITY 2 – PASSIVE, AGGRESSIVE AND ASSERTIVE COMMUNICATION

OBJECTIVE

To understand the difference between passive, aggressive and assertive communication and to build assertive communication skills.

Gather participants in a circle for a discussion. Ask participants to share a real situation that involved communication that was either passive, aggressive or assertive. Ask them to discuss what was negative and positive about each of their experiences. Following this discussion ask the participants about key tips to ensure effective and assertive communication. Record their responses on flip chart paper. Suggestions for tips include:

- Speaking calmly, clearly and firmly
- Listening to what others have to say
- Do not raise your voice or lose your temper – that is being aggressive
- Do not mumble or speak so quietly that you aren't heard – that is being passive

Following the discussion ask the participants to role play some of the situations discussed at the start of the activity (with passive, aggressive or assertive communication). In pairs they should role play the scenarios to see what they would have done to ensure that assertive and effective communication was used. Once they have completed this they should feed back about how they found the experience.

ACTIVITY 3 – NEGOTIATION AND DECISION MAKING: WHO LEAVES THE ISLAND?

OBJECTIVE

To develop leadership and debating skills and to build effective negotiation skills.

Explain to the participants that they will be taking part in a negotiation, pitching and decision making exercise. Explain that all of them are stuck on a desert island and that there is only one empty seat on the aeroplane that is leaving the island.

Participants must come up with a story to convince the others that they deserve to have the empty seat. The story can be whatever the person wants, it can be changed and details can be added. The participants can use any form of communication (however remind them to consider others' feelings and recognise that it is most important that everyone still feels safe and comfortable).

Following a period of discussion, the group must come to a consensus to decide who leaves the island on the plane.

Once the decision has been made ask the participants to feedback on the process and in particular discuss which communication style they found the most convincing and why.

ACTIVITY 4 – ACTIVE LISTENING

OBJECTIVE

To understand the meaning of active listening and to build active listening skills.

Explain to participants that in their role as youth advocates they must be able to listen actively. A good facilitator is one who does more listening than speaking. As a youth advocate they need to be able to listen to others' opinions and encourage others to explore and express their opinions.

Ask the participants to think back to a time that they felt truly listened to. They should then think about the things that the other person did or said that made them feel like they were being listened to. Ask the group to feed back about this and record their responses on a flip chart paper.

- Explain to the participants that techniques of active listening include:
- Asking open ended questions: 'how so?', 'in what way?', 'tell me more'.
- Paraphrasing: paraphrase the speaker's message and repeat it back to them to check you have understood them.

Non-verbal acknowledgement: using body posture, eye contact, nodding and smiling to send the message that you are listening attentively to what the speaker is saying.

Ask the participants to work in pairs to role play different listening techniques. Explain that Participant A will talk about something that they are interested in for 2 minutes, while Participant B will act like they are not listening. Next Participant A will talk about something they are interested in for 2 minutes. This time Participant B will actively listen. Once this is completed they should do the activity again, but this time Participant B will be talking, while Participant A is listening. Once they have completed the exercise ask participants to feed back on their experience and their feelings.



COMMUNICATION STRATEGIES & ENGAGING OTHERS

ACTIVITY 1 – IMPORTANCE OF A COMMUNICATION STRATEGY

OBJECTIVE

To understand the elements of a communication strategy.

Explain that as youth advocates they will be communicating and conveying key and important messages about FGM and forced marriage to lots of different people. It is important for participants to think about, not only what they want to communicate, but also how they should communicate the information to different audiences to make sure that they are effective in creating change.

A communication strategy is a document that clearly outlines how your communication tools, messages and methods will help create the change that you are trying to achieve. It is important to make sure that the information you want your audience to hear is simple and easy to understand. You should tailor your message, wording and tone to your audience and their expectations.

Explain that it is important that your communication strategy clearly defines:

- **Goals and objectives:** it is important that you clearly and effectively communicate: who you are, what you want to achieve, how you are going to achieve this and why you want to achieve it.
- **Target audience:** it is important to consider who your audience is, how and why they would relate with you and your cause and what motivates them to join in and stay with you. It is also important to consider whether or not your target audience uses and engages with the communication channel you want to use.
- **Message:** it is important that your key messages are clear. To maximise impact you should be able to summarise your case in three key points, which should be constantly repeated. Communication is all about story telling – use interesting narrative, human interest stories and captivating imagery.
- **Tools and activities:** these are the specific types of communication tools and methods you are going to use (e.g. newsletter, Facebook, blogs etc.) Your tools and activities should be identified by considering your audience and message.
- **Resources and timescales:** in order to ensure that your communication strategy is used you must think about the resources you have available (both human as well as financial). You should determine who is going to be responsible for various communication activities and when they should complete activities.

