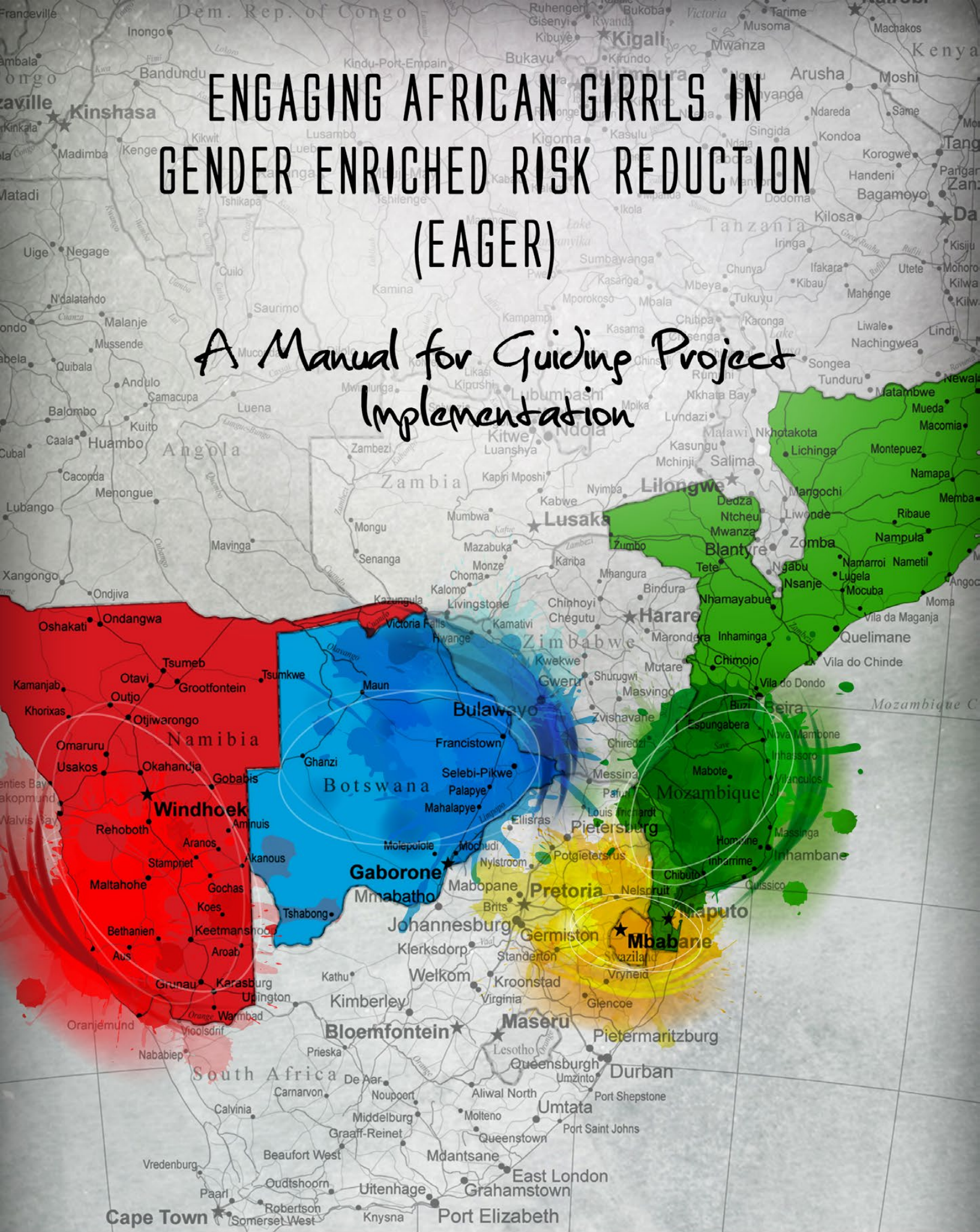


# ENGAGING AFRICAN GIRRLS IN GENDER ENRICHED RISK REDUCTION (EAGER)

*A Manual for Guiding Project  
Implementation*



**USAID**  
FROM THE AMERICAN PEOPLE



NORTH-WEST UNIVERSITY  
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POTCHEFSTROOM CAMPUS



### A Manual for Guiding Project Implementation

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## Foreword

*The gender and disaster risk management discourse has increasingly been under the spotlight since the turn of the century. Moreover we see scholars and academics investigating the drivers, linkages and interactions between these two concepts. The principle of “mainstreaming” gender and disaster risk management dominates the focus. We at the African Centre for Disaster Studies (ACDS) acknowledge the fact that disaster risk reduction cannot be studied without a significant emphasis on gender and the impacts, roles and actions in disaster risk reduction by both women and men.*

*Since 2008 the ACDS has been actively implementing a unique community-based and development-oriented gender programme called the Girls in Risk Reduction Leadership (GIRRL) Programme. After four successful implementations in South Africa, the need was identified to roll-out this programme in the Southern Africa Development Community (SADC) region with the implementation of the Integrating Adolescent Girls into Community-Based Disaster Risk Reduction in Southern Africa (IAG) Project. The ACDS acknowledges the funding received from the United States Agency for International Development (USAID).*

*This guide will enable individuals to understand and implement the methodology developed for the G.I.R.R.L. Programme and the lessons learned from the IAG Project. Not only does it cover the logistical and planning issues, but also a wide range of topics from creating an understanding of the origins and development of the programme, the monitoring of progress, and the integration of the different projects into communities to the process of integrating disaster risk reduction into the different communities. It builds on the vast lessons learned from various stakeholders and adolescent girls involved in the G.I.R.R.L. Programme and the IAG Project.*

*We trust that you will find this guide useful, interactive, applicable and user friendly. We believe that this guide will provide you with the necessary tools to plan, implement and evaluate another successful project, thus reducing vulnerability in our communities and addressing issues of disaster risk which affect men and women, young and old.*

Prof. Dewald van Niekerk  
Director: African Centre for Disaster Studies  
North- West University



# Table of Contents

Introduction .....	6
Purpose of the Guide .....	6
Use of Language .....	6
Format of the Guide .....	7
Module 1 – The origins of the Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER) Project .....	8
The G.I.R.R.L Project .....	8
Needs Assessment Summary .....	9
Justification of the Project .....	10
Module 2 – Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER) project: An introduction .....	11
EAGER Project Objectives .....	11
EAGER Project Technical Design .....	12
Module 3 – Train the Trainer .....	14
Key Persons .....	14
The Role of the Trainer .....	14
Selection of Trainers is Instrumental for Effective Training .....	15
The Facilitators .....	16
The Relationship between Trainers and Facilitators .....	16
The Stakeholder Body .....	16
Parents and Guardians .....	17
Participants .....	17
Expectations for Participants .....	18
Learning Agreement .....	18
The Logistics .....	19
The Venue .....	19
The Equipment .....	20
The Supplies .....	20
Session Planning .....	20
Arrival and Departure Times .....	20
Welcome, Introductions and Announcements .....	21
Refreshments and Breaks .....	21
Documenting Sessions .....	22
The ‘Talk Box’ .....	22
Review of the Previous Day’s Session .....	23
Certificates and Presentations .....	23
Session Evaluation .....	23

Training Checklist .....	23
Summary .....	23
Module 4 – The Process of Learning .....	24
The Underlying Process of Learning .....	24
The Acquisition of Relevant Knowledge .....	24
Thinking for Understanding .....	24
Actualisation of Knowledge into Practice .....	25
Factors Influencing Learners and the Learning Process .....	25
Guiding Principles of Learning .....	25
Incorporating the senses .....	26
Attention .....	26
Memory/Retention .....	26
Motivate Learners to Become Active Participants .....	26
Incorporating Different Learning Styles .....	27
Feedback for Ensuring Effective Learning .....	27
Guidelines for Dealing with Feedback .....	27
Opportunity for seeking feedback .....	28
A model for Providing Feedback .....	28
Summary .....	29
Module 5 – The Capacity Building Programme .....	30
General Comments .....	30
Core Sessions .....	30
Module 6 – Additional Activities .....	46
Auditory Based Activities .....	46
Visual Based Activities .....	52
References .....	56
Appendix .....	57
Appendix A .....	58
Appendix B .....	61
Appendix C .....	63
Appendix D .....	65
Appendix E .....	68
Appendix F .....	69
Appendix G .....	70
Appendix H .....	71
Appendix I .....	72
Appendix J .....	73
Appendix K .....	74
Appendix L .....	75
Appendix M .....	76



## Abbreviations and Acronyms

ACDS	African Centre for Disaster Studies
AIDS	Acquired Immunodeficiency Syndrome
DRR	Disaster Risk Reduction
CARE	Cooperative for Assistance and Relief Everywhere
GIRRL	Girls in Risk Reduction Leadership
HIV	Human Immunodeficiency Virus Infection
IAG	Integrating Adolescent Girls into Community-Based Disaster Risk Reduction in Southern Africa
NGOs	Non-Governmental Organisations
NWU	North-West University
SADC	Southern Africa Development Community
STI	Sexually Transmitted Infection
USA	United States of America
USAID	United States Agency for International Development

## Introduction<sup>1</sup>

The plight of children in conflict zones such as northern Nigeria, Syria and Iraq has captured global attention, but often the plight of children in peaceful countries is overlooked. The reality though is that young children, both boys and girls, in individual circumstances face a range of gender related dangers, which are exacerbated in the face of multiple environmental, political, social and economic hazards. Their personal struggles continually force them to adapt to difficult situations.

The Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER) project builds on the success of the original Girls in Risk Reduction Leadership (G.I.R.R.L) project and on the findings of the pilot projects initiated through the Integrated Adolescent Girls (IAG) in Community Based Disaster Risk Reduction in Southern Africa Project.

The EAGER project proposes a regional action-based learning approach and peer exchange. The project is designed to address the deficiencies undermining the integration of gender into disaster risk reduction/ climate change adaptation in southern Africa.

### Purpose of the Guide

This manual seeks to guide individuals to effectively lead the implementation of a gender-based youth empowerment programme for disaster risk reduction known as the Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER) Project. The purpose of this guide is to convey information regarding the planning, logistics and ethical considerations as well as the implementation, monitoring and evaluation of this initiative.

The content of this publication has been informed by the issues arising from and lessons learned during the implementation of the G.I.R.R.L. Programme in South Africa and the pilot studies of the Integrating Adolescent Girls into Community-Based Disaster Risk Reduction (IAG) Project.

### Use of Language

This guidance manual is designed for use by individuals who will be responsible for the implementation of the EAGER Project. These individuals will be referred to as 'trainers'. They will play the leading role in managing the day-to-day issues arising from the project. The manual will also refer to the term 'facilitator'. This term will be used in reference to individuals from other agencies, organisations or the community who have been invited to lead individual sessions of the training. Facilitators will not be responsible for the implementation of the project, but will also provide their expertise in conveying information to the participants.

<sup>1</sup> This text is adapted from the Engaging African GIRRLs in Gender Enriched Risk Reduction Project Proposal Submitted on 1 June 2015 and prepared by The African Centre for Disaster Studies, North-West University, Potchefstroom, South Africa. This text is also reviewed and adapted from the Integration of Adolescent Girls into Community Based Disaster Risk Reduction in Southern Africa: A Manual for Guiding project Implementation prepared by Kylah Forbes-Biggs and Yoland Maartens.





The term 'participants' or 'learners' will refer to the individuals who will be the recipients of the training initiative.

The 'stakeholder committee' refers to the collective body of persons identified from critical and relevant sectors to provide advice and guidance for the training sessions' topics, to highlight specific needs in the community, to offer support from their agencies/organisations as facilitators, and to assist in gaining community and institutional ownership of the project after the completion of the implementation phase.

## Format of the Guide

This guide is divided into multiple learning modules delineated by topics. The first module in this guide presents an overview of the origins of the EAGER project. The overall introduction of the EAGER project will be described in the second module. The 'Training of Trainers' overview will be presented in the third module of the guide.

The fourth module in this guide will discuss the process of learning, highlighting the methods for conveying information to the participants. Module 5 will convey the details of the actual capacity building programme by providing a breakdown of the sessions by topic. The last module, module six, will provide additional activities which can be used and implemented during the implementation of the project. An appendix is provided at the end of the document, which contains samples, and examples of project-related documents.

# Module 1 The origins of the Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER) Project<sup>2</sup>

The Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER) Project was conceptualised following the success of two previous initiatives based in Southern Africa that sought to empower adolescent girls by addressing their personal and community-based vulnerabilities. This multi-faceted empowerment programme endeavours to teach girls not just basic information, but seeks to help them to be informed, to make effective decisions and to use this new understanding to shape their lives and the lives of others in their communities. These projects were set within the context of reducing vulnerability and improving the resilience of communities in order to support the ideologies of disaster risk reduction. This initiative that the EAGER project derives from was entitled the 'Girls in Risk Reduction Leadership' (G.I.R.R.L) Programme of the African Centre for Disaster Studies (ACDS) at the North-West University. The EAGER project also builds on the findings of pilot projects that were initiated through the Integrating Adolescent Girls (IAG) in Community Based Disaster Risk Reduction In Southern Africa Project. It is thus the aim of the EAGER project, by the leadership of the ACDS, to address the deficiencies undermining the integration of gender into disaster risk reduction and/or climate change adaptation in southern Africa.

## The G.I.R.R.L. Project

To fully understand the EAGER project and where it was derived from, the G.I.R.R.L project needs to be understood. The G.I.R.R.L project addressed the issue of risk reduction through its goal of minimizing the social vulnerability of the adolescent girls through the implementation of capacity building activities. This human capacity building, effected through the provision of critical training and information in areas such as first aid, basic disaster management, communication, and personal and public health, was used as a tool for empowerment and established the foundation needed for inner and outward change. The result of this project indicated that the consequential roles of the girls as 'leaders and resource persons', were encouraged to share their knowledge with community members with the intent of improving the resilience of their community.

### The G.I.R.R.L. project sought to achieve the following objectives:

- To support human capacity development through information and training in critical areas, to enhance the survival skills of vulnerable residents of a local township;

<sup>2</sup> This text is adapted from the Engaging African GIRRLs in Gender Enriched Risk Reduction Project Proposal Submitted on 1 June 2015 and prepared by The African Centre for Disaster Studies, North-West University, Potchefstroom, South Africa. This text is also reviewed and adapted from the Integration of Adolescent Girls into Community Based Disaster Risk Reduction in Southern Africa: A Manual for Guiding project Implementation prepared by Kylah Forbes-Biggs and Yoland Maartens.



- To provide this specific information and training to adolescent girls (aged 13-16 years), as a means of building individual and, by extension, community capacity;
- To engage adolescent girls in both pro-active and reactive activities for reducing risk and social vulnerability;
- To encourage the girls to adopt a leadership position and act as positive, young role models for their community as well as in their work with local disaster risk reduction initiatives;
- To help establish a culture of community 'safety and awareness', through the creation of empowered, skilled and informed community resource persons;
- To foster a greater appreciation of the positive contributions of communities in social vulnerability reduction and disaster risk reduction activities; and
- To develop positive relationships between local disaster coordinating entities, community stakeholders and empowered youth to help develop effective local community-based disaster plans.

A set of core principles was created in order to reflect the underlying essence of the project and to serve as a guide for its planning, content, and implementation. These principles included the following:

**Respect:** Believing that our girls have the ability and strength to lead and to overcome challenges.

**Peer Learning:** Girls are receptive to learning from other girls and women in their communities based on collaboration.

**Consultation:** Girls have first hand insight into the lives of teenagers in their communities – by allowing them to voice their opinions and listening to their responses we can build viable and relevant solutions to the problems which undermine their wellbeing.

**Openness:** There is a need to allow girls to be creative in solving their problems once they have a sound basis on which to make informed decisions.

