

YOUTHPower ACTION

YOUNG EMANZI TOOLKIT FOR MENTORING ADOLESCENT BOYS AND YOUNG MEN

PART I: TRAINERS' GUIDE AND RESOURCES

PART B: DAYS 1-6, SESSIONS 9-16



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 B: 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 B: DAY 1

Instructions for Trainers

See Annex: Young Emanzi Part B 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:

- Trainers introduce themselves. There should be between 4-8 trainers; half should be project staff and half are village health teams/community health workers or community development officers who have implemented or supervised Emanzi and speak the local language. Explain that the trainers work in pairs — one project staff will partner with a VHT — to facilitate Young Emanzi sessions in plenary and support small groups of mentors during the practice sessions.
- Ask each participants 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 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:

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.

DISCUSSION AND FEEDBACK ON SESSIONS 1-8

Instructions for Trainers

Say:

Welcome back to Part B of the Young Emanzi mentor training. Before we begin, we would like to spend some time getting your feedback on sessions 1-8.

SUMMARY OF FEEDBACK

Strengths:

Weaknesses:

Opportunities:

Threats:

Instructions for Trainers

Conduct this activity using flip chart paper.

- Explain to participants that you'd like to get their feedback on sessions 1-8 and, to do that, you're going to conduct something called a SWOT analysis. SWOT stands for strengths, weaknesses, opportunities, and threats.
- Use the following probing questions to guide the SWOT analysis. Start with feedback on the training overall, then focus on the individual topic areas (soft skills, financial literacy, and gender, etc.).

Strengths:

- What went well?
- What was your greatest achievement?
- What do the ABYM love about the program? What about AGYW?

Opportunities:

- How can we turn our weaknesses into opportunities?
- Do you have contacts or community linkages that could help expand or strengthen the program?
- Is there a need for ABYM that no one else is meeting that our program can add?

Weaknesses:

- What could we improve?
- What has been your greatest challenge?

- What knowledge, skills, or resources were you lacking?
- In what areas do you need more training?
- What were the main complaints about the program?
- What resources do you lack?

Threats:

- What obstacles do you face to completing the program?
- Are there activities that compete with ours in the community? If so what are they? Can they be turned into an opportunity?
- Are there changes in the community that could negatively affect us?
- Are there any opportunities that could become threats?

MONITORING AND EVALUATION: TOOLS AND REPORTING

Summary of Data Collected, Review of M&E Tools

Instructions for Trainers

Tell the participants that in this part of the training, they will review the tools used for reporting mentees' attendance and weekly progress. They can use the information they collect with these tools to improve the program or their own mentoring.

SUMMARY: 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

Use this slide to summarize data that has been gathered using the participant attendance tracking tool (Annex: Participant Attendance Tracker) and observation checklist tool (Annex: Young Emanzi Mentor Group Activity Observation Checklist) from the mentors conducting the first eight sessions.

Examples of data points included are:

- Number of ABYM groups
- Number of ABYM who participated
- Number of AGYW who participated in the joint sessions
- Percentage of ABYM who participated in all of the sessions

Examples of feedback included on the observation checklist include whether the mentor:

- Introduced self and explained the objectives of the session clearly
- Registered participants in the Young Emanzi register
- Started the discussion with opening reflections on the challenges from the last session

- Created a warm and welcoming environment and was respectful of others and their opinions
- Explained the instructions for each activity clearly
- Used the Young Emanzi flipbook during the session
- Used probing questions to get deeper insights
- Demonstrated active listening
- Ensured that all boys/young men participated and that one or two participants did not dominate the discussion
- Kept the boys/young men focused on the session
- Was knowledgeable of the contents of the session
- Kept time (each session should be approximately 90 minutes)
- Gave closing remarks using the information from the closing activity for that session in the flipbook
- Established the date, time, and location for the next meeting with participants

TOOLS AND REPORTING

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			

Topics of discussion (Detailed notes on what was discussed during the activity)

Information given/agreed steps/actions taken

Instructions for Trainers

Ask mentors for their feedback on using the participant attendance tracker and their experiences with how the feedback is given on the observation checklist.

TEA BREAK

Instructions for Trainers

ACTIVE LISTENING

Instructions for Trainers

Tell participants that in the next section you'll be reviewing the importance of active listening and that they'll practice using effective active listening skills

REVIEW: KEY PRINCIPLES OF GOOD LISTENING

1. Stop talking
2. Prepare yourself to listen
3. Put the speaker at ease
4. Remove distractions

Instructions for Trainers

Say: A good listener will listen not only to what is being said, but also to what is left unsaid or only partially said.