OBJECTIVE

- *Participants understand elements of effective communication including verbal and non-verbal communication, assertive communication, negotiation and active listening.*
- *Participants build non-verbal and assertive communication skills as well as negotiation and active listening skills*

ACTIVITY 2 - COMMUNICATION TOOLS

OBJECTIVE

To learn about different methods of communication and how to choose effective methods of communication.

Ask participants to think of different methods of communication that organisations or individuals can use to communicate with their audience and the people they want to reach. Record these on flip chart paper and discuss them together. Examples to include in the discussion are:

- Website
- Email
- Social media: Facebook, Twitter, YouTube, Instagram
- TV
- Radio
- Post and letters
- Newspaper
- Face to face
- Community boards
- Word of mouth
- Music
- Theatre

Divide participants into groups of 3-4 and ask each group to choose three of the communication tools identified. As a group, ask them to answer the following questions for each tool they have selected:

1. What are the advantages of this method of communication?
2. What are the disadvantages?
3. What target audience may this method appeal to?
4. What type of message would work well with this method of communication?

Allow 5-10 minutes for participants to complete the exercise. Then bring the groups together to review. Ask the groups to feedback on their discussion and think about how the discussion might help them in creating their own communication strategy.

ACTIVITY 3 – WHAT IS SOCIAL MEDIA?

OBJECTIVE

To understand how social media can be used for activism.

Explain to the participants that the next section of the training is going to focus more specifically on social media as a communication tool. Ask the participants to discuss the following questions in pairs:

- What are some examples of social media?
- Which forms of social media do you regularly engage with?

Bring the group together and ask them to feedback. Record on flip chart paper. Then provide participants with some statistics on the reach of social media:

- One in every nine people on earth is on Facebook
- More than 250 million people access Facebook through their mobile devices
- YouTube has 490 million users who visit every month
- YouTube generates 92 billion page views per month
- People upload 3,000 images to Flickr every minute
- Flickr houses over 5 billion images

- 190 million average tweets per day occur on Twitter
- Twitter is adding nearly 500,000 users a day

Then ask participants why they use social media. Record their responses on flip chart paper. After the discussion explain to the participants that some of the reasons organisations and causes might use social media include:

- To build relationships with people who are interested in your topic and support you
- To have a way to contact people to let them know about activities and campaigns
- To fundraise for your cause or organisation
- To raise awareness about your organisation or cause
- To influence people and change minds
- To gain information about wider issues and attitudes
- To be part of the conversation – to respond to news and opinions
- To influence decision makers

ACTIVITY 4 – HOW TO USE DIFFERENT FORMS OF SOCIAL MEDIA

Prepare a presentation on the different types of social media including the following tips for each.

General tips:

For an organisation it is important to know the key message you are trying to convey – be consistent about your “brand”.

Your social media presence and platforms can be interconnected – your Facebook page could be linked to your website, your

OBJECTIVE

To understand how to use Facebook, Twitter and blogs effectively.

twitter account or your blog. This is an opportunity for getting your message heard to a wider audience at all times.

Use social media responsibly – speed and informality can make it easy to forget that it is public.

Consider the risks: are you hurting someone? Will there be legal implications to what you say? Will this affect you in the future (your employers and family can see it)?

Facebook:

- Facebook can be the ‘heart’ of your social media presence
- Try to use visuals, video, etc. – this is called ‘rich media’
- Try to drive interaction with your audience – ask questions to get people engaged
- Link to relevant articles or interesting pages
- Try not to post multiple times a day

Twitter:

- Twitter is your organisation’s news feed and mouthpiece
- You can post multiple times per day
- You have to keep messages short
- You can ‘retweet’ content from other organisations and activists. This can link you to others working on your issue and to the wider issues. You can also help promote others this way.
- You can engage in discussions with your audience
- Try to be informal and authentic
- It allows you to learn at your own pace, it opens your mind to different issues, activists and forms of activism
- Breaking news can be more readily accessed on twitter
- Use hashtags to increase the number of people who see your post. Hashtags are a way to mark the topic of your tweet. They can be included anywhere in a tweet. People who search for a certain hashtag, or click on a hashtag (for example #EndFGM #righttochoose) will then see a feed of tweets including that hashtag – so more people will see your post!
- Try to time particular tweets with a specific time, a significant day or with a programme or policy that generates lots of dialogue

Blogs:

- Blogging can be a way to share your story, your experiences and your thoughts
- Blog posts can be longer and more in depth than other forms of social media
- You can reach out to and engage with others in the blogging community for your issue – you can also use these relationships to promote each other, share each other’s work and increase your traffic
- You can start a blog using WordPress – it is free and easy to use
- Know your audience
- Know your content – an informed blog is a good blog
- A well written blog will get repeat traffic
- Know your key message and argue it well
- Connect to current issues to generate traffic
- Link to other writers and sites to generate interest
- Say something different!