**Experience:** Youth is not a deterrent to gaining experience – girls can learn and gain experience through observation and active participation.

**Fun:** Laughter and humour are the foundations of developing healthy relationships and attitudes. By allowing girls to enjoy learning, the outcomes will be far greater.

The implications and benefits that can be attained through a programme such as this are significant and as a result there is great potential for the replication of the project. It was thus from the success of the above-mentioned project that the EAGER project was developed.

## Needs Assessment Summary

Vulnerability is a characteristic of specific population segments and it is determined by their capacity to react to stresses, risks, hazards and disasters. Youth, including both children and adolescents, are considered particularly vulnerable as a group because of their lack of knowledge and experience, as well as access to resources and social power. Up to 50% of the Southern African youth population are considered vulnerable. However, previous research has thus far been unable to further highlight and explain the threats to the youth as a population sub-segment or, even better, as an independent segment from women (gender) and adults (age). The EAGER project therefore proposes to fill the identified knowledge gap and will aid in designing and piloting programs specifically aimed at reducing the vulnerability of the youth in the region. This will also contribute to unlocking the potential of resilience of border communities in the participating countries of the project.

Recent research indicates that, where vulnerability is highly unequal, focusing significant resources on the most vulnerable subsets of the population can actually generate better cost-effectiveness results on macro-level indicators. The increased understanding that "equity" approaches can be cost-effective, and are worth pursuing, highlights the current lack of programming models to implement this approach. There is specifically a lack of experience in integrating the needs and perspectives of highly vulnerable adolescent girls into disaster risk reduction programming in southern Africa.

## Justification of the Project

Gender is a critical factor that contributes to the differential impact of hazards on society. Differences in gender roles lead to differing risk profiles for both women and men during disasters. Gender shapes the capacity and resources of individuals to minimize their risks and to adapt to hazard threats, in order to respond to the effects of disasters. Despite this understanding of gender, the commitment to consider gender in disaster risk reduction is rarely explicit in policy and/or practice and, as a result, is often overlooked<sup>3</sup>. Efforts to integrate gender issues in Disaster Risk Reduction and Climate Change Adaptation programs and operations are inconsistent or ad hoc at best<sup>4</sup>. There is a tendency to assume that when programs or projects relate to gender, they are referring to women and girls and their needs, without taking the needs of men and boys into consideration. This however is incorrect. Very little data is collected globally (not to mention within Africa) to document the specific effects of disaster on men, women, boys and girls as distinct groups because sex disaggregated data are rarely collected<sup>5</sup>. Overall, there are great deficiencies in integrating Gender into Disaster Risk Reduction policies and further complications in their enforcement.

There has been increasing recognition, in recent years, that different socio-economic groups in society experience differential exposure to and capacity to cope with risks. Vulnerability approaches suggest that gender and age (the focus of this proposal), together with other attributes such as ethnicity or class, are often strong indicators of disaster risk, and heavily influence subsequent post-disaster outcomes, including mortality and life expectancy. Indeed, several authors have argued that there is no generalized risk for a given natural disaster, but rather profiles of unequal access to opportunities and unequal exposure to risks, which are produced by the socio-economic, geographical and political context.

As such, the impact of natural disasters is determined by the interaction of nature with economic, cultural and social relations, resulting in differential outcomes for various subsets of the population. It is becoming increasingly clear, given increasing regional climate variability, that better mitigation of the impacts of natural disasters will require an improved understanding of how vulnerabilities of specific groups of people are established and impacting on the individuals.

The design of disaster risk reduction approaches including education must be improved to address the specific risks and vulnerabilities of marginalized segments of society, including those who have not traditionally been explicitly and differentially included as either participants or target beneficiaries in the design of these project interventions.

3 (Gender and Disasters Network 2009)

4 (Gender and Disasters Network 2009)

5 (Lambrou & Piana 2006; Alber 2010; Secretariat for the United Nations International Strategy for Disaster Reduction 2002)





## Module 2 - Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER) project: An introduction<sup>6</sup>

The implementation of the EAGER project will be led by The African Centre for Disaster Studies (ACDS) through a regional learning process and pilot activity in southern Africa, while also aligning some of the network activities of the GDN-A, SASDiR and the GNDR. The EAGER project builds on the findings of pilot projects initiated through the Integrating Adolescent Girls (IAG) in Community Based Disaster Risk Reduction in Southern Africa Project funded in 2012/2013 through a collaboration between CARE International/USA and ACDS. This new project endeavors to apply findings of the pilots in Zambia, Zimbabwe, Lesotho and Malawi, and utilize them to initiate new pilot field sites, which focus on trans-border communities in Mozambique, Swaziland, Botswana and Namibia.

The EAGER project also builds on the success of the original G.I.R.R.L. Project of the African Centre for Disaster Studies (ACDS) at the North West University in South Africa, which is recognised as a Good Practice by the United Nations International Strategy for Disaster Reduction and promoted by organisations such as Plan International in their 'Because I Am Girl Campaign'. The proposed intervention will allow the ACDS and SASDiR membership organisations in the respective countries to apply findings from previous pilots and adapt the G.I.R.R.L. approach in new pilots for use in other countries in southern Africa, as well as to build on creating the regional networks to explore new ways of integrating marginalized populations, especially girls and youth, into the design and implementation of disaster risk reduction and risk mitigation programming.

The ACDS will provide technical assistance to our partners in each target country to guide the implementation of the EAGER approach, while adapting it to each country's local context. The knowledge gained from the EAGER project will be shared amongst countries and networks.

### EAGER Project Objectives

The main objective of the EAGER project is to decrease the livelihood challenges that adolescents experience in pre- and post-disaster situations (and by extension overall community risk of poor risk reduction, disaster mitigation and climate variability). This objective will be reached by better integrating education, capacity building and the participation of adolescents, and other marginalized segments of the population, into community-based disaster risk reduction and resilience.

<sup>6</sup> This text is adapted from the Engaging African GIRRLs in Gender Enriched Risk Reduction Project Proposal Submitted on 1 June 2015 and prepared by The African Centre for Disaster Studies, North-West University, Potchefstroom, South Africa. This text is also reviewed and adapted from the Integration of Adolescent Girls into Community Based Disaster Risk Reduction in Southern Africa: A Manual for Guiding project Implementation prepared by Kylah Forbes-Biggs and Yoland Maartens.

### EAGER Project Technical Design

The technical design of the EAGER project involves the adaptation of the Girls in Risk Reduction Leadership (G.I.R.R.L.) model to each specific country context, and increasing the awareness of the importance of equity approaches for specific vulnerable populations in local disaster risk reduction planning and policymaking. Technical assistance to train SASDiR members, partners, staff and in-country partners (e.g. train the trainer) will be provided by the African Centre for Disaster Studies.

The intervention of the original G.I.R.R.L. project was designed to address some of the inherent problems related to the social vulnerability of adolescent girls living in both peri-urban informal settlements and poor, rural communities through the provision of concise, locally-relevant information and the encouraged development of effective decision-making skills. Based on the principles inherent within Disaster Risk Reduction, it also involved activities designed to reduce vulnerability and minimize adverse hazard effects. The EAGER project consists of a comprehensive capacity-building program that has been adapted from the previous IAG project, and is designed to address the root social causes of vulnerability in targeted groups, as a means of improving their resilience. Adolescent boys and girls are engaged in dialogue to discuss their experiences with risk and vulnerability in their everyday life, but also in the context of recurring natural disasters. The dialogue between the adolescent boys and girls is then used to identify major physical and socio-economic risks which will then be used to design a risk mitigation and capacity-building training curricula that specifically meets the needs of adolescent boys and girls. The previous G.I.R.R.L. project only focused on girls, but experiences learned from the IAG project highlighted the importance of involving boys in some of the activities, hereby also acknowledging the inherent need to understand the lived experiences of both girls and boys into disaster risk reduction planning, because of the significance that gender plays in shaping the lives and risk faced by both. Girls benefit when boys have the opportunity to learn and understand their fears and both can work together to help address critical issues.

Themes that were identified in the previous projects in South Africa (IAG and G.I.R.R.L.) and these included: decision-making; team-building; physical and sexual reproductive health; mental well-being; first-aid; fire safety; effective communication, and participation of youth, including adolescent girls in community-based risk assessments and disaster preparedness planning processes. It is anticipated that some of these themes will also be identified in the target countries of the EAGER project as well as issues such as forced marriage resulting from disaster and climate change impacts, limited access to education, gender based violence, gender roles that reinforce vulnerability, and hygiene and sanitation issues.

The EAGER project will also seek to build on the success of the previous IAG project which also endeavoured to engage local women leaders and groups as mentors for the girls, to encourage proactive and positive behaviour. In addition, the EAGER project will also target community leaders and existing disaster risk reduction planning structures to reinforce the understanding of differential vulnerability and cost-effectiveness of equity approaches. The participants in the empowerment program will be supported to act as 'leader and resource persons' to integrate the perspective and needs of adolescent boys and girls into existing planning processes.

The South African pilot intervention by the G.I.R.R.L. project was implemented through township schools,

identified as an appropriate entry point in that context. For the purpose of the EAGER project each target country will identify a suitable point of entry through which the project will be implemented. The following steps will be carried out during project implementation in each target country:

The first step will involve training in the methodology which will also highlight the underlying conceptual approaches to vulnerability and social protection for marginalised boys and girls. This methodology approach can also be viewed as the “train the trainer” approach;

The second step will involve the collaboration between the SASDiR partners in each target country and the ACDS to adapt the methodology to the local context of each target country;

The third step will involve the roll-out of the empowerment training intervention in each country site; and

Lastly, the final step will involve the development of pilot strategies for mainstreaming adolescent boys and girls into community-based DRR planning interventions, including training and dialogue with relevant community leaders and government partners. This step may also occur concurrently with the previous steps.

It is envisaged that the results of the interventions of the EAGER project will be academically documented and shared with both in-country and other countries as part of a regional learning and knowledge sharing strategy.

## Module 3 Train the Trainer<sup>7</sup>

The training and capacity development of the EAGER project will take the form of three (3) day workshops for each in-country team for the targeted countries of the project. This training and capacity development phase aims to improve the capacity of disaster risk reduction implementing organisations in each country to successfully understand: the underlying principles and rationale for targeting adolescent girls; the socio-economic, political, cultural and environmental considerations; the role of critical players including stakeholders, coordinators and facilitators; and the planning, implementation and evaluation of the G.I.R.R.L. Project as it was conducted in the previous countries.

This module has been divided into three main focus areas, namely: Key Persons, Logistics, and Session Planning. These three sections will be discussed in further detail below.

### Key Persons

The project involves the interaction of many key persons. These range from the trainers that serve as the leaders of the project, the facilitators that lead specialised sessions and the guiding stakeholder body. The roles and interactions of these persons will be detailed in this section.

### The Role of the Trainer

Trainers have many different roles to play in a project such as this. In many instances it is assumed that they will be responsible for planning, logistics and teaching. To a certain extent that is true. However, the nature of the EAGER Project differs greatly from traditional capacity building projects. In the first instance our targets are young people. They come with different needs, different demands and a whole different approach to learning than adults. The participants’ environments, struggles and the challenges that they face on a daily basis have shaped how they live, who they trust and how they behave in certain circumstances.

It is in this light that the role as trainer departs from traditional expectations. The trainer will be expected to guide sessions, to observe changes in behaviour or absences from training. The trainer will have a role in liaising with school officials or family members when participants don’t show up, in order to ensure their safety. The trainer will be responsible for mediating personal and emotional discussions, guiding and encouraging good behaviour, and being a role model for the participants.

The manner in which the trainer treats the participants, even in the most insignificant circumstances, can make a difference in how they feel about the trainer and how they feel about themselves. For example, in a situation with limited seating, by allowing one of your participants to sit while you remain standing will be instrumental in showing that they are important. Sharing personal stories about yourself (not your work) will help to build a better rapport with the young participants. Not just the ‘fairy tale’ stories but

<sup>7</sup> This text is reviewed and adapted from the Integration of Adolescent Girls into Community Based Disaster Risk Reduction in Southern Africa: A Manual for Guiding project Implementation prepared by Kylah Forbes-Biggs and Yoland Maartens.





the real side; divorces, problem kids, struggling to pay bills, your boyfriend cheated on you or growing up in poor circumstances. It is important for there to be trust between the trainer and the participants. The participants will be better able to relate to persons that have struggled and overcome problems (or are still trying to). They can appreciate that you have problems and are strong enough to cope.

## Selection of Trainers is Instrumental for Effective Training

The identification of the trainer is a significant step in the effective implementation of the project. It is recommended that the trainers be aware of disaster risk reduction and in particular theories surrounding vulnerability. The concept of vulnerability is the theme underpinning the programme design. Trainers with a background in disaster risk reduction should provide the strongest support for the underlying issues. However, having trainers that have an understanding of gender issues, adolescent empowerment or social welfare could be invaluable in the training process and in shaping the direction of the project.

The programme itself focuses on the implications of gender inequality and age discrimination as the key contributor to vulnerability, as a factor contributing to increased disaster risk. These implications are often evident in the disadvantages in access to resources and social power. Compounded by poverty or racial discrimination in some communities, the issues surrounding the lives of adolescent youth are often emotional. It is critical that the trainers feel comfortable talking about the subjects and that personal or religious beliefs do not undermine or negatively impact their interaction with the participants.

The identification of trainers therefore requires much consideration. In order to ensure that the project is implemented in the best possible manner and the essence of the objectives is obtained, there needs to be careful selection of trainers who will be responsible for overseeing the process involved. These individuals need to possess a number of personal and professional characteristics that will enable them to best operate the project.

These include:

*Empathy* – In order to understand the sensitive issues that participants endure in their lives and how they impact on their ability to resist and recovery from adversity;

*Non-Judgemental Attitudes* – There is a need to be able to put personal feelings aside and view the situation from the perspective of the participants. This means that personal perspectives on culture, religion, gender, age and race are irrelevant. The trainer needs to focus on the participants;

*Organisational Skills* – This is a project that requires pre-planning and great coordination to ensure that each session is beneficial to the learners;

*Creativity* – The ability to present sessions in a unique manner can make the difference in how a learner accepts and interprets the information;

*Ability to Follow-Through* – When faced with some of the sensitive issues that will be encountered in the sessions there will be a need to follow-up with the participants and the facilitators in order to monitor how these issues are being addressed;

*Familiarity with Local Resources* – Being able to give input based on the local conditions and resources available will allow the group to better relate to the topics; and

*Ability to Make a Commitment* – The nature of the project is one where trainers, facilitators and participants will establish a bond and mutual trust. This trust is necessary to encourage the participants to strive to make positive achievements in their lives. As such, participants appreciate the ability to connect with facilitators and trainers even after project implementation is complete.

Issues that should *not* be deciding factors in selecting a trainer include accessibility (physical limitations), gender, race or dietary needs. If circumstances arise where trainers are unable to speak in local languages it is critical to ensure that high quality translation is available.

## The Facilitators

The facilitators are expected to have many of the same characteristics and qualities as those mentioned for the trainers in the section above. The role of facilitators differs from that of the trainers based on the fact that they are not responsible for project implementation. The Appendix (EAGER Project Facilitator Guidelines) contains a brief overview of the EAGER Project to assist facilitators in understanding the role and the overall context of the project itself.

## The Relationship between Trainers and Facilitators

The trainers are the lead persons responsible for guiding the implementation of the project. In this regard they have a large role to play in coordinating the sessions, organising stakeholders meetings, guiding and supporting participants and selecting facilitators.