- Explain that effective listening involves observing body language and noticing inconsistencies between verbal and nonverbal messages, as well as just hearing what is being said.

Give examples: If someone tells you that they are happy, but they say it through gritted teeth or with tears filling their eyes, the verbal and nonverbal messages seem to be in conflict. Maybe they don't mean what they say. Listening is not just a matter of using your ears, but also your eyes.

- Tell participants that this slide shows the 10 principles of really good listening.

Go through each principle reading the notes:

1. **Stop talking:** When somebody else is talking, listen to what they are saying; do not interrupt, talk over them, or finish their sentences for them. Stop, just

listen. When the other person has finished talking, you may need to clarify to ensure that you have received their message accurately.

2. **Prepare yourself to listen:** Relax and focus on the speaker. It's easy to be distracted from the person in front of us by thinking: what's for lunch, is it going to rain, I have so many things to do today. Try to put other thoughts out of your mind and concentrate on the messages that are being communicated.
3. **Put the speaker at ease:** Be kind and welcoming. Nod or use other gestures or words to encourage them to continue. Maintain eye contact but don't stare – show you are listening and understanding what is being said.
4. **Remove distractions:** Don't doodle, shuffle papers, look out the window, pick at your fingernails, or similar. Avoid unnecessary interruptions. These behaviors disrupt the listening process and send messages to the speaker that you are bored or distracted.

REVIEW: KEY PRINCIPLES OF GOOD LISTENING

5. Empathize
6. Be patient
7. Avoid passing judgement
8. Listen to the tone
9. Listen for ideas – not just words
10. Wait, and watch for nonverbal communication

Instructions for Trainers

Continue reading the notes.

5. **Empathize:** Try to understand the other person's point of view. By having an open mind, we can more fully empathize with the speaker. If the speaker says something that you disagree with or if they mention incorrect information, wait until they are done before speaking and making any corrections.
 6. **Be patient:** A pause does not mean that the speaker has finished. Be patient and let the speaker continue in his or her own time. Sometimes it takes a little while to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.
 7. **Avoid passing judgment:** Do not become irritated and do not let the person's habits or mannerisms distract you from what the speaker is really saying. Everybody has a different way of speaking – some people, for example, are more nervous or shy than others, some have regional accents or make excessive arm movements, some people like to pace whilst talking – others like to sit still. Focus on what is being said and try to ignore styles of delivery.
 8. **Listen to the tone:** Everybody varies the pitch, tone, and volume of their voice depending on the situation – let these help you to understand what the speaker is emphasizing.
 9. **Listen for ideas – not just words:** You need to get the whole picture, not just the individual words or scattered thoughts. One of the most difficult aspects of listening is the ability to link different pieces of information to reveal what someone is really thinking and feeling.
 10. **Wait, and watch for nonverbal communication:** We do not just listen with your ears, but also with our eyes. Gestures, facial expressions, and eye movements can all be important. Watch and sense the additional information the person is sharing with his or her nonverbal communication.
- Say:** Active listening shows you care.
- Notes for facilitator:** You can read more at: <https://www.skillsyouneed.com/ips/listening-principles.html>

HOW TO SHOW YOU ARE LISTENING

- **Nonverbal cues:**
 - Eye contact
 - Smiling
 - Body language
 - Nodding
- **Verbal cues – Probing questions**
 - 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 the mentee is ready

Instructions for Trainers

Tell participants that you're now going to review some things we talked about in the first session related to how to be a good listener.

- 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.

THREE STEPS FOR ACTIVE LISTENING

1. Reflect on what the mentee says
2. Validate what the mentee says
3. Show empathy

Instructions for Trainers

- Tell participants that these are the main ways to be an active listener
- Explain that you'll now go into more detail about each of them, and then they'll have an opportunity to practice active listening in pairs.

WHAT IS REFLECTING?

Reflecting means restating the mentee's feelings and words back to them.

What is the purpose of reflecting?

- Allows mentees to really hear what they've said, and to focus on what they feel about it
- Shows that you are trying to understand and see the world as the mentee sees it
- Encourages mentees to talk more

Instructions for Trainers

Say: However good you think your listening skills are, the only person who can tell you if you heard correctly is the mentee who just shared his experience.