PROJECT PLANNING & MANAGEMENT

ACTIVITY 1 – WHAT IS A PROJECT?

OBJECTIVE

To understand the definition and main elements of a project.

Gather participants in a circle for a discussion. Ask them to brainstorm together to find a meaning for the word 'project.' Record their responses on flip chart paper. Explain that a project can be defined as:

- A proposed or planned undertaking
- An individual or collaborative enterprise that is carefully planned to achieve a particular aim
- "A project is goal orientated. It consists of connected and interrelated tasks and activities, which typically have some elements of dependency between them. A project has limited duration with a fixed start and end point and has some elements of uniqueness."
- Projects have limited time frames and specific goals

Then, ask participants to give examples of a project. Record these on flip chart paper. Some examples that may be included are:

- A campaign
- A research project
- Planning an event
- A building project
- Developing a new product
- Designing a new service

Explain that there are many types of projects, big or small. To see if something is a project, you can ask yourself the following questions:

- Is the activity specific? Is it different from our day to day?
- Does it have goals?

- Can you measure to tell if you have achieved the goals?
- Does it have tasks that relate to each other?
- Does it have a set start and end date?

ACTIVITY 2 – PROJECT MANAGEMENT

OBJECTIVE

To gain a broad understanding of the main elements of effective project management and SMART project design.

Ask participants to think back on the definition of a project and then deduce a meaning for the term 'project management'. Record their responses on flip chart paper. Explain that project management is:

Applying skills, knowledge and resources to make sure that a project meets its goals. This will likely include:

- Effective planning
- Balancing resources (including money) with time, quality, and expectations
- Tracking progress of the project

Explain that the key to a successful project is in the planning. Creating a project plan is the first thing you should do when you start any project. It is important to clearly outline:

- Project goals
- Project time-frame and schedule
- Project deliverables (physical things that will be created) and targets
- Resources allocated to the project – both money, support and people working on the project

OBJECTIVE

It is important to make sure your project is SMART. This means:

- **Specific:** state clearly what the aim and intended objectives and outcomes are
- **Measurable:** how you can prove you achieved what you wanted
- **Achievable:** be realistic, taking into consideration your constraints or limitations
- **Relevant:** activities and projects should be linked to needs, aims and outcomes
- **Time bound:** it must have clearly defined start and end times.

ACTIVITY 3 – SETTING UP A PROJECT

OBJECTIVE

To understand the steps of planning a project.

Explain to participants that before starting any project it is important to go through a 'project planning cycle' which will help them think through their project. The steps of the project planning cycle are:

- **Need:** Why does the work need to be done? Remember that the need may be voiced or perceived.
- **Aim:** What are you trying to achieve? An aim is general and broad and communicates what you are working towards.
- **Objectives:** The more specific things that you will accomplish on the way to achieving your aim.
- **Methods:** How will you meet your objectives and achieve your aim? Consider the range of ways you could do this and then narrow it down and state your specific methods.

- **Implementation:** This is the stage when the work happens! Consider all the practicalities and how they relate to each other.
- **Evaluation:** Define what success looks like – how will you know you met your objectives and your aim? Did the project run according to plan?

ACTIVITY 4 – PLANNING YOUR PROJECT!

OBJECTIVE

To practise designing a project and put into action effective project planning.

Divide participants into groups of 3 - 4. Provide them with the following activity:

- The group is given 500 Euros that they can use to develop a project to work with young people on the issue of FGM and/or forced marriage. BUT... the money will only be given to the group if they write up a detailed project plan of how they are going to spend the money.
- Explain that everyone on the team must have a role on the project team and must present their role. Encourage the participants to think about the learning they received in the session while they plan their projects.
- Explain that as a group they will be pitching their projects to the rest of the participants. Explain that the participants will be allowed to ask them questions to find out more about their project. Explain that once all the teams have pitched their projects the whole group will make a decision on the two projects they feel should be given the 'money'. This can be done by individual participants anonymously picking two projects. The two projects with the highest score will win.
- If participants are comfortable they can discuss why they felt some project plans were strong and how other project plans can be improved.

- *To learn the main elements of project planning and management including SMART project planning.*
- *To understand the concepts of: need, aim, objectives, methods, implementation and evaluation.*
- *To practise and build skills in project planning.*

ACTION PLANNING

ACTIVITY 1 – VISIONING CHANGE

OBJECTIVE

To reflect on their vision for the future and the pathway to change.

Provide participants with large paper and coloured markers and ask them to create a drawing of the future and how they would like the world to be. Then, ask them to create another drawing of the present.

