

YOUTHPower ACTION

YOUNG EMANZI TOOLKIT FOR MENTORING ADOLESCENT BOYS AND YOUNG MEN

PART I: TRAINERS' GUIDE AND RESOURCES

PART A: DAYS 1-6, SESSIONS 1-8



FEBRUARY 2020

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February 2020

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INTRODUCTION

TRAINERS' GUIDE AND RESOURCES

The Young Emanzi Trainers' Guide and Resources were designed for training mentors and providing them with the skills they need to (1) help adolescent boys and unmarried young men ages 15–24 years achieve their full potential and (2) foster a safe and supportive mentoring environment. The guide and resources include instructions for trainers, training agendas, training slides and annexes with supplementary materials.

The training should be conducted by implementing partners working closely with the local stakeholders who will be engaged in the supportive supervision of the Young Emanzi mentors. Staff and stakeholders should have prior experience working with young people and with gender-transformative interventions. Stakeholders may include social workers, community development officers, and village health team members. The training is conducted in two parts. Part A will train mentors on sessions 1–8, and Part B will train mentors on sessions 9–16; each training is six days. The mentors will implement sessions 1–8 in their communities before returning for Part B.

The Young Emanzi Toolkit includes the following components.

➡ **Part I: Trainers' Guide and Resources**—for use by trainers to prepare mentors to implement the Young Emanzi program. The guide contains the instructions for trainers, training slides, and handouts. The guide is divided into two parts: Part A, Sessions 1–8 and Part B, Sessions 9–16.

Part II: Mentors' Handbook—contains detailed instructions for mentors about how to conduct the 16 Young Emanzi sessions and the community celebration, as well as handouts for mentees. The handbook is a resource for mentors to use when they are preparing to lead sessions with mentees.

Part III: Mentors' Flipbook—contains illustrated pages for mentees and summarizes the instructions for conducting the 16 Young Emanzi sessions. Mentors will use the flipbook as a job aid when conducting sessions. The flipbook has two parts: Part A, Sessions 1–8 and Part B, Sessions 9–16.

Refer to the [Guidance Document for the Young Emanzi Toolkit](#) for more details.

INSTRUCTIONS FOR TRAINERS

Part A: Day I

On the following pages, the top of the page shows the slide that will be projected, the bottom of the page shows instructions to accompany that slide.



WELCOME!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART A: DAY 1

Instructions for Trainers

See Annex: Young Emanzi Part A Agenda for the full trainers' agenda. Trainers should use this agenda to create a condensed version on flipchart paper for the mentors to reference during the training.

INTRODUCTIONS

GROUP NORMS, PARKING LOT, AGENDA, AND LOGISTICS

Instructions for Trainers

Introductions:

- Ask each participant to tell his name, title, project
- Ask them to name one thing they like to do in their free time (be sure to hold participants to naming one thing so the introductions are brief)

Group norms: Explain that group norms help a training session run smoothly and make everyone feel comfortable. Present this list, then ask for additions.

- Treat everyone with respect
- Participate equally
- Don't interrupt; allow everyone to speak
- What's said in the room, stays in the room
- Assume positive intent
- Begin on time, end on time

- Be present for the entire training
- No cell phones, texting, emailing

Introduce parking lot:

Say: We use the "parking lot" to write down good ideas/questions that we do not have time to address in that moment or don't directly relate to the current discussion, but that we want to make sure we come back to later.

Agenda: Review training agenda, objectives, and different facilitators' roles.

Logistics:

- Give location of bathrooms.
- Discuss signing photo waiver.

Explain: We will be taking photos during the training; we need your permission, so if you are willing to be photographed, please sign the photo disclosure form.

BACKGROUND

Instructions for Trainers

Say:

Welcome to the Young Emanzi training. In this training, you'll learn how to lead group mentoring sessions with adolescent boys to help improve their communication skills and reproductive health, inform them about puberty and their changing bodies, teach them about finances, discuss how they can avoid becoming victims of violence or being violent themselves, and help them build healthy relationships. And more!

WHY MENTORING FOR BOYS AND YOUNG MEN?



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- Adolescent boys and young men (ABYM) may be less likely to discuss reproductive health (RH) issues with adults (including their parents) than their female peers do
- ABYM are susceptible to misinformation about RH issues
- Evidence from Advancing Partners & Communities (APC) Uganda's Emanzi curriculum and YPA's AGYW mentoring program)

Instructions for Trainers

Read aloud the question on the top of the slide.

- Explain that boys and young men need a safe place to question harmful gender stereotypes and inequalities with a positive role model (Plan International, 2011). Young Emanzi groups will provide a safe space where the boys and young men participating can feel confident that they will not be discriminated against, criticized, harassed, or experience any other emotional or physical harm.
- A mentor provides a supportive, trusting relationship in which the boys can have open discussion about substance use, peer pressure, relationships, and their own self-worth. Thoughtful mentors can leave lasting impressions on youth through the lessons they impart.

Tell participants: A program called Emanzi, and a mentoring program for adolescent girls and young women, have both demonstrated the importance of positive role models and social support systems for improved health knowledge and outcomes.

Explain to participants: One of the foundations of mentorship is mutual respect between the mentor and the mentee. A mentor has the responsibility to initiate that respect and a responsibility to ensure safety in that mentor–mentee relationship.

UGANDA



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- Emanzi and the AGYW mentoring program were initially implemented in Uganda
- In Uganda, deeply embedded ideas about appropriate gender roles, as well as myths and misconceptions on family planning (FP) and HIV, pose obstacles to male support for and participation in health services
- The National Male Involvement Strategy for the Prevention and Response to Gender Based Violence in Uganda indicates the importance of educating boys and men to become change agents in their communities and work places

Instructions for Trainers

Say: Two of our effective, evidence-based programs on engaging men and engaging adolescent girls and young women have taken place in Uganda. The boys mentoring program will be adapted and tested in the Ugandan context.

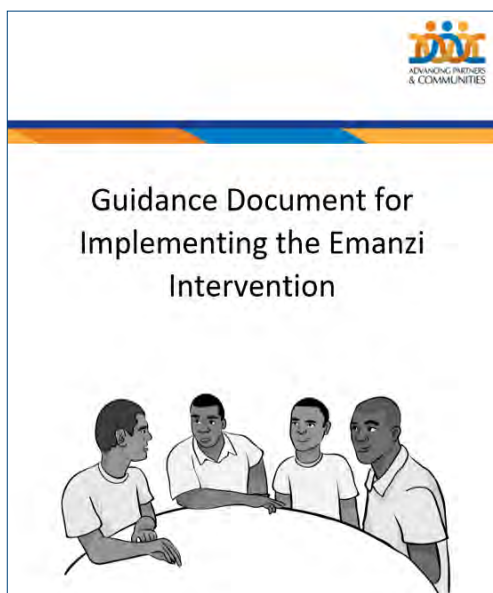
Read bullet #2 aloud.

- Explain that National Male Involvement Strategy for the Prevention and Response to Gender-Based Violence in Uganda has specific objectives and activities to promote transformation of harmful gender norms and practices, including the formation of male action groups that focus on gender transformation and promote wider social alternatives of being men—such as men supporting each other, as well as women and children. In addition, the strategy specifically mentions mobilizing and working with male role models in communities, like you who are Emanzi graduates, to work with boys and adolescents and speak out against gender-based violence.
- USAID also recognizes the importance of male engagement. Uganda's Country Development Cooperation Strategy (CDCS) (2016-2021) under Development Objectives 2.0 states a development hypothesis: "If healthy reproductive behaviors increase and child wellbeing and girls' education are improved, coupled with increased youth productivity, then demographic drivers (birth, death, and migration) will be affected, and over the long-term Uganda will realize a true demographic transition."
- The CDCS says that while much of the "existing research focuses on the relationship between girls' education and fertility rates, boys' and men's attitudes and behavior also play a crucial role in decisions related to pregnancies and other family planning matters."

Notes for facilitators:

- If you are not implementing in Uganda, please remove this slide and insert a slide for the country context relevant to where the program is taking place.
- Include data about gender norms and country policies related to gender.

EMANZI



- Male engagement program implemented under APC Uganda
- Focused on RH, transforming gender norms, shared decision-making
- Nine weekly sessions over three months with a community graduation
- Evaluation found men retained the information learned through the Emanzi curriculum, and the intervention had lasting improvements in gender-equitable attitudes
- Unexpectedly, savings groups formed and lasted among participants after the intervention period

Instructions for Trainers

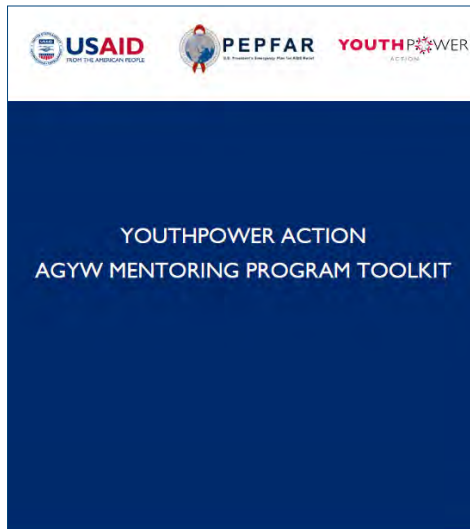
Explain:

- The Young Emanzi curriculum is modeled after the previously mentioned girls mentoring curriculum, call Anyaka Makwiri, and after Advancing Partners & Communities Uganda's male engagement program called Emanzi.
- The Emanzi program has proven to shift inequitable attitudes about gender among groups of men. The program also showed improvements in couple's communication, shared decision-making, and family planning use. Participants and their wives were able to communicate better about finances, family planning decisions, and budgeting and household spending.
- The graduates of the Emanzi program will be trained as the mentors for the ABYM mentoring program. Both programs revealed a large interest in savings groups and financial education among participating members, and so that component will also be included in the ABYM program.
- YouthPower Action is a USAID-funded project that developed a mentoring project for AGYW. YouthPower Action assessed which activities from each program, as well as other evidence-based programs, would be best suited for ABYM and how we could adapt existing materials.

Ask participants: What were your experiences with the Emanzi program?

Notes for facilitators: If participants went through a similar program to Emanzi, ask them about their experiences with that program and what has changed for them since they participated in it.

GIRLS MENTORING: ANYAKA MAKWIRI



- FHI 360 trained young women to become mentors to adolescent girls
- Weekly mentoring sessions over six months, on RH, financial literacy, and soft skills
- Girls increased their HIV knowledge, discussed HIV testing/counseling with someone, made a savings plan, and saved money over the six-month mentoring period
- Savings groups were a key component of the program for participants

Instructions for Trainers

Tell participants that the Anyaka Makwiri is an AGYW empowerment intervention that includes:

- Group-based mentoring
- Curriculum-based programming on RH, financial literacy, soft skills, and gender content
- Activities designed to improve participants' social connectedness
- Optional onsite STI testing and treatment
- Group-based savings
- Links to reproductive health services

GOALS OF THE YOUNG EMANZI ABYM PROGRAM



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- Make connections to peers and mentors
- Increase understanding of gender
- Explore gender inequality
- Build skills related to self-esteem, self-control, and critical thinking
- Improve reproductive health
- Prevent violence and substance abuse

Instructions for Trainers

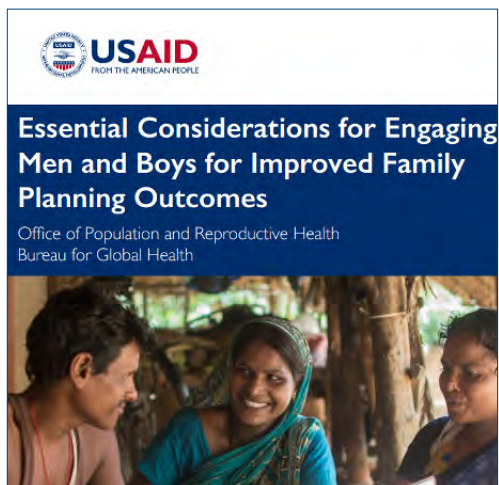
Tell participants that the goals of this program include:

- Building ABYM's protective assets (self-efficacy, self-concept, social networks, and financial literacy)
 - Protective assets are “skills, resources, and social and economic capital” that allow a person to reach their full potential
 - Shifting and maintaining ABYM's attitudes toward more gender-equitable norms by exploring societal gender inequalities
- Improving ABYM's RH (including healthy relationships)
- Preventing violence and substance abuse among ABYM

Notes for facilitators (for your information; no need to read these out loud):

- Definition of “gender-transformative: (from IGWG.org): Policies and programs that seek to transform gender relations to promote equality between men and women. Programs achieve gender transformation by:
 1. Fostering critical examination of inequalities and gender roles, norms, and dynamics
 2. Recognizing and strengthening positive norms that support equality and an enabling environment
 3. Promoting the relative position of women, girls, and marginalized groups, and transforming the underlying social structures, policies, and broadly held social norms that perpetuate gender inequalities

ESSENTIAL CONSIDERATIONS FOR ENGAGING MEN AND BOYS FOR IMPROVED FAMILY PLANNING



Men and boys can be:

- Family planning users
- Supportive partners
- Agents of change
- Challengers of unequal power dynamics
- Communicators and equitable decision-makers
- Potential fathers and caregivers

Instructions for Trainers

Say:

Our curriculum aligns well with USAID's Essential Considerations for Engaging Men and Boys for Improved Family Planning Outcomes report.

PROGRAM OVERVIEW

Instructions for Trainers

SESSION OUTLINE

Emanzi – 9 sessions

- Opening reflection
- Activities and discussion
- Closing
- Challenge

60 minutes

Young Emanzi – 16 sessions

- Opening reflection
- Warm-up
- Activities and discussion
- Closing
- Challenge

90-120 minutes

Instructions for Trainers

Notes for facilitators:

Only show this slide if the mentors being trained are Emanzi graduates. This slide shows the differences and similarities between how Emanzi sessions are structured compared to the Young Emanzi sessions.

Say to participants: There is a difference between the Emanzi and Young Emanzi models. The Young Emanzi structure is better suited to the learning styles and information needs of young, unmarried boys and men.

SESSION CONTENT

- | | | |
|---|--|--|
| 1. Gender: Gender Roles and Stereotypes | 7. Financial Literacy: Communication About Money (with girls) | 13. Violence Prevention: Violence around Me |
| 2. Soft Skills: Effective Communication | 8. Gender: Gender and Health (with girls) | 14. Violence Prevention: From Violence to Respect for Women and Girls |
| 3. Soft Skills: Self-Esteem | 9. Health: Body Changes (with girls) | 15. Gender: Relationships and Love Troubles |
| 4. Soft Skills: Managing Stress, Anger, and Conflict | 10. Health: Pregnancy Prevention (with girls) | 16. Gender: Defining Manhood and Discussing Change |
| 5. Financial Literacy: Steps for Saving Money | 11. Health: HIV Prevention and Condoms | *Community Celebration and Graduation* |
| 6. Financial Literacy: Budgeting and Dealing with Setbacks in Saving | 12. Health: Talking about Addiction and Alcohol Abuse | |

Instructions for Trainers

Explain that mentors will lead group sessions with their mentees, covering the topics shown here. They will be provided with handouts and a job aid—a flipbook that can be used to guide each session—to help them provide factual, age-appropriate information to their mentees.

IT WORKS: WHY ENGAGE MEN AND BOYS?



2000 Rick Maiman/David and Lucile Packard Foundation, Courtesy of Photoshare

Instructions for Trainers

Say: When we talk about reproductive health, family planning, and even HIV with policymakers, health service workers, and activists, some ask the question, “Why engage men and boys? After all, women are the primary recipients of FP/RH services, and they are disproportionately affected by HIV.” (UNAIDS, 2008).

Ask participants to identify some reasons to engage boys and young men in gender-based violence prevention and reproductive health. Write their responses on flip chart paper.

Say: In this presentation, I am going to share information on male engagement programs.

WE HAVE A LONG WAY TO GO

- Boys and men are often socialized to use violence to express their manhood, using it against women and other men
- Men are more likely to experience violence at the hands of a stranger, whereas women are more likely to experience violence by a male partner
- In many cultures, young men are socialized to be self-reliant and not to seek help, including health information and care, in times of need
- Half of all 18- to 24-year-old Ugandans believe it is acceptable for a man to beat his wife (Uganda VACS)

Instructions for Trainers

Tell participants that gender-based violence is rooted in unequal power relations between men and women. It is an impediment to RH and to satisfying relationships.

Read bullets aloud.

Explain that gender norms that discourage men and boys from seeking facts can lead to ignorance. Paired with expectations of men to be authoritative, strong, and aggressive, this ignorance can lead to frustration, aggression, and risk-taking. Further, if men and boys are not encouraged and supported in receiving health care, they may suffer unnecessarily from ill health.

WE HAVE A LONG WAY TO GO (CONTINUED)

- Young men are likely to know more about women's bodies than about their own
- Men are often pressured to express their manhood through sexual aggression and risk taking
- Globally, men have higher reported rates of changing sexual partners than women
- In some countries, men access antiretroviral therapy (ART) for HIV later in the disease's progression than women, with more compromised immune systems and at greater public health costs

Instructions for Trainers

Tell participants that:

In many contexts, men are pressured to prove their masculinity through sexual risk taking and aggression. Yet, norms related to gender and sexuality discourage communication and education about anatomy, pleasure, and risk.

These pressures can be extremely strong, especially among young men who may urgently feel the need to prove their manhood. Studies have found that boys and men ages 10–24 were far more interested in preserving their masculinity than their health (UNFPA, 2008).

Partner change and lack of communication about sexual risk are harmful to the health of men and their partners.

RECOGNITION OF MEN'S MULTIPLE NEEDS



2009 Anil Gulati, Courtesy of Photoshare

How can we promote change with men and boys? What works?

- Men and employment
- Men, boys, and education
- Other health issues: accidents, violence, prostate cancer, infertility, mental and emotional health

Instructions for Trainers

Explain that:

- Men are socialized to be “providers.” When men are financially secure, they are more likely to seek health care.
- Other factors, including health, education, and childhood exposure to violence, affect men’s emotional and health needs. Programs and services that address these concerns are more likely to effectively engage men.