- Explain that as mentors, they will need to develop the ability to reflect back mentees' words and feelings and to clarify that they have understood them correctly.

Read the bullets aloud to define “reflecting” and explain its purpose.

Say: We are going to practice how to use reflection to help you better understand not only what mentees are saying, but also the deeper feeling and meaning of their messages.

GUIDELINES FOR REFLECTING

- Be natural
- Consider the content, feeling, and meaning of the message
- Restate what you have been told in simple terms
- Look for nonverbal cues that confirm or deny the accuracy of your paraphrasing
- Do not question the speaker unless it is for clarity
- Do not insert your own ideas
- Do not take the speaker's topic in a new direction
- Always be nondirective and nonjudgmental

Instructions for Trainers

Read the bullets aloud.

Say: Some mentees may pretend you have understood them because they feel unable to assert themselves and disagree with you. That is why you need to look at the nonverbal cues when you are restating.

Remind participants that they are mentors and not a teachers; their role is to give guidance and support to the mentees and not tell them what they should do.

TWO TECHNIQUES OF REFLECTING

Mirroring

Mirroring involves repeating almost exactly what the speaker says.

Paraphrasing

Paraphrasing uses other words to restate what the speaker has said.

Instructions for Trainers

Mirroring

Say: Mirroring is when you repeat back the mentee's words. It helps the mentee hear what they just said, shows neutrality, and can help establish trust.

Explain that when mirroring, mentors should make sure their tone is warm and accepting and that they are using the speaker's words, not their own. Do not mirror too much, to the point that it is distracting or irritating

Paraphrasing

Say: Paraphrasing is another way to show mentees that you heard and understood them. Unlike mirroring, paraphrasing is when you use your own words to say what you think the mentee said.

Explain that when a mentee pauses, or perhaps when you have asked him to pause, you can mirror by repeating what heard you him say, in his words. Or you may paraphrase, but without analyzing, critiquing, modifying, or responding. Use phrases like: "If I heard you right, I think you said..." or "So you're saying..." You should also ask if there's more by saying: "Is there more?" or "Tell me more."

Next, tell participants that you are going to use the example of Hakim and Omar to help them understand each of the steps of active listening.

Read the story aloud:

Imagine Hakim is a mentee in your program and Omar is his older brother. Everyday Hakim and Omar's mother asks them to tether the goats and bring them back inside in the evening and to collect water. Omar and Hakim share responsibilities for tethering the goats in the morning, but in the evenings Hakim (the older brother) brings the goats in and Omar goes to collect the water. Once the animals are back in, Hakim has time to meet his friends at the trading center to chat and play Ludo. For Omar, there is always a long queue at the water source, and he does not get back until late. Omar would also like to meet with friends at the trading center. The boys need to negotiate the situation so that Omar is not always going to the water source so late and has time to meet with friends.

Now say: If you were Hakim's mentor, you could paraphrase by saying: "It sounds like you're saying you are upset that you always have to collect the water and your older brother does not. Is that what you mean?"

Tell mentors to be careful not to insert their own ideas or judge the mentee when they paraphrase.

WHAT IS VALIDATION?

- Validation means understanding and accepting another person's thoughts and feelings.
- Validation means not judging someone's feelings and opinions even when they are different from your own.
- Validation does not mean agreeing with or supporting feelings or thoughts.

Instructions for Trainers

Read the bullets aloud.

Say: For example, with the story of Hakim and his brother Omar, you as the mentor might say: "I can see how you would be upset with Omar. And it does seem unfair that he gets to meet with his friends at the trading center. I understand why you feel angry."

Tell participants that if they do not understand something their mentee says, they should ask probing questions. For example: "Help me understand, could you say more about what Omar does after he brings in the goats in the evening?"

WHAT IS EMPATHY?

Empathy is understanding the feelings another person is experiencing.

Empathy goes far beyond sympathy, which is “feeling for” someone.

Empathy is “feeling with” that person, through the use of imagination.

Instructions for Trainers

Read the bullets aloud.

Say: Those who empathize:

- » Notice emotional cues. They listen well, and also pay attention to nonverbal communication, picking up subtle cues almost subconsciously.
 - » Show sensitivity and understand others’ perspectives.
 - » Never criticize a man until they’ve walked a mile in his shoes.
 - » Are able to help other people based on their understanding of those people’s needs and feelings.
- When giving empathy, it is fine to say: “I can imagine you feel LIKE (you’re the only one working on the relationship).” However, it’s important to know that once the word “like” comes into play, what’s being expressed is a thought, not a feeling. To distinguish between a thought and a feeling, remember that a feeling can generally be described in one or two words: happy, excited, safe, cared for, hurt, frustrated, scared.
 - Tell participants that these are skills that can be developed, even if we aren’t naturally good at them.