Ask them to identify the changes that need to happen to move from the present to the future in their drawings.

Allow 10 -15 minutes for participants to complete their drawings. Then, going around in a circle, ask each participant to share their drawing with the group and identify the change they wish to see.

ACTIVITY 2 – THE ISSUE

OBJECTIVE

To identify root causes, structural causes and problems contributing to FGM and forced marriage.

Advocacy begins with an ISSUE. The issue is what drives us to speak out, ask questions and create change. This is also what needs to be communicated to our audience.

Explain that the project is working on FGM and forced marriage and this is our issue. However, it is important to break the issue down in order to better understand it. We will break it down into:

- **Root causes** – what institutions and ideas drive the issue? (e.g. patriarchy, inequality, poverty)
- **Structural causes** – what structures, policies and practices 'hold the problem up'? (e.g. lack of training, inadequate laws)
- **Problems** – What problems do you see? (e.g. professionals do not know about FGM, people do not know about sexual health issues, FGM is not reported)

Explain that to break down our issue, we will be using an 'issue tree'.

Ask participants to break into groups. Provide each group with cut outs of roots, branches, and leaves (prepared in advance).

Ask each group to identify:

- **Root causes** – write these on the roots
- **Structural causes** – write these on the branches
- **Problems** – write these on the leaves

ACTIVITY 3 – RESEARCH

OBJECTIVE

To build knowledge around FGM and forced marriage and understand the importance of research informed projects and activism.

Explain that now that we have identified our issue, it is important to do some research to understand:

- What is the current situation?
- Who does this issue affect? How? Why?
- Who is involved?
- What needs to change?

Break participants into groups and allow 30-45 minutes for them to do some research on the topic using either:

- Prepared resources or articles
- Internet research

You may find it useful to prepare a worksheet for participants to fill in regarding the issue, or assign each group a particular question to investigate. Once participants have completed their research it would be helpful to review the issue and see if there are any root causes, structural causes or problems that they had not identified, and which they now want to add to the tree.

ACTIVITY 4 – AIMS AND OBJECTIVES

OBJECTIVE

To understand the meaning of an objective and to identify objectives for their project.

Explain to participants that now that they have identified the issue and conducted research they can decide on how they are going to tackle the issue. They have already established their aim (this is the world that they would like to see) and have gained a better understanding of the issue by breaking it down and doing their research.

They will then have to identify the objectives of their project. Explain that objectives:

- Look at how they will get from the present situation to their aim – how does the change happen?
- Are the milestones that we reach on the way to our aim.
- Are therefore more specific than their aim.

Explain that they will continue to build the tree – this time adding 'fruits'. They should think of the fruits as 'opportunities for change' on the tree and these will be their objectives. These should link to the problem. For example:

If the problem is 'teachers don't know about FGM and forced marriage' the objective can be 'provide training for teachers on FGM and forced marriage'.

Ask participants to continue working in groups to come up with objectives. Write these on the 'fruit' cut out pieces.

OBJECTIVE

- *To reinforce their knowledge of the main elements of project planning.*
- *To build skills in project planning.*
- *To create a project plan to tackle FGM and forced marriage.*

Explain to participants that it is now time to use the training they have received to plan their own projects.

ACTIVITY 5 – PLANNING YOUR ACTIVITIES

OBJECTIVE

To practise project planning and to create a project plan around FGM and forced marriage.

Ask participants to choose one objective to address from those the group identified.