Notes for facilitators:

- Before starting Young Emanzi, program implementers should conduct activities exploring the social norms of the community to understand the context. For example, it might be helpful to conduct a social mapping exercise in the community.
- Present the mentors with data reflecting the health needs of boys and men in the community.

FIND THE “ENTRY POINTS”

- Even in settings where gender norms are rigid, there are men who question them
- Even men who generally have rigid attitudes may have some areas in which they are more gender-equitable
- Reach out to the silent majority of men and boys who do not believe in using violence and do not believe that men are inherently superior to women
- Work with women to support more gender-equitable behaviors and norms of masculinity

Instructions for Trainers

Say:

It is important to identify where entry points exist. Entry points can be ideas, people, or settings that are open to change, and you can work with them when you are starting to implement your program.

Read the bullets on the slide aloud.

Notes for facilitators: These entry points challenge some long-standing stereotypes about male behavior. Participants may want to discuss/reflect on the points on the slide.

FINDING RESISTANCE TO HARMFUL IDEAS OF MANHOOD



1998 William Finger/FHI, Courtesy of Photoshare

Identify:

- Young men who empathize with the challenges girls/women face
- Role models who question prevailing attitudes

Instructions for Trainers

Tell participants that there are men—and women—who routinely challenge traditional gender norms. We need to seek out those people and work with them to help design and implement interventions.

FINDING RESISTANCE TO HARMFUL IDEAS OF MANHOOD (CONTINUED)



1998 William Finger/FHI, Courtesy of Photoshare

Engage them through:

- Reflection on personal and family experiences
- Activities that help them to explore and understanding the thoughts, feelings, and emotions of others

Instructions for Trainers

Explain that reflecting on personal and family experiences is one way to identify and engage these children, adolescents, and adults who values differ from the prevailing harmful norms.

WE MUST START EARLY AND KEEP WORKING...A LIFECYCLE APPROACH

- **Young boys/pre-school:** Engage men as caregivers in the child care setting and as educators
- **School age:** 6–12: Engage boys in meaningful activities that teach gender-equitable ideals through after-school programs and educational activities
- **Adolescence:** Promote critical thinking among this age group about gender roles, information, campaigns, group educational activities, and hands-on experience in caring for children

Instructions for Trainers

Tell participants:

- Programs must be tailored to address boys' and men's changing needs throughout their lifecycles. The dynamic and complex nature of gender and masculinity affects men at every stage of their life.
- For example, here are some different phases. (Read bullets aloud.)

WE MUST START EARLY AND KEEP WORKING....A LIFECYCLE APPROACH (CONTINUED)

- **Late adolescence/young adulthood:** Talk with boys/young men in this age group about fatherhood, relationships, HIV prevention; build empathy for female partners; help young men talk about life goals and fertility intentions; help them develop sense of responsibility for contraception and RH
- **Mid-adulthood:** Teach them about RH and how men should be engaged in maternal and child health; develop an understanding of how to nourish relationships with spouse and children; engage men in fatherhood/care-taking roles, discuss shared responsibility for FP and health
- **Late adulthood:** Work with men as grandfathers, preparing the next generation

Instructions for Trainers

Read the slides aloud.

Debrief by asking the mentors the following questions:

- Was there anything in this presentation that surprised you?
- Do you agree with the main points of the presentation? Why or why not?
- Consider how some of the key points made in the presentation apply to the Young Emanzi curriculum during the training.

ACTIVITY: VOTE WITH YOUR FEET

Instructions for Trainers

Please refer to the Annex: Vote with your Feet for instructions.

TEA BREAK

Instructions for Trainers

WHAT DOES IT MEAN TO BE A MENTOR?

Instructions for Trainers

WHAT IS A MENTOR?

- How do you define “mentoring”?
- How do you define “mentor”?
- Who can be a mentor?

Instructions for Trainers

Divide participants into small groups. Allow participants 15 minutes to discuss the questions on the slide.

After 15 minutes, ask the group to come back together. Request that a few volunteers share their responses.

Say:

For some people, a mentor is someone in a position of power who teaches others how to excel in school, a job, or career. To others, a mentor is someone who provides advice and acts as a role model. Another group may think that a mentor is someone who helps people solve their problems.

Explain that a mentor can be some or all those things.

A mentor may be a village elder, a religious leader, a friend or family member, or a school teacher. A mentor may be employed or unemployed, literate or unschooled. For example, a boy can have several mentors, each with different experiences or skills. A teacher may mentor the boy in his school work, and a boy's uncle may be his role model for leadership.

WHY BECOME A MENTOR?

1. Why is mentoring important?
2. Why do you want to be a mentor? What are your mentoring goals?
3. What skills and experiences do you have that make you a good mentor?
4. What would you like to learn about mentoring?
5. What personal or other rewards do you expect from being a mentor?

Instructions for Trainers

Say: It is important to understand why you want to become a mentor and what you hope to get out of a mentoring relationship. Usually, someone wants to be a mentor to help others—to share his or her expertise, experience, guidance, and advice.

- Distribute loose leaf paper. Ask participants to write the numbers 1–5 on a piece of paper. They may want to keep this paper for future reference and inspiration when they are mentoring boys.
- Read questions on the PPT slide aloud and ask the participants to write their responses next to each number.
- Allow participants 5 to 10 minutes to write their responses.

Notes for facilitators: Some possible answers you may use to guide your discussion are in parentheses after each question:

- Why is mentoring important? (Possible answers: Mentors act as role models, motivate boys, provide advice to help boys succeed, serve as tutors or support boys academically, help boys understand puberty and adolescence, and so on.)
- Why do you want to be a mentor? What are your mentoring goals? (Possible answers: To help boys to succeed, use my skills to help others, to mentor boys the way I was mentored while I was growing up, and so on.)
- What skills and experiences do you have that make you a good mentor? (Possible answers: I like to motivate others, believe in the importance of boys' education and achievement, work well with children, I am a role model in my community, have experience organizing activities such as career fairs, and/or am skilled in a subject such as biology, language, and so on.)
- What would you like to learn about mentoring?
- What personal or other rewards do you expect from being a mentor? (Possible answers: Help a boy to pass final exams or move onto the next grade, help boys to overcome obstacles, learn more about myself, gain skills in working with children, learn how to give advice and help others, etc.)

Say: One benefit of being a mentor is that it gives you an opportunity to share your expertise and experience with youth. It also helps you understand young people so that you are better able to meet their needs. Most importantly, many mentors often find much personal satisfaction in helping another person succeed.

WHAT DOES IT MEAN TO EMPOWER SOMEONE?

Empower: To give someone the means to achieve something by believing in them

Self-confidence: To be secure in yourself and your abilities

Self-esteem: To have confidence and satisfaction with yourself and your abilities, self-respect

Validate: To recognize or affirm the worthiness or legitimacy of something or someone

Instructions for Trainers

Explain that mentors play an important role in encouraging young people to have goals and helping them achieve them.

Read the following example: A boy tells his uncle he wants to attend university. His uncle tells him that he is being silly—no one in the family has ever gone to university. They are all farmers. Besides, the uncle says, there's no way the family could ever afford it. His family has already planned to build a hut for him and his future wife in their compound.

Ask: How could the uncle have responded differently? Possible responses:

- Instead of telling his nephew that no one in his family had gone or would go to university, he could have encouraged his nephew to study hard and get good grades so he that he might be earn a scholarship. The uncle could have told his nephew that he might become the first person in his family to attend.
- He could have told his nephew that he would talk to the boy's parents about the importance of his education.
- He could have explained that a boy can use his education in many ways, that it will even help him in marriage and family life.

Explain that by acknowledging the importance of the boy's dream, the uncle would help give his nephew the self-confidence to achieve it. He would have validated, or reaffirmed, the boy's goal of attending university.

Say: Acknowledging and validating a mentee's goals and dreams is a first step in helping to empower adolescent boys and young men to accomplish their goals. When mentors empower their mentees, they instill self-confidence and self-esteem in them.

WHO ARE YOUR MENTORS?

Instructions for Trainers

Large group discussion: Ask mentors to think of a person in their life who empowered or instilled self-confidence in them.

Ask the mentors to think about the following questions (pause 30 seconds between questions):

- Who was that person?
- What was the person's motivating message?
- What effect did it have on you?

WHAT DOES IT TAKE TO BE A GOOD MENTOR?

Instructions for Trainers

Read the question on the slide aloud.

Ask: What does a mentor do? Call on mentors to volunteer answers. Make a list of the mentoring tasks on a flip chart. During the discussion, add any of the following mentor roles that don't get mentioned:

- Act as role models
- Help boys cope with changes at school, at home, or with their personal or physical development
- Serve as liaisons between mentees, teachers, parents, and caregivers
- Assist boys in dealing with problems (academic, with friends, with family, and so on)
- Promote confidence and self-esteem
- Provide resources for mentees
- Provide advice in making decisions
- Organize activities for boys/girls, such as a career day or an HIV discussion
- Expose boys to new ideas, places, or people
- Advocate for gender equality; encourage the boys, their parents, and community members to promote gender equality rights

Ask: Why might men become mentors? Record responses on a chalkboard or flip chart. Possible answers may include items from the list above, as well as the following:

- Provide boys with information and guidance that allow them to make good decisions
- Enable and empower them to accomplish their goals and dreams
- Foster friendships between boys and men

Ask: What does a mentor need to do in order to accomplish the tasks we have just listed? Possible responses may include:

- Listen to mentee's concerns and do not do all the talking
- Ask questions (without making the mentee uncomfortable)
- Don't judge (but provide constructive feedback or advice)
- Don't pick favorite mentees
- Respect the mentee's confidentiality; do not repeat what is said in mentoring sessions
- Encourage the mentee in his schoolwork and goals
- Empower the mentee to make good decisions and support him
- Help the mentee find solutions to his problems, but don't tell him the answers
- Respect the mentee's decisions
- Help develop the mentee's strengths and skills
- Refer the mentee to other people or resources when necessary, such as health or social workers
- Act as a positive role model
- Respect the mentee's ethnic and religious background
- Show interest in the mentee's life, activities, and thoughts
- Arrive on time for all mentoring activities
- Talk on a level that the mentee can understand
- Share experiences with mentee (when appropriate)
- Advocate for the mentee at school, at home, and in the community

RELATIONSHIP-BUILDING SKILLS

- Good listening
- Positive feedback
- Problem solving
- Trust

Instructions for Trainers

Say:

To be a successful mentor you must have the capacity for good listening, providing feedback, and solving problems. You must also be able to establish trust with your mentees.

LISTENING SKILLS

- What makes someone a good listener?
- Would you describe yourself as a good listener? Why or why not?

Instructions for Trainers

Tell the group:

Providing support and feedback are among some of a mentor's most valuable skills, and these skills can be practiced and learned.

- Ask participants to form pairs to discuss the following questions:
 - What makes someone a good listener?
 - Would you describe yourself as a good listener? Why or why not?
- Ask for a few volunteers to share their responses.

Possible answers:

- Be careful not to ask questions that sound judgmental.
- Pay attention; don't look around the room or at your phone.

LISTENING SKILLS (CONTINUED)

- Use effective nonverbal communication
- Use effective verbal communication
- Practice listening skills
- Ask good questions
- Respect confidentiality
- Show empathy

Instructions for Trainers

Tell participants:

- Communication skills are essential for creating a safe and supportive environment and ensuring that mentees share information honestly and respectfully.
- Nonverbal communication skills can include eye contact, smiling, nodding your head, and eliminating physical barriers between you and mentees.
- When speaking, vary pitch and tone, speak clearly, use language that is easily understood by mentees, and encourage questions and discussion.
- Practice “active listening”; paraphrase what someone has said to show that you understand them.
- In a group setting, you mostly want to ask open-ended questions to encourage discussion: for example, “What do you know about pregnancy prevention?” rather than yes/no questions such as, “Do you know how to prevent pregnancy?”
- Be careful not to ask questions that sound judgmental.
- Respecting confidentiality is critical to establishing and maintaining trust with your mentee. Confidentiality means that the mentor does not share private information about the mentee with others unless the mentee’s health or well-being is at risk.

WHAT IS EMPATHY?

Understanding the feelings another person is experiencing from their point of view or perspective

Instructions for Trainers

Read slide aloud.

- Explain to participants that if they show sincere empathy, mentees are more likely to share their feelings and talk openly. Mentors can show empathy by recognizing their mentees' situations and emotions.
- Tell participants: It is important to know that being a good mentor does not mean you have to do whatever your mentee asks. You do not have to give him money or do anything that you are not comfortable doing. On the other hand, you are not a mentee's parent and must respect other relationships in the boy's life. Mentors are not supposed to tell a boy what to do. Rather, they are supposed to help a boy navigate the relationships in his life and make good decisions.

UNDERSTANDING HOW ABYM'S NEEDS MAY AFFECT HOW YOU RELATE TO MENTEES

- Age
- Stage of development/maturity
- Home situation
- Religiosity/spirituality
- Marital status

Instructions for Trainers

Say: Here are some possible examples of how ABYM's needs may affect how you relate to mentees and what kind of information is appropriate to meet their specific needs:

- **Age:** Some youth might need parental consent for treatment; laws vary. Age is not necessarily associated with sexual knowledge or experience, so it's important not to make assumptions.
- **Stage of maturity/development:** Less mature adolescents need simple, concrete examples; older ones can probably handle more complex information and instructions.
- **Home situation:** Mentees may be in an orphanage, boarding school, living as head of household, living with parents/guardians, on the street, and so forth. All of these situations affect their access to information, support, and services.
- **Religion/spirituality:** Some people might find comfort in their religious/spiritual beliefs but others might feel guilty and/or rely on unproven herbal medicine and other practices to solve serious medical issues. It's important to recognize both the positive and negative roles that faith and religion can play and help participants to explore how they can seek help from supportive faith groups and religious leaders, if they wish.
- **Marital status:** The boys in Young Emanzi are not married, but they may have friends and peers who are married and come to you for advice. If any married adolescents are in your group, they might need different information than their single peers, such as couples counseling, pregnancy prevention as a couple, rights of a married woman to NOT have sex, and/or negotiate condom use.

ROLE-PLAY SCENARIO

Instructions for Trainers

Explain to participants that mentors can't do everything, but they can play an important role in building boys' skills and protecting their safety. Sometimes it can be challenging to set boundaries as a mentor and to determine what a mentor's responsibility is.

Read the bold statement in each scenario and ask how participants should respond as mentors.

- **Scenario 1: A mentee approaches a mentor about HIV testing:** If a mentee asks the mentor about HIV testing, the mentor could refer him to a testing center in the area, if one is available. If it is not possible to be tested in the area, the mentor should find the location for the nearest health clinic. The mentor may be able to assist the boy in arranging transportation. Most importantly, the mentor should realize that the boy has reached out for help and the mentor's intervention could have life-changing results for the boy. The mentor should not judge the boy negatively and should always remember to keep information confidential.
- **Scenario 2: A mentee's family can no longer feed themselves and he has asked his mentor for money:** Providing financial assistance to mentees is not encouraged. Mentors should think carefully about the consequences (both positive and negative) of giving money and whether providing financial support will be expected to continue. There may be an expectation that the mentor will continue to give money, jealousy could arise from other boys who need financial support, and the boy may begin to value mentoring aspect of the relationship less than the money. Instead mentors should connect the mentee to any organizations in the area that may be able to aid the family.
- **Scenario 3: Mentor suspects a boy is having sex:** Sometimes, a mentor may not agree with a boy's beliefs or actions, especially with regards to sex. Even though mentors play an extremely important role in acting as role models and providing guidance, they should not allow their personal beliefs to affect the support they give to their mentees. If a boy trusts you enough to talk about a relationship or sexual matters, you should recognize how highly he views your advice. Talk to him about the risks of having sex, such as HIV infection or getting your partner pregnant. Tell him about the importance of being emotionally mature enough for sex. Think about the consequences if you, as a mentor, do not talk to the boy about sex. For example, a mentee might decide to have sex without a condom and contract a sexually transmitted infection (STI). Remind the boy that he has his entire life ahead of him and that even one sexual encounter can negatively affect his life.

VIOLENCE AND REPORTING

Instructions for Trainers

Notes for facilitators:

Before beginning the session on violence it is important to acknowledge that this is a difficult topic to discuss and may be more difficult for anyone who has experienced violence themselves. Ask participants to be mindful that others in the room may have experienced violence in the past and to treat each other with empathy. Introduce the district counselor and let participants know that the counselor will be available throughout and after the session. Finally let participants know that if they are uncomfortable at any time they are free to leave for a break. The counselor should follow-up with any participant who leaves during this session and a plan for equipping that participant with the information and skills covered during this session should be discussed with the program manager. The counselor also has experience in this area and can refer people to services.

VIOLENCE AND ABYM

- ABYM are at risk for all forms of violence
- Violence and HIV risk are linked
- Violence in a person's past can cause emotional trauma

Your role is to help Young Emanzi mentees identify violence and recognize their right to live without it.

Instructions for Trainers

Tell participants:

- ABYM are at a high risk of violence, including sexual violence.
- ABYM often take risks or respond to stressful situations with violence.
- Violence and HIV risk are linked in several ways. For example, young people can become infected with HIV through an act of sexual violence perpetrated by someone who is living with HIV. Also, violence in a person's past can cause emotional trauma that may lead to them to engage in high-risk behaviors. This trauma may also lower a young person's self-esteem and confidence, which can lead to risk-taking.

WHAT IS VIOLENCE?

- Emotional
- Sexual
- Physical
- Economic
- Gender-based

Instructions for Trainers

Review the following information with participants.

Violent acts can be perpetrated by oneself (such as suicide), other individuals (such as rape), or at the systems level (such as war). Individual violence can include emotional, sexual, physical, and gender-based violence.

- **Emotional violence** may include humiliation; controlling what the victim can and cannot do; deliberately doing something to make the victim feel ashamed, such as name calling; isolating the victim from friends and family; or denying the victim access to money or other basic needs.
- **Sexual violence** is when someone forces another person to engage in any sexual act (such as intercourse, touching, kissing) against his or her will. Engaging in a sex act with someone who is unable to decline (because of illness, disability, or the influence of alcohol or other drugs, or due to intimidation or pressure); and unwanted sexual contact or sexual harassment (such as lewd comments or gestures) are all examples of sexual violence.
- **Physical violence** involves causing, or attempting to cause, physical harm; examples include scratching, choking, shaking, hitting, kicking, burning, or using a weapon.
- **Economic violence** can include controlling, limiting, or denying access to financial resources.
- **Gender-based violence** is any form of violence that is directed at an individual based on biological sex, gender identity (such as, transgender), or behaviors that are not in line with social expectations of what it means to be a man or woman, boy or girl.