The trainers will be the primary liaison between facilitators and the participants. They need to be available to assist the facilitators during their planning in addition to the hosting of their particular session. Not only will the relationship between trainers and facilitators be essential for ensuring that participatory learning is achieved, but also that the participants are protected and their integrity is maintained. Trainers have a responsibility to guide the facilitators in the planning and hosting of their sessions so as to protect the rights, privacy and integrity of the participants in all circumstances. A trainer has the undisputed right and authority to curtail a conversation, redirect a discussion or even stop a session immediately if a session is too personal or upsetting to the participants. Failure to do so can lead to increased feelings of vulnerability and exploitation by participants. This erodes the trust that they have in the trainer and the project.

## The Stakeholder Body

The EAGER project seeks to incorporate the involvement of a local stakeholder body. Their participation serves many functions including the ability to help guide entry to the community, to give insight into the needs and issues in the community and to provide support for the project's implementation. The



stakeholder body needs to be a representational mix of public sector agencies, private sector entities and local organisations. It is preferable to attempt to seek representation from the local level public sector agencies (such as community health workers from the target communities rather than from a regional office). This helps to ensure that the people on the ground in the communities are the ones giving insight into the functioning of the project.

The stakeholder body needs to be carefully selected and may expand as needs arise. This body can also serve as a resource for identifying potential facilitators. Ideally, stakeholders should be selected from the following sectors:

- Disaster Management
- Community Health/Nutrition
- Environmental Health
- Women's Groups
- Community Representatives
- Local Business
- Police Department
- Emergency Services
- Social Work
- Education
- Youth Groups
- Gender Specialists
- Counsellors
- Local University or College or Trade Schools
- Fire Department
- Communications Specialists

The stakeholder body can be modified based on needs and issues identified in the target community. Meetings should commence during the planning phase with the first assembly focusing on introducing the project, seeking recommendations for additional members to ensure that representation is holistic and to give an overview of some of the major issues that need to be addressed.

Follow-on meetings should discuss: project progress, issues arising, stakeholders' role in supporting the community event (for example branded items such as, books, gifts, and awards) and means of integrating the participants into local programmes and initiatives.

## Parents and Guardians

Past experience has shown that involving parents/guardians from the beginning of the project has positive outcomes. Hosting an initial meeting with parents/guardians along with school officials (if relevant), community leaders and potential participants allows parents to meet the project teams as well as to hear first hand what the project is about and what expectations and outcomes are being sought. During this meeting parents/guardians and potential participants should be presented with consent forms (translated into a local language) and these forms should be read aloud in the local language. Parents/guardians can ask questions freely and can see that this is a legitimate well-organised project that seeks to assist their children. It is suggested that additional meetings be scheduled perhaps at the mid-point or just before the community event to discuss the progress and the need to have the parents/guardians' full support in attending the community event.

## Participants

The selection of participants is focused on identifying adolescent girls and boys with common characteristics. These characteristics have been highlighted in order to focus on the participants that

are in the greatest need and have the most to contribute to their community. For the EAGER project 20 adolescent girls and 20 adolescent boys in each participating country need to be identified.

The criteria are as follows:

- Female and male
- Between 13-16 years old
- Live in a common community
- Currently attend school (to show ties to the community)
- Have basic literacy (to read documents)
- To be without children (to ensure that the participant do not have commitments)

## Expectations for Participants

When beginning a project it is a good idea to establish what the participants are expecting and to determine which of those expectations are realistic given the goals and limitations of the project. Potential participants need to be fully informed about the nature of the project, its goals and objectives. Trainers also need to be clear about what the project cannot do – it is not a job, you will not earn money or school fees, and it is not an occasional commitment. Once the basis of the project has been established the expectations that the trainers have for the participants should be explained.

In particular trainers need to clarify the following expectations for the participants:

### *Attendance:*

Arrive at sessions according to the schedule.

Attend all sessions.

Understand that your parents/guardians may be called if you are absent (to ensure your safety).

### *Participation:*

Be willing to contribute to all sessions (unless for reasons of privacy).

Listen and be willing to learn.

### *Parental Consent:*

- Understand that learners can only be accepted into the project following the submission of signed consent forms.
- Expect that any activities involving transportation will require signed consent forms from the parents or recognised guardian.
- Be informed that learners will never be expected to attend an overnight session.
- Be aware that parents/guardians have the right to contact the project trainers at any point regarding the project.

## Learning Agreement

It is important that the trainers, facilitators and participants understand how each can contribute to the success of the project. There is a common purpose and a desire to make a difference. The basic rules for





participant etiquette need to be established at the outset of the project. It is important to show respect and, if needs be, these rules can be put up in the venue for all to see. Some issues that may be suggested for the learning agreement include cell phone use, leaving the sessions, protocol regarding asking questions, confidentiality and shared respect.

#### *Helpful Suggestions*

*This agreement is best integrated into an activity where participants 'list' their rules in the 'EAGER Constitution'. The 'Constitution' is a document that embodies the desired behaviours for participants to ensure that respect is maintained throughout the programme. The rules can be listed on flipchart paper and mounted on the wall as a constant reminder.*

## The Logistics

The efficient management of the training sessions will impact the success of the project. Failure to provide a safe venue or insufficient equipment can quickly undermine the smooth implementation of the day's training. Efforts need to be made to ensure that logistical considerations are carefully planned and discussed with the training facilitators to ensure that their needs will be met. In this section of the module the details pertaining to the logistical arrangements of training sessions will be discussed in further detail.

## The Venue

The selection of the venue is very important. The venue itself plays a role in helping the participants and facilitators to feel safe, secure and willing to attend the training and become more involved in the training initiatives. Traditionally schools and their classrooms have been the venue of choice, but youth centres and community halls may also be suitable venues for training.

The selection of the venue should be based on the following criteria:

- The venue should be adaptable in order to facilitate group work, circular seating or to provide the space necessary for practical exercises;
- The room temperature should be comfortable and adjustable as necessary (consider portable heaters or fans if they are not available in your venue);
- Adequate restroom facilities need to be available and adequate space for providing refreshments (trainers need to ensure that soap/hand sanitiser, proper sanitary disposal facilities and toilet tissue are available for participants and facilitators);<sup>8</sup>
- The provision of running water should also be a consideration to ensure proper sanitation;
- Noisy or public venues should be avoided (outside distractions undermine the integrity of the group by infringing on their feelings of privacy);
- Access to electricity should be considered if audio-visual equipment, heaters, fans, or kettles will be needed;
- The proximity to where the participants live is important so that transportation is not an issue and participants are not expected to travel long distances, especially in the evenings (they may have

<sup>8</sup> \*By adequate is meant that safe and private toilets are available for females. Females must be able to access these facilities without direct or indirect threat or intimidation from others.

- domestic chores and homework); and
- Accessibility and safety is also a concern as facilitators and trainers need to be able to safely enter the community without conflict or reprisals.

## The Equipment

The equipment necessary for each training session will be dependent on the facilitator and the content of the session itself. It is suggested that a basic training kit be compiled. This training kit should include:

- Audio-visual equipment (overhead projector);
- Extension cords/adaptors;
- Flip chart stand with flip charts; and
- Digital camera.

Optional equipment might include:

- Audio equipment – some facilitators/trainers prefer to have soft music playing in the background to create a more comfortable atmosphere during the training sessions. Pick something age appropriate for the participants;
- Mini speakers (if playing music from a laptop); and
- Recording device (audio-recorder rather than a video-recorder for privacy).

## The Supplies

- Resources/supplies that may be needed during the training sessions:
- Flip chart paper;
- Various coloured markers;
- Tape or adhesive (Press-tik) for posting flipchart paper on the walls;
- Pencils/pens; and
- Post-It notes or small squares of note paper.

#### *Helpful Suggestions*

*In many cases the participants have limited resources as access to notebooks and stationery supplies is often scarce. Create a welcome kit for each participant comprised of a notebook, pen, pencil and highlighter. This will not only help the participants feel special, but it will also allow them to freely take notes without using their school notebook.*

## Session Planning

In order to meet the objectives of the project and the needs of the participants, it takes a great deal of thought and planning to instigate a multi-session capacity building project. All of the details that need to be incorporated and accounted for help to ensure that the project runs efficiently. This section will include more detailed information in planning the training sessions.



## Arrival and Departure Times

It is suggested that definite start and end times for the training sessions be established at the beginning of the project. These times and dates should be determined with the input of the participants in order to accommodate their schooling and home commitments. The importance of punctuality when setting start times should be emphasised. Ensure that the participants can adequately reach the venue given their schedules.

Each training session should be approximately two (2) hours in duration. Mutual respect is attained through respecting each other's time, and this is important for the participants, trainers and facilitators. Be aware of the onset of darkness in the targeted community – this should be acknowledged in setting your session times in order to prevent participants from travelling home in the dark.

## Welcome, Introductions and Announcements

It is important that facilitators and participants understand what each session is focussing on for the day. This will ensure that both groups are fully aware of what to expect and how the session fits within the broader context of the project. The beginning of the session is the opportune time to formally introduce the facilitator to the participants, to thank her/him for donating their time and to make sure that all feel welcome at the venue. Ensure that all announcements are made at the beginning of the training session, such as when there will be a break, the location of the restrooms for facilitators and reminders for upcoming sessions. This should avoid interruptions later on in the training sessions.

The facilitators are the key role players in forming the foundation of the training and ultimately presenting the EAGER Project, therefore it is imperative that they get familiar with the participants from the start of the implementation of the training sessions. How the participants perceive the facilitators can be instrumental in determining their willingness to listen and engage in the training sessions. Encouraging each facilitator to present a brief personal profile can help the learners feel more at ease. If, for example, a facilitator shows up late and is unapologetic or speaks down to the participants, this could create negative feelings amongst the participants.

### Helpful Suggestions

*Create a roster and assign each participant a day to act as the host for the session. Ask the participants to be in charge of receiving, welcoming and introducing the facilitator. Provide them with copies of the sessions' plans for an overview of the sessions.*

## Refreshments and Breaks

In order to facilitate the most efficient time spent during the session, it is important to ensure that the participants receive adequate refreshments and scheduled breaks for their comfort. Break periods allow an opportunity for participants to informally discuss the session topics and interact with the facilitator. This period should be for a specified length of time such as 5-10 minutes, which is just enough time to get the blood flowing again. Break times also allow participants a chance to develop and strengthen relationships among the rest of the group members.

The refreshments should be determined based on the time of the session, the time available for eating and the dietary needs of the participants. Culture and religious perspectives should also be taken into consideration.

### Helpful Suggestions

*Depending on the length of the sessions and the needs of the participants, the refreshment plans can be modified. In instances where participants come from particularly poor communities, hot meal packs including meat, starch, two vegetables and a drink could be served. Tsis provided a warm balanced meal for participants who ordinarily would not have access to proper meals. Lunch packs consisting of a sandwich/pie/hot dog, yoghurt or fruit and juice could also be provided.*

*Be aware that participants might be distracted if eating in a session or feel tired directly after eating. In response another option is to provide a light snack during their break, such as a piece of fruit or healthy snack and juice/water. This usually curbs hunger just enough to finish the training session.*

## Documenting Sessions

Recording the training sessions (using audio or audio-visual equipment or by taking personal notes) can be beneficial for the trainers and the facilitators. Records can be used by the trainers to critique the presentations made by facilitators to collect important information. Efforts can be made to record the sessions, however it should be noted that a number of ethical issues arise in this scenario.

Some participants may not feel comfortable being video recorded and may be unwilling to fully trust the trainer and their promises of privacy. Determinations need to be made if the recordings add value to the project, if safe storage of recorded sessions can be ensured and how recorded sessions can protect the privacy of participants.

Under no circumstance should any of the videos detailing sensitive topics or personal/family issues be displayed to the public, other facilitators, school officials or the participant's family. Decisions to use recordings should be done with the utmost consideration of the welfare of the participants involved.

## The 'Talk Box'

During discussions and training sessions other topics and ideas may arise. These topics and ideas, however, may not be relevant within the current scope of the day's session, but still remain valid. Some participants may be too shy to ask personal questions. These scenarios contributed to the creation of the 'talk box'. This box is an opportunity for girls to put forward anonymous questions, comments, and discussion topics. The trainer can review the contents of the box after the training session. It may be beneficial to contact facilitators to provide insight or guidance.

### Helpful Suggestions

*Take a cardboard box and decorate it with wrapping paper or magazine images. Cut a slit in the top so that participants can tuck notes into the box following the sessions. Leave scrap paper and a pen available next to the box and remind the learners daily that the box is there for their comments and questions.*



## Review of the Previous Day's Session

A good way to begin a session is through a review of the previous day's session and a review of the material that was covered. The trainer can do this by him/herself, and the participants can also be incorporated into the activity. Only two (2) or three (3) sentences are necessary. This is also a good opportunity for teamwork by assigning two participants per session to give a review of the previous session. A roster can be scheduled in order for participants to know in advance of their commitment. This reinforces the lessons learnt from the previous session and also gives a strong entry into the upcoming programme.

## Certificates and Presentations

The recognition of the participants' attendance and their commitment of time is also significant. The issuing of framed certificates from the organising agency is a means of acknowledging their role in the project. A sample certificate is included in the Appendix at the end of this manual and can be adapted as necessary.

## Session Evaluation

Feedback should be on-going throughout the training sessions with input not only from participants, but also from facilitators. This feedback enables the trainer to have written documentation of the training sessions, which can be used to make modifications necessary for project evaluation. This feedback will be reviewed and used to inform further projects. There are a number of means available for gathering feedback. More detail hereof will be discussed in Module 4 of this training manual.

## Training Checklist

Utilise a standard checklist for ensuring that practical and logistical arrangements are accounted for. A suggested format is available in the Appendix at the end of this manual, which can be used to help organise each session.

## Summary

There are many considerations that should be incorporated into the planning phases of the project. The failure to adequately address these needs can undermine the smooth implementation of the project. Although some problems are to be expected, repeated problems such as late starts, insufficient equipment and unprepared facilitators can erode the confidence that participants have for the project leaders.

# Module 4 The Process of Learning<sup>9</sup>

In many instances Train-the-Trainer sessions are focused on conveying the content of the focal project. Assumptions are often made that the trainers are fully aware of how to effectively share information with their learners. Hence there is little energy ever spent on highlighting the processes involved in implementing an effective project. This module endeavours to share ideas about learning processes in addition to providing instructions regarding the implementation of the project itself.

## The Underlying Process of Learning

The project endeavours to utilise the process of learning as a means for developing critical competencies designed to empower adolescent girls and boys. There are many sources that describe how we as people learn, but it is being contested as to which of the learning methods are most effective for different people. In this module the focus will be on three primary means to illustrate the learning methods available and relevant to this project. They include acquiring knowledge, the comprehension of that knowledge and the ability to actualise the knowledge into practice.

## The Acquisition of Relevant Knowledge

The transfer of information can occur in many ways, however the actual acquisition of knowledge is primarily achieved through memorisation. Whether information is conveyed about learning a local language or the rules for playing soccer – the internal integration of this information into our memory is the basis of acquiring knowledge.<sup>10</sup>

## Thinking for Understanding

The basic acquisition of knowledge in reality does not actually constitute 'learning' itself<sup>11</sup>. Learning as it is presented, is a process that is comprised of multiple steps. The second phase of learning is based on the appreciation of when, where and how the information can be appropriately used. Often when people simply memorise facts and figures there is a tendency to forget the material. However, when efforts are made to 'see' or 'appreciate' the material in the context in which it is derived, there is a greater likelihood for understanding the information.

9 This text is reviewed and adapted from the Integration of Adolescent Girls into Community Based Disaster Risk Reduction in Southern Africa: A Manual for Guiding project Implementation prepared by Kylah Forbes-Biggs and Yoland Maartens.

10 United Nations (2001) Train the trainers – training fundamentals. An instructor's reference manual. United Nations, New York. P.16

11 United Nations, op. cit., p.16



## Actualisation of Knowledge into Practice

The final stage of the learning process is the integration of knowledge into practice. The act of being able to correctly apply knowledge to certain circumstances is known as the means of showing competency<sup>12</sup>. Competency is the ultimate goal of the learning process. Competency is derived from the holistic process of acquiring knowledge, engaging in comprehensive thinking and doing the action or utilising the skill over time.