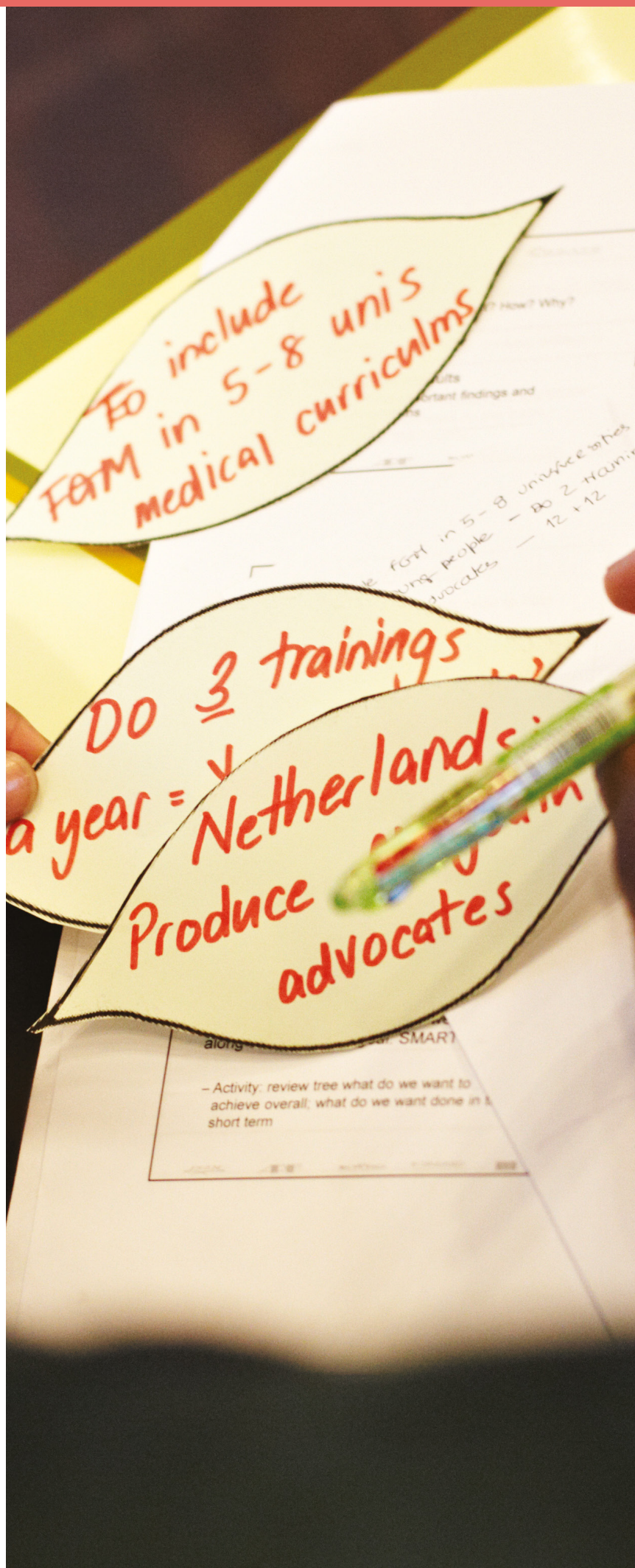
Then, provide participants with the 'Planning Your Activities' sheet (see Appendix 2). Explain to participants that now that they have clear objectives, they will need to create a plan for how they will meet their chosen objective. The plan should include:

- **Activities:** what needs to happen to meet the objective?
- **Target audience:** who is the activity directed at?
- **Support:** who can help them with their activities?
- **Resources:** what do they have? What further resources will they need? If there are further resources the plan should include how they will get them.

After they have completed the first section of the worksheet, they should then think about:

- **The steps and actions** they should take to complete the project
- **When** activities will take place – it is important to have a timeline which includes all major milestones and deadlines
- **Where** activities will take place
- **Who** will do each task – they should have a project team and make sure each member is clear about their commitments

Allow 45 minutes - 1 hour for groups to work on this. After this time, ask each group to present their project plan to the rest of the participants.



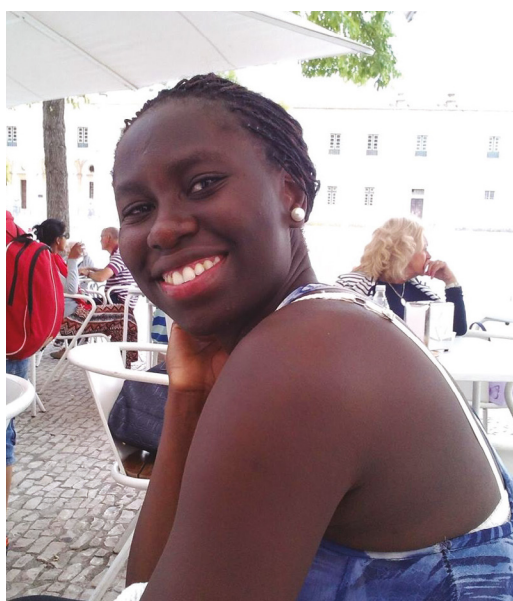
| | | | | |
|--|---|---|---|---|
| What is your specific objective? | 1 | | 2 | |
| What activities will you do to meet your objective? | a | b | a | b |
| Who is your target population | | | | |
| Where will the activity take place? | | | | |
| When will the activity take place? | | | | |
| What resources will you need? | | | | |
| Who is responsible for the activity? | | | | |

PART 3

YOUTH ADVOCACY IN PRACTICE THE CREATE YOUTH-NET PROJECT

PROFILES OF SOME OF THE YOUTH ADVOCATES

Linda Pereira
Portugal



Forogh Abdullahi
United Kingdom



Asha Salad
The Netherlands



Ruqaya Mohamed
United Kingdom



THAT'S HOW YOU DO IT! ACTIVITIES OF THE CREATE YOUTH NET PROJECT

YOUTH CAMPAIGNS AND EVENTS

The 'See, Hear, Speak' Campaign

Youth advocates from Lisbon, London and Amsterdam mobilised other young people in a collective effort for International Day for the Elimination of Violence Against Women on 25th November, 2014. The campaign was a 'flash mob' held in a busy public location during rush hour in each city. The theme was See, Hear, Speak to End female genital mutilation and forced marriage in Europe and around the world.