REPORTING

- Follow the six-step response system (more on that in a little while)
- Accompany the mentee if appropriate and if they consent for any or all the following:
 - Contact a child protection organization, the police or the local probation or social welfare officer to file a report and get medical forms if appropriate and if mentee consents.
 - Go to the health center for a complete medical exam and receive treatment. You will take the report to the police and open a case.
- If anyone under 18 reports that he or she is suffering from any type of violence or that he has recently suffered any type of abuse, (including sexual abuse or routine physical abuse) to a social worker, medical provider, teacher or local counsel at the LC I level they must report this to the appropriate child protection authorities.

Instructions for Trainers

Read the slide aloud.

Notes for facilitators:

- When implementing the Young Emanzi program, it is important to establish locally-relevant, clear procedures for the reporting of observed, suspected, or received allegations of child abuse, exploitation, or neglect. If Young Emanzi is implemented by an non-governmental organization (NGO) as part of a donor funded project, the plan for reporting violence should be described at this time and contact information for the gender-based violence or child protection project lead should be provided. If your organization has a child protection policy it should be shared during this session. If more information about child protection is needed, FHI 360's Child Protection Toolkit is a good resource. Before carrying out any tasks in this manual the facilitator should consult his or her own organization to clarify the ethical and legal aspects related to that country concerning violence against people under 18 years of age.
- Refer to Annex: Child Protective Services and Gender-Based Violence Reporting Requirements in Uganda for a summary of the laws and reporting requirements in Uganda.

VIOLENCE AND POWER



Power within is the strength that arises from inside ourselves when we recognize the equal ability within all of us to positively influence our own lives and community. By discovering the positive **power within** ourselves, we are compelled to address the negative uses of power that create injustice in our communities.



Power over means the power that one person or group uses to control another person or group. The control might come from direct violence or, more indirectly, from the community beliefs and practice that position men as superior to women. Using one's **power over** another is injustice.

Instructions for Trainers

SOURCE: SASA! Training materials

Discuss with participants how the different types of power may or may not relate to violence. Ask participants how these types of power relate to the Vote with your Feet activity.

- Power within is the strength that arises from inside ourselves when we recognize the equal ability within all of us to positively influence our own lives and community.
- Power over means the power that one person or group uses to control another person or group.

VIOLENCE AND POWER



Power with means the power felt when two or more people come together to do something that they could not do alone. **Power with** includes joining our power with individuals and groups to respond to injustice with positive energy and support.



Power to is the belief, energy, and actions that individuals and groups use to create positive change. **Power to** is when individuals proactively work to ensure that all community members enjoy the spectrum of human rights and are able to achieve their full potential.

Instructions for Trainers

SOURCE: SASA! Training materials

- Power with means the power felt when two or more people come together to do something that they could not do alone.
- Power to is the belief, energy and actions that individuals and groups use to create positive change.

FACILITATING SESSIONS ON VIOLENCE

- Remember that violence between individuals is a sensitive topic
- What is said during this, or any other session, should not be shared outside of the group
- Identify a counselor or social worker to co-facilitate who has experience working with violence survivors, and particularly survivors of sexual abuse

Instructions for Trainers

Say: When you facilitate sessions that cover the topic of violence, it's important to remember that violence between individuals is a sensitive and complicated subject and that what people say during this or any session should not be shared outside of the group.

Tell participants that they should remind mentees that they are there to help and not judge one another.

Suggest that participants consider inviting the district counselor or another professional counselor from the community as well as the community development officer, who can be available to the participants after the session is over if needed.

SIX-STEP RESPONSE PROCESS

1. Use active listening skills
2. Deliver supportive messages
3. Ask about safety and explore safety strategies
4. Explore next steps
5. Provide information and make referrals to available resources
6. Follow up

Instructions for Trainers

Say: There are six steps for responding when someone shares that they have experienced violence.

Read the numbered list aloud.

Ask: What are some things we should NOT do when mentees disclose experiences of violence? (Elicit responses and record on a flip chart. Provide any of the following responses that participants did not mention.)

- Blame the mentee by saying things like, “You put yourself at risk.”
- Say anything that judges what the mentee has done or will do such as, “You should feel lucky that you weren’t more injured.” or “You shouldn’t feel this way.”
- Question the mentee’s story (doubting the mentee) or interrogate him, by saying something like: “What I don’t understand is why he would have attacked you?”
- Say anything that minimizes how the mentee feels, such as “Everyone has bad days. You’ll get over it.”
- Lecture, command, or advise by using statements like “What you need to do is...” or “You have to stop thinking about what happened.” or “You need to come up with a plan to keep this from happening again.”
- Ever recommend that they change their profession, sexual orientation, or gender identity to avoid violence with responses such as, “If you stopped working at a bar, you would be safer.”

SUPPORTIVE STATEMENTS

- I believe you
- It's not your fault
- I'm sorry that happened to you
- You can ask me anything you want
- Other people have also gone through this
- You are not alone
- You are brave to talk to me about it

Instructions for Trainers

Explain that when mentees disclose violence or trauma, it's important to practice active listening and to deliver supportive statements that convey:

- That you appreciate them sharing their experiences with you.
- That you believe them.
- That what happened wasn't their fault.
- That their experience has happened to other people and they are not alone.
- That their feelings are normal.
- That they have the right to live without threats, violence, and abuse.
- That it's safe for them to talk to you about their experience.

FUNDAMENTAL PRINCIPLES OF RESPONSE

- Do no harm
- Promote the full protection of ABYM's human rights
- Use an ABYM-centered approach to implementation
- Respect the ABYM's free will and to make their own decisions
- Ensure privacy, confidentiality, and informed consent

Instructions for Trainers

Say: At any time during the program, mentees might disclose experiences of violence, and it is critical that you know how to respond.

Tell participants that the principles on this slide draw from global standards, guidance, and recommendations from WHO, PEPFAR, USAID, UNFPA, UNAIDS, and UN Women.

Read the bullets aloud.

WHAT IS CONFIDENTIALITY?

Confidentiality = Keeping all information related to a mentee secret *and* sharing it only with others who need to know in order to provide assistance, as requested and agreed to by the mentee.

Instructions for Trainers

Ask and then discuss the following questions:

- What does it really mean to keep something confidential? (Elicit responses and then post PPT slide “What Is Confidentiality?”)
- What do we mean by “information related to a mentee?” Solicit responses from large group.

Explain: It means any identifying information, such as the mentee’s name, date of birth, age, address, family information; the name of the perpetrator; location of the incident; and any other information that might identify the mentee, the family of the mentee, the perpetrator, and the family of the perpetrator.

- When we talk about the mentee’s information only with “others who need to know” in order to provide assistance, as requested and agreed to by the mentee, what do we mean by “others who need to know”? Solicit responses from large group.

Explain: Those who might need to know about the incident, the mentee, and/or the perpetrator include the program manager or gender-based violence or child protection lead and others who might assist the mentee, such as a police officer, a legal adviser, a doctor, a health worker, and so forth.

Remind mentors that even within you’re their organization or clinic, it is not okay to share mentee information with other staff and providers, unless they are directly involved in the mentee’s care and the mentee knows and gives consent for this information to be shared.

GROUP DISCUSSION: WHAT CAN HAPPEN IF CONFIDENTIALITY IS BREACHED?

Instructions for Trainers

SCENARIO: ACTIVE LISTENING AND SUPPORTIVE MESSAGES

A mentee lives with his parents. He tells you that last night his father became very angry with him and was throwing and breaking things.

Instructions for Trainers

Read the scenario on the slide aloud.

- Ask mentors to turn to their neighbor to discuss the scenario and how they should respond as a mentor.
- Bring the large group back together and ask for two or three mentors to share what they discussed. Ensure that they are following the six step response process and giving supportive statements.
- Thank the volunteers for their participation and the other participants for their contributions to the discussion.
- Acknowledge that violence is a difficult topic to discuss and ensure that the support staff attending this session are available to respond to any concerns.

LUNCH

Instructions for Trainers

SESSION 1: ***GENDER***—GENDER ROLES AND STEREOTYPES

In Plenary

Instructions for Trainers

Explain that during each plenary session, trainers will facilitate the full session as if they were the mentors. This gives the mentors the chance to become familiar with the session and observe the trainers' facilitation skills. So it's important that trainers model good facilitation skills and participatory learning techniques discussed during the previous presentation. Trainers will work in pairs using the job aid to facilitate Session 1 in plenary for the mentors as if they were the mentors facilitating a session for the mentees.

Objectives for Session 1 are:

- Participants will identify the differences between rules of behavior for young men and for young women
- Participants will understand how gender norms affect the lives of young women and men
- Participants will learn how power has shaped our lives and experiences

SESSION 1: ***GENDER***—GENDER ROLES AND STEREOTYPES

Practice

Instructions for Trainers

During this session, the mentors will divide into groups of eight or fewer. Each small group will use this time to practice facilitating activities in a supportive environment. Two Master Trainers (one project trainer and VHT/CDO trainer) will work with the small groups during this practice session. It is important that at least one of the trainers speaks the local language.

TEA BREAK

Instructions for Trainers

SESSION 1: ***GENDER***—GENDER ROLES AND STEREOTYPES

Practice, continued

Instructions for Trainers

This is a continuation of the practice for Session 1.

REFLECTION AND CLOSING

Instructions for Trainers

Instruct mentors to reflect on the day's activities. Nominate someone to give the recap for tomorrow and participate in an end-of-day evaluation (see Annex: Evaluation Activities for Mentors' Training). The recap will be a 60-word summary of the day. The person preparing the recap must work to make the summary very short.

THANK YOU!

Instructions for Trainers

PART I: TRAINERS' GUIDE AND RESOURCES

INSTRUCTIONS FOR TRAINERS

Part A: Day 2



WELCOME!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART A: DAY 2

Instructions for Trainers

- Create a slide that summarizes the results from the evaluation activity and discuss any issues that were raised and resolved.
- Ask the person identified to give the recap to stand and share their recap. Remember the recap will be a 60-word summary of the previous day.
- Quickly review the agenda for the day.

GROUP FACILITATION

Instructions for Trainers

Tell participants:

You will be leading group discussions with the boys you are mentoring, so good group facilitation skills are very important. Today we will be reviewing the skills a good facilitator should have, the role of a facilitator, methods for leading a participatory training, and some other key topics.

ESTABLISHING GROUP AGREEMENTS

- Respect for ourselves
- Respect for each other
- Respect for the facility
- Respect for the group
- Respect for health and safety

Instructions for Trainers

Say:

Like we did at the beginning of this training, one of the first things you and your group should do is to create and agree upon some ground rules. Try to ensure that the ground rules include some form of all these listed on the slide.

GOALS AS A FACILITATOR

- Provide factual, evidence-based information
- Offer emotional support to adolescents
- Help your group support each other in ways that only peers can

Instructions for Trainers

Explain to the group that as mentors, they will play many different roles—however, the primary goals of a group facilitator are to:

- Provide factual, evidence-based information
- Offer emotional support to adolescents
- Help your group support each other in ways that only peers can

Ask mentors to think about a time when they attended a training or workshop. Then ask them to think about the person who facilitated that training or workshop.

Ask: What made that particular facilitator a successful facilitator? What were their challenges? What could they have done differently?

A GOOD FACILITATOR

- Sees the participants as experts
- Encourages participants to learn from each other
- Believes we learn by doing
- Is organized, but flexible
- Is enthusiastic about the topic and participants
- Keeps promises to the group
- Is patient and a good listener
- Is prepared to handle difficult situations

Instructions for Trainers

Explain that a good facilitator:

- Understands that participants have information and skills to share, and that facilitators are not the only experts in the room
- Encourages participants to learn from each other, and guides this process rather than providing direct instruction and lecture-style learning
- Believes we learn by doing, experiencing, practicing, and feeling, rather than by memorizing, repeating, and recording information
- Is organized but flexible in changing methods based on participant needs
- Is enthusiastic about the topic and participants
- Keeps promises to the group (to let participants speak, take a break, and so on)
- Is patient and a good listener
- Is prepared to handle difficult situations, including strong emotions that may arise during discussions

PARTICIPATORY TEACHING METHODS

- Many benefits to using active participatory teaching methods
- Participatory methods include:
 - Brainstorming
 - Group discussion
 - Role-play
 - Icebreakers
 - Group work
- Participatory methods require specific seating arrangements

Instructions for Trainers

Tell mentors that the Young Emanzi program uses active, participatory teaching methods, which have many benefits over traditional lecturing. They:

- Improve critical thinking skills
- Increase the likelihood of participants remembering and sharing new information
- Increase motivation
- Improve interpersonal skills

Give the following examples of participatory learning:

- **Brainstorming:** During a brainstorming session, participants suggest whatever answers occur to them, with no judgment or value placed on any answers provided. All thoughts are recorded on newsprint or a chalkboard. Brainstorming is a time to explore ideas and a great way to open a topic for discussion. The activity encourages participants to expand their thinking and consider a topic from different angles and perspectives.
- **Group discussion:** Group discussion involves participants talking about the topic at hand and provides opportunities for the facilitator to increase participants' knowledge or correct misinformation. The effectiveness of group discussion often depends on a facilitator's ability to ask open-ended questions, which are questions

that need more than a simple "yes" or "no" answer. These questions help participants express feelings or thoughts about a topic or an activity.

- **Role-play:** Role-play provides participants with an opportunity to experience a real-life situation, without having to take real-life risks. It is important that facilitators encourage participants to role-play realistic situations, and not ideal situations.
- **Icebreakers:** Icebreakers are quick, simple activities that help participants relax, become more comfortable, and (re)connect with each other. Each Young Emanzi session opens with a quick icebreaker. Icebreakers can also serve as energizers; use one in the middle of a session if energy levels in the group seem low.
- **Group work:** This curriculum is full of activities that require organizing participants into pairs or small groups, which encourages teamwork and participatory and interactive learning.

Seating arrangements: We strongly recommend that participants sit in a circle, rather than in rows. This arrangement allows for eye contact among participants and the facilitators, creates a more relaxed atmosphere, encourages participation, and helps develop a sense of belonging.

MANAGING GROUP SESSIONS

- Cover the material in the Young Emanzi Flipbook
- Facilitate group discussion:
 - Invite a wide range of commentary by asking all participants for thoughts and experiences.
 - Use silence to your advantage. Give participants a chance to think about the discussion questions and issues.
- You can provide encouragement to, but not force, shy members to speak.
- For participants who may not be comfortable speaking in large groups, try other participation techniques like smaller group discussions. In the small groups, participants could write down ideas and ask one group member to read all responses.

Instructions for Trainers

Explain that mentors should:

- Cover all the material in the Mentors' Handbook
- Ensure that the entire group participates.
- Invite a wide range of commentary by asking all participants to share their thoughts and experiences.
- Use silence to their advantage. Give mentees a chance to think about the discussion questions and issues, and do not be afraid to wait until someone speaks.
- Not everyone will feel comfortable participating in all activities. A good facilitator must be aware when someone or some people are dominating a discussion. They may encourage certain people to speak up and share their thoughts, but also respect those who may not want to speak openly.

MANAGING GROUP SESSIONS (CONTINUED)

- Encourage participation, but be sensitive to boys who might not feel comfortable doing all the activities
- Refer to a participant's recent previous comment if the current conversation relates to it
- Direct discussion questions to a particular participant, if that person seems confident to speak aloud
- Encourage participants to discuss issues with each other rather than only address the mentor
- Remain in charge

Instructions for Trainers

Tell participants that they can encourage full participation by:

- Referring to a mentee's previous comments if the current conversation relates to it. For example, you might say, "What you are describing sounds very similar to (or different from) what Dennis was talking about earlier. What do you think about this, Dennis?"
- Directing specific discussion questions to a particular mentee. After he responds, ask whether others agree or disagree.
- Encouraging mentees to discuss issues with each other rather than only addressing the mentor.
- Remaining in charge. The role of group facilitator requires you to be fully engaged in the discussion, yet refrain from participating too much in it but guiding it along. Do not allow one or two mentees to dominate the conversation.

EXERCISE: COMMON CHALLENGES

- No one is responding to group discussion questions/activities
- Everyone is talking at once
- One participant dominates the conversation
- Group discussion is focused but moving too slowly
- Group discussion is unfocused and participants are getting off topic
- A participant is acting out
- A participant is emotional/sensitive

Instructions for Trainers

Explain that encouraging participation is critical to ensuring that all mentees benefit, but it can be challenging.

- Tell participants to divide into pairs.

Say: This slide shows a list of common challenges you might face while leading a group session. Spend the next few minutes discussing possible strategies for managing these challenges.

- Give participants 10 minutes to discuss the challenges in pairs. After that, bring the whole group back together and ask for a few volunteers to share their thoughts.

STEPS TO PREPARE FOR SESSIONS

- Set a time to meet with co-mentor weekly before group sessions
- Read each session
- Agree on the instructions
- Review materials list and prepare necessary materials
- Divide responsibilities
- Call point of contact with any questions

Instructions for Trainers

Tell participants:

- The best way to ensure success as a mentor is to be well prepared.
- Co-mentors should agree on a time to meet and prepare for their sessions before their group meeting.
- Mentors should read each session, including the background information, before they meet with their group, and both mentors should discuss the instructions and determine if they both understand them.
- When meeting to prepare for the upcoming session, mentors should review the materials list and prepare any materials needed. All the materials needed for each session are listed in the Mentors' Handbook.
- Mentors should decide how they will divide the responsibilities for the upcoming session and who will lead which activities.
- If mentors have any questions they should call their point of contact at the implementing organization or their supervisor.

EFFECTIVE GROUP DISCUSSION METHODS:

ACTIVE LISTENING AND ASKING PROBING QUESTIONS

Instructions for Trainers

ACTIVE LISTENING

Shows you care!