## Factors Influencing Learners and the Learning Process

Unfortunately the learning process does not occur in a vacuum. Simply following the process does not guarantee that competency will be developed. There are a number of external factors that can influence the overall success of the learning process.

Some of these influences include<sup>13</sup>:

*Motivation* – Willingness to accept new ideas;

*Perception of relevance* – Ability to identify how information applies to one's situation;

*Methods used in teaching* – Application of suitable techniques to facilitate learning;

*Prior experiences or prejudices* – Inherent beliefs or attitudes that shape one's willingness to learn;

*Time limitations* – Time available to commit to learning;

*Accessibility of resources and supporting materials* – The ability to gain access to learning materials;

*Relationships with trainers/facilitators and participants* – Amiable interactions among trainers/facilitators/ participants contribute to a more favourable environment in which to learn; and

*Mood and personal demeanour of learners* – Emotions can distract the attention of participants away from learning.

These factors exemplify the fact that learning is both a social and an intellectual process. Failure to grasp concepts may be as a result of external influences rather than an 'inability to learn'. These factors need to be considered when planning and observing sessions.

## Guiding Principles of Learning

There are seven guiding principles of learning that trainers have available to them and for guiding other facilitators in their planning. These principles can be used to help minimize the impact of factors that

12 United Nations, op. cit., p.16

13 United Nations, op. cit., p.17

negatively influence the learning process.<sup>14,15,16</sup>

## Incorporating the senses

Everyday we take in the world around us in a number of different ways. Exposure to a combination of feelings, taste, sights, sounds and smells can enable participants to absorb more information and make the learning process fun. As a trainer you can incorporate these factors to promote effective learning.

### Helpful Suggestions

*Use different approaches to stimulating multiple senses during the training sessions. Audio recordings of two people arguing can be used to highlight the impact of domestic abuse. Pictures of burnt houses can illustrate the risk posed by shack fires and improperly using paraffin stoves.*

## Attention

Sessions should be divided into 30-minute blocks in order to maximize the attention span of the participants. Use icebreakers, participatory activities or refreshment breaks to lessen the monotony, especially when dealing with serious and intense session topics.

## Memory/Retention

As was mentioned in the description on the learning process, memory is often relied upon as the means for storing collected information<sup>17</sup>. Memorisation alone is not the most reliable means for effective learning as was indicated in the previous module. Smaller sections of information are more manageable than long streams of information. Use the objectives that were created in the session plans to define and track the session. The reiteration of these objectives can help to summarise the training session.

## Motivate Learners to Become Active Participants

A clear motivation for learners to become active participants in the learning process is needed. Trainers can encourage learners to ask questions and to present their experiences in the sessions.<sup>18</sup> The EAGER project is ultimately designed to encourage participants to think, argue, question and challenge their own ideologies and behaviours in order to help them advance personally and within their social context.

14 United Nations, op. cit., p. 18-21

15 A. Bandura (1986). Social foundations of thought and action: a social cognitive theory. Prentice – Hall: Eaglewood Cliffs N.J. p 94-96

16 A. Bandura (1977) Social learning theory. Prentice – Hall: Eaglewood Cliffs 247p

17 A. Bandura, op. cit., p.95

18 United Nations, op. cit., p.21





Trainers can start getting the participants involved by allowing them to have responsibilities within the session. Giving participants opportunities to become involved in the project will help to affirm self-esteem and build self-confidence. This is particularly beneficial for the participants that are shy or introverted.

## Incorporating Different Learning Styles

Unfortunately all people do not learn in the same manner. As individuals we have inherent preferences as to how we best accept and interpret information. The three (3) primary methods focus on auditory (sound base resources), visual (using pictures, diagrams and illustrations to convey concepts) and kinaesthetic (physically engaging persons in activities) approaches.<sup>19</sup> Trainers can assist facilitators to incorporate these various styles into the design of their training sessions. The EAGER Project promotes the integration of different learning styles to engage our young girls and boys. All efforts must be made to avoid the constant use of the traditional lecture style teaching method, which relies on auditory learning.

## Feedback for Ensuring Effective Learning

Feedback is an important means for determining if the learning process is being effectively implemented.<sup>20</sup> It provides a number of benefits for the trainer and facilitator including being able to gauge the current level of understanding of the teaching material being taught, profiles the difficulties that have arisen in the training sessions, and indicates the level of acquisition and understanding during the process rather than at the end of the project. Feedback allows the trainer an opportunity to provide assistance and encouragement.

Trainers can lead this initiative by presenting questions that seek to solicit personalised responses. Avoid the use of close-ended questions such as “Do you understand?” or “Is everyone with me?”. Rather watch your audience for unusual expressions such as those expressing confusion or disinterest. Specifically ask learners “Can you explain this process briefly for us?” or “How do you think that this relates to the project or your situation?”. The concept of feedback will be discussed in further detail in the next section.

## Guidelines for Dealing with Feedback

When asked to provide feedback there are a number of recommendations and guidelines available to guide this process.<sup>21</sup>

### Giving Feedback:

- Focus on the behaviour of the person, rather than the person self. This activity is not personal and should not degrade the individual;
- Focus on observations not your interpretations. Discuss how the observation impacts on observable behaviour;

19 United Nations, op. cit., p.22

20 United Nations, op. cit., p.22-23

21 S. Delany & I. Noten (2008). Training the trainer. A guide to training trainers – specifically in relation to the trafficking in children and the sexual exploitation of children; ECPAT, Netherlands. P. 17 - 21

- It should be descriptive not judgemental;
- Share ideas rather than giving advice;
- Use feedback to help benefit the person and not as an opportunity to personally vent; and
- Start your feedback with “I” – take ownership of what you say without projecting it on the group.

### Receiving Feedback

- This is often a phase that most people wish to avoid. It need not be this way. Feedback can be beneficial to the learning process.
- View feedback as an opportunity to learn and improve;
- Emotions often overshadow and distort how we perceived the comments;
- Avoid justification or defensiveness. Listen and paraphrase in order to confirm what is being said; and
- Thank the respondents for their feedback.

## Opportunity for seeking feedback

In the implementation of the EAGER Project, it is important to gather information through feedback as often as possible. The programme structure is one which utilizes multiple training sessions with different facilitators. This structure prompts the need for daily evaluation or feedback in order to cover each separate topic. We need to recognise that the facilitators should receive comments in order to help develop their skills. Hence, it is helpful to summarise the feedback from the participants and provide it to the facilitators. This can be done in a written summary, by telephone or at a face-to-face meeting. This information should also be kept for project reporting purposes.

## A Model for Providing Feedback

The approach that is suggested is basic but effective. It can be conducted either verbally in the form of a discussion or written on pre-printed forms. This model for providing feedback seeks to solicit personal opinions from participants based on their responses to the following questions:

- A) One thing that I enjoyed...
- B) One thing I did not like very much...
- C) One thing that I would like to do differently ...

If conducting the activity verbally, then participants need to say one response per question, however it is important that each participant reflects their own opinion and not that of the person before them. This may be one of the most difficult activities. Sometimes young people feel safe following the group and therefore they repeat answers and replicate viewpoints. This is part of dealing with adolescents and should be expected and anticipated.

The feedback that is gathered can be utilised as an opportunity to do a session summary.



## Helpful Suggestions

Select a participant to lead this activity and randomly pick participants to answer one of the questions. This activity can be done quickly at the end of the session. Maximum time five (5) minutes. Use this activity to replace the general session summary.

A – One thing that I enjoyed

B – One thing I did not like very much

C – One thing I would like to do differently

D – One thing I learnt from this session

If necessary the feedback form provided can be translated into a local language or read aloud to ensure full comprehension. We suggest that the forms are handed out by one responsible participant and the forms are collected by another participant. If the forms are handed out at the beginning of the sessions then participants can submit them at the end. This will allow them to document their observations as the session is presented. Time should be allotted for feedback at the end of each session to ensure that the feedback is completed and submitted for review.

This need not be longer than five (5) minutes. The trainers are welcome to provide written feedback to the facilitators. This activity can be based on the trainer's personal assessment of the session as well as the feedback gathered from the participants. This adds legitimacy to the process and accountability. It can be time consuming, however it is beneficial to improving the overall process.

## Summary

This section seeks to provide trainers with an overview of models and key principles available to facilitate an effective learning process. The processes that are involved in learning are both complex and easily undermined by external influences. Great care is necessary to ensure that as a trainer, one understands and appreciates how the participants can best learn the material, which are being shared. Trainers will not be expected to operate the project flawlessly, but what is important is that the trainer can remedy problem situations as necessary and learn from them. Feedback allows trainers to see these problems more readily and take the opportunity to mitigate the issues.

The EAGER Project is based on a compilation of targeted, locally relevant training and capacity building sessions. These sessions are comprised of elemental sessions that are central to the project, also known as 'Core Sessions'. These training sessions acknowledge the primary issues affecting the lives of adolescent girls and boys in the region.

It should be noted that each core session is intended as a guide, which should be adapted to each targeted community's specific context. The project leaders, facilitators, stakeholders, parents/guardian and participants will be sources of information to help guide the content of each training session. See also the Appendix at the end of this guide.

## General Comments

It is important to understand at what level the participants function and what knowledge they bring with them to the training sessions. Assessing the general understanding of the group will help to prevent repetition. It may also help to contextualise some of the more relevant and potentially overlooked issues or misperceptions that exist. In this regard facilitators can lead into their sessions with a brief discussion regarding the topic, which should be able to provide a better indication of comprehension.

## Core Sessions

The core sessions present the essential information that has been deemed critical based on the factors that contribute to the vulnerability of adolescent girls and boys in less fortunate circumstances. The core sessions have been designated as follows:

- Introduction
- Team Building and Decision-Making
- Discovering Self
- Mental Health and Coping Strategies
- Physical Health
- The Personal Body
- Sexual Health and Healthy Decisions
- Personal Safety and Self-Defence
- Environmental Awareness
- Disaster Risk Assessment
- Fire Safety
- First Aid Training
- Community Involvement: Local Stakeholders and their Role in the Community

<sup>22</sup> This text is reviewed and adapted from the Integration of Adolescent Girls into Community Based Disaster Risk Reduction in Southern Africa: A Manual for Guiding project Implementation prepared by Kylah Forbes-Biggs and Yoland Maartens.





- Effective Communication and Leadership
- Personal Evaluation, Skills Analysis and Career Guidance
- Community Event: Preparation and Discussion

## Session 1: Introduction

### Significance

This session is the formal introduction to the project where the participants meet together for the first time. It will be the first opportunity for starting to build positive relationships among trainers and the group as a whole. This is also the first chance for trainers to observe the group dynamics and interpersonal relationships already in existence among the participants. The outcomes of this session will set the tone for the following day.

### Objectives

- To create a comfortable atmosphere for training to take place;
- To provide an overview of the training programme and the training schedule; and
- To facilitate introductory activities to start building relationships.

The session should include an overview of the training schedule as well as reinforcing the core values of the EAGER project. The overall training schedule needs to be presented in order to help the participants become familiar with the upcoming training session topics and to help ensure that they feel at ease. The participants need to understand that their support and participation in the training sessions will help to improve the outputs of the project. The participants themselves should establish ground rules, which is an opportunity for “The Constitution activity” mentioned earlier in the manual. These rules can be displayed on the wall of the venue for easy reference. Some examples of these rules may include: no cell phones, no swearing, no latecomers and no gossiping, a positive attitude, and full participation.

Participants, trainers and facilitators should take this opportunity to get to know each other better. Even the simple act of learning each other’s names is central to building relationships. Trainers can provide nametags for participants in the early stages of the programme to encourage the building of relationships. The group can decide whether these names will be their full names or whether they would like to make use of nicknames.

### Timeframe

One session

### Suggested Facilitator

Trainer

## Session 2: Team Building and Decision-Making

### Significance

The project seeks to create an elite team of participants to act as role models and leaders for their

community. As such the project needs to build cohesion and trust among the participants. Many adolescent girls and boys feel alone even when they come from large families. Promoting positive interpersonal relationships within the group helps to create conditions where each participant will feel safe and secure knowing that they have support from their colleagues.

### Objectives

- To strengthen group dynamics to facilitate a secure foundation for developing the programme;
- To establish the importance of teamwork through a variety of team building exercises; and
- To present aspects of good decision-making by means of interactive problem solving within the context of the participants’ environment.

Participatory activities and games will be used to help foster team - building as well as promoting effective decision making. These activities should be fun and diverse. Some activities can include the entire group and for other activities the participants can be paired off or divided into smaller groups.

Trainers should talk about some of the decisions that the participants need to make on a daily basis and how those decisions impact on their lives. Some situations may be more personal than others and all contributions made by participants should be dealt with in a manner showing respect.

If the participants do not want to openly share situations in which they have had to make decisions, then they should be allowed to contribute anonymously via the “Talk Box”(mentioned earlier in the manual).

### Helpful Suggestions

*Icebreakers and group activities are great tools for helping to build team spirit. Often singing songs or playing music that the participants can associate with, can be used as team building tools. This is an opportunity to incorporate indigenous songs or dancing.*

*Identify five (5) scenarios, divide the participants into groups of four (4). Let the other participants select the decision relevant to the scenario and allow the group to act out two possible outcomes. This will allow the participants to see both the negative and positive effects of decision-making and the responsibility associated with it.*

### Timeframe

One or Two Sessions

### Suggested Facilitator

Trainer

## Session 3: Discovering Self

### Significance

To help the participants find their leadership roles in their community, they first need to see themselves

in a positive light. This session seeks to help participants to understand how their experiences, values and attitudes make them strong individuals.

### Objectives

- To teach the participants how to appreciate uniqueness and inner strength;
- To help them to ascribe personal value to their lives and to promote their feelings of self-worth;
- To link positive attitudes with the need for positive reinforcing behaviours; and
- To understand their new positions as role models within their community and the importance of leading by example.

Often adolescent girls and boys struggle to understand who they are: a child, a woman, a man, a student, a leader or follower, a girlfriend, a boyfriend or confidant, a troublemaker? Personal perceptions of oneself are often shaped by outside factors such as the media, the community, peers and family members, and as a result they are left searching for answers. This session seeks to help the participants to think positively about themselves and the qualities they possess that make them who they are.

### Helpful Suggestions

*Ask questions like – “What does it mean to be a girl or a boy in this community?” This can be a great lead in for the discussion. Engaging in self-affirming activities such as drawing of self-portraits or creating a collage from images from magazines can be effective in getting the participants to think about what they perceive themselves to be. Follow the activities with a discussion seeking to determine if their images are accurate. Are they positive or negative? Strong mediation skills are going to be necessary for this session to help overcome negative thoughts or perceptions that may arise.*

### Timeframe

One Session

### Suggested Facilitators

The trainer, youth leader, women’s group leader, gender specialist or local drama teacher.

## Session 4: Mental Health and Coping Strategies

### Significance

The session seeks to ensure that the participants understand that stress and pressure are normal parts of life and that there are ways available to help one cope. This session also highlights the warning signals for depression or suicide. If we cannot deal with our internal issues how can we willingly assist others?

### Objectives

- To highlight issues that the participants face and to address them in a professional manner;

- To assist in the formation of coping strategies that will aid the specific hardships participants face; and
- To be aware of possible signs of mental health issues such as depression or suicidal thoughts and to assist a person in need within your community.

The conditions and circumstances which influence the lives of the participants, need to be understood. It is during the mental health session that the implications and impacts of the stressors that adolescent girls and boys face are placed under a microscope. Many of these girls and boys will be presented with situations that many adults will never have to deal with. The participants may be young, but sadly they are often faced with serious situations and problems that affect them deeply.