- Lisbon, Portugal: the flash mob was held at **Cais do Sodré**, a railway station. APF organised the flash mob with the support of REFER (Rede Ferroviária) and the participation of UMAR (Women's Collective Alternative and Answer), ANFR (National Association of Street Football), Musqueba Movement (Association for Promotion and Valorisation of Guinea-Bissauan Women), Group of Young Mediators of APF Lisbon, and Batoto Yetu Association.
- London, United Kingdom: the flash mob was held in one of the major shopping areas and tourist attractions, **Covent Garden**. FORWARD and IKWRO united dozens of young people from around the city, with help from Vaccines for Violence, a local youth group.
- Amsterdam, the Netherlands: the flash mob was organised in Amsterdam Central Station, where FSN mobilised 17 young people.

In addition to the flash mob, youth advocates participated in street advocacy and spoke to the public about the issues of FGM and forced marriage in Europe. They also asked the general public to sign their petition calling for the European Union to engage, enable and empower young people to create change and end FGM and forced marriage. Over 400 people signed the petition, which will be delivered to the European Commission and Members of European Parliament in each of the three cities.

Organising the flash mobs took hours of planning, choreography and practice but the events were a success in all three cities!

To see a video of the Flash Mob please follow the below link:

<https://www.youtube.com/watch?v=jcgwynzVs-Y>



Will you, like us, SEE, HEAR and SPEAK to end FGM and forced marriage?

Living room conversations, home visits and the Group Information Meetings

In Amsterdam, youth advocates spread their messages against FGM and forced marriage through 'Living room conversations', home visits, and Group Information Meetings.

Youth advocates received training on communication skills and motivational speaking. In the training, they performed several role plays to practise conducting the living room conversation and group meetings with the help of a trained actor. Youth advocates also received training on organising the Living room conversations in which they were encouraged to think about:

- What is the purpose of the home visit?
- Who is your target audience?
- How do you start a conversation?
- What will you say during the conversation?
- How can you handle resistance?

With the **home visits**, youth advocates were encouraged to start with visiting families who they knew well to build their confidence speaking about the subject. Then, the participants moved on to other families. Home visit families are usually identified through word of mouth or by local community leaders.

Living room conversations, which the youth advocates also participated in, were organised by a friend or family member, who then invited other friends or extended family to their home. Most groups were made of four to eight women, men and young people. The youth advocate facilitated a conversation about FGM with this group.

Youth advocates also held **Group Information Meetings** which were organised by community based organisations. There would usually be 25-35 people attending a Group Information Meeting. Youth advocates provided information about FGM in these meetings in the form of a debate, presentation, film, or other forms, alongside other guest speakers invited by community organisations, such as health professionals, religious leaders and other activists against FGM.

Building relationships: a network of youth advocates

Using social media to connect youth advocates

It was important that we kept young people engaged and in communication with each other during the project. This was particularly important as the young people involved not only had very busy lives, but also lived in different cities and countries. To keep everyone informed and involved:

- A Facebook chat group was created and the youth advocates were invited.
- A WhatsApp group chat was created for more simple and practical messages.
- Initially although the Facebook group was created to exchange information and ideas and hold discussions, it also became a social group – advocates asked each other about their daily lives, how projects were going, and helped to motivate each other.

- The use of social media not only made it easier to keep in contact with youth advocates, but also allowed the youth advocates to get to know each other and develop relationships.

Youth advocates conferences

The CREATE Youth-Net project aimed to create a network of advocates against FGM and forced marriage around Europe in order to establish a support network for young people speaking out on the issues, as well as creating a strong voice for the youth campaign in the EU.



Youth Advocates met three times during the project:

1. Initial Youth Advocates Conference in London (organised by FORWARD) provided an opportunity for advocates to meet each other for the first time and receive training on FGM and forced marriage as well as key skills necessary for their projects.
2. Mid-term Youth Advocates Conference in Amsterdam (organised by FSAN) was a space for peer learning and collaboration. Advocates presented the progress on their projects and found out what their partners in other countries were doing.
3. The final Youth Advocate Conference in London (organised by IKWRO and FORWARD) allowed the youth advocates to showcase and present their work to a wider audience. The public conference held at Amnesty International Action Centre was attended by 54 professionals. This conference was also a space to reflect on the journey of the project and think about the next steps for the youth campaign in Europe.