- Presents an opportunity to fully understand what someone is saying
- Is a chance to learn new ideas
- Helps build rapport with the mentees

Instructions for Trainers

Read the slide aloud.

HOW TO SHOW YOU ARE LISTENING

Nonverbal cues

- Eye contact
- Body language
- Smiling

Verbal cues

- Clarify the meaning of something a mentee said
- Summarize, to show you heard and were paying attention

Transitions

- Move smoothly between topics
- Do not move on from a topic before mentee is ready

Instructions for Trainers

Tell participants:

- You can show you are listening in verbal and nonverbal ways, and in the way you transition between one topic and the next.
- Nonverbal cues **show** you are listening: you can nod your head as a person is talking, lean toward them, and make eye contact.
- Verbal cues are techniques to encourage someone to talk with you. They include asking questions (neutral, not likely to make the mentee uncomfortable); using phrases like “I see,” or “And then?” or “Uh huh,” to indicate that you’re paying attention and want to hear more; or making gestures, like nodding your head, that help listeners know you are hearing them.
- Verbal and nonverbal cues can encourage participants to answer in more detail.
- Smooth transitions also help show you are paying attention—you don’t change the subject randomly or according to your own agenda, but rather in response to the needs of the person you’re talking to.

LISTENING TIPS

- Face the mentee
- Maintain eye contact
- Be attentive but relaxed
- Do not interrupt and impose your solutions
- Wait for the speaker to pause before asking clarifying questions

Instructions for Trainers

Read the slide aloud.

IMPORTANCE OF PROBING QUESTIONS

- Encourage thoughtful and richer discussion
- Clarify topics and points for the group
- Encourage mentees to engage in discussions more actively

Instructions for Trainers

Read the slide aloud.

WHEN DO I USE PROBING QUESTIONS?

- Responses to your questions are **brief or unclear**
- Participant seems to be **waiting for a reaction from you**
- Participant seems to have **more to say**
- You want to explore a topic in **more detail** or **move on to a related topic**

Instructions for Trainers

Read the slide aloud.

INDIRECT PROBING QUESTIONS

Brief, nonspecific questions can be used to draw out the conversation, without leading it in any specific direction.

- “Can you tell me more about that?”
- “Anything else?”

Instructions for Trainers

Read the slide aloud.

DIRECT PROBING QUESTIONS

Direct probing questions can help ensure that mentees talk more about specific topics.

- “How did you feel about _____?”
- “So you said that _____ are advantages of shared decision-making. What other advantages do you see?”
- “In your experience _____”
- “Let’s suppose _____”

Instructions for Trainers

Read the slide aloud.

DIRECT PROBING QUESTIONS (CONTINUED)

They can also be used to clarify meanings and to explore multiple sides of a topic.

- “What do you mean when you say _____?”
- “What other disadvantages do you see?”
- “Is this what we want for our community?”

Instructions for Trainers

Read the slide aloud.

TEA BREAK

Instructions for Trainers

SESSION 2: ***SOFT SKILLS***—EFFECTIVE COMMUNICATION

In Plenary

Instructions for Trainers

Trainers will work in pairs using the job aid to facilitate Session 2 in plenary for the mentors as if they were the mentors facilitating a session for the mentees. The trainers will model the facilitation techniques for the mentors.

Objectives for Session 2 are:

- Participants will be able to identify forms of nonverbal communication
- Participants will demonstrate how to create an effective message

SESSION 2: ***SOFT SKILLS***—EFFECTIVE COMMUNICATION

Practice

Instructions for Trainers

During this session, the mentors will divide into groups of eight or fewer. Each small group will use this time to practice facilitating activities in a supportive environment. One project trainer and VHT/CDO trainer will work with the small groups during this practice session. It is important that at least one of the trainers speaks the local language.

Ask mentors to divide into small groups to practice Session 2.

LUNCH

Instructions for Trainers

SESSION 2: ***SOFT SKILLS***—EFFECTIVE COMMUNICATION

Practice, continued

Instructions for Trainers

This is a continuation of the practice for Session 2.

SESSION 3: *SOFT SKILLS*—SELF-ESTEEM

In Plenary

Instructions for Trainers

Trainers will work in pairs using the job aid to facilitate Session 3 in plenary for the mentors as if they were the mentors facilitating a session for the mentees. The trainers will model the facilitation techniques for the mentors.

Objectives for Session 3 are:

- Participants will identify the qualities that they most admire about themselves and areas where they would like to improve
- Participants will describe the link between self-esteem, assertive behavior, and the steps for good decision-making

TEA BREAK

Instructions for Trainers

SESSION 3: ***SOFT SKILLS***—SELF-ESTEEM

In Plenary, continued

Instructions for Trainers

During this session, the mentors will divide into groups of eight or fewer. Each small group will use this time to practice facilitating activities in a supportive environment. One project trainer and VHT/CDO trainer will work with the small groups during this practice session. It is important that at least one of the trainers speaks the local language.

This is a continuation of the plenary practice for Session 3.

REFLECTION AND CLOSING

Instructions for Trainers

Instruct mentors to reflect on the day's activities. Nominate someone to give the recap for tomorrow and participate in an end-of-day evaluation (see Annex: Evaluation Activities for Mentors' Training). The recap will be a 60-word summary of the day. The person preparing the recap must work to make the summary very short.

THANK YOU!

Instructions for Trainers

INSTRUCTIONS FOR TRAINERS

Part A: Day 3



WELCOME!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART A: DAY 3

Instructions for Trainers

- Create a slide that summarizes the results from the evaluation activity and discuss any issues that were raised and resolved.
- Ask the person identified to give the recap to stand and share their recap. Remember the recap will be a 60-word summary of the previous day.
- Quickly review the agenda for the day.

SESSION 2: ***SOFT SKILLS***—EFFECTIVE COMMUNICATION

Mock Facilitation

Instructions for Trainers

A pair of mentors will be pre-selected by trainers to facilitate activities from this session in front of the larger group. They will practice facilitating Session 2, Soft Skills—Effective Communication in front of the larger group. They will facilitate a warm-up (10 min), Nonverbal Communication (20 min), and Tips for Effective Communication (30 min).

Ask the other participants to think about the following questions during and after the practice session so that they can provide constructive feedback:

- What did the mentors do well?
- What could be improved?
- What did you learn?

TEA BREAK

Instructions for Trainers

SESSION 3: ***SOFT SKILLS***—SELF-ESTEEM

Practice

Instructions for Trainers

Mentors should use this time to practice Session 3 in small groups.

SESSION 4: ***SOFT SKILLS***—MANAGING STRESS, ANGER, AND CONFLICT

In Plenary

Instructions for Trainers

Trainers will work in pairs using the job aid to facilitate Session 4 in plenary for the mentors as if they were the mentors facilitating a session for the mentees. The trainers will model the facilitation techniques for the mentors.

Objectives for Session 4 are:

- Participants will know eight steps for savings
- Participants will learn to deal successfully with situations that cause stress anger and conflict
- Participants will learn to think about how to identify when they are angry and how to express their anger in a positive way.

LUNCH

Instructions for Trainers

SESSION 4: ***SOFT SKILLS***—MANAGING STRESS, ANGER, AND CONFLICT

In Plenary, continued

Instructions for Trainers

This is a continuation of the plenary practice for Session 4.

SESSION 4: ***SOFT SKILLS***—MANAGING STRESS, ANGER, AND CONFLICT

Practice

Instructions for Trainers

During this session, the mentors will divide into groups of eight or fewer. Each small group will use this time to practice facilitating activities in a supportive environment. One project trainer and VHT/CDO trainer will work with the small groups during this practice session. It is important that at least one of the trainers speaks the local language.

Ask mentors to divide into small groups to practice Session 4.

TEA BREAK

Instructions for Trainers

SESSION 4: ***SOFT SKILLS***—MANAGING STRESS, ANGER, AND CONFLICT

Practice, continued

Instructions for Trainers

This is a continuation of the practice for Session 4.

REFLECTION AND CLOSING

Instructions for Trainers

Instruct mentors to reflect on the day's activities. Nominate someone to give the recap for tomorrow and participate in an end of day evaluation (see Annex: Evaluation Activities for Mentors' Training). The recap will be a 60-word summary of the day. The person preparing the recap must work to make the summary very short.

THANK YOU!

Instructions for Trainers

PART I: TRAINERS' GUIDE AND RESOURCES

INSTRUCTIONS FOR TRAINERS

Part A: Day 4



WELCOME!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART A: DAY 4

Instructions for Trainers

- Create a slide that summarizes the results from the evaluation activity and discuss any issues that were raised and resolved.
- Ask the person identified to give the recap to stand and share their recap. Remember the recap will be a 60-word summary of the previous day.
- Quickly review the agenda for the day.

SESSION 5: *FINANCIAL LITERACY*— STEPS FOR SAVING MONEY

In Plenary

Instructions for Trainers

Trainers will work in pairs using the job aid to facilitate Session 5 in plenary for the mentors as if they were the mentors facilitating a session for the mentees. The trainers will model the facilitation techniques for the mentors.

Objectives for Session 5 are:

- Participants will be able to understand the difference between needs and wants
- Participants will learn to identify and compare the savings goals of young adults and young people
- Participants will be able to determine personal savings goals

TEA BREAK

Instructions for Trainers

SESSION 5:

FINANCIAL LITERACY—

STEPS FOR SAVING MONEY

Practice

Instructions for Trainers

During this session, the mentors will divide into groups of eight or fewer. Each small group will use this time to practice facilitating activities in a supportive environment. One project trainer and VHT/CDO trainer will work with the small groups during this practice session. It is important that at least one of the trainers speaks the local language.

Ask mentors to divide into small groups to practice Session 5.

SESSION 6: *FINANCIAL LITERACY*— BUDGETING AND DEALING WITH SETBACKS IN SAVING

In Plenary

Instructions for Trainers

Trainers will work in pairs using the job aid to facilitate Session 6 in plenary for the mentors as if they were the mentors facilitating a session for the mentees. The trainers will model the facilitation techniques for the mentors.

The objectives of Session 6 are:

- Participants will be able develop individual savings plans
- Participants will have skills to create a budget and know how to track income and spending
- Participants will explore challenges and possible setbacks in savings

LUNCH

Instructions for Trainers

SESSION 6:

FINANCIAL LITERACY—

BUDGETING AND DEALING WITH SETBACKS IN SAVING

In Plenary, continued

Instructions for Trainers

This is a continuation of the plenary practice for Session 6.

SESSION 5: ***FINANCIAL LITERACY—*** STEPS FOR SAVING MONEY

Mock Facilitation

Instructions for Trainers

A pair of mentors will be pre-selected by trainers to facilitate activities from this session in front of the larger group. They will practice facilitation of Session 5: Financial Literacy—Steps for Saving Money. They will facilitate the warm-up (15 min), Eight Steps for Savings (20 min), and Identifying Needs and Wants (15 min).

Ask the other participants to think about the following questions during and after the practice session so that they can provide constructive feedback:

- What did the mentors do well?
- What could be improved?
- What did you learn?

TEA BREAK

Instructions for Trainers

REFLECTION AND CLOSING

Instructions for Trainers

Instruct mentors to reflect on the day's activities. Nominate someone to give the recap for tomorrow and participate in an end-of-day evaluation (see Annex: Evaluation Activities for Mentors' Training). The recap will be a 60-word summary of the day. The person preparing the recap must work to make the summary very short.

THANK YOU!

Instructions for Trainers

INSTRUCTIONS FOR TRAINERS

Part A: Day 5



WELCOME!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART A: DAY 5

Instructions for Trainers

- Create a slide that summarizes the results from the evaluation activity and discuss any issues that were raised and resolved.
- Ask the person identified to give the recap to stand and share their recap. Remember the recap will be a 60-word summary of the previous day.
- Quickly review the agenda for the day.

SESSION 6:

FINANCIAL LITERACY—

BUDGETING AND DEALING WITH SETBACKS IN SAVING

Practice

Instructions for Trainers

During this session, the mentors will divide into groups of eight or fewer. Each small group will use this time to practice facilitating activities in a supportive environment. One project trainer and VHT/CDO trainer will work with the small groups during this practice session. It is important that at least one of the trainers speaks the local language.

Ask mentors to divide into small groups to practice Session 6.

TEA BREAK

Instructions for Trainers

SESSION 7: *FINANCIAL LITERACY—* COMMUNICATION ABOUT MONEY

In Plenary

Instructions for Trainers

Trainers will work in pairs using the job aid to facilitate Session 7 in plenary for the mentors as if they were the mentors facilitating a session for the mentees. The trainers will model the facilitation techniques for the mentors. This is a joint session with adolescent girls and young women who are active in other community groups, such as Ankaya Makwiri, village savings and loans groups, and DREAMS. There should be an equal number of AGYW and ABYM. You should recruit the same group of AGYW to participate in each of the joint sessions to help with continuity, building relationships, and empathy.

During this session, use the concept of the parking lot. Explain to mentors that this is similar to the parking lot we are using in this training. They will use the blank pages at the end of the job aid where they can write the parking lot questions. They will be shared with the health worker to respond to at next week's session. As questions are answered, you will strike through them.

Objectives for Session 7 are:

- Participants will be able to identify current ways that young people earn money
- Participants will learn the possible outcomes of discussions about money
- Participants will be able to identify the Dos and Don'ts of good communication about money

SESSION 7: *FINANCIAL LITERACY*— COMMUNICATION ABOUT MONEY

Practice

Instructions for Trainers

During this session, the mentors will divide into groups of eight or fewer. Each small group will use this time to practice facilitating activities in a supportive environment. One project trainer and VHT/CDO trainer will work with the small groups during this practice session. It is important that at least one of the trainers speaks the local language.

This is a joint session with AGYW, so half of the group will be asked to role play being an AGYW during practice.

LUNCH

Instructions for Trainers

SESSION 7:

FINANCIAL LITERACY—

COMMUNICATION ABOUT MONEY

Practice, continued

Instructions for Trainers

This is a continuation of the practice for Session 7.

SESSION 8: ***GENDER***—GENDER AND HEALTH

In Plenary

Instructions for Trainers

Trainers will work in pairs using the job aid to facilitate Session 8 in plenary for the mentors as if they were the mentors facilitating a session for the mentees. The trainers will model the facilitation techniques for the mentors. This is a joint session with adolescent girls and young women who are active in other community groups, such as Ankaya Makwiri, village savings and loans groups, and DREAMS. There should be an equal number of AGYWs and ABYM. You should recruit the same group of AGYW to participate in each of the joint sessions to help with continuity, building relationships, and empathy.

During this session, use the concept of the parking lot. Explain to mentors that this is similar to the parking lot we are using in this training. They will use the blank pages at the end of the job aid where they can write the parking lot questions. They will be shared with the health worker to respond to at next week's session. As questions are answered, you will strike through them.

The objectives of Session 8 are:

- Participants will be able to understand how men can play an important role in promoting gender equality
- Participants will be able to learn the links between how young men are raised and the health risks they face
- Participants will develop a better understanding of and empathy for the experience of the other gender

TEA BREAK

Instructions for Trainers

REFLECTION AND CLOSING

Instructions for Trainers

Instruct mentors to reflect on the day's activities. Nominate someone to give the recap for tomorrow and participate in an end-of-day evaluation (see Annex: Evaluation Activities for Mentors' Training). The recap will be a 60-word summary of the day. The person preparing the recap must work to make the summary very short.

THANK YOU!

Instructions for Trainers

PART I: TRAINERS' GUIDE AND RESOURCES

INSTRUCTIONS FOR TRAINERS

Part A: Day 6



WELCOME!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART A: DAY 6

Instructions for Trainers

- Create a slide that summarizes the results from the evaluation activity and discuss any issues that were raised and resolved.
- Ask the person identified to give the recap to stand and share their recap. Remember the recap will be a 60-word summary of the previous day.
- Quickly review the agenda for the day.

SESSION 8: ***GENDER***—GENDER AND HEALTH

Practice

Instructions for Trainers

During this session, the mentors will divide into groups of eight or fewer. Each small group will use this time to practice facilitating activities in a supportive environment. One project trainer and VHT/CDO trainer will work with the small groups during this practice session. It is important that at least one of the trainers speaks the local language.

Ask mentors to divide into small groups to practice Session 8.

This is a joint session with AGYW, so half of the group will be asked to role play being an AGYW during this practice.

TEA BREAK

Instructions for Trainers

SESSION 8: ***GENDER***—GENDER AND HEALTH

Practice, continued

Instructions for Trainers

This is a continuation of the practice for Session 8.

SESSION 8: ***GENDER***—GENDER AND HEALTH

Mock Facilitation

Instructions for Trainers

A pair of mentors will be pre-selected by trainers to facilitate activities from this session in front of the larger group. They will practice facilitating Session 8: Gender — Gender and Health in front of a larger group. They will facilitate a warm-up (15 min), Young Men, Gender, and Health (20 min), and the Gender Fishbowl (30 min).

This is a joint session with AGYW, so half of the group will be asked to role play being an AGYW during this mock facilitation.

Ask the other participants to think about the following questions during and after the practice session so that they can provide constructive feedback:

- What did the mentors do well?
- What could be improved?
- What did you learn?

LUNCH

Instructions for Trainers

SESSION 8: ***GENDER***—GENDER AND HEALTH

Mock Facilitation, continued

Instructions for Trainers

This is a continuation of the mock facilitation for Session 8.

PROGRAM LOGISTICS AND SUPERVISION

Instructions for Trainers

Provide mentors with a list of necessary materials and make a calendar for how to implement the program over the course of 4 months. Present an overview of how supervision will be conducted throughout the program before going into more details on the next slide.

NEXT STEPS

1. Meet co-mentor and supervisors
2. Build community support: consult your CDO and VHT supervisor to establish a community entry plan (before facilitating the first sessions)
3. Document a referral network
4. Recruit mentees: unmarried ABYM ages 15-24
5. Identify a safe meeting time and space and inform mentees
6. Facilitate weekly sessions and plan community celebration
7. On-going monitoring and evaluation
8. On-going supportive supervision

Instructions for Trainers

Tell participants: After this training, you will be assigned a co-mentor and a community to work in. You will also be introduced to your supervisors, who include the community development officer (CDO) and a VHT who has been trained in the Young Emanzi curriculum and also has experience facilitating the Emanzi program.