PRACTICE ACTIVE LISTENING

“One of my favorite childhood memories is ...”

Instructions for Trainers

Say:

Find a partner to work with. Each of you will take turns sharing an experience, using the topic on this slide. The first person will have five minutes to share, and his partner should practice active listening by reflecting, validating, and empathizing. When done, switch roles. After both people have had the opportunity to share and practice active listening, the group will come back together to share their experience.

Notes to facilitator: Observe and support the pairs of mentors to ensure that they are following the active listening techniques.

After 10 minutes, bring everyone back together in plenary and lead a discussion using the following questions:

- What did you think of this experience?
- How did it feel to be listened to?
- What was the most challenging?

POWER AND PRIVILEGE WALK

Instructions for Trainers

Please refer to Annex: Power and Privilege Walk for instructions.

VIOLENCE AND REPORTING

Refresher for Part B

Instructions for Trainers

- Before beginning the session on violence, acknowledge that this is a hard 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 he or she 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 help refer him for services, if needed. Plan to equip that participant with the information and skills covered during this session.

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

Explain that emotional trauma is damage or injury to someone's inner spirit, or the psyche, after living through an extremely frightening or distressing event and may result in challenges in functioning or coping normally after the event.

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 also lead to risk-taking.

WHAT IS VIOLENCE?

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

Instructions for Trainers

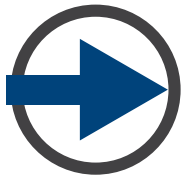
Review the following information with participants:

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.

Tell participants:

- **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.

VIOLENCE AND POWER



Power within

Power over

Power with

Power to

SOURCE: SASA! Training materials

Instructions for Trainers

Discuss with participants how the different types of power may or may not have a tie with violence.

Read the definitions:

- **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.
- **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.

Ask mentors to share examples of each type of power based on their personal experiences or from the Young Emanzi sessions.

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 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 (the mentors and mentees) 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.

- When exploring safety strategies and next steps, in addition to providing information and making referrals, you may want to discuss making a plan to avoid recurrence of the violence.

Ask: What are some things we should NOT do when mentees disclose experiences of violence? (Elicit responses and record on 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 other people have experienced violence, too, so they're 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

But remember, it is up to the mentees to decide what they are comfortable with sharing.

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 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.

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 ABYMs' free will and their right 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.

Ask: What does it mean to do no harm?

Respond:

- This means that mentors have a duty not to inflict harm on purpose and that their responses are done for the benefit of the other person.
- Now, **before you show the next slide**, ask participants what it means to keep something confidential. Elicit responses, then show the following slide.

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

Read the slide aloud and compare the definition shown here to the participants' responses.

Now ask:

- 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,” who do we mean? 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 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.

SESSION 9: **HEALTH**—BODY CHANGES

In Plenary

Instructions for Trainers

- Trainers will work in pairs using the job aid to facilitate Session 9 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 (AGYW) 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.

Now, re-introduce the concept of the parking lot. Tell mentors that when they are leading a session with mentees that they should use the blank pages at the end of the job aid to write the parking lot questions. They should share the questions with the health worker to respond to at the next week's session on pregnancy prevention. As questions are answered during that session, they can strike through them.

The objective of Session 9 is: participants will be able to describe the different stages of puberty, including the physical and emotional development in boys and girls.

LUNCH

Instructions for Trainers

SESSION 9: *HEALTH*—BODY CHANGES

In Plenary, continued

Instructions for Trainers

This is a continuation of the practice for Session 9.

SESSION 10: **HEALTH**—PREGNANCY PREVENTION

In Plenary

Instructions for Trainers

- Trainers will work in pairs using the job aid to facilitate Session 10 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.
- Remind participants that when they lead this session with their mentees, adolescent girls and young women will also be joining them.
- Explain to participants that to prepare for this session they will coordinate with local village health team member (VHT) to arrange for the midwife and in-charge from the nearest Health Center III to attend. The VHT should also be invited to attend. These health experts will answer questions from the parking lot from the previous session, and any questions about pregnancy and contraceptives. They should be given the questions from the parking lot ahead of the session to allow themselves time to prepare responses.