PART 4

ORGANISATIONS

Portugal:

UMAR – Women's Collective Alternative and Answer

www.umarfeminismos.org/
E-mail: umar.sede@sapo.pt

Women's association formed in 1976 focusing on the right to contraception and abortion, the fight against domestic violence and promoting gender equality in political decision-making bodies.

Musqueba Movement – Association for Promotion and Valorisation of Guinea-Bissauan Women

www.facebook.com/movimentomusqueba
E-mail: geral.projetoemusqueba@gmail.com

Non-profit association founded in 2011 that aims to promote, value and train Guinea-Bissauan women as agents of change and progress in their homes and community.

ANFR – National Association of Street Football

www.futrua.org
Email: geral@futrua.org

Non-profit organisation formed in 2009 that uses street football as a social innovation strategy, through socio-educational and cultural intervention with the objectives of promoting human development and social inclusion of citizens.

AFABD – Association of Sons / Daughters and Friends of Bula in the Diaspora

Praceta Antonio Duarte, Lote 6 1º Esq.
– Urbanizacao Casal da Boba, 2700-932 Amadora

Non-profit association that aims to promote intercultural dialogue and integration into Portuguese society of individuals from Bula, a region in Guinea-Bissau.

AFAFC – Association of Sons / Daughters of Friends of Farim Cumusse

E-mail: associacaofilhosamigosfarim@gmail.com

Non-profit association that aims to promote intercultural dialogue and integration in the Portuguese society of individuals from Farim, a region in Guinea-Bissau.

Netherlands

Veilig Thuis

www.vooreenveiligthuis.nl

The advisory and reporting centre for domestic violence and child abuse with regional organisations where victims, perpetrators and bystanders can go for expert help and advice.

GGD GHOR Nederland

www.ggdghor.nl

The Association of GGD's (Community Health Services) and GHOR (Regional Medical Emergency Preparedness and Planning) offices in the Netherlands which aim to promote the interests of the 25 GGD's and GHOR offices, to promote public health and safety

and to improve the quality within the public health and the members of the Association. There are 25 departments of the GGD and GHOR throughout the Netherlands.

Pharos

www.pharos.nl/nl/home

The Dutch centre of expertise on health disparities focusing on the health care system as a whole, as well as all areas relevant to health care policies. Pharos is also the national centre of expertise in the area of prevention of female genital mutilation

Defence for Children

www.defenceforchildren.nl

An international organisation that defends the rights of children by lobbying, researching, consulting, and providing information, education and action.

Vluchtelingen - Organisaties Nederland (VON)

www.vluchtelingenorganisaties.nl

A nationwide umbrella organisation representing refugees in the Netherlands made up of more than 400 refugee organisations.

Movisie

<https://www.movisie.nl>

The centre for social development in the Netherlands working to promote the participation and independence of citizens by supporting and advising professional organisations, volunteer organisations and government institutions.

ADDITIONAL RESOURCES & INFORMATION

Stichting Kinderpostzegels Nederland

www.kinderpostzegels.nl

An organisation which raises and allocates funds for the benefit of vulnerable children in the Netherlands and selected other countries. They support many projects on FGM in the Netherlands and abroad.

Femmes for Freedom

www.femmesforfreedom.com/themas

An organisation advocating for women's rights and fighting against forced marriage, marital captivity, polygamy, honour killing and forced abandonment of women during family visits overseas. Femmes for Freedom is dedicated both to preventing these crimes and to (legally) assisting women who are held captive in a marriage.

United Kingdom

FGM specialist clinics

There are several FGM specialist clinics in the UK which provide healthcare services for women and girls affected by FGM including advice and information, medical examination, the de infibulation procedure and mental health services.

www.forwarduk.org.uk/wp-content/uploads/2014/12/Specialist-Clinic-Services-Listing-10-12-14.pdf
Email: forward@forwarduk.org.uk

Integrate Bristol

integratebristol.org.uk

Organisation supporting the integration and adaption of children

and young people in Bristol who have arrived from other cultures and provides inter-generation communication to protect children from FGM and other harmful practices.

NSPCC

www.nspcc.org.uk
Helpline number: 0800 028 3550

National charity working in child protection and the prevention of cruelty to children. NSPCC runs the helpline, Childline and a dedicated FGM helpline.

Manor Gardens Health Advocacy Project

www.manorgardenscentre.org/health-advocacy

Community advocacy project on FGM which provides community workshops and safeguarding training, group and individual therapy.

Forced Marriage Unit

www.gov.uk/forced-marriage

Government unit leading on forced marriage policy, outreach and casework. Operates a public helpline for professionals and victims of forced marriage and works with those affected by forced marriage who have travelled overseas.