Explain that co-mentors will work closely to accomplish these next steps 2-8.

Read bullets 2 through 8 aloud.

Explain that meetings with mentees will occur every week for 16 weeks. After completion, the mentors will work with supervisors to plan a community celebration to recognize ABYM who completed the Young Emanzi program.

Mentors must complete the tracking tools on a weekly basis. We are going to talk about the monitoring and evaluation tools shortly.

EXAMPLE COMMUNITY ENTRY PLAN WORKSHEET

Task	Person Responsible	Resources Needed	Date to be Completed by
1.			
2.			
3			
4			

Instructions for Trainers

Tell participants that this slide shows an example of a community entry plan (Annex: Worksheet for Establishing a Community Entry Plan). Co-mentors should work with their supervisor to establish the steps they will take to introduce the ABYM mentoring program in the community. Recruiting unmarried ABYM is one of the tasks that should be included in this plan.

Say: You will get a handout with a sample community entry plan worksheet and have time to work on this in small groups in the next session.

REFERRAL NETWORK TEMPLATE

Name of Organization/ Clinic	Location & Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Instructions for Trainers

Explain to participants that this table is an example of a referral network that co-mentors should develop before beginning the their mentoring sessions (Annex: Referral Network Template). Mentors will work with their CDO and VHT supervisors to list organizations or clinics that provide the following services:

- HIV-related services
- Contraceptive services
- STI treatment and screening
- Care for victims of sexual violence
- Financial services
- Psychological or mental health counseling
- Training related to job skills, livelihoods, or education
- Work with victims of bullying or school violence
- Work with adolescents

Say: This referral network template is found in your job aid. Fill it out before you start facilitating your sessions.

STEPS TO PREPARE FOR SESSIONS

- Set a time to meet with co-mentor weekly before group sessions
- Read each session
- Agree on the instructions
- Review materials list and prepare necessary materials
- Divide responsibilities
- Call point of contact with any questions

Instructions for Trainers

This slide was presented earlier in the training; it outlines the key steps that mentors should take to prepare for each session.

Tell participants that they should:

- Agree on a time to meet and prepare for their sessions before their group meeting.
- Read each session, including the background information, before they meet with their group.
- Discuss the instructions and ensure they both understand them.
- Review the materials list and prepare any materials needed. All the materials needed for each session are listed in the Mentors' Handbook.
- Decide how they will divide the responsibilities for the upcoming session and who will lead which activities.
- Call their supervisor or point of contact at the implementing organization if they have any questions.
- See Annex: Young Emanzi Program Materials for a list of program materials.

MONITORING AND EVALUATION

Participant Attendance Tracker:

- Mentors' names, session title, and locations
- Name, age of mentees
- # sessions attended
- Topics discussed
- Next steps/actions items

Observation Checklist:

- Mentors' names, session title, and location
- Scored observations for: introduction, participatory learning, active listening, etc.
- Strengths
- Areas for improvement
- Action plan

Instructions for Trainers

Say: We all hope that our programs are making a difference in the lives of ABYM. Sometimes we might get a sense that the program is working. For example, we might hear positive comments or see that mentees enjoyed an activity. But the only way to ensure that a program is successful is to actively track program activities throughout the life of the program.

Explain: Two documents will be used in the monitoring and evaluation of the Young Emanzi program. The first, the participant attendance tracker, is a template for tracking participants and their attendance. The second, an observation checklist, is used to provide supportive supervision to the mentors. Each mentor will be observed at least five times:

- First visit during Session 1
- Second visit during Session 6
- Third visit during Sessions 7-12
- Fourth visit during Session 13
- Fifth visit during Sessions 14-16

Mentors will need to complete the Young Emanzi Group Activity form to track attendance on a weekly basis.

Hand out copies of the participant attendance tracker (Annex: Participant Attendance Tracker).

Read aloud the bullets about the tool. Walk the participants through the tool and how it should be completed. Allow time for questions.

Next, hand out copies of the observation checklist (Annex: Young Emanzi Mentor Group Activity Observation Checklist).

Explain:

- The observation checklist is filled out by their subcounty supervisor (their VHT supervisor and/or a CDO). The implementing organization may also provide support and observe the mentors. Representatives from the organization also will complete this form to provide feedback to the mentor.
- The CDO is required to be present for the financial literacy session to support the formation of savings groups (Session 5), as well as for sessions 13 and 14 on violence.
- The observer providing the supportive supervision will give the mentor a copy of the form that lists the mentor's strengths and areas for improvement, and an action plan and timeline for next steps.

Next, read aloud the bullets about the tool. Walk participants through the tool and how it will be completed. Allow time for questions.

TEA BREAK

Instructions for Trainers

RECRUITMENT STRATEGIES

Instructions for Trainers

- Explain to participants that they are going to work on a recruitment strategy in the small groups with whom they have been practicing sessions. Each group will be led by a VHT who facilitated Emanzi and has experience with recruitment. They will have 20 minutes to work with their group to begin to develop a tailored recruitment strategy for their community. Then they will come back together as a large group and share their ideas.
- Explain that unmarried ABYM can be recruited from existing groups working with young men, they may be recruited individually, or they could be recruited at community events targeting adolescents, including the Young Emanzi community celebrations.
- Explain that the mentors will also need to develop a recruitment strategy for AGYW as well. Previously, AGYW were recruited from DREAMS groups, but since not every community has DREAMS, mentors will need to explore recruiting AGYW from other groups such as village savings and loans groups or Anyaka Makwiri girls mentoring groups. It is preferred that the AGYW recruited have had some exposure to financial management since the first joint session is “Session 6: Communication about Money.”

REFLECTION AND CLOSING

Instructions for Trainers

Reflect on the final day's activities, participate in a final evaluation activity (Annex: Evaluation Activities for Mentors' Training).

THANK YOU!

Instructions for Trainers

PART I: TRAINERS' GUIDE AND RESOURCES

TRAINING SLIDES

Part A: Day 1

The following pages contain the training slides. Trainers should project the slides while conducting the activities. If projection equipment is unavailable, create flipcharts or handouts as needed to share the information.



WELCOME!

Young Emanzi: Mentoring for Adolescent Boys and Young Men

PART A: DAY 1

INTRODUCTIONS

GROUP NORMS, PARKING LOT, AGENDA,
AND LOGISTICS

BACKGROUND

WHY MENTORING FOR BOYS AND YOUNG MEN?



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- Adolescent boys and young men (ABYM) may be less likely to discuss reproductive health (RH) issues with adults (including their parents) than their female peers do
- ABYM are susceptible to misinformation about RH issues
- Evidence from Advancing Partners & Communities (APC) Uganda's Emanzi curriculum and YPA's AGYW mentoring program)

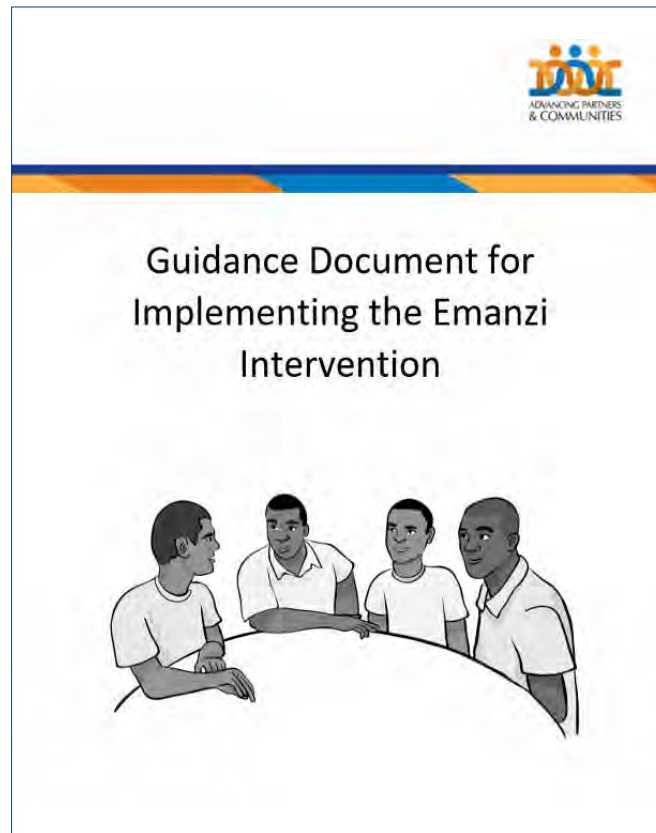
UGANDA



© Christopher Arineitwe, FHI 360

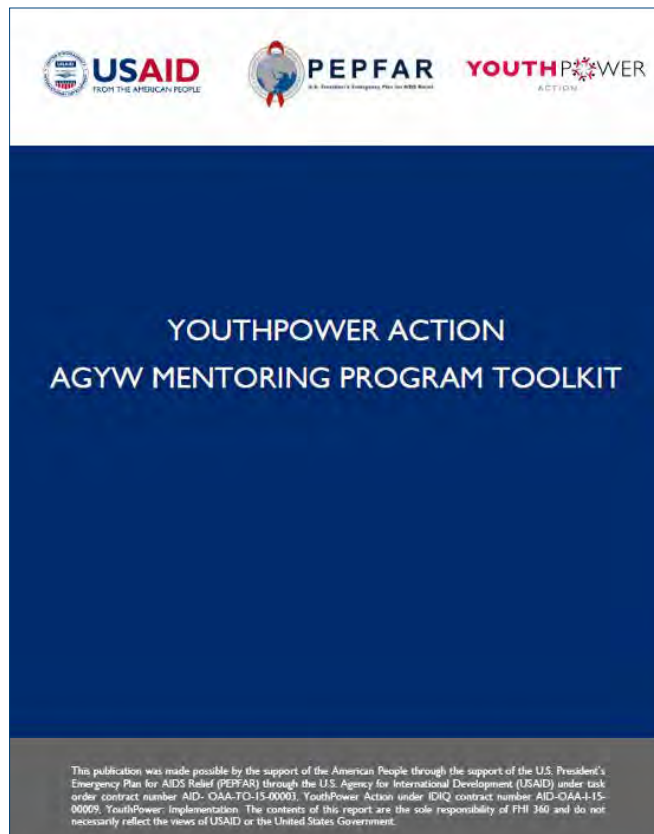
- Emanzi and the AGYW mentoring program were initially implemented in Uganda
- In Uganda, deeply embedded ideas about appropriate gender roles, as well as myths and misconceptions on family planning (FP) and HIV, pose obstacles to male support for and participation in health services
- The National Male Involvement Strategy for the Prevention and Response to Gender Based Violence in Uganda indicates the importance of educating boys and men to become change agents in their communities and work places

EMANZI



- Male engagement program implemented under APC Uganda
- Focused on RH, transforming gender norms, shared decision-making
- Nine weekly sessions over three months with a community graduation
- Evaluation found men retained the information learned through the Emanzi curriculum, and the intervention had lasting improvements in gender-equitable attitudes
- Unexpectedly, savings groups formed and lasted among participants after the intervention period

GIRLS MENTORING: ANYAKA MAKWIRI



- FHI 360 trained young women to become mentors to adolescent girls
- Weekly mentoring sessions over six months, on RH, financial literacy, and soft skills
- Girls increased their HIV knowledge, discussed HIV testing/counseling with someone, made a savings plan, and saved money over the six-month mentoring period
- Savings groups were a key component of the program for participants

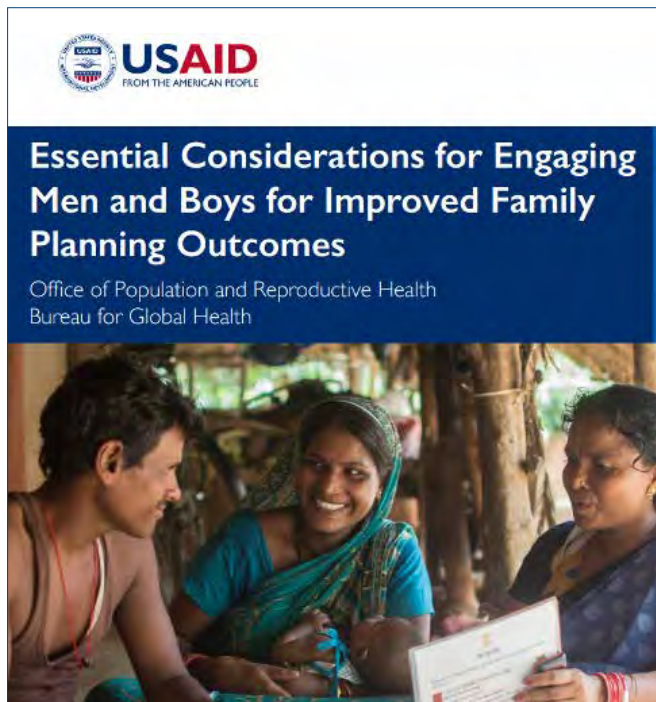
GOALS OF THE YOUNG EMANZI ABYM PROGRAM



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- Make connections to peers and mentors
- Increase understanding of gender
- Explore gender inequality
- Build skills related to self-esteem, self-control, and critical thinking
- Improve reproductive health
- Prevent violence and substance abuse

ESSENTIAL CONSIDERATIONS FOR ENGAGING MEN AND BOYS FOR IMPROVED FAMILY PLANNING



Men and boys can be:

- Family planning users
- Supportive partners
- Agents of change
- Challengers of unequal power dynamics
- Communicators and equitable decision-makers
- Potential fathers and caregivers

PROGRAM OVERVIEW

SESSION OUTLINE

Emanzi – 9 sessions

- Opening reflection
- Activities and discussion
- Closing
- Challenge

60 minutes

Young Emanzi – 16 sessions

- Opening reflection
- Warm-up
- Activities and discussion
- Closing
- Challenge

90-120 minutes

SESSION CONTENT

1. **Gender:** Gender Roles and Stereotypes
 2. **Soft Skills:** Effective Communication
 3. **Soft Skills:** Self-Esteem
 4. **Soft Skills:** Managing Stress, Anger, and Conflict
 5. **Financial Literacy:** Steps for Saving Money
 6. **Financial Literacy:** Budgeting and Dealing with Setbacks in Saving
 7. **Financial Literacy:** Communication About Money (with girls)
 8. **Gender:** Gender and Health (with girls)
 9. **Health:** Body Changes (with girls)
 10. **Health:** Pregnancy Prevention (with girls)
 11. **Health:** HIV Prevention and Condoms
 12. **Health:** Talking about Addiction and Alcohol Abuse
 13. **Violence Prevention:** Violence around Me
 14. **Violence Prevention:** From Violence to Respect for Women and Girls
 15. **Gender:** Relationships and Love Troubles
 16. **Gender:** Defining Manhood and Discussing Change
- *Community Celebration and Graduation*

IT WORKS: WHY ENGAGE MEN AND BOYS?



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WE HAVE A LONG WAY TO GO

- Boys and men are often socialized to use violence to express their manhood, using it against women and other men
- Men are more likely to experience violence at the hands of a stranger, whereas women are more likely to experience violence by a male partner
- In many cultures, young men are socialized to be self-reliant and not to seek help, including health information and care, in times of need
- Half of all 18- to 24-year-old Ugandans believe it is acceptable for a man to beat his wife (Uganda VACS)

WE HAVE A LONG WAY TO GO (CONTINUED)

- Young men are likely to know more about women's bodies than about their own
- Men are often pressured to express their manhood through sexual aggression and risk taking
- Globally, men have higher reported rates of changing sexual partners than women
- In some countries, men access antiretroviral therapy (ART) for HIV later in the disease's progression than women, with more compromised immune systems and at greater public health costs

RECOGNITION OF MEN'S MULTIPLE NEEDS



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How can we promote change with men and boys? What works?

- Men and employment
- Men, boys, and education
- Other health issues: accidents, violence, prostate cancer, infertility, mental and emotional health

FIND THE “ENTRY POINTS”

- Even in settings where gender norms are rigid, there are men who question them
- Even men who generally have rigid attitudes may have some areas in which they are more gender-equitable
- Reach out to the silent majority of men and boys who do not believe in using violence and do not believe that men are inherently superior to women
- Work with women to support more gender-equitable behaviors and norms of masculinity

FINDING RESISTANCE TO HARMFUL IDEAS OF MANHOOD



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Identify:

- Young men who empathize with the challenges girls/women face
- Role models who question prevailing attitudes

FINDING RESISTANCE TO HARMFUL IDEAS OF MANHOOD (CONTINUED)



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Engage them through:

- Reflection on personal and family experiences
- Activities that help them to explore and understanding the thoughts, feelings, and emotions of others

WE MUST START EARLY AND KEEP WORKING...A LIFECYCLE APPROACH

- **Young boys/pre-school:** Engage men as caregivers in the child care setting and as educators
- **School age:** 6–12: Engage boys in meaningful activities that teach gender-equitable ideals through after-school programs and educational activities
- **Adolescence:** Promote critical thinking among this age group about gender roles, information, campaigns, group educational activities, and hands-on experience in caring for children

WE MUST START EARLY AND KEEP WORKING...A LIFECYCLE APPROACH (CONTINUED)

- **Late adolescence/young adulthood:** Talk with boys/young men in this age group about fatherhood, relationships, HIV prevention; build empathy for female partners; help young men talk about life goals and fertility intentions; help them develop sense of responsibility for contraception and RH
- **Mid-adulthood:** Teach them about RH and how men should be engaged in maternal and child health; develop an understanding of how to nourish relationships with spouse and children; engage men in fatherhood/care-taking roles, discuss shared responsibility for FP and health
- **Late adulthood:** Work with men as grandfathers, preparing the next generation

ACTIVITY: VOTE WITH YOUR FEET

TEA BREAK

WHAT DOES IT MEAN TO BE A MENTOR?

WHAT IS A MENTOR?

- How do you define “mentoring”?
- How do you define “mentor”?
- Who can be a mentor?

WHY BECOME A MENTOR?

1. Why is mentoring important?
2. Why do you want to be a mentor? What are your mentoring goals?
3. What skills and experiences do you have that make you a good mentor?
4. What would you like to learn about mentoring?
5. What personal or other rewards do you expect from being a mentor?

WHAT DOES IT MEAN TO EMPOWER SOMEONE?