Issues that need to be addressed during this session include rape, suicide, bullying, sexual abuse, addiction (drug and alcohol), peer-pressure, teen pregnancy, school pressure, child-headed households, depression, dealing with loss, anxiety and living with HIV/AIDS. Participants deal with situations that can be traumatizing and erode their self-esteem. Depression is a condition that is rarely discussed or treated, and is often overlooked. Adolescents may be dealing with the loss of loved ones, the stress of being financially responsible, looking after terminally ill family members and even dealing with thoughts of suicide. Loneliness or other underlying causes can be the driving force behind some of the participants’ negative behaviour and outbursts both in school and during sessions, or efforts to seek love and attention.

It is the trainer’s role to observe and follow the conversations to ensure that all issues are addressed either in session or to decide if additional help needs to be sought. Documentation may be particularly helpful in accounting for all topics that are brought up to ensure that they are dealt with adequately.

**Warning:** Participants’ privacy is a crucial part of this session. Trainers and facilitators need to be aware of the fact that this topic and session may be very emotional and difficult for some of the participants. At the beginning of this session it is important to remind all the participants and facilitators that all information discussed in this session is confidential and private and should not be discussed outside of this group. If the participants do not feel safe they will not be willing to open up in front of strangers. This is why team building is an important precursor.

It is essential to also clarify that under **no** circumstances are participants expected to diagnose or to try to treat persons with suspected mental issues. Rather emphasis needs to be placed on their awareness of an ability to recognise negative changes in attitudes and behaviour and to know when they should seek help from trained persons within the community. During this session the trainer may act as an observer and allow the facilitator to lead the session.

### Timeframe

Two sessions minimum to allow for participants to build confidence and discuss multiple issues.

### Suggested Facilitator

Mental health nurse, nurse, counsellor, trained youth counsellor, psychologist (experienced in working with youth at community level) or social worker.



## Session 5: Physical Health

### Significance

This EAGER Project believes that you must be able to take care of yourself before you can help and take care of others. So often poverty robs young people of the ability to access healthy diets and proper medical care; however they still need to understand how to maximize the options they have in order to stay healthy.

### Objectives

- To present a fun and interactive look at staying healthy within the participants' environment; and
- To discuss components of healthy living such as eating well, looking after your body and how to make healthier choices with limited budgets.

This session should allow participants to realize that they can look after themselves within their circumstances. The focus should be on exercises that can be done by participants at home within the small spaces that are commonly available in township and rural housing. The exercises also need to be able to be done by the group so that once the training programme is over, the participants can continue with their healthy living routine.

The living conditions of participants often mean that they do not have enough food at home, there is little financial means to purchase healthy food and their circumstances at home may also not enable them to cook often. It is important for them to be able to identify good foods and the importance of nutrition for young growing bodies. Healthy eating habits need to be linked to maintaining good skin, hair, teeth, bones, muscles.

An aspect that also needs to be included is the fact that many participants may have to prepare food for their siblings and other family members, which means they need to have a true understanding of what constitutes a balanced meal. Nutrition is especially vital when it comes to living with HIV/AIDS. The need to maintain healthy eating and lifestyles can help defend against the onset of opportunistic infections and to improve T-cell counts. Other factors that undermine personal health include drug and alcohol abuse and the negative effects they have on the human body.

### Helpful Suggestions

*Bring in low cost, easily accessible healthy foods and give participants an opportunity to experience new tastes. Take the opportunity to identify healthier foods in traditional diets. The trainer can also bring in images of drug users to illustrate the effects of chemicals on the human body. Invite former drug users to attend the sessions as guest speakers. Ask them to describe their experiences.*

### Timeframe

One session.

### Suggested Facilitators

Biokineticist, nutritionist, physical education teacher or a gym instructor.

## Session 6: The Body Personal

### Significance

The presence of sound physical health is a requisite for ensuring our personal wellbeing, however it is also a requirement for supporting our independence. This session extends beyond general health concerns to focus on women and men's health issues.

### Objectives

- To identify the main physical health issues affecting women and men;
- To present information regarding warning signs and symptoms in order for the participants to be pro-active in maintaining their health;
- To encourage health seeking behaviour; and
- To direct the participants to credible health centres and resource persons within their community for assistance.

The designation of male or female is defined by our biological differences. These differences greatly shape and influence how we live our lives and the physical ailments we are exposed to. In many countries health issues are ignored and blanketed by broad initiatives such as those dealing with HIV/AIDS. Our different bodies have very different problems and consequences. This session presents some of the issues that the participants need to consider when taking care of their physical welfare.

There will be a focus on different types of cancers, reproductive health, sexually transmitted diseases and fertility as well as any locally relevant issues. The participants will discuss symptoms, signs, early detection and local sources for assistance.

### Timeframe

One Session

### Suggested Facilitators

Community health nurse.

## Session 7: Sexual Health and Healthy Decisions

### Significance

This session specifically focuses on the need to address not just the risks associated with HIV/AIDS and sexually transmitted infections, but also to debunk myths and misconception of the syndrome and its impacts. Most of the participants are aware of HIV/AIDS and they have seen first hand the effects, but in many cases the participants do not always know about the means of transmission, implications for pregnancy and safe treatment options. This training session will be an opportunity to promote healthy decision making.

### Objectives

- To understand the power and importance of having a support network for the participants to help guide healthy sexual decision making;

- To gain an awareness of risky behaviour and the consequences of poor decision-making;
- To understand the participants' perceptions of HIV/AIDS and sexually transmitted infections;
- To contrast participants' perceptions with myths and misconceptions regarding the disease and sexually transmitted infections; and
- To develop an awareness of the prejudice and stereotypes that exist in the lives of people living with HIV/AIDS.

The unique focus of this session endeavours to empower participants to help each other make better decisions, to deal with their situations and live with the knowledge that they are not alone. This session will also emphasise the importance of accurate information and make participants realise that they are now critical resource persons within their community.

#### Timeframe

One Session

#### Suggested Facilitators

Peer counsellor, social worker or a nurse specialising in sexual health.

## Session 8: Personal Safety and Self-Defence

#### Significance

This session focuses on empowering participants with skills and good practices. There is a time when the participants need to be wise and avoid dangerous situations as well as knowing when it is safe to defend themselves. They no longer need to be victims, they can be pro-active in their behaviours and action.

#### Objectives

- To teach the participants the importance of being aware of their physical environment;
- To understand the potential of one's physical and mental abilities to defend against threats;
- To present techniques to help protect themselves in dangerous situations;
- To appreciate what steps can be taken following a personal violation (rape, assault or molestation) or violent crimes;
- To be aware of local support services (counselling) that are available to help persons dealing with violent crimes and personal violation; and
- To determine the role of the police and to establish their rights as a civilian (to privacy, to professionalism and to respect in the reporting process).

One of the greatest detriments to the wellbeing of youth is the threat of sexual violence or assault. Physical limitations such as small size and physical strength may impair their ability to defend themselves. This session discusses when it is safe to fight back, how to avoid dangerous situations, how to minimize vulnerability and what techniques are available to assist oneself in defending one's body and to know one's rights.

In this session the participants will be shown various approaches that can be used to defend themselves, and how to use creativity and ingenuity to overwhelm an attacker. The session also breaks down the steps for post-assault scenarios including ensuring personal safety first, preserving evidence, reporting crime and seeking medical assistance and counselling. The availability and implications of using medications

such as emergency contraception and Anti-Retrovirals for sexual assault should also be discussed.

#### Timeframe

One session

#### Suggested Facilitators

Police officer (one male and female), professional self-defence trainer with support from a rape counsellor or social worker.

## Session 9: Environmental Awareness

#### Significance

This session seeks to enable participants to understand the implications of environmental degradation on their community and the potential impact on their personal health. Depending on the needs of the community the session could be a unique way to recycle materials for livelihood development or as extensive as focusing in depth on climate change issues.

#### Objectives

- To create awareness of environmental issues threatening the immediate environment of participants;
- To encourage participants to adopt a new lifestyle that considers their environment;
- To discuss the limitations of poor environmental behaviour;
- To emphasise the values of reducing, reusing and recycling (3 R's) waste materials;
- To present climate change as a significant factor influencing the welfare of girls and women in our communities; and
- To explore the entrepreneurial opportunities relating to waste products.

This session aims to challenge participants to look at the impact they have on their environment and to understand the role they can play in making a difference. There are a number of opportunities for participatory activities in this session including community mapping, craft projects, shifting and sorting rubbish.

#### Helpful suggestions

*The conditions in local communities should first be analysed. This can be done by either walking through the community or by discussing pollution hot spots and drawing/mapping these areas on flipchart paper. Areas of significance could be ditches that overflow with sewage, taps that constantly drip, burning rubbish heaps and the unnecessary disposal of trash in the environment. This session can also look at the classification and separation of rubbish, which includes paper, glass, plastic, non-recyclable materials and hazardous waste. This is an opportunity to involve local crafts people to come and highlight their work.*

By using the 3 R's of waste management, this session will highlight fun ways that waste can be reused in and around the home, school and community. It should also emphasise methods by which participants can reduce waste and recycle waste. This may also include an element on composting and the importance of distinguishing between natural and man-made waste.



## Timeframe

One session

## Suggested Facilitators

Representatives from a local environmental organisation, science teacher, university student, environmental health officer and local crafts people.

## Session 10: Disaster Risk Assessment

### Significance

In order for the participants to become active leaders in disaster risk reduction in their community, they first need to have information about critical concepts of disaster risk. This session will focus on analysing their community and assessing disaster risk. They will be able to identify local threats and contribute to ideas on how to minimize the risks faced by their community.

### Objectives

- To introduce the basic concepts associated with disaster risk reduction including disasters, hazards, vulnerability, risk and risk reduction;
- To present key activities for hazard assessments, vulnerability assessment and capacity assessments;
- To identify and prioritise local hazards; and
- To enable participants to help advise on plans to minimise local risk.

Participants are based in communities with unique risk profiles and potential hazard exposure. It is important for them to understand which hazards pose the greatest threats and which actions can be taken to help improve their individual and community resilience. It is important that the concepts of disaster risk are explained within the frame of reference of the participants. It should not end up being a complex or technical session, but should rather focus on providing participants with better understanding of their vulnerability and risk.

Not only will this highlight the importance of community-based disaster management, but also motivate participants to get involved in initiatives that make positive contributions to their community. Some local disaster centres or emergency centres will have youth-oriented programmes in which these participants can then get involved.

### Helpful Suggestions

*This session can be as interactive as possible. Transect Walks, Community Mapping, Problem Trees, Seasonal Calendars, Weekly Calendars can all be used as participatory activities to get the learners involved. The Appendixes at the end of this manual presents some of the activities.*

## Timeframe

Two sessions or one full day weekend session.

## Suggested Facilitators

Trainer (if skilled in conducting community-based risk assessments) or disaster officers from local government.

## Session 11: Fire Safety

### Significance

The risk posed by household fires are prevalent in communities that lack electricity. Accidental fires have been linked to candles, paraffin or dangerous electrical connections. The importance of learning safe behaviours and practices cannot be overemphasised as a way to pro-actively protect lives and property. However, in some circumstances veld fires may be a more relevant focus for communities.

### Objectives

- To present different types of fires and how to extinguish them;
- To explain the origins of fire;
- To establish basic fire safety practices;
- To learn how to fireproof your home;
- To understand the dangers associated with heating and cooking devices in the home;
- To provide alternatives when fire services are not available in communities;
- To be aware of emergency contact numbers within their community;
- To present the limitations of local fire services; and
- To highlight the roles of fire fighters and opportunities for involvement in public awareness activities.

Fires destroy and consume all that is in their path, whether it is a veld fire or a house fire. Participants need to know how to deal with fires and the dangers they pose. This session also provides information as to how participants can get involved in their community and make a difference as a volunteer. It will also provide the fire station the opportunity to highlight their public awareness campaigns and strategies if applicable.

### Helpful suggestions

*This is an excellent session to incorporate a fieldtrip. Contact the local fire department and enquire about fire department tours and a public awareness session. They may even be able to do a fire safety demonstration.*

## Timeframe

One session

## Suggested Facilitators

Fire fighters preferably with public awareness experience.

## Session 12: First Aid Training

### Significance

The importance of this session lies in training the participants to be able to provide caregiving and potentially life-saving services for their families and the community.

### Objectives

- To present a certified Level 1 First Aid training course that will enable participants to learn life-saving skills;

- To learn the vital aspects, including Cardio Pulmonary Resuscitation (CPR), bandaging broken limbs, dealing with burn wounds, addressing shock and securing an injured person at an accident scene or in an emergency situation.

Within many communities, medical assistance may be difficult to access with poor road infrastructure or long distances. Participants could be able to take the lead in assisting injured community members until professional services arrive or persons can be transferred to clinics/hospitals.

#### **Timeframe**

Two sessions (usually 8 hours each). It is ideal to schedule these sessions over weekends or school holidays. Discuss this in advance as in some circumstances government regulations state that the training must run two days concurrently.

#### **Suggested Facilitators**

Certified First Aid Providers fluent in local languages. The first aid training needs to be presented by a registered medical service provider, emergency medical school or nursing institute. The training needs to be certified and be valid for at least a year. Trainers need to be advised that it is better to certify participants at the level 1 stage for the best value and benefit. It is important to explain to the service providers that you are working with young people.

### **Session 13: Community Involvement**

#### **Significance**

This session is designed to help the participants to develop a better appreciation of the resources and services available within their communities. These services and resources can be important in helping to provide assistance and opportunities for young people and their families.

#### **Objectives**

To highlight local persons, organisations, resources and services available within their community; and To identify activities and programmes where participants can get involved, further their skills and share the knowledge they have gathered through the training.

Stakeholders and trainers can take responsibility to help identify opportunities to involve participants in community activities. Participants also need to understand that it is their role to share their knowledge with those in their community. The stakeholders from the community can provide participants with a safe environment to get involved in and allow them to be involved in credible local initiatives.

Opportunities could include volunteering at youth centres, community forums, sporting associations, church groups, health initiatives, educational study groups, and government projects aimed at the youth. If the participants would be able to make a contribution to the initiative such organisations should be invited to present at this session.

#### **Timeframe**

One session

#### **Suggested Facilitators**

The trainer along with guests from the community including the police force, clinic workers, parents, elders, community leaders, non-governmental organisation representatives, and youth group leaders.

### **Session 14: Effective Communication and Leadership**

#### **Significance**

The EAGER project endeavours to empower adolescent girls and boys by encouraging them to become leaders in the community. One of the major skills necessary to help the participants is the ability to communicate their messages effectively to the community.

#### **Objectives**

- To present basic communication rules;
- To define effective communication;
- To understand one's audience and to know whom one will be talking to; and
- To define effective listening, using non-verbal communication, first impressions and barriers that exist in communication.

The training programme would be extremely limited if the participants were not able to share what they have learnt effectively. Effective communication is a necessary component within the training programme as the participants will be responsible for spreading the relevant information to the community. This training session needs to consist of the following communication components; effective listening, non-verbal communication, audience assessment (how to prepare a message for a specific audience), barriers in communication and defining effective communication.

The role of leadership needs to be presented. The expectations for good leaders and the need to reinforce positive behaviour are relevant topics for discussion. Participants can be asked to identify their role models or leaders. The conversation can be directed to have the participants select key qualities that these persons possess in order to highlight positive qualities and attributes. The issue of professionalism, behaviour, posture and appearance needs to be addressed. Ultimately the skills associated with prioritising information and communicating that information to different individuals is important to furthering the goals of this project.

#### **Timeframe**

One session

#### **Suggested Facilitators**

Communication students from a local university, a communication practitioner or person with a background in communications.