IMKAAN

imkaan.org.uk

A UK-based second tier feminist organisation with national members that focuses on the needs of black and minority ethnic women and girls and represents the expertise and

perspectives of front line specialist women's services

The New Step for African Communities (NESTAC)

www.nestac.org

A non-profit organisation established to support Africans and immigrants, particularly those living in the North West of England. Provides cultural activities, cross cultural therapies, and a youth advocacy project on FGM.

Brook

www.brook.org.uk

National sexual health charity providing free and confidential sexual health advice and contraception for young people up to the age of 25.

Karma Nirvana

www.karmanirvana.org.uk

A UK registered charity that supports victims and survivors of forced marriage and honour based abuse. Runs a helpline to support victims of forced marriage and honour based violence and raises public awareness through training, conferences and workshops.

YOUTH FRIENDLY RESOURCES

Netherlands

Your Right 2 Choose

<http://www.yourright2choose.nl>

A youth friendly platform for young people to learn about forced marriage and their rights to choose their partner as well as where to seek support.

United Kingdom

Marriage - it's your choice

www.childline.org.uk/Videos/Pages/Forced-marriage.aspx

Childline information page about forced marriage

www.childline.org.uk/Explore/HomeFamilies/Pages/ForcedMarriage.aspx

FORWARD – FGM Frequently Asked Questions on FGM

www.forwarduk.org.uk/wp-content/uploads/2014/12/Forward_-_FGM-FAQ.pdf

FORWARD Information, Services and Support Guide on FGM

www.forwarduk.org.uk/wp-content/uploads/2014/12/ISSGuide-Forward.pdf

FORWARD – FGM Think Again Video

www.youtube.com/watch?v=kzBNTtR7toE

RESOURCES FOR PROFESSIONALS

Portugal

Elimination of female genital mutilation: joint statement

<http://apf.pt/cms/files/conteudos/file/Livraria%20virtual/Eliminacao%20da%20MGF.pdf>

Female genital mutilation - FGM

http://apf.pt/cms/files/conteudos/file/Banners/MGF/desdobrovel_FIM.pdf

Female genital mutilation

<http://apf.pt/cms/files/conteudos/MGF.pdf>

Being born a woman ... another side of human rights

<http://apf.pt/cms/files/conteudos/file/Livraria%20virtual/Por%20Nascer%20Mulher.pdf>

Female Genital Mutilation: Human Rights of Women and Children

[http://apf.pt/cms/files/conteudos/file/folhas%20de%20dados/MGF2009\(1\).pdf](http://apf.pt/cms/files/conteudos/file/folhas%20de%20dados/MGF2009(1).pdf)

I Programme of Action for the Elimination of Female Genital Mutilation

http://www.cig.gov.pt/wp-content/uploads/2013/12/1prog_elimacao_mgf.pdf

II Programme of Action for the Elimination of Female Genital Mutilation

http://www.cig.gov.pt/wp-content/uploads/2013/12/II_Programa_Accao_Mutilacao_Genital_Feminina.pdf

III Programme of Action for the Elimination of Female Genital Mutilation

<http://www.cig.gov.pt/wp-content/uploads/2014/07/III-Programa-de-A%C3%A7%C3%A3o-para-a-preven%C3%A7%C3%A3o-e-elimina%C3%A7%C3%A3o-da-MGF-Anexo-DR.pdf>

Orientation from the Health General Directorate about FGM

<file:///C:/Documents%20and%20Settings/ALICE/Os%20meus%20documentos/Downloads/i010167.pdf>

The necessity of family planning among adolescents

http://apf.pt/cms/files/conteudos/file/folhas%20de%20dados/IPFF_planeamento_adolescentes.pdf

Youth Access to Sexual and Reproductive Health Care

<http://apf.pt/cms/files/conteudos/file/Livraria%20virtual/AF%20folha%20de%20dados.pdf>

Netherlands

E-learning program designed for professionals and policy makers as a tool in the nationwide implementation of the preventive approach against FGM.

<http://vgv.ggd.nl/>

Rijksoverheid is the joint website of the 11 Ministries, where new bills, laws, and policies are published. These include information about gender based violence, forced marriage and FGM which can be found at the below links

www.rijksoverheid.nl/onderwerpen/eergerelateerd-geweld

www.rijksoverheid.nl/onderwerpen/eergerelateerd-geweld/huwelijksdwang

www.rijksoverheid.nl/onderwerpen/eergerelateerd-geweld/meisjesbesnijdenis

United Kingdom**Home Office FGM e-learning toolkit**

www.fgmelearning.co.uk

Government guidance on forced marriage

www.gov.uk/forced-marriage

London Safeguarding Children Board resource pack on FGM

www.londonscb.gov.uk/fgm/

Multi-agency guidelines on FGM

www.gov.uk/government/publications/female-genital-mutilation-guidelines



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DA FAMÍLIA