Empower: To give someone the means to achieve something by believing in them

Self-confidence: To be secure in yourself and your abilities

Self-esteem: To have confidence and satisfaction with yourself and your abilities, self-respect

Validate: To recognize or affirm the worthiness or legitimacy of something or someone

WHO ARE YOUR MENTORS?

WHAT DOES IT TAKE TO BE A GOOD MENTOR?

RELATIONSHIP-BUILDING SKILLS

- Good listening
- Positive feedback
- Problem solving
- Trust

LISTENING SKILLS

- What makes someone a good listener?
- Would you describe yourself as a good listener? Why or why not?

LISTENING SKILLS (CONTINUED)

- Use effective nonverbal communication
- Use effective verbal communication
- Practice listening skills
- Ask good questions
- Respect confidentiality
- Show empathy

WHAT IS EMPATHY?

Understanding the feelings another person is experiencing from their point of view or perspective

UNDERSTANDING HOW ABYM'S NEEDS MAY AFFECT HOW YOU RELATE TO MENTEES

- Age
- Stage of development/maturity
- Home situation
- Religiosity/spirituality
- Marital status

ROLE-PLAY SCENARIO

VIOLENCE AND REPORTING

VIOLENCE AND ABYM

- ABYM are at risk for all forms of violence
- Violence and HIV risk are linked
- Violence in a person's past can cause emotional trauma

Your role is to help Young Emanzi mentees identify violence and recognize their right to live without it.

WHAT IS VIOLENCE?

- Emotional
- Sexual
- Physical
- Economic
- Gender-based

REPORTING

- Follow the six-step response system (more on that in a little while)
- Accompany the mentee if appropriate and if they consent for any or all the following:
 - Contact a child protection organization, the police or the local probation or social welfare officer to file a report and get medical forms if appropriate and if mentee consents.
 - Go to the health center for a complete medical exam and receive treatment. You will take the report to the police and open a case.
- If anyone under 18 reports that he or she is suffering from any type of violence or that he has recently suffered any type of abuse, (including sexual abuse or routine physical abuse) to a social worker, medical provider, teacher or local counsel at the LC I level they must report this to the appropriate child protection authorities.

VIOLENCE AND POWER



Power within is the strength that arises from inside ourselves when we recognize the equal ability within all of us to positively influence our own lives and community. By discovering the positive **power within** ourselves, we are compelled to address the negative uses of power that create injustice in our communities.



Power over means the power that one person or group uses to control another person or group. The control might come from direct violence or, more indirectly, from the community beliefs and practice that position men as superior to women. Using one's **power over** another is injustice.

VIOLENCE AND POWER



Power with means the power felt when two or more people come together to do something that they could not do alone. **Power with** includes joining our power with individuals and groups to respond to injustice with positive energy and support.



Power to is the belief, energy, and actions that individuals and groups use to create positive change. **Power to** is when individuals proactively work to ensure that all community members enjoy the spectrum of human rights and are able to achieve their full potential.

FACILITATING SESSIONS ON VIOLENCE

- Remember that violence between individuals is a sensitive topic
- What is said during this, or any other session, should not be shared outside of the group
- Identify a counselor or social worker to co-facilitate who has experience working with violence survivors, and particularly survivors of sexual abuse

SIX-STEP RESPONSE PROCESS

1. Use active listening skills
2. Deliver supportive messages
3. Ask about safety and explore safety strategies
4. Explore next steps
5. Provide information and make referrals to available resources
6. Follow up

SUPPORTIVE STATEMENTS

- I believe you
- It's not your fault
- I'm sorry that happened to you
- You can ask me anything you want
- Other people have also gone through this
- You are not alone
- You are brave to talk me about it

FUNDAMENTAL PRINCIPLES OF RESPONSE

- Do no harm
- Promote the full protection of ABYM's human rights
- Use an ABYM-centered approach to implementation
- Respect the ABYM's free will and to make their own decisions
- Ensure privacy, confidentiality, and informed consent

WHAT IS CONFIDENTIALITY?

Confidentiality = Keeping all information related to a mentee secret *and* sharing it only with others who need to know in order to provide assistance, as requested and agreed to by the mentee.

GROUP DISCUSSION: WHAT CAN HAPPEN IF CONFIDENTIALITY IS BREACHED?

SCENARIO: ACTIVE LISTENING AND SUPPORTIVE MESSAGES

A mentee lives with his parents. He tells you that last night his father became very angry with him and was throwing and breaking things.

LUNCH

SESSION 1: ***GENDER*—GENDER ROLES AND STEREOTYPES**

In Plenary

SESSION 1: ***GENDER*—GENDER ROLES AND STEREOTYPES**

Practice

TEA BREAK

SESSION 1: ***GENDER*—GENDER ROLES AND STEREOTYPES**

Practice, continued

REFLECTION AND CLOSING

THANK YOU!

PART I: TRAINERS' GUIDE AND RESOURCES

TRAINING SLIDES

Part A: Day 2



WELCOME BACK!

Young Emanzi: Mentoring for Adolescent Boys and Young Men

PART A: DAY 2

GROUP FACILITATION

ESTABLISHING GROUP AGREEMENTS

- Respect for ourselves
- Respect for each other
- Respect for the facility
- Respect for the group
- Respect for health and safety

GOALS AS A FACILITATOR

- Provide factual, evidenced-based information
- Offer emotional support to adolescents
- Help your group support each other in ways that only peers can

A GOOD FACILITATOR

- Sees the participants as experts
- Encourages participants to learn from each other
- Believes we learn by doing
- Is organized, but flexible
- Is enthusiastic about the topic and participants
- Keeps promises to the group
- Is patient and a good listener
- Is prepared to handle difficult situations

PARTICIPATORY TEACHING METHODS

- Many benefits to using active participatory teaching methods
- Participatory methods include:
 - Brainstorming
 - Group discussion
 - Role-play
 - Icebreakers
 - Group work
- Participatory methods require specific seating arrangements

MANAGING GROUP SESSIONS

- Cover the material in the Young Emanzi Flipbook
- Facilitate group discussion:
 - Invite a wide range of commentary by asking all participants for thoughts and experiences.
 - Use silence to your advantage. Give participants a chance to think about the discussion questions and issues.
- You can provide encouragement to, but not force, shy members to speak.
- For participants who may not be comfortable speaking in large groups, try other participation techniques like smaller group discussions. In the small groups, participants could write down ideas and ask one group member to read all responses.

MANAGING GROUP SESSIONS (CONTINUED)

- Encourage participation, but be sensitive to boys who might not feel comfortable doing all the activities
- Refer to a participant's recent previous comment if the current conversation relates to it
- Direct discussion questions to a particular participant, if that person seems confident to speak aloud
- Encourage participants to discuss issues with each other rather than only address the mentor
- Remain in charge

EXERCISE: COMMON CHALLENGES

- No one is responding to group discussion questions/activities
- Everyone is talking at once
- One participant dominates the conversation
- Group discussion is focused but moving too slowly
- Group discussion is unfocused and participants are getting off topic
- A participant is acting out
- A participant is emotional/sensitive

STEPS TO PREPARE FOR SESSIONS

- Set a time to meet with co-mentor weekly before group sessions
- Read each session
- Agree on the instructions
- Review materials list and prepare necessary materials
- Divide responsibilities
- Call point of contact with any questions

EFFECTIVE GROUP DISCUSSION METHODS:

ACTIVE LISTENING AND ASKING PROBING QUESTIONS

ACTIVE LISTENING

Shows you care!

- Presents an opportunity to fully understand what someone is saying
- Is a chance to learn new ideas
- Helps build rapport with the mentees

HOW TO SHOW YOU ARE LISTENING

Nonverbal cues

- Eye contact
- Body language
- Smiling

Verbal cues

- Clarify the meaning of something a mentee said
- Summarize, to show you heard and were paying attention

Transitions

- Move smoothly between topics
- Do not move on from a topic before mentee is ready

LISTENING TIPS

- Face the mentee
- Maintain eye contact
- Be attentive but relaxed
- Do not interrupt and impose your solutions
- Wait for the speaker to pause before asking clarifying questions

IMPORTANCE OF PROBING QUESTIONS

- Encourage thoughtful and richer discussion
- **Clarify** topics and points for the group
- Encourage mentees to **engage** in discussions more actively

WHEN DO I USE PROBING QUESTIONS?

- Responses to your questions are **brief or unclear**
- Participant seems to be **waiting for a reaction from you**
- Participant seems to have **more to say**
- You want to explore a topic in **more detail** or move on to a **related topic**

INDIRECT PROBING QUESTIONS

Brief, nonspecific questions can be used to draw out the conversation, without leading it in any specific direction.

- “Can you tell me more about that?”
- “Anything else?”

DIRECT PROBING QUESTIONS

Direct probing questions can help ensure that mentees talk more about specific topics.

- “How did you feel about _____?”
- “So you said that _____ are advantages of shared decision-making. What other advantages do you see?”
- “In your experience _____”
- “Let’s suppose _____”

DIRECT PROBING QUESTIONS (CONTINUED)

They can also be used to clarify meanings and to explore multiple sides of a topic.

- “What do you mean when you say _____?”
- “What other disadvantages do you see?”
- “Is this what we want for our community?”

TEA BREAK

SESSION 2: ***SOFT SKILLS*—EFFECTIVE** **COMMUNICATION**

In Plenary

SESSION 2: ***SOFT SKILLS*—EFFECTIVE** **COMMUNICATION**

Practice

LUNCH

SESSION 2: ***SOFT SKILLS***—EFFECTIVE COMMUNICATION

Practice, continued

SESSION 3: ***SOFT SKILLS*—SELF-ESTEEM**

In Plenary

TEA BREAK

SESSION 3: ***SOFT SKILLS*—SELF-ESTEEM**

In Plenary, continued

REFLECTION AND CLOSING

THANK YOU!

PART I: TRAINERS' GUIDE AND RESOURCES

TRAINING SLIDES

Part A: Day 3



WELCOME BACK!

Young Emanzi: Mentoring for Adolescent Boys and Young Men

PART A: DAY 3

SESSION 2: ***SOFT SKILLS***—EFFECTIVE COMMUNICATION

Mock Facilitation

TEA BREAK

SESSION 3: ***SOFT SKILLS*—SELF-ESTEEM**

Practice

SESSION 4: ***SOFT SKILLS***—MANAGING STRESS, ANGER, AND CONFLICT

In Plenary

LUNCH

SESSION 4: ***SOFT SKILLS***—MANAGING STRESS, ANGER, AND CONFLICT

In Plenary, continued

SESSION 4: ***SOFT SKILLS***—MANAGING STRESS, ANGER, AND CONFLICT

Practice

TEA BREAK

SESSION 4: ***SOFT SKILLS***—MANAGING STRESS, ANGER, AND CONFLICT

Practice, continued

REFLECTION AND CLOSING

THANK YOU!

PART I: TRAINERS' GUIDE AND RESOURCES

TRAINING SLIDES

Part A: Day 4



WELCOME BACK!

Young Emanzi: Mentoring for Adolescent Boys and Young Men

PART A: DAY 4

SESSION 5: ***FINANCIAL LITERACY—*** **STEPS FOR SAVING MONEY**

In Plenary

TEA BREAK

SESSION 5: ***FINANCIAL LITERACY—*** **STEPS FOR SAVING MONEY**

Practice

SESSION 6:

FINANCIAL LITERACY—

BUDGETING AND DEALING WITH SETBACKS IN SAVING

In Plenary

LUNCH

SESSION 6:

FINANCIAL LITERACY—

BUDGETING AND DEALING WITH SETBACKS IN SAVING

In Plenary, continued

SESSION 5: ***FINANCIAL LITERACY—*** **STEPS FOR SAVING MONEY**

Mock Facilitation

TEA BREAK

REFLECTION AND CLOSING

THANK YOU!

PART I: TRAINERS' GUIDE AND RESOURCES

TRAINING SLIDES

Part A: Day 5



WELCOME BACK!

Young Emanzi: Mentoring for Adolescent Boys and Young Men

PART A: DAY 5

SESSION 6: ***FINANCIAL LITERACY*—BUDGETING AND DEALING WITH SETBACKS IN SAVING**

Practice

TEA BREAK

SESSION 7: ***FINANCIAL LITERACY—*** **COMMUNICATION ABOUT MONEY**

In Plenary

SESSION 7: ***FINANCIAL LITERACY—*** **COMMUNICATION ABOUT MONEY**

Practice

LUNCH

SESSION 7: ***FINANCIAL LITERACY—*** **COMMUNICATION ABOUT MONEY**

Practice, continued

SESSION 8: ***GENDER*—GENDER AND HEALTH**

In Plenary

TEA BREAK

REFLECTION AND CLOSING

THANK YOU!

PART I: TRAINERS' GUIDE AND RESOURCES

TRAINING SLIDES

Part A: Day 6



WELCOME BACK!

Young Emanzi: Mentoring for Adolescent Boys and Young Men

PART A: DAY 6

SESSION 8: ***GENDER*—GENDER AND HEALTH**

Practice

TEA BREAK

SESSION 8: ***GENDER*—GENDER AND HEALTH**

Practice, continued

SESSION 8: ***GENDER*—GENDER AND HEALTH**

Mock Facilitation

LUNCH

SESSION 8: ***GENDER*—GENDER AND HEALTH**

Mock Facilitation, continued

PROGRAM LOGISTICS AND SUPERVISION

NEXT STEPS

- Meet co-mentor and supervisors
- Build community support: consult your CDO and VHT supervisor to establish a community entry plan (before facilitating the first sessions)
- Document a referral network
- Recruit mentees: unmarried ABYM ages 15-24
- Identify a safe meeting time and space and inform mentees
- Facilitate weekly sessions and plan community celebration
- On-going monitoring and evaluation
- On-going supportive supervision

EXAMPLE COMMUNITY ENTRY PLAN WORKSHEET

<u>Task</u>	<u>Person Responsible</u>	<u>Resources Needed</u>	<u>Date to be Completed by</u>
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3 _____	_____	_____	_____
4 _____	_____	_____	_____

REFERRAL NETWORK TEMPLATE

Name of Organization/ Clinic	Location & Address	Telephone	Contact Name	Email Address
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____

STEPS TO PREPARE FOR SESSIONS

- Set a time to meet with co-mentor weekly before group sessions
- Read each session
- Agree on the instructions
- Review materials list and prepare necessary materials
- Divide responsibilities
- Call point of contact with any questions

MONITORING AND EVALUATION

Participant Attendance Tracker:

- Mentors' names, session title, and locations
- Name, age of mentees
- # sessions attended
- Topics discussed
- Next steps/actions items

Observation Checklist:

- Mentors' names, session title, and location
- Scored observations for: introduction, participatory learning, active listening, etc.
- Strengths
- Areas for improvement
- Action plan

TEA BREAK

RECRUITMENT STRATEGIES

REFLECTION AND CLOSING

THANK YOU!

Annex: Young Emanzi Part A Agenda



AGENDA: YOUNG EMANZI TRAINING FOR MENTORS

PART A: SESSIONS 1-8

Training Participants

Approximately 20-25 Mentors.

All mentors have graduated from Emanzi or a similar gender transformative intervention.




Master Trainers

3-4 local trainers trained in Young Emanzi (e.g., VHT, CDO).

3-4 project staff/gender experts trained in Young Emanzi.

Local trainers facilitated and/or supervised Emanzi or a similar gender transformative intervention.

Key:

-  In Plenary: Sessions facilitated by trainers in plenary are highlighted in light orange.
-  Practice: Sessions practiced by all mentors in small groups are highlighted in light blue.
-  Mock Facilitation: Sessions facilitated by mentors in front of the larger group are highlighted in yellow.

Workshop Objectives:

- Provide an overview of the Young Emanzi boys mentoring program and how it will be implemented.
- Explain the role of a mentor, discuss the importance of confidentiality, define violence and reporting requirements.
- Equip mentors with knowledge and skills to facilitate mentoring sessions 1-8 for adolescent boys and young men (ABYM) in their communities.
- Achieve objectives outlined in each of the Young Emanzi sessions. Please see curriculum for specific objectives.

DAY 1		
Time	Session	Person responsible
8:00-8:30	Arrival, registration	
8:30-9:00	Introductions <ul style="list-style-type: none"> • Name, title, project • Name one thing you like to do in your free time (be sure to hold participants to naming one thing so the introductions are brief) Group norms (present this list, then ask for additions) <ul style="list-style-type: none"> • Treat everyone with respect • Participate equally • Don't interrupt and allow everyone to speak • What's said in the room, stays in the room • Assume positive intent • Begin on time, end on time • Be present for the entire training • No cell phones, texting, emailing Introduce parking lot Review training agenda, objectives, and different facilitators' roles Logistics: <ul style="list-style-type: none"> • Location of bathrooms • Signing photo waiver. We will be taking photos during the training; a signed photo disclosure form is needed. 	
9:00-10:30	Background and project overview (~20 min) Objective: Share an overview of origins of this curriculum. Discuss the program components, how sessions are set up, and end-of-program goals.	
	Why engage men and boys in reproductive health? (~25 min) Objective: Introduce participants to the importance of engaging men and boys in reproductive health (RH) and prevention of gender-based violence (GBV).	
	Vote with your feet (~30 min) Objective: Identify how our own gender attitudes and beliefs might influence our mentorship work	
10:30-10:45	Tea break	

10:45-1:00 (10:45-13:00)	What does it mean to be a mentor? (~60 min) Objective: Provide participants with an overview of the skills needed to be a good mentor and the importance of male mentors for boys; includes opportunities to practice these skills.	
	Violence and reporting and confidentiality (~60 min) Objective: Provide an overview of violence and how it affects young people, as well as the skills to provide a compassionate, confidential, and supportive first-line response.	
1:00-2:00 (13:00-14:00)	Lunch	
2:00-3:30 (14:00-15:30)	In Plenary: Session 1, Gender—Gender Roles and Stereotypes Objective: Two trainers will facilitate the session content and activities with the mentors as a large group.	
3:30-4:30 (15:30-16:30)	Practice: Session 1, Gender—Gender Roles and Stereotypes Objective: All the mentors will practice the session in small groups.	
4:30-4:45 (16:30-16:45)	Tea break	
4:45-5:15 (16:45-17:15)	Practice: Session 1, Gender—Gender Roles and Stereotypes (continued) Objective: All the mentors will practice the session in small groups.	
5:15-5:30 (17:15-17:30)	Reflection and closing Objective: Reflect on the day's activities, nominate someone to give the recap for tomorrow, and participate in an end-of-day evaluation (see evaluation activities). The recap will be a 60-word summary of the day. The person preparing the recap must work to make the summary very short.	
5:30-6:00 (17:30-18:00)	Facilitators: Two of the local trainers will be selected each day to be the “eyes and ears” of the training. This role will rotate each day; no local trainer will be the eyes and ears for two days in a row. The local trainers will share what they saw or heard throughout the day in terms of participation, how trainees are feeling, likes and dislikes, and any other observations. The trainers will discuss how the day went, go through feedback from the evaluation activity, and review the agenda for tomorrow.	