### **Session 15: Personal Evaluation, Skills Analysis and Career Guidance**

#### **Significance**





The lack of goals, personal aspirations and clear direction for the future often limits young adolescents' desires to take positive steps in their lives. This session seeks to get the participants not only thinking about their achievable futures, but also making solid plans on how to get there.

### Objectives

To allow participants to have a better understanding of their own skills, interests and abilities; and  
To enable participants to look at their future and chose a career path or study field that suits them.

Often participants doubt their abilities and feel that they are restricted by their circumstances. This session needs to provide participants with the information they need to look beyond their current situation towards their future. Local colleges, universities or training institutes should be invited to present study opportunities and ideas for local bursaries to the participants. This session seeks to enable participants to understand that they can work towards a dream and that by knowing themselves better they can make sure they choose an appropriate and achievable career.

This session can assist the younger participants with picking the right subjects at school as well as assist the senior students. Attention should be paid to non-traditional livelihoods and small business development. This is an opportunity for stakeholders to also present ideas for internships and work studies.

### Timeframe

One session

### Suggested Facilitators

External guidance counsellors, representatives from local universities, colleges and trade schools, small business owners.

## Session 16: Community Event: Preparation and Discussion

### Significance

The EAGER project culminates in the participants' hosting of an event designed to convey information to their community. This session is established to help the boys and girls to identify the local hazards, relevant messages and the most appropriate means to get their messages across to their targeted audience.

### Objectives

- To prioritise the most powerful issues pertinent to the community including hazards and vulnerabilities;
- To plan how to disseminate information to the community at large, stakeholders and other role players.
- To give the participants an opportunity to take a leading role in communicating important issues to the community; and
- To have participants display their leadership roles in the community context.

This session places the entire focus on the participants and the messages that they want to convey to their community. The focus of the community event should reflect the primary perceived hazards/threats within the community. Participants need to focus on discussions relating to the content (three main

hazards/threats in the community), target audience, method for conveying the message of choice and other logistical matters such as the venue, resources needed and other special requirements needed to host a large community event. Lastly, participants need to decide how they are going to communicate the urgency of these threats by means of an interactive and powerful presentation. This may include utilizing poetry, song, dance and drama to convey their message.

This session is designed to allow the participants to take control of the situation by making all of the critical decisions regarding the content. The trainers and stakeholders will provide logistical support (i.e. booking venues, arranging transportation etc.). This session represents the official end of the training programme in most instances. Decisions regarding responsibilities on the day of the event and in the planning need to be established during this session. This requires identifying service providers for transportation and food arrangements for the event, sound hire, invitations, guest lists, seating arrangements, multimedia needs, gifts, prizes and awards.

### Timeframe

One session

### Suggested Facilitators

Trainer - This is to ensure that participants are able to safely make their own decisions regarding the topics that they want to highlight in the community event and are not steered by external influences.

## Optional Sessions

It is important for trainers to note that the training sessions' outlines are not set in stone. The training will be more valuable when it is adjusted to meet the specific needs of the participants within the context of their community. Thus trainers need to understand that they can add optional sessions that deal with important issues. Additional sessions that may be considered are described in more detail in this section.

### OPTIONAL SESSION: PHOTO VOICE ACTIVITY

#### Significance

This session is an opportunity for the participants to play an active role in identifying threats to their welfare within their communities. The participants take the photos to illustrate what threats are significant for them. It allows them to exercise their ability to make decisions based on their individual perceptions.

#### Objectives:

- To view how adolescent girls and boys perceive threats in their communities; and
- To empower the participants by seeking their input in determining which hazards and threats need to be prioritized in their lives.

This activity involves giving the participants disposable cameras in order to visually document the threats to their community. Each participant will be asked to think about a number of questions and take photographs that reflect their feelings and responses. The photographs will be developed and each participant will identify his/her significant photo. From these photos the group will vote on their top

three greatest threats to their welfare. The aim is not to have the most beautiful pictures, but rather to have ones that best and most accurately reflect how the participants feel. The photos can be compiled into a story album which details an overview of the project and the summary of the issues that they are dealing with as seen through their eyes. The Appendix provide directives for the activity and a standard consent form for participants.

**Time Frame:**

One session to give instructions and approximately two to three weeks to allow the participant to wander around the community and take the photographs. It is recommend that this session be done following the Disaster Risk Assessment session. It may give the participants a bit more perspective. However, you may see more creativity if you present the activity before the Disaster Risk Assessment session.

**Suggested Facilitators:**

The trainer will be needed to present the supporting documentation and clarify that the consent forms are signed and clearly understood. If language is an issue a local language translator may be valuable.

**OPTIONAL SESSION: FAMILY MANAGEMENT**

**Significance:**

This session was added to the training programme in some instances to accommodate the fact that many of the participants have responsibilities beyond those of typical teenagers. Many of the participants are often heads of households or have major responsibilities for domestic chores, caring for siblings or elders, earning money for the family as well as doing homework.

**Objectives:**

- To help develop time management and basic budgeting skills;
- To put forth coping strategies and to promote local support systems available to assist families; and
- To help understand the complex responsibilities involved in raising a family.

This session was integrated into the training schedule to place focus on the fact that many participants are the heads of households, and the providers and caregivers for younger siblings. The participants are very young and are now faced with adult situations and decision-making positions. This session seeks to provide advice and directions for young people. It is essential that they know how best to prepare for their circumstances.

**Timeframe:**

One session

**Suggested Facilitators:**

The trainer or a locally respected young mother, father or a woman/man from the community.

## Module 6 Additional Activities<sup>23</sup>

Traditional lecture style instruction tends to be the most commonly utilised means of conveying information. Unfortunately this is, as previously alluded to, not the most effective method for promoting learning.

The following activities provide practical examples of different learning modes that can be used to convey information to the participants. These activities utilise auditory, visual and kinaesthetic focussed methods to promote learning.

### Auditory Based Activities

Auditory focused methods emphasise the value of learning through listening. The combination of hearing and speaking are the primary means of absorbing information<sup>24</sup>. Auditory-based activities prioritise the need for incorporating the use of sound. Oral presentations, discussions, dialogues or recordings can be utilized in this approach.

#### AUDIO RECORDINGS CASE STUDIES

Make audio-recordings and present them as the basis for a discussion on relevant topics. The discussion needs to highlight the main issues in the argument. The most critical part of the activity is to brainstorm possible and relevant solutions - those actions that the participants can initiate themselves.

**Objectives:**

- To provide an opportunity for participants to integrate personal scenarios and local relevant issues into the training; and
- To strengthen the participants' ability to analyse and to present possible responses.

**Supplies/Equipment:**

- A device for playing audio clips (laptop or CD player); and
- Speakers, if utilising a laptop so that everyone can clearly hear the recordings.

**Preparation:**

Prepare 3-5 audio clips for presentation to the group. This may involve asking friends, colleagues or community members to read a prepared script or to simply start a discussion on a specified topic and record the results.

<sup>23</sup> This text is reviewed and adapted from the Integration of Adolescent Girls into Community Based Disaster Risk Reduction in Southern Africa: A Manual for Guiding project Implementation prepared by Kylah Forbes-Biggs and Yoland Maartens.

<sup>24</sup> World Ywca. (2006) Empowering young women to lead change: A training manual. United Nations Fund for Population Activities, Geneva p98-100.



### Directives for Facilitators:

- Clarify to the participants that you will be playing a number of audio clips.
- Explain to participants that they are encouraged to share their perspectives on the audio clips.
- Ask participants to discuss the recordings and brainstorm for possible solutions and positive actions that the participants can instigate.

### Sample Topics:

- Boyfriend arguing with his girlfriend over her obligation to provide sex.
- An adolescent girl discussing how she is planning on getting pregnant in order to keep her boyfriend.
- A friend talking about how he/she is extremely overwhelmed and does not know what to do. He/she is not doing well in school, her family has no money, and his/her step-father is mean to him/her. He/she says he/she wants to die.

### AUDIO RECORDINGS LOCAL SOAPIES

This scripting activity looks at getting the participants to present locally relevant issues. Each group creates a script of dialogue that addresses some of the local perceptions of the issue. They can pretend that they are the cast of a local soapie as they act out their scenarios before the group.

### Objectives:

- To allow participants to develop their decision making skills by critically thinking about locally relevant scenarios and collectively brainstorming realistic and viable solutions.

### Supplies/Equipment:

- A recording device (i.e. digital recorder, Ipad, cell phone, laptop with recording programme);
- Paper, and
- Pens.

### Preparation:

The facilitator must identify the six to ten locally relevant issues that are relevant to the lives of participants in the community.

### Directives for Facilitators:

- Divide participants into groups of two or three.
- Assign each group an issue.
- Give them 20 minutes to prepare a script of a possible conversation that represents a real-life scenario that focuses on the issue.
- Use the script as a way to allow the participants to brainstorm appropriate solutions to resolve or reduce the impact of the issue. Remember to utilise local resources.
- Present the dialogue to the group.

### Sample issues:

- I do not have time to do my homework because I want to go out with my friends instead.
- I am going to have to move away to live with my uncle because my relatives here cannot afford to

take care of me: I am upset.

- My mother is sick and I must drop out of school to care for her.
- Why should I bother to study it's not like I have the money to go to college?
- Your friend has just realised she is pregnant.
- My stepfather is making sexual comments about my body and I am very uncomfortable.
- Since my mom died I have been living with relatives they do not treat me well and I must do all of the chores in the home before I am allowed to go to school.
- My sister has gained a lot of weight and she is very upset.
- In our family my 'gogo' cooks on a paraffin stove sitting on the edge of a broken table. I do not think that it is safe.

### THE SOUND OF MY LIFE

Each participant is asked to identify a song that reflects their life and their experiences. Emphasise the use of local music. Ask the participants to write down some of the relevant words and then sing part of the song to the group and explain why it relates to them.

### Objectives:

- To use a creative medium to help the participants to become more familiar with their colleagues as the basis for building interpersonal skills.

### Supplies/Equipment:

- Flip chart paper;
- Markers;
- Note paper/books; and
- Pens.

### Preparation:

The Facilitator needs to tell the participants about the activity in advance to allow them to think about their selection.

### Directives for Facilitators:

- Direct participants to think about the role of music in their life.
- Ask the participants to then identify a song that reflects their life.
- Select a few lines in the song and sing it to the group.
- Discuss how it relates to their lives in a three (3) minute explanation.

### THE GREAT DEBATE

This is a great exercise to do with the participants. Initially it will be slow, but once they understand the activity it is very exciting and can be a great energiser. This can be initiated at the beginning of any relevant session. The trainer will lead the activity and can collaborate with the facilitator to determine the strongest argument (not the most popular view). Instead of doing the traditional conclusion and wrap up activities, this can be used to summarise the various positions on a topic in a full and participatory way.



**Objectives:**

- To promote critical thought in the creation of arguments especially for those opinions that are not reflective of the participant's personal views.
- To help participants build confidence while developing knowledge and improving their public speaking skills.

**Supplies/Equipment:**

- Paper;
- Pens;
- Flip Chart;
- Flip Chart paper; and
- Markers.

**Preparation:**

The facilitator needs to select a statement relevant to the session topic.

**Directives for Facilitators:**

- Randomly divide the participants into two (2) sections.
- Present the statement to the group.
- Assign each group a position on the argument (for or against).
- Explain that participants will work in a group to create strong arguments in support of their position.
- Each group will identify two speakers.
- Explain the function of each speaker (the first will have five (5) minutes to present their main argument, the second will have two (2) minutes to provide a rebuttal based on the arguments of the opposing side –no new material should be introduced).
- Instruct the group to select its speakers.
- Direct the group to listen carefully to the facilitator as a source of information.
- Once the facilitator is finished, allow the group five (5) minutes to prepare their opening argument.
- The trainer will launch the debate by reading the statement aloud and initiating the pro side's argument. Time the argument for five (5) minutes and then allow the opposing side to speak for five (5) minutes. Alternate to the pro side again for a two (2) minute rebuttal and then the same for the opposing side.
- Then the trainer and the facilitator will decide on a winner based on the strength of the arguments.

**Possible Topics:**

- Marital rape, as a social problem, does not exist.
- Schools should provide contraception for students.
- Drug users should be sent to jail.
- Women should stay at home and tend to their children.
- A university education is the only way to succeed in this life.

**FACT OR FICTION**

This activity allows participants the opportunity to weigh statements and make critical assessments on certain issues. In lieu of a traditional discussion, this topic is presented like a competition.

**Objectives:**

- To gauge and reinforce the participants' knowledge of HIV/AIDS, sexual issues and health.

**Supplies/Equipment:**

- List of statements (see sample statements);
- A bell (optional).

**Preparation:**

The facilitator should have the list of statements and review the statements before the session.

**Directives for Facilitators:**

- The group is divided equally.
- One girl from each group should come to the front of the room and they should stand side-by-side.
- The facilitator should read one of the statements and the participants compete to answer the questions first. They can indicate by ringing the bell, raising their hands or banging on a desk. Each team gains a point for a correct answer and gains another point for a correct explanation of their response.
- The trainer can keep score.
- The group can debate conflicting answers.

**Sample Statements:****If you shower immediately after sex you can prevent HIV/AIDS.**

Fiction - sexual fluids can transmit HIV through open sores.

**Men have a higher sex drive than women**

Fiction - studies have shown that there are no physical or mental differences in human sex drive.

**Some STIs including HIV/AIDS can be transmitted through oral sex.**

Fact - sexual fluids can transmit HIV through open sores.

**If you partner is under the age of consent, is pressured or threatened in any way, you cannot legally engage in sex.**

Fact - having sex with a person under the age of consent, using coercion or threats is a violation of the law. You can be charged with rape.

**If your partner is under the influence of drugs or is intoxicated you cannot legally engage in sex.**

Fact - When a person is under the influence of substances such as drugs or alcohol their ability to give informed consent is undermined, hence that person can go to the police and seek to press charges against you for rape or sexual assault.

**Your body is clean and strong with natural antibodies therefore you cannot catch an STI the very first time you have sex.**

Fiction - As a virgin your body has no more natural defences than any other person that can prevent you from catching an STI.

**Traditional healers can cure AIDS/HIV.**

Fiction - There is NO cure for HIV/AIDS. In some instances traditional healers may be able to reduce some of the symptoms or conditions linked to secondary infections. Anti-retroviral medication is the only official proven treatment for HIV infections but it only helps to slow the progress of the disease and improve T-cell counts. Again there is no cure.





## TAKING A STAND

In a world where everyone's opinion should be important, there is a need to take a stand on the things you believe in. This activity allows the participants to take a position on a number of sensitive issues and to discuss their viewpoints.

### Objectives:

- To encourage participants to think about their personal views.
- To create an opportunity for the participants to express their own views in a safe environment and to expose participants to diverse opinions.

### Supplies/Equipment:

- Three (3) pieces of paper;
- Markers; and
- Tape.

### Preparation:

Write the phrases 'Agree', 'Disagree' and 'Don't Know' on the three pages of paper (one phrase per page). Affix the signs to three (3) different points in the room.

### Directive for Facilitators:

- The facilitator should explain that each participant must take a position on a statement that will be read aloud. They must move quickly and stand near the sign which represents their opinion. They should not simply follow their friends. If they don't know, they should stand under that sign.
- The activity begins and the facilitator should read out the first statement to the group.
- The participants must decide on a position and physically stand under the sign that best represents their position.
- The facilitator should discuss the different views and how the participants came to take their position. Is the decision based on misconceptions, beliefs, traditions or popular opinion? Remember the facilitator's position is not to judge - be cautious of your body language and facial expressions as they may give away your personal feelings. This may in turn make the participants afraid to voice their feelings.

### Potential Statements

A woman should only marry the man that her parents select.

A boy's sexual drive is stronger than a girl's sexual drive.