DAY 2			
Time	#	Session	Person responsible
8:30-8:45		Recap of Day 1 (60-word summary), go over any questions, summarize the evaluation, and give an overview of the agenda.	
8:45-9:45		Group facilitation Objective: Prepare mentors for facilitating group sessions with mentees.	
9:45-10:15		Effective groups discussion methods and activity Objective: Introduce asking probing questions to enhance discussions and respond to comments/questions.	
10:15-10:30		Tea break	
10:30-12:00		In Plenary: Session 2, <i>Soft Skills</i>—Effective Communication Objective: Master trainers will go through the session content and activities with the mentors as a large group.	
12:00-1:00 (12:00-13:00)		Practice: Session 2, <i>Soft Skills</i>—Effective Communication Objective: All the mentors will practice the session in small groups.	
1:00-2:00 (13:00-14:00)		Lunch	
2:00-3:00 (14:00-15:00)		Practice: Session 2, <i>Soft Skills</i>—Effective Communication (continued) Objective: All the mentors will practice the session in small groups.	
3:00-4:15 (15:00-16:15)		In Plenary: Session 3, <i>Soft Skills</i>—Self-Esteem Objective: Master trainers will go through the session content and activities with the mentors as a large group.	
4:15-4:30 (16:15-16:30)		Tea break	
4:30-5:00 (16:30-17:00)		In Plenary: Session 3, <i>Soft Skills</i>—Self-Esteem (continued) Objective: Master trainers will go through the session content and activities with the mentors as a large group.	

5:00-5:30 (17:00-17:30)	Reflection and closing Objective: Reflect on the day's activities, nominate someone to give the recap for tomorrow, announce which two mentors will be facilitating for everyone the next morning, and participate in an end-of-day evaluation (see evaluation activities). The recap will be a 60-word summary of the day. The person preparing the recap must work to make the summary very short.	
5:30-6:00 (17:30-18:00)	Facilitators: The “eyes and ears” will share what they saw and heard throughout the day in terms of participation, how trainees are feeling, likes and dislikes, and any other observations. Two different local trainers will be selected to be in this role for the next day. The trainers will discuss how the day went, go through feedback from the evaluation activity, and review the agenda for tomorrow.	

DAY 3

Time	#	Session	Person responsible
8:30-8:45		Recap of Day 2 (60-word summary), go over any questions, summarize the evaluation; and give an overview of the agenda.	
8:45-10:15		Mock Facilitation: Session 2, Soft Skills—Effective Communication Objective: A selected group of mentors will practice facilitating Session 2, Soft Skills—Self-Esteem in front of the larger group. They will facilitate a warm-up (10 min), Non-verbal Communication (20 min), and Tips for Effective Communication (30 min). The audience will provide constructive feedback using the following questions: <ul style="list-style-type: none"> • What did you like? • What could be improved? • What did you learn? 	
10:15-10:30		Tea break	

10:30-12:30	Practice: Session 3, Soft Skills—Self-Esteem Objective: All mentors will practice the session in small groups.	
12:30-1:00 (12:30-13:00)	In Plenary: Session 4, Soft Skills—Managing Stress, Anger, and Conflict Objective: Master trainers will go through the session content and activities with the mentors as a large group.	
1:00-2:00 (13:00-14:00)	Lunch	
2:00-3:00 (14:00-15:00)	In Plenary: Session 4, Soft Skills—Managing Stress, Anger, and Conflict (continued) Objective: Master trainers will go through the session content and activities with the mentors as a large group.	
3:00-4:00 (15:00-16:00)	Practice: Session 4, Soft Skills—Managing Stress, Anger, and Conflict Objective: All the mentors will practice the session in small groups.	
4:00-4:15 (16:00-16:15)	Tea break	
4:15-5:15 (16:15-17:15)	Practice: Session 4, Soft Skills—Managing Stress, Anger, and Conflict (continued) Objective: All the mentors will practice the session in small groups.	
5:15-5:30 (17:15-17:30)	Reflection and closing Objective: Reflect on the day's activities, nominate someone to give the recap for tomorrow, and participate in an end-of-day evaluation (see evaluation activities). The recap will be a 60-word summary of the day. The person preparing the recap must work to make the summary very short.	
5:30-6:00 (17:30-18:00)	Facilitators: The “eyes and ears” will share what they saw and heard throughout the day in terms of participation, how trainees are feeling, likes and dislikes, and any other observations. Two different local trainers will be selected to be in this role for the next day. The trainers will discuss how the day went, go through feedback from the evaluation activity, and review the agenda for tomorrow.	
DAY 4		

Time	#	Session	Person responsible
8:30-8:45		Recap of Day 3 (60-word summary), go over any questions, summarize the evaluation, and give an overview of the agenda.	
8:45-10:15		In Plenary: Session 5, <i>Financial Literacy</i>—Steps for Saving Money Objective: Master trainers will go through the session content and activities with the mentors as a large group.	
10:15-10:30		Tea break	
10:30 -12:30		Practice: Session 5, <i>Financial Literacy</i>—Steps for Saving Money Objective: All the mentors will practice the session in small groups.	
12:30-1:00 (12:30-13:00)		In Plenary: Session 6, <i>Financial Literacy</i>—Budgeting and Dealing with Setbacks in Saving Objective: Master trainers will go through the session content and activities with the mentors as a large group.	
1:00-2:00 (13:00-14:00)		Lunch	
2:00-3:00 (14:00-15:00)		In Plenary: Session 6, <i>Financial Literacy</i>—Budgeting and Dealing with Setbacks in Saving (continued) Objective: Master trainers will go through the session content and activities with the mentors as a large group.	
3:00-4:30 (15:00-16:30)		Mock Facilitation: Session 5, <i>Financial Literacy</i>—Steps for Saving Money Objective: A selected group of mentors will practice facilitating Session 5: Financial Literacy—Steps for Saving Money in front of the larger group. They will facilitate a warm-up (15 min), Eight Steps for Savings (20 min), and Identifying Needs and Wants (15 min). The audience will provide constructive feedback using the following questions: <ul style="list-style-type: none"> • What did you like? • What could be improved? • What did you learn? 	
4:30-4:45 (16:30-16:45)		Tea break	

4:45-5:15 (16:45-17:15)	Reflection and Closing Objective: Reflect on the day's activities, nominate someone to give the recap for tomorrow, and participate in an end-of-day evaluation (see evaluation activities). The recap will be a 60-word summary of the day. The person preparing the recap must work to make the summary very short.	
5:15-5:45 (17:15-17:45)	Facilitators: The “eyes and ears” will share what they saw and heard throughout the day in terms of participation, how trainees are feeling, likes and dislikes, and any other observations. Two different local trainers will be selected to be in this role for the next day. The trainers will discuss how the day went, go through feedback from the evaluation activity, and review the agenda for tomorrow.	

DAY 5

Time	#	Session	Person responsible
8:30-8:45		Recap of Day 4 (60-word summary), go over any questions, summarize the evaluation, and give an overview of the agenda.	
8:45-10:15		Practice: Session 6, Financial Literacy—Budgeting and Dealing with Setbacks in Savings Objective: All the mentors will practice the session in small groups.	
10:15-10:30		Tea break	
10:30 -12:30		In Plenary: Session 7, Financial Literacy—Communication about Money *Note: This is a joint session with AGYW, so half of the group will be asked to role play being an AGYW during practice. Objective: Master trainers will go through the session content and activities with the mentors as a large group.	
12:30-1:00 (12:30-13:00)		Practice: Session 7, Financial Literacy—Communication about Money Objective: Master trainers will go through the session content and activities with the mentors as a large group.	

1:00-2:00 (13:00-14:00)	Lunch	
2:00-3:00 (14:00-15:00)	Practice: Session 7, Financial Literacy—Communication about Money Objective: Master trainers will go through the session content and activities with the mentors as a large group.	
3:00-4:30 (15:00-16:30)	In Plenary: Session 8, Gender—Gender and Health *Note: This is a joint session with AGYW, so half of the group will be asked to role play being an AGYW during practice the next day. Objective: Master trainers will go through the session content and activities with the mentors as a large group.	
4:30-4:45 (16:30-16:45)	Tea break	
4:45-5:15 (16:45-17:15)	Reflection and closing Objective: Reflect on the day's activities, nominate someone to give the recap for tomorrow, and participate in an end-of-day evaluation (see evaluation activities). The recap will be a 60-word summary of the day. The person preparing the recap must work to make the summary very short.	
5:15-5:45 (17:15-17:45)	Facilitators: The “eyes and ears” will share what they saw and heard throughout the day in terms of participation, how trainees are feeling, likes and dislikes, and any other observations. Two different local trainers will be selected to be in this role for the next day. The trainers will discuss how the day went, go through feedback from the evaluation activity, and review the agenda for tomorrow.	

DAY 6			
Time	#	Session	Person responsible
8:30-8:45		Recap of Day 5 (60-word summary), go over any questions, summarize the evaluation, and give an overview of the agenda.	
8:45-10:00		Practice: Session 8, Gender—Gender and Health Objective: All the mentors will practice the session in small groups.	
10:00-10:15		Tea break	
10:15-10:45		Practice: Session 8, Gender—Gender and Health (continued) Objective: All the mentors will practice the session in small groups.	
12:30-1:00 (12:30-13:00)		Mock Facilitation: Session 8, Gender—Gender and Health Objective: A selected group of mentors will practice facilitating Session 8: Gender and Health in front of a larger group. They will facilitate a warm-up (15 min), Young Men, Gender and Health (20 min), and the Gender Fishbowl (30 min). *Note: This is a joint session with AGYW, so half of the group will be asked to role play being an AGYW during this mock facilitation. The audience will provide constructive feedback using the following questions: <ul style="list-style-type: none"> • What did you like? • What could be improved? • What did you learn? 	
1:00-2:00 (13:00-14:00)		Lunch	

2:00-3:30 (14:00-15:30)	<p>Mock Facilitation: Session 8, Gender—Gender and Health (continued)</p> <p>Objective: A selected group of mentors will practice facilitating Session 8: Gender and Health in front of a larger group. They will facilitate a warm-up (15 min), Young Men, Gender and Health (20 min), and the Gender Fishbowl (30 min).</p> <p>*Note: This is a joint session with AGYW, so half of the group will be asked to role play being an AGYW during this mock facilitation.</p> <p>The audience will provide constructive feedback using the following questions:</p> <ul style="list-style-type: none"> • What did you like? • What could be improved? • What did you learn? 	
3:30-4:30 (15:30-16:30)	<p>Program Logistics, Supervision, and Monitoring and Evaluation</p> <p>Objective: Mentors will receive an overview of program details, documentation, and how the supervision will work throughout the program.</p>	
4:30-4:45 (16:30-16:45)	Tea break	
4:45-5:15 (16:45-17:15)	<p>Recruitment strategies</p> <p>Objective: Discuss best practices for program recruitment of ABYM (and AGYW for the joint sessions). Tailor to your community context.</p>	
5:15-5:30 (17:15-17:30)	<p>Reflection and Closing</p> <p>Objective: Reflect on the day's activities, participate in the final evaluation, and discuss the logistics for Part B of training.</p>	
5:30-6:00 (17:30-18:00)	<p>Facilitators: The team will discuss how the day went, review feedback from the evaluation activity, and congratulate themselves on completing the training.</p>	

Annex: Vote with your Feet



VOTE WITH YOUR FEET

Time: 30-45 minutes

Activity objective: Identify how our own gender attitudes and beliefs might influence our work

Materials: “Disagree” and “agree” signs

Instructions:

1. Choose seven or eight statements from the list below. Try to include statements having to do with men and women and statements that touch on relationships (“A woman should not refuse sex to her husband”). Also, choose some that touch on personal day-to-day issues (“Women are naturally better parents than men”) and some that are more professional issues (“It is a service provider’s duty to address a suspected case of domestic violence if a client shows signs of having been beaten”). You can also change statements or make new ones.
2. Post a sign on one side of the room that says “disagree” and a sign on the other side of the room that says “agree.”
3. Introduce the activity and its purpose. Say: Before we move to exploring gender in our work, it is helpful to start considering gender from a personal perspective and how we think about it in our day-to-day lives.
4. Ask the group to stand in the center of the room. Explain that you are going to read a statement. Tell the participants to step to the side of the room where the “agree” sign is if they agree with the statement, or step to the other side of the room if they disagree. Do not allow them to stand in the middle—they must choose a side. Encourage participants to think about these statements primarily from a personal perspective (what they themselves believe), but if people are more comfortable thinking about them from a professional perspective, that’s okay.
5. Start with statements about more personal day-to-day issues (e.g., “Women are naturally better parents than men”) and move to more professional issues (“It is a service provider’s duty to address a suspected case of domestic violence if a client shows signs of having been beaten”).
6. Facilitate a brief discussion after each statement: remind participants to be respectful of others’ opinions, then ask for volunteers to explain why they voted the way they did. You can ask if anyone wants to change sides after hearing others’ reasoning. You can also slightly alter a statement and ask if that makes anyone want to change sides.

Note: Preferably, no one will stand alone. If there is only one person on a side, go stand next to him, so he is not by himself.

Wrap up:

- We all carry “baggage,” or troubling attitudes or beliefs, and these can influence how we can deliver programs
- We may have some conflicts between personal beliefs and professional responsibilities – how can we handle this?
- What gender or other biases do you have personally? How do you think that your biases negatively or positively affect your work?
- Take away message: When speaking of gender, people tend to have strong convictions, and these should be taken into account in implementing health and development programs and services.

Statements to choose from:

- Women are naturally better parents than men.
- We should try to address gender inequalities even if the community leaders have explicitly prohibited it.
- Men are just as constrained by social and gender norms as women.
- Men should play a more active role in getting women to report instances of sexual violence.
- Women’s empowerment programs benefit both women and men.
- It is easier to be a man than a woman in today’s world.
- Men will feel threatened if too many women are in leadership roles.
- In order for women to succeed in the workplace, special benefits must be made available to them.
- It is a woman’s right to choose the number, timing, and spacing of her children, even if it conflicts with her partner’s desires for children.
- It is acceptable for a man to have sex outside of marriage if his wife does not know about it.
- It is acceptable for a woman to have sex outside of marriage if her husband does not know about it.
- It is acceptable for a man to be a stay-at-home spouse/father and expect that his wife should be the only breadwinner.
- Even if you offer a range of HIV services to men, they will have little interest in using them.
- It is a service provider’s duty to address a suspected case of domestic violence if a client shows signs of having been beaten.
- Gender-equitable relationships should not be the goal of an HIV/RH program.
- Men sometimes have a good reason to use violence against their partners.

- Promoting gender equality in couples is a valid goal of a family planning program.
- Involving men in FP counseling sessions will only further increase men's power over decisions that affect women's fertility and health.
- It is unfair and inappropriate to expect service providers to address power dynamics between the couple seeking services.
- Men will feel threatened if too many women start making decisions for themselves.
- A woman should not refuse sex to her husband.
- It is wrong to give an FP method to a woman who wants to conceal it from her husband.
- If a man tests HIV positive, the service provider has a right to inform the wife.

Annex: Child Protective Services and Gender-Based Violence Reporting Requirements in Uganda



CHILD PROTECTIVE SERVICES AND GENDER-BASED VIOLENCE REPORTING REQUIREMENTS IN UGANDA

1. Summary of Child Protective Services Reporting Requirements Materials:

Policies for child protective services are often housed under one ministry or department within the country government. In Uganda, the Ministry of Gender, Labour, and Social Development creates policies for children's protection.

Look for national guidelines on what should be done if a child is a victim of abuse or neglect. Various sectors of the government may play a role—social welfare, education, health, and law enforcement can all be a part of the response.

In 2016, the Ugandan Parliament passed an amendment to the Children Act called **“Protection of children from all from of violence” (Children (Amendment) Act, 2016, § 11, 42A)**¹.

The policy states:

1. “Every child has a right to be protected against all forms of violence including sexual abuse and exploitation, child sacrifice, child labour, child marriage, child trafficking, institutional abuse, female genital mutilation, and any other form of physical or emotional abuse.”
2. “A person who on reasonable grounds believes that a child has been abused or is in imminent danger which may result in physical injury, sexual abuse, deliberate neglect, or is in need of care and protection may report to a designated child protection organization or authority.”
3. “...it shall be mandatory for the following persons to report on any matter which affects the wellbeing of a child under their charge—a medical practitioner; a social worker; a teacher; or Local Councilor at LC I level.”
4. “The designated child protection organization, probation and social welfare officer, or police officer or any other responsible person to whom a report has been made must—(a) Ensure the safety and well-being of the child concerned, if the child's safety or well-being is at risk; (b) Make an initial assessment of the report; (c) Unless the report is frivolous or obviously unfounded, investigate the truthfulness of the report or cause it to be investigated; and (d) If the report is substantiated by such investigation, initiate proceedings in terms under this Act for the protection of the child.”

5. “A designated child protection organization to which a report has been made must report the matter to the probation and social welfare officer.”
6. “Notwithstanding subsection (4), the probation and social welfare officer shall monitor the progress of all matters reported.”
7. “The designated child protection organization, probation and social welfare officer or a police officer who has conducted an investigation may- (a) Take measures to assist the child, or refer the child to protective services including counselling, mediation, prevention and early intervention services, family reconstruction and rehabilitation, behavior modification, and problem solving; or (b) Initiate action for the long term protection of the child if it is assessed that the current environment in which the child lives poses significant threat or risk to the child.”
8. “The designated child protection organization or probation and social welfare officer who has conducted an investigation must report the findings to the Police.”
9. “For the purpose of this section, the designated child protection organization includes Local Council, medical practitioner, probation and social worker.”

2. Gender-Based Violence Reporting Resources

Policies related to gender-based violence are sometimes housed under one ministry or department within the country government, or they may be housed across multiple sectors. In Uganda, the Ministry of Gender Labour and Social Development creates policies and strategies for prevention and response to gender-based violence in Uganda.

Look for national guidelines on what should be done if a person, especially a youth, experiences gender-based violence. Various sectors of the government may all play a role—social welfare, education, health, and law enforcement can all be part of the response.

Key Resources and Policies in Uganda: Domestic Violence Act² (2010)

- “Domestic violence” defined as “any act of omission of a perpetrator which
 - Harms, injures or endangers the health, safety, life, limb or well-being, whether mental or physical, of the victim or tends to do so and includes causing physical abuse, sexual abuse, emotional, verbal and psychological abuse and economic abuse;

² Protection of children from all from of violence (Children Amendment) Act, 2016, § 11, 42A. Available from: <https://ulii.org/system/files/legislation/act/2015/2016/Children%20%28Amendment%29%20Act%202016.pdf>

- Harasses, harms, injures or endangers the victim with a view to coercing him or her or any other person related to him or her to meet any unlawful demand for any property or valuable security;
- Has the effect of threatening the victim or any person related to the victim by any conduct mentioned above
- Otherwise injured or causes harm, whether physical or mental, to the victim
- The policy defines “victim,” “economic abuse,” “emotional, verbal, and psychological abuse,” “harass,” “intimidation,” “physical abuse,” and “sexual abuse.”

Prohibition of Female Genital Mutilation Act³ (2010)

- An act to provide for the prohibition of female genital mutilation, the offences, prosecution and punishment of offenders, and the protection of victims as well as girls and women under threat of female genital mutilation and to provide for other related matters.
- The act states that “a person who carries out female genital mutilation commits an offence and is liable on conviction to imprisonment not exceeding ten years.”
- Act also states that “a person who knows that a person has committed or intends to commit an offence under this act, shall report the matter to police or other authority for appropriate action.”

Domestic Violence Regulations⁴ (2011)

- Victims themselves may lodge complaints to the “chairperson, secretary or any other official appointed by the local council court for the purpose of receiving domestic violence complaints; police; or magistrate.”
- Complaints may be lodged on behalf of a victim.
 - Complaints made on behalf of the victim must have the following:
 - “Reason why the application is made on behalf of the complainant; the grounds on which the person believes that domestic violence”

2 Domestic Violence Act. Available from: <https://ulii.org/ug/legislation/act/2015/2010>

3 Prohibition of Female Genital Mutilation Act. Available from: <https://ulii.org/ug/legislation/act/2015/5-5>

4 Domestic Violence Regulations. Available from: <https://ulii.org/ug/legislation/act/2015/5-5>

The Children (Amendment) Act⁵ (2016)

- “Violence” means any form of physical, emotional or mental injury or abuse, neglect, maltreatment and exploitation, including sexual abuse, intentional use of physical force or power, threatened or actual, against an individual which may result in or had a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation;” (page 11)
- Section 42A: Protection of all children from all forms of violence
 - Reporting is required by “a medical practitioner; a social worker; a teacher; or Local Councilor at LC I level.”

The National Male Involvement Strategy for the Prevention and Response to Gender-Based Violence in Uganda⁶ (2017)

- “Gender-based violence will mean any act of gender-based violence which results in or is likely to result in physical, sexual or psychological harm or suffering to women and men including threats of such acts, coercion or are arbitrarily deprivation of liberty, whether occurring in public or private life.”
- “Gender-based violence takes five forms, namely;
 - Physical violence which includes battering and beating.
 - Sexual violence which includes rape, child sexual abuse, defilement and incest, sexual assault, sexual harassment, forced prostitution and trafficking in persons.
 - Harmful traditional practices such as female genital mutilation, early and forced marriage and bride price related violence, widow inheritance.
 - Economic violence such as denial of assets and economic livelihoods.
 - Emotional and psychological violence such as verbal abuse, humiliation, confinement.”
- “Male involvement will refer to the promotion of the role of men and boys in confronting and transforming their own male privilege, power and status that perpetuates gender-based violence.”

⁵ Children (Amendment) Act. Available from: <https://ulii.org/ug/legislation/act/2015/5-5>

⁶ The National Male Involvement Strategy for the Prevention and Response to Gender Based Violence in Uganda. Available from: https://uganda.unfpa.org/sites/default/files/pub-pdf/15_03_18_%20MALE%20INVOLVEMENT%20STRATEGY%2024%20JULY%202017.pdf

Other important policies to consider when fully understanding response to and prevention of gender-based violence:

1. The National Policy on Elimination of Gender Based Violence for Uganda (2016)
2. The National Action Plan on Elimination of Gender-Based Violence 2016-2021
3. The National Action Plan on Women (2008)
4. National Referral Pathway for Prevention and Response to Gender Based Violence Cases in Uganda
5. Uganda Gender Policy (2007)
6. The Prohibition of Female Genital Mutilation (2010 and its regulations 2013)
7. The Prevention of Trafficking in Persons Act (2009)
8. The Penal Code Act (2007)
9. The Employment Act 2006
10. The Prohibition of Sexual Harassment Regulations (2012)

Annex: Evaluation Activities for Mentors' Training



EVALUATION ACTIVITIES FOR MENTORS' TRAINING

Instructions: Trainers should select one of the following evaluation activities for mentors to complete at the end of each day of training.

1. FEEDBACK CARDS

Source: FHI 360 Gender Integration Training

Time: 10 minutes

Materials: Two colors of 3 x 5 index cards or small squares of paper, enough for each participant to review one card of each color

1. Let participants know that you'll be conducting closing and evaluation exercises throughout the training.
2. Pass around the sheets of paper or index cards.
3. Ask participants to take one card or piece of paper of each color.
4. Ask each participant to write one thing they really liked or appreciated about this training (or this day of training) on the ____ color card.
5. On the other color card or paper, ask participants to write one thing they wish had been different about this training (or this day of training).
6. When all participants have completed the cards, ask them to pass both cards to the front.
7. Thank participants for their input and assure participants that the trainers will carefully consider their feedback.

2. HEAD, HEART, AND FEET

Source: FHI 360 Gender Integration Training

Time: 10 minutes

Materials: Evaluation sheets, pens/pencils

Steps:

1. Introduce today's evaluation exercise.
2. Hand out the evaluation sheet.
3. Ask participants to fill in the form with the following:
 - Head: What did you learn today?
 - Heart: how did today's workshop feel to you?
 - Feet: What will you do as a result of the workshop today?
4. If there is time, ask participants to share something they learned or to give final comments.
5. Thank the group for coming and then provide any details or information about the next training session if appropriate.

3. PARTING GIFTS

Source: FHI 360 Gender Integration Training

Time: 15 minutes

Materials: Basket, pen, and paper slips

Steps:

1. Introduce the evaluation. Say: Let's briefly think about today's session and what we learned. Who can share a few things we learned today?

After a few volunteers have provided their thoughts, pass out slips of paper and pens.

Say: Thank you for sharing. Whenever a group of people comes together, everyone gains something. As our closing exercise today, write down one "gift" this day has brought you. When you're done, I'll read some of them to the group. (Note to facilitators: let participants know that they do not need to put their names on their slips of paper.)

2. Give participants five minutes to complete the slip. When they have finished, ask participants to place their papers in the basket. Then, read a few of them aloud to the group. Thank the group for sharing their gift statements.

4. PLUSES AND WISHES

Source: FHI 360 Gender Integration Training

Time: 10 minutes

Materials: Flip chart; markers; learning objectives; agenda

Steps:

1. Refer to the training learning objectives and agenda and review what was covered in the training.
2. Draw a line down the middle of the flip chart and write “Pluses” on one side and “Wishes” on the other side.
3. Explain the process of “Pluses and Wishes.”

Say: We covered a lot of material today. Now, let’s talk briefly about what worked and what did not work. Pluses are things that you liked about the session. Wishes are things that you would like to be done differently at future sessions.

4. Ask participants to call out “pluses” or “wishes” and write them on the flip chart. Ask participants to specify whether they’re stating a “plus” or a “wish.” [Note to facilitators: do not comment on the wishes; just write them down.]
5. Thank participants for their input and acknowledge that facilitators will try to address the wishes as best as they can in future sessions.
6. Review parking lot issues. Cross off items that were addressed.
7. Thank the group for coming and provide any details or information about the next training session if appropriate.

5. ASKS AND OFFERS

Source: Iron Sharpens Iron Consulting Group

Time: 10 minutes

Materials: None

Steps:

1. Say: We've been together now for [X amount of time] and you are likely beginning to see where you can support your fellow mentors and where you might need some support yourself.
2. Ask participants to think about this for a few moments on their own. Explain that after a few minutes, you'll ask them to share "asks" for help and "offers" of support. Ask participants to be brief and specific. For example, they might say, "I keep forgetting the steps to take for reporting a dangerous situation. I'd like someone to help me review the steps." Or they might offer, "I'm happy to share my experience of how my partner and I communicate about household finances."

6. SUNSHINE CARDS

Source: Iron Sharpens Iron Consulting Group

Time: 15 minutes

Materials: Enough paper for each participant to have a piece; pens/pencils

Steps:

1. Ask participants to write their name in the center of a piece of paper and draw a sun around their name.
2. Once they're done, ask participants to pass their paper to the person on their right. That person will write something positive about the person whose paper they received, and they do not sign their name.
3. Have the participants continue to pass the papers around until everyone has written something on all papers. Return the papers to their owners.

7. END OF THE DAY QUESTIONS

Source: Iron Sharpens Iron Consulting Group

Time: 10 minutes

Materials: None

Steps:

- I. Select three or four of the following questions to read aloud and use participants' answers to guide a closing discussion.
 - What do you need to say to the group to feel “done” for the day?
 - What do you appreciate about yourself and what do you appreciate about others?
 - What are you taking away from your experience today?
 - What will you tell others about your experience today?
 - What do you need to say to bring closure to this experience for you?
 - What's one word that best describes how you feel as you're leaving today?
 - What song title best describes how you feel as you're leaving today?
 - What “stuck” from today's experience for you?

8. CLOSING THOUGHTS

Source: Iron Sharpens Iron Consulting Group

Time: 15 minutes

Materials: Paper or post-its, pens/pencils, flip chart paper and tape

This activity wraps up the day by letting participants analyze something they learned, find something they want to now do, and discover a hope they have for the entire group.

Steps:

1. Have everyone write on three separate notes one thing they learned, one thing they are committed to doing differently, and one thing they hope the whole group will do differently.
2. Have participants post their notes on flip chart paper with tape, or if you have them using post-it notes.
3. Summarize the comments, note any similarities and differences.

9. PROCESSING PARTNERS

Source: Iron Sharpens Iron Consulting Group

Time: 15 minutes

Materials: None

[Note to facilitators: It is important to understand that this closing encourages reflection to analyze what has happened in the training.]

Steps:

1. Ask everyone select a partner, perhaps someone they don't know well.
2. Tell each team to move to an area in the room where they can work/talk together.
3. Now pose these reflective questions:
 - What was the most important thing we talked about today?
 - Where do you see us struggling?
 - What would you like to change about the training?
4. Give the partners 3-4 minutes to talk.
5. Now ask the partners to report what they discussed.

[Hint: If you repeat this activity, it is often beneficial to keep the same partner.]

10. APPRECIATION

Source: Iron Sharpens Iron Consulting Group

Time: 10 minutes

Materials: none

Steps:

1. Ask participants to form a circle and say, Often, while participating in a training, we don't take time to thank/appreciate the efforts of others, and now is the time to do that.
2. Select one person and ask participants to state what they appreciate about that person.
3. Go around the circle until all have said something to him.
4. The person who has been "appreciated" then selects someone and the process is repeated until all have been named and spoken of.

Annex: Worksheet for Establishing a Community Entry Plan



WORKSHEET FOR ESTABLISHING A COMMUNITY ENTRY PLAN

This worksheet will take you through the steps of developing a community entry plan. Work with your group to establish the steps you will take to introduce the Young Emanzi mentoring program in your community.

Step 1: Know the Community

Question	Answer	Where to reach them
What other organizations offer programs for ABYM?		
What other organizations offer RH services? Are these services available to youth? Are services and providers youth-friendly?		
Who are the individuals that will strongly support programs to empower ABYM? Will they actively support your program and speak in favor of it?		
Who are the groups or individuals that strongly oppose Young Emanzi? How can you work to overcome this opposition?		
What other community or parent groups do you think you should talk with in order to gain support? What is the best avenue? Provider presentation? Youth presentation? Small meeting with key stakeholders?		

Step 2: Involve ABYM

Question	Answer
How will you involve ABYM in the community engagement process?	
What role should ABYM have? Should ABYM talk to community members and youth groups to gain support?	

Step 3: Advocacy Statements

For each group or individual listed in steps 1 and 2, develop one or two messages to convince them to support and promote ABYM participating in the program.

Group or Individual	Persuasive Message

Step 4: Community Entry Plan

Now that you have identified key stakeholders, where to reach them, how to involve ABYM, and what you will say to them, you are ready to establish a community entry plan.

Task	Person Responsible	Resources Needed	Date to be Completed by
1.			
2.			
3.			
4.			

Annex: Referral Network Template



REFERRAL NETWORK TEMPLATE

Organizations or clinics that provide HIV-related services

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Organizations or clinics that provide contraceptive services

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Organizations that provide STI treatment or screenings

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Organizations or clinics that provide care for victims of sexual violence

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Organizations or clinics that provide psychological or mental health counseling

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Organizations that work with adolescents

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Organizations that can provide information and training related to jobs skills, livelihood, or education

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Organizations that can work with victims of bullying or school violence

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Organizations or clinics that provide substance abuse services and counseling

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Local financial services organizations (e.g. local banks, micro-credit organizations)

Name of Organization	Address	Telephone	Contact Name	Email Address
1.				
2.				
3.				
4.				

Annex: Young Emanzi Program Materials



YOUNG EMANZI PROGRAM MATERIALS

Mentors are encouraged to use the following materials to deliver the sessions to their mentees.

- ☐ Young Emanzi flipbook
- ☐ Flip chart paper
- ☐ Markers
- ☐ Small sheets of paper
- ☐ Pens
- ☐ Small ball or another item that can be tossed around the room
- ☐ List of community services available in the district (included as part of the flipbook)
- ☐ Male and female condoms (Session 11)
- ☐ Penis model (borrowed from the health center or VHT) (Session 11)

Handouts needed for the sessions:

- ☐ Sample budget (Session 5)
- ☐ Contraceptive methods handout (Session 10)
- ☐ Condom-use instruction handout (Session 11)

Monitoring and evaluation materials needed for each session:

- ☐ Participant attendance tracker

Annex: Participant Attendance Tracker



PARTICIPANT ATTENDANCE TRACKER

Names of mentors _____ District _____
Subcounty _____

Start Date ___/___/___ End date ___/___/___ Health Center Name _____

Session number and theme _____

Target group (Circle):

- ☐ In school Boys and Young Men
☐ Out of school Boys and Young Men
☐ Both Boys and Young Men and Girls and Young Women

Group/school name _____

#	Name of participant	Sex	Age
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Topics of discussion (Detailed notes on what was discussed during the activity)**Information given/agreed steps/actions taken**

Annex: Young Emanzi Mentor Group Activity Observation



YOUNG EMANZI MENTOR GROUP ACTIVITY OBSERVATION

Instructions: This tool will be completed by Young Emanzi staff and/or a district-level trainer involved in the Young Emanzi Program. The first three pages will be submitted to the Young Emanzi project and the last page (p. 4) will be left with the Young Emanzi Mentor to provide guidance on ways to improve.

This tool will be used to provide supportive supervision to the Young Emanzi Mentor, as well as ensure fidelity to the curriculum. Each Young Emanzi Mentor will be observed five times during the implementation of the Young Emanzi curriculum as follows:

- First visit during Session 1
- Second visit during Session 6
- Third visit during Sessions 7-12
- Fourth visit during Session 13
- Fifth visit during Sessions 14-16

NO.	Question	Response
1.	Young Emanzi Mentor name and ID number	Name: ID and telephone contact:
2.	Date of observation	____/____/____ Day Month Year
3.	District	
4.	Subcounty	
5.	Village	
6.	Observer's name and designation	Name: Designation: Signature:
7.	Session number: _____ Is the Young Emanzi Mentor following the correct session order of the Young Emanzi Curriculum?	Circle one: Yes No
8.	Number of participants	

Observations of the Young Emanzi Mentor during the session		Score: 1 = Low, 2 = Average 3 = High	
No.		Score	Comment
1.	Introduced self and explained the objectives of the session clearly		
2.	Registered participants in the Young Emanzi register		
3.	Started the discussion with the mentor check-in followed by the warm-up activity		
4.	Created a warm and welcoming environment and was respectful of others and their opinions		
5.	Explained the instructions for each activity clearly		
6.	Used the Young Emanzi flipbook during the session		
7.	Used probing questions to get deeper insights		
8.	Demonstrated active listening		
9.	Ensured that all boys/young men participated; one or two participants did not dominate the discussion		
10.	Kept the boys/young men focused on the session		
11.	Was knowledgeable of the contents of the session		
12.	Kept time (each session should be approximately 60 minutes)		
13.	Gave closing remarks using the information from the closing activity for that session in the flipbook		
14.	Established the date, time, and location for the next meeting with participants		

OVERALL COMMENTS

1. Mentor strengths:

2. Areas to be improved:

3. Action plan and timeline for next steps:

OVERALL COMMENTS TO LEAVE WITH YOUNG EMANZI MENTOR

Instructions: The observer providing the supportive supervision will rewrite the information from page 3 to discuss with the Young Emanzi Mentor. The observer will leave this copy with the Young Emanzi Mentor.

1. Mentor strengths:**2. Areas to be improved:****3. Action plan and timeline for next steps:**

For more information, contact:

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