Women should have full control to decide how many children she has and the spacing of her pregnancies.

If a girl dresses in skimpy clothes then she deserves to be raped.

Abortion is only acceptable if a woman has been raped.

## Visual Based Activities

The following activities provide examples of visual based activities, which use resources such as images, pictures and videos. Visual learners benefit from the use of images to help illustrate concepts and relationships.

### THE SELF PORTRAIT

Participants engage in a participatory activity designed to use images in print media to symbolise how they see themselves. We want to see how the participants perceive themselves and to build on obvious or inherent positive qualities that they recognise.

### Objective:

- To help the participants start to think about whom they are and who they want to be.
- To build on and reinforce the positive qualities that the participants' possess.

### Supplies/Equipment:

- Old magazines;
- Scissors (20 pairs) or they can just rip the pictures out;
- Glue (10-20 small bottles);
- Blank paper or cardboard; and
- Colour pencils or markers.

### Preparation:

Facilitator should gather the supplies and bring them to the venue.

### Directives for Facilitators:

- Ask the participants to think about who they are? They should describe the characteristics they envisage when they think of themselves.
- Distribute the scissors, paper, glue, magazines and colour pencils/markers to the group.
- Ask the participants to compile a collage of images that represents what they think of themselves. The only condition is that they cannot use photos or images of people's faces.
- Give them 30 minutes to cut and paste their pictures on the paper. Write their names, ages and some of the main characteristics that they have identified.
- The participants can display their pictures on the wall of the venue. Allow the participants to wander around and look at the different portraits.
- Start a brief discussion - see the following for suggestions.

### Sample Questions

- Are there any common characteristics?
- Are the characteristics positive or negative?
- Everyone has something good about them...how can you build on that and use it to help the community?



## IMAGE IMPACT

The session facilitator discusses the symptoms, means of diagnosis, method of transfer and treatment options for prevalent sexually transmitted infections. By understanding the nature of sexually transmitted infections it will help the participants to know when they need to seek medical intervention. Furthermore, the implications of failing to treat these infections should also be stressed (i.e. infertility).

### Objectives:

- To allow the participants to see the symptoms and effects of sexually transmitted infections.
- To identify the various types of sexually transmitted infections and their means of transmission.

### Supplies/Equipment:

- Images of sexually transmitted infections printed on A4/Letter size paper if possible or full screen images displayed on a laptop.

### Preparation:

Identify images of locally relevant sexually transmitted infections illustrating bacterial, fungal, viral, parasitic and protozoal origins. It is extremely important to have both male and female images so that participants can also be aware of symptoms in their partners. It would be helpful to have local statistics of infection rates.

*\* It is very important that you warn the participants that the images may be graphic. The need to have this knowledge is paramount to participants being able to protect themselves against infection.*

### Directives for Facilitators:

- Facilitators lead the activity with an introduction and an explanation of the causes of sexually transmitted infections (bacterial, fungal, viral, parasitic and protozoal).
- You can have participants guess what the symptoms present for each infection are.
- Show images and discuss the diagnosis, prevention, symptoms and treatment (for them and their partner).
- Discuss the implications associated with failing to treat infections.

Examples of Sexually Transmitted Infections:

#### Bacterial

Chlamydia; Syphilis; Bacterial vaginosis; Gonorrhoea.

#### Fungal

Candidiasis (Yeast infection).

#### Viral

HPV Genital warts (Human Papilloma Virus); Herpes simplex; Human Immunodeficiency Virus (HIV); Viral Hepatitis (Hepatitis B).

#### Parasites

Crab Louse/Pubic Lice; Scabies.

#### Protozoal

Trichomoniasis ('Trich').

## HAZARD IDENTIFICATION/COMMUNITY HAZARD MAPPING/TRANSECT WALK

This activity allows participants to identify local hazards, vulnerable populations and assets by locating

them within the community.

### Objectives:

- To use a participatory activity to highlight community hazards, vulnerable populations and local capacities.
- To understand the importance of knowing one's surroundings.

### Supplies/Equipment:

- Flip Chart Paper;
- Markers;
- Comfortable shoes;
- Camera;
- Weather appropriate clothes (Hats/sunscreen or warm clothes); and
- Bottles of water.

### Preparation:

Facilitators need to inform participants before the session to wear comfortable shoes and weather appropriate clothes because they will be walking around the community.

### Directives to Facilitators:

- Host a discussion which identifies the meaning of the terms hazards, vulnerability, disaster and risk. (See Appendix). Ask participants to identify local hazards.
- Once hazards have been identified then participants need to identify where the hazards exist in the community.
- Select a route, which passes by the hazards.
- Retrace the route highlighting the importance of certain sites, including vulnerable populations such as schools and crèches.
- Discuss the significance of the hazards to the participants.
- Upon returning to the venue, draw a map highlighting all of the hazards.
- Indicate on the map key infrastructure, local resource persons and organisations /institutions/ service providers (hospitals, fire stations, schools, rivers, train tracks, unpaved roads, clinics, churches, day care centres, police stations etc.).
- See the questions listed below and pose them to participants.
- Ask the participants to plot (mark) their homes on the map then get them to give directions to their homes without looking at the map (pretend that they have to direct an ambulance or fire truck from the nearest major road).

### Questions to Ask

- What is the impact of distance on response services?
- Where are the most vulnerable people located?
- How do unpaved roads impact on access for emergency services?
- What local resources are available to you and what services do they provide?
- How would disabled persons, the elderly or sick be evacuated from the community in an emergency?
- Discuss scenarios such as flooding, civil unrest and xenophobic violence and propose suitable evacuation routes.





## SAFETY CANDLES

This activity complements the fire safety component by providing a participatory activity designed to help reduce the risk of house fires and injuries. It enables the participants to use affordable and available resources to help become more proactive in protecting their families.

### Objectives:

- To teach participants how to use relatively low cost materials to produce a safe burning candle designed to reduce fire risk.

### Supplies/Equipment:

- 21 Glass jars (these can be bought or recycled from homes);
- 21 tall candles (cut to just below the height of the jar);
- Sand (approximately 1 cup per jar)(4.7kg or 10.5lbs in total);
- Adhesive; and
- Spoon/small shovel to put sand/dirt into jars.
- \*Optional stickers to decorate the outside of the jar

### Preparation:

This could be done following the fire safety session.

Facilitators need to gather the supplies ahead of time. Candles can be cut to approximately 6-7 cm tall (this should allow each participant to take home the other half of the candle for later use).

### Directives for Facilitators:

- Distribute two (6-7cm) candles, one jar, and a coin- sized piece of adhesive to each participant.
- Discuss the participants' experience with fires - have they ever been burnt? Have they ever seen someone with burns? Or know of anyone that has died in a fire or lost his or her home?
- Present the fact that even as young people there are things that they can do to protect themselves and their families. They are not victims - rather they need to be pro-active. Explain that today they will be making a candle that can help to make their homes safe during power outages or if they have no electrical access at all.
- Take the candle, apply a piece of adhesive to the bottom and insert into the jar. Use the adhesive to secure the candle to the bottom of the jar. The candle should be lower than the mouth of the jar so that when it is lit the flame is sheltered by the glass.
- Use the spoon to then carefully half fill the jar with sand.
- Explain to the students that if the jar is tipped over the glass should protect the surroundings from catching fire and the sand will extinguish the flame.

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The Appendix provides supplemental documentation that can be of use to the trainers in the implementation of the project. These appendices can be printed as necessary or modified electronically.

- A IAG Facilitator Guidelines
- B Training Checklist
- C IAG Project Consent Forms
- D Example of Training Programme Participant Survey
- E IAG Project Participant Feedback
- F Disaster Risk Assessment Key Concepts
- G Example of Training Programme
- H Sample of Training Programme
- I Disaster Risk Assessment Weekly Calender
- J Disaster Risk Assessment Seasonal Calender
- K Disaster Risk Assessment Problem Tree
- L PhotoVoice Reflections – Be a Photographer
- M PhotoVoice Reflections – Consent Form

## Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER)

### PROJECT FACILITATOR GUIDELINES

#### Welcome to the EAGER Project!

You have been identified as a facilitator. This determination was based on your area of expertise in relation to the content of sessions within the programme. In order to help you take on this task of helping to educate, inspire and empower our participants, we have provided a list of guidelines for compiling your presentations.

#### EAGER Project Overview

Adolescent girls and boys carry a double burden of vulnerability from both age and gender in facing the impact of natural disasters. However, there has to-date been insufficient development of approaches to better integrate them into mainstream disaster risk reduction planning or provide them with specific capacity-building to reduce their risk profile. It is the goal of this project to decrease the challenges faced by adolescent girls and boys in disaster and post-disaster situations (and by extension overall community risk of poor outcomes for which adolescent girls and boys are disproportionately vulnerable) by better integrating consideration of and participation by adolescent girls and boys and other marginalized segments of the population into community-based disaster risk reduction.

#### Core Project Principles

Core Principles guide the planning, content, and implementation of the EAGER Project. They include the following:

**Respect:** Believing that our participants have the ability and strength to lead and to overcome challenges.

**Peer Learning:** The participants are receptive to learning from other participants and leaders in our communities based on collaboration.

**Consultation:** The participants have first-hand insight into the lives of teenagers in their communities – by allowing them to voice their opinions and listening to their responses we can build viable and relevant solutions to problems, which undermine their wellbeing.

**Openness:** There is a need to allow the participants to be creative in solving their problems once they have a sound basis on which to make informed decisions.

**Experience:** Youth is not a deterrent to gaining experience – the participants can learn and gain experience through observation and active participation.

**Fun:** Laughter and humour are the foundations of developing healthy relationships and attitudes. By allowing the participants to enjoy learning the outcomes will be far greater.

#### Project Sessions Overview

Each session will be held in a classroom at *(insert venue name here)*. Sessions will last two hours and no longer. Despite the interest in the topics the participants have, homework must be done and we need to ensure that they can get home before dark. For example, if the session will commence at 2:15pm sharp this means that you, as the facilitator, must be at the school by no later than 2pm in order to ensure





that we start on time. These participants are the focus of the project - you risk conveying the message that these participants are not worth your time or effort and that bad behaviour such as tardiness is acceptable.

The project team is also expecting that you arrive early to ensure that desks are arranged or equipment set up according to your needs, necessary hand-outs are provided before the start time, and so forth. You will be responsible for communicating with the project team coordinator to discuss any problems you may have before the sessions.

### First Impressions

You will be in a classroom setting; however this is where any reference to 'standard teaching methods' ends. There will be 40 eager girls and boys between the ages of 13-16 years. They all reside in the surrounding township and attend this school. They have been selected based on criteria, which include coming from very limited means, living in the same community, without their own children (non-mothers) and with an interest in helping the community. They will be guided by the project leader.

### Rules

- We have a number of rules that exist with regard to the sessions; they include:
- No cell phones please for the participants or facilitators - our time is important.
- We are also not a 'fish bowl' therefore with all due respect we do not allow observers in the sessions (especially for sensitive topics). This undermines the sanctuary and safety that our participants feel as a group. If you are a facilitator we expect that you will come on your own – unless otherwise justified.
- Confidentiality and non-judgmental attitudes are critical to having the full participation of the participants in the group. Since many facilitators are familiar with the community, it is essential that unless there is a direct threat to life and welfare, all facilitators and the project team acknowledge a code of silence. Significant issues may be discussed after the sessions, in private with the participants if they wish, or with the project coordinator.
- If you have a problem entering a poor community, working with any member of the project or feel that you cannot make a worthwhile contribution because of personal beliefs associated with gender, age, race or class, we kindly and respectfully ask you to recuse yourself from the project.

### Set the Tone

The project team will introduce the facilitators. We would like to have some brief background information on each of you to present. You are welcome to expand briefly on this on your own. The sessions begin with an upbeat icebreaker to get the participants thinking or moving. We will provide the startup icebreaker activities unless you would prefer to (please let us know). The participants will already be familiar with each other so basic introductory games can be avoided.

### Mix and Match

All of your information should be presented in a non-traditional manner. Although we appreciate the ease of discussions, plain information brochures and PowerPoint presentations, we would like you to avoid them. These participants have spent all day in a teacher/learner setting and thus for two hours we want to rely on your creativity to come up with interactive ways to communicate your topics. Some ideas have been suggested on the facilitator schedule. Feel free to incorporate physical activities in your

presentation – assuming there is fair weather, we can also utilize the area outside of the classroom.

### Contextualize

Remember your target audience when you are creating your session. Do not use complex terms, do not assume too much and do not dictate. We encourage open participation and allow the participants to provide their views even if they differ from those around them. The purpose of the sessions is to provide information so that the participants can review, revise and subsequently make well-informed decisions. Use ideas that are relevant to this community – that is why we selected you. Use your expertise to help you edit storylines, shape skills, play games or break down complex ideas. Also don't forget to include cultural practices. Our participants derive from African cultures that have special practices and protocol – please include references and discussions in these areas.

### Prepare

If you have a unique idea for your presentation that may be 'outside of the box' please discuss it with us. We may be able to assist you with it. Please do not show up unprepared – think about what you want to convey and how best you can do it using props.

### Challenges

Some of the topics identified in the content or revealed through discussions in the sessions may be sensitive or disturbing. Utilize your professionalism and maturity to express sensitivity, comfort and support for the participants. Unless the participant willingly supports public discussion, kindly invite the participant to speak privately where you can give the participant suggestions for more help if needed (i.e. local counsellors). As a facilitator you can choose to present in a language other than English (which is perfectly acceptable and welcomed); we kindly ask that all matters that are sensitive in nature brought up in second-language discussions be communicated to the project coordinator in private, so that they may be followed up on.

Good luck and thank you for your support! If you have any questions please do not be afraid to ask:

Contact Person: \_\_\_\_\_

Company: \_\_\_\_\_

Position: \_\_\_\_\_

Tel: \_\_\_\_\_



## APPENDIX B

### Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER)

#### TRAINING CHECKLIST

Session: \_\_\_\_\_ Country: \_\_\_\_\_

Date: \_\_\_\_\_ Facilitator: \_\_\_\_\_

#### Have you considered the following principles when planning and delivering your lesson to the participants?

##### Utilizing and stimulating your participants' senses

Have you conducted your lesson in such a manner that your participants are exposed to the following senses in their learning:

- Sight
- Hearing
- Touch
- Smell
- Taste

##### Recognizing the participants' level of academic abilities and work experience in relation to the level of information you intend to deliver

- Can the participants cope?
- Have you conducted your lesson in such a manner that your participants are achieving the required level of understanding?

##### Recognizing your participants' level of attention span

- Is your lesson too long? (More than one hour without a break?)
- Have you given appropriate "breaks" so that your participants attention span is not severely affected?

##### Encouraging the effective use of memory

- Is the information meaningful to the participants?
- Is it delivered in small and manageable chunks?
- Is it repeated several times (until easily recalled)?

##### Motivating your participants

- Have you conducted your lesson in an interesting and stimulating way that motivates your participants?

##### Have you been accommodating to your participants' differing learning styles

- Visual stimulation (object, picture, diagram, words)
- Auditory stimulation (oral explanations)
- Kinaesthetic stimulation (doing the activity)

##### Have you ensured that feedback is sought to evaluate the effectiveness of the session?

- Have you solicited feedback on your lesson from your participants?
- Has the feedback been evaluated?
- Have the outcomes of the feedback been incorporated in your future training?





## APPENDIX C

### Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER)

#### EAGER PROJECT CONSENT FORMS

Dear Participants/Parents/Legal Guardians,

I understand that I have been invited to participate in the EAGER Project. This will involve no payment to me for my participation or for future involvement in the EAGER Project related meetings or events. I give facilitators permission to photograph, document and collect data from these activities so that we may help to develop future projects and improve on the implementation of the EAGER Project.

I understand that my involvement in this project will require a commitment of time, dedication and active participation in twice weekly sessions (Days:\_\_\_\_\_and\_\_\_\_\_Time:\_\_\_\_) for the period \_\_\_\_/\_\_\_\_/\_\_\_\_ - \_\_\_\_/\_\_\_\_/\_\_\_\_, specialized full-day trainings (\_\_\_\_/\_\_\_\_/\_\_\_\_-\_\_\_\_/\_\_\_\_/\_\_\_\_), field trips, community events as well as other activities (which you will be notified of in advance). There is no cost for participating, we just expect your commitment to attend.

This project will cover sensitive topics during our sessions; however I am aware that I have the right to engage as I see fit and that these topics are discussed in order to help me make more informed life decisions. Some topics will include rape, unplanned pregnancy, contraception, HIV/AIDS, cancer, dealing with death in families, peer pressure, abuse and hygiene. I will never be pressured to reveal personal and private information and I know that at any time information that is given to the facilitator will be kept private and confidential. The other participants are also encouraged to respect the privacy of others to help us feel comfortable and to build trust.

I further understand that by signing this consent form I accept personal liability for participation in the EAGER Project. I release (Company name goes here) from any liability associated with my participation in the EAGER Project, related transportation and any associated activities thereafter.

I have read the overview of the project (EAGER brochure) and any questions I had have been answered. This project is supported by (The companies' names which support this project go here). I know that I can contact the persons listed below at any time for further information about the project (see page 2).

#### Student Permission Granted:

Your name: \_\_\_\_\_

Address: \_\_\_\_\_

Signature: \_\_\_\_\_

Telephone #: \_\_\_\_\_ (is this your phone or your parent/guardian's?)

Today's date: \_\_\_\_\_

#### Parental/Guardian Permission Granted:

Your name: \_\_\_\_\_

Signature: \_\_\_\_\_

Telephone #: \_\_\_\_\_

Date: \_\_\_\_\_

Emergency Contact Telephone Number: \_\_\_\_\_

#### For more information or clarification please call:

Name: \_\_\_\_\_

Company: \_\_\_\_\_

Position: \_\_\_\_\_

Tel: \_\_\_\_\_

Name: \_\_\_\_\_

Company: \_\_\_\_\_

Position: \_\_\_\_\_

Tel: \_\_\_\_\_



## APPENDIX D

### Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER)

#### PARTICIPANT SURVEY

The project, known more popularly as '*The EAGER Project*,' addresses the issue of risk reduction through its goal of minimizing the social vulnerability of the adolescent girls and boys through the implementation of capacity building activities. This means that because of factors that you cannot control – such as your gender, how society sees you, your age – you are considered to be less able to protect yourself from harm. The project seeks to build your skills and provide training and strategic life skills such as first aid, basic community-based risk reduction, effective communication, and personal and public health, as tools to help empower you. We ultimately wish to set the positive foundations you will need for your future.

The project aims to help develop the participants into 'local leaders and resource persons,' and the participants will be encouraged to share their knowledge with community members for the express intent of improving the overall resilience of their area.

The following document is designed to help us in the selection process to ensure that we have identified and invited participants that are the most willing, focused and the most likely to benefit from the activities. Kindly fill out the document so that we can confirm details about you. These details will not be made public.

#### Dear Learners

You have been nominated by a member of your community as a potential participant in a leadership-training project in the area of disaster risk reduction, which will be taking place in our target community. We are asking if you could kindly fill out the following survey to assess if you meet the specific criteria and return it to \_\_\_\_\_ as soon as possible.

1. What is your gender?

Female \_\_\_\_\_ Male \_\_\_\_\_

2. Do you live in the target community?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. Are you between the ages of 13 to 16 years old?

Yes \_\_\_\_\_ No \_\_\_\_\_

4. Do you attend high school?

Yes \_\_\_\_\_ No \_\_\_\_\_

If so, please identify the school and grade \_\_\_\_\_

5. Do you have children that you are responsible for?

Yes \_\_\_\_\_ No \_\_\_\_\_

6. Are you the head of your household? (Responsible for child care, decision making, home care)

Yes \_\_\_\_\_ No \_\_\_\_\_

7. Would you be interested in participating in a project for adolescent girls and boys and disaster risk reduction?

Yes \_\_\_\_\_ No \_\_\_\_\_

8. Would you be willing to dedicate yourself to participating in a community project that will take place over the school holiday period?

Yes \_\_\_\_\_ No \_\_\_\_\_





9. Will you be able to attend each and every session (unless prevented by illness) as your full participation is necessary to complete the specific programme?

Yes \_\_\_\_\_ No \_\_\_\_\_

10. Would you be interested in being a role model for other girls and boys in your community?

Yes \_\_\_\_\_ No \_\_\_\_\_

11. Are you willing to work with a team to help your community and participate in local events after project completion?

Yes \_\_\_\_\_ No \_\_\_\_\_

Name: \_\_\_\_\_

Contact Number (if possible): \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Residential Address: \_\_\_\_\_

This project requires full participation to make it effective. Sessions will only be offered once and cannot be repeated for individuals, particularly the first-aid session.

Even if you are not selected to participate in this project, we do appreciate your time and interest. Thank you!

Name of Project Coordinator: \_\_\_\_\_

Tel: Project Coordinator \_\_\_\_\_

## APPENDIX E

### Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER)

#### PARTICIPANT FEEDBACK

Session Topic: \_\_\_\_\_

Facilitator Name: \_\_\_\_\_

Participant Name: \_\_\_\_\_

A) One thing I enjoyed in this session \_\_\_\_\_

\_\_\_\_\_

B) One thing I did not like very much \_\_\_\_\_

\_\_\_\_\_

C) One thing that I would like to do differently \_\_\_\_\_

\_\_\_\_\_

D) One thing I learnt from this session \_\_\_\_\_

\_\_\_\_\_



## APPENDIX F

### Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER)

#### DISASTER RISK ASSESSMENT KEY CONCEPTS

## H

### AZARD

Things or processes that may have dangerous or harmful effects on people or the environment.

## V

### ULNERABILITY

Internal conditions that increase people's exposure and susceptibility to hazards and other shocks and stressors.

## D

### ISASTER

A serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

## R

### ISK

The chance of harmful effects occurring due to the interaction between a hazard and vulnerable conditions.

## C

### APACITY

The combination of all the strengths, attributes and resources available within a community, society or organization that can be used to achieve agreed goals.

United Nations. 2009. UNISDR Terminology on Disaster Risk Reduction. Geneva: United Nations

## APPENDIX G

### EXAMPLE OF TRAINING PROGRAMME

Dates	Session #	Session Title	Contents	Special Notes	Activities	Facilitator Pre-Identified	Facilitator Name	Facilitator Qualifications/Special Skills	Time Line	Support IAG's	Total Number of Facilitators
2011/09/08	Pre session	Introduction to Parents	Introduction to the Project	Opportunities for parents to ask questions of facilitators	Discussion	Yes	Kylah Forbes-Biggs	Project Coordinator	30min	N/A	1
2011/09/10	Launch	Project launch	Roles and responsibilities of parents	Explain that both parents and participants have a role to play in improving their own lives and that of the people in their own community	Presentation to parents	Yes	E.J. Kruger and child protection services	Rights and responsibilities of children/parents	30min	N/A	N/A
2011/09/13	1	Introduction	Overview of the project	Provide an overview of the project and the schedule. Discuss expectations, behaviours, commitments etc.	Commandments and Introduction games	Yes	Kylah Forbes-Biggs, S. Naidoo, K. Mphahlele	Project coordinator	2hrs	G.Nkosi & L. Mabe	5
2011/09/15	2	Mental Health	Mental Health Issues	Dealing with the impact of stress, depression, support within the community, emergency numbers	Stress relieving activities	Yes	C.T. Kester, D.C. Tudi	Ministry of Health-School Health	2hrs	G. Nkosi & L. Mabe	7
2011/09/20	3	Mental Health	Self-Recovery	Understanding and appreciating self	Symbol drama, drawing	Yes	A. Kitching	Educational Psychologist	2hrs	G. Nkosi & L. Mabe	7





# APPENDIX H

## SAMPLE OF TRAINING PROGRAMME

Dates	Session #	Session Title	Contents	Special Notes	Activities	Facilitator Pre-identified	Facilitator Name	Facilitator Qualifications/ Special Skills	Time Line	Support IAG's	Total Number of Facilitators

# APPENDIX I

## Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER)

### DISASTER RISK ASSESSMENT WEEKLY CALENDER

Weekly Calendar							
Hazard Type:							
Problem:							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

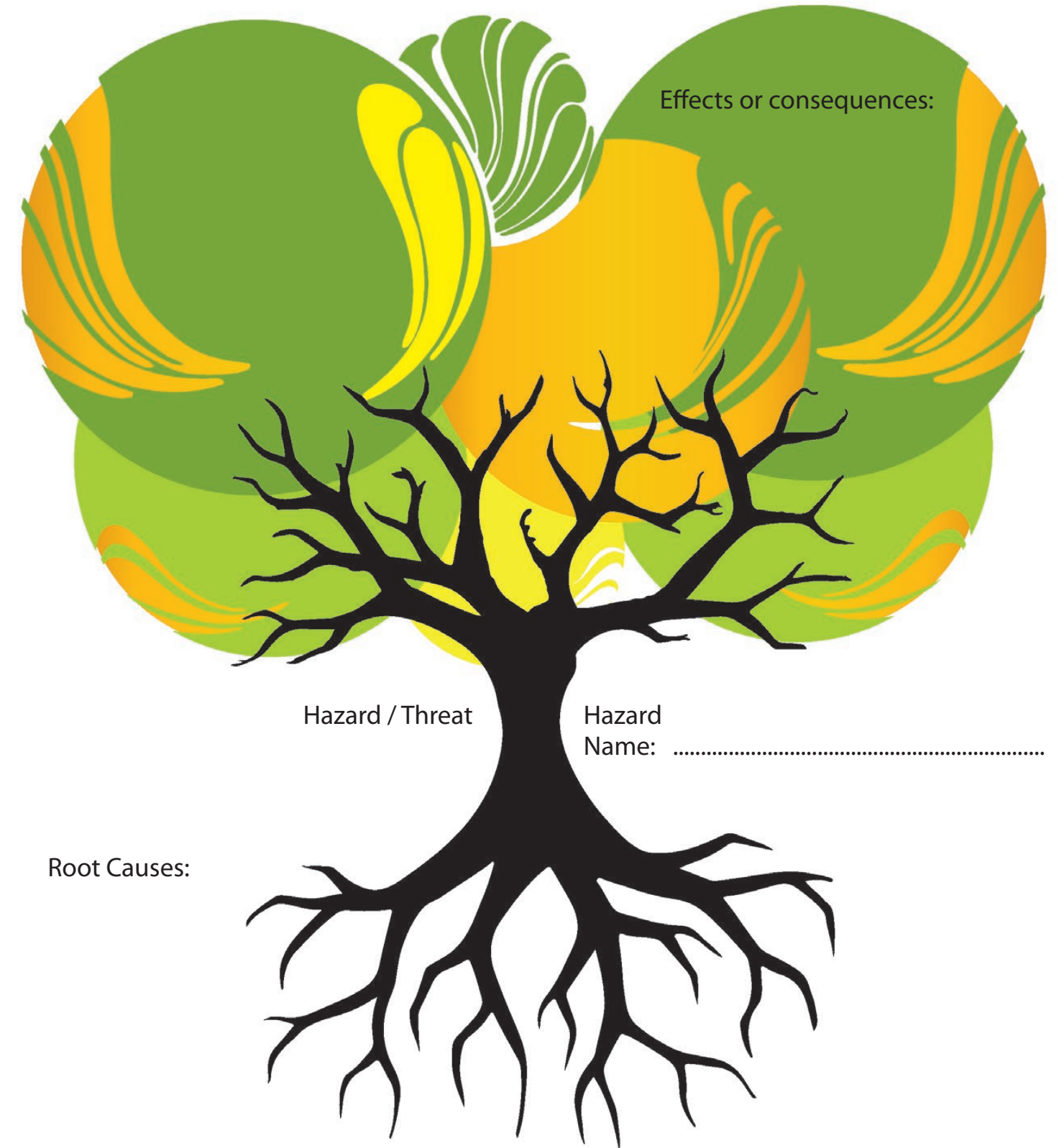


DISASTER RISK ASSESSMENT SEASONAL CALENDAR

Seasonal Calendar	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Hazard Type:												
Problem:												

Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER)

PROBLEM TREE



## APPENDIX L

### Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER)

#### PHOTOVOICE REFLECTIONS – BE A PHOTOGRAPHER

Hello Participants!

You are a valued member of the EAGER Project — and we write today to invite you to reflect on some of the important concepts in the project, using a camera to tell your story. The main outcome is to learn more about the EAGER Project *through your eyes*. To do this, we would like to make you a photographer-for-a-month! We'll give you a small disposable camera to use for this activity and ask you to think about how a photograph from everyday life can explain threats to others:

Questions to be answered in your photos:

- What are the greatest threats in your community?
- What can you do to protect yourself from the effects of these threats?
- (Think about the sessions that were held and the skills that you learned – take photos to reflect what you learned)
- How do you feel about the project (in three pictures)?

Do you see somethings differently now? Has something changed in your neighbourhood or municipality— or not? Does the world look different in any way to you now that you have completed the EAGER Project? What photos will you take? Please be independent and think for yourself. Think of the dangers that you face and what obstacles in your community can stop you from achieving your goals. Think about goals such as your personal safety, security, finishing school, having a home to live in or even a clean healthy environment to play in, being healthy and even helping other people. Remember the community-based risk assessment and the other sessions and the information that we provided you with. Ultimately all of this information was designed to help you protect yourself and your community from these threats.

You may want to take a fresh look at everyday conditions in or around your house, school or community. Or possibly you want to speak individually with people close to you and take their picture, or take a group photograph of those who know you and what you did through the EAGER Project. But the choice is yours and you will each have a camera with only \_\_\_\_ (number) pictures. Remember all of the pictures must answer the questions we asked on page one (sorry guys not just fun shots with your friends – this is an important way to get your voice heard in your community and beyond!)

What happens to the photographs? The camera can be used just this once but we will use the photographs to let your voice be heard. In participating we will also have your permission to use any of the photos in future displays, presentations, photo exhibits, etc. and will of course give full credit if yours are among those selected (but no royalties can be paid).

We are very eager to have you as part of this activity! Do you have any questions or concerns? Just ask ([Names of facilitators go here](#)).

**THANKS!**



## APPENDIX M

### Engaging African GIRRLs in Gendered Enriched Risk Reduction (EAGER)

#### PHOTOVOICE REFLECTIONS – CONSENT FORM

I understand that I have been invited to participate in a photography-based group reflection on the effects of the EAGER Project. This will involve no payment to me for my participation or for future use of my photographs, or to the subjects of these photos. This activity involves a commitment of time on the part of the participant and I understand that I will have to use my time wisely.

I have read the overview of the project and any questions I had have been answered. I also know where to go for more information about the project. I understand that I need to ask permission before taking photographs of persons. I will not take photos of people that are in any way embarrassing or could cause harm to one's reputation. I give the EAGER Project (USAID, CARE International and NWU) full permission to use my photographs in publications or as they see fit.

Please note that this permission is given with the understanding that my participation in the photography (or that of my child) is entirely voluntary and can be ended without explanation at any time.

#### Student Permission Granted:

Your name: \_\_\_\_\_

Today's date: \_\_\_\_\_

#### Parental/Guardian Permission Granted:

Your name: \_\_\_\_\_

Today's date: \_\_\_\_\_

#### For more information or clarification please call:

Name: \_\_\_\_\_

Telephone number: \_\_\_\_\_





African Centre for  
Disaster Studies