Objectives for this session are:

- To discuss pregnancy and pregnancy prevention and give mentees an opportunity to ask questions of health professionals
- To introduce and describe contraceptive methods available in Uganda

TEA BREAK

Instructions for Trainers

REFLECTION AND CLOSING

Instructions for Trainers

Reflect on the day's activities and participate in an end-of-day evaluation (see Annex: Evaluation Activities for Mentors' Training). Also nominate someone to give a recap tomorrow at the start of the day — the recap should be a 60-word summary of what occurred in the training today. 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 B: Day 2



WELCOME BACK!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART B: 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 with the group. Remember, the recap should be a 60-word summary of the previous day.
- Quickly review the agenda for the day.

SESSION 9: **HEALTH**—BODY CHANGES

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 9.

TEA BREAK

Instructions for Trainers

SESSION 10: **HEALTH**—PREGNANCY PREVENTION

Practice

Instructions for Trainers

During this session, the mentors will divide into groups of 8 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 10.

LUNCH

Instructions for Trainers

SESSION 11: **HEALTH**—HIV PREVENTION AND CONDOMS

In Plenary

Instructions for Trainers

Trainers will work in pairs using the job aid to facilitate Session 11 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.

Tell participants that the objectives of this session are:

- To define HIV and AIDS and explain modes of transmission
- To tell participants about voluntary medical male circumcision
- To discuss myths and truths about condom use and provide basic information about correct condom use
- To explain how to properly use and dispose of male condoms

SESSION 11: **HEALTH**—HIV PREVENTION AND CONDOMS

Practice

Instructions for Trainers

During the practice 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 the mentors to divide into small groups to practice Session 11.

TEA BREAK

Instructions for Trainers

SESSION 11: **HEALTH**—HIV PREVENTION AND CONDOMS

Practice, continued

Instructions for Trainers

This is a continuation of the practice for Session 11.

REFLECTION AND CLOSING

Instructions for Trainers

Reflect on the day's activities and participate in an end-of-day evaluation (see Annex: Evaluation Activities for Mentors' Training). Also nominate someone to give a recap tomorrow at the start of the day. The recap should be a 60-word summary of what occurred in the training today. 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 B: Day 3



WELCOME BACK!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART B: 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 his recap. Remember, the recap should be a 60-word summary of the previous day.
- Quickly review the agenda for the day.

SESSION 10: HEALTH—PREGNANCY PREVENTION

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 10, Health – Pregnancy Prevention. They will practice facilitation of the warm-up (15 min), a discussion on pregnancy (15 min), and a discussion about all contraceptive methods (35 min).

Tell the “audience” that they will provide constructive feedback using the following questions:

- What did you think the facilitators did well?
- What could be improved?
- What did you learn?

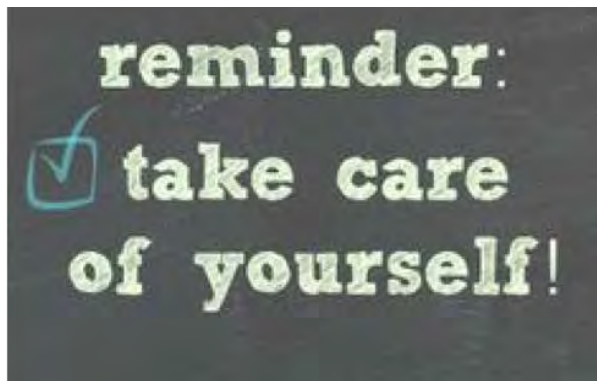
TEA BREAK

Instructions for Trainers

SELF-CARE

Instructions for Trainers

WHAT IS SELF-CARE?



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“The ability of individuals, families, and communities to promote health, prevent disease, maintain health, and to cope with illness and disability with or without the support of a health care provider.” (WHO)

“The self-initiated behavior that people choose to incorporate to promote good health and general well-being.” (Sherman, 2004)

Instructions for Trainers

Read the slide aloud.

Say: In this context, self-care is about making efforts to take care of your needs. Some examples of self-care can be making time for one-on-one time with your wife or children, exercising regularly, or joining a support group. Activities like these can provide you with more motivation and pleasure and reduce stress, worry, and for some people, irritability. From your VHT or midwife you may also hear about self-care in family planning, which refers to methods that men and women can use on their own without a medical provider. The self-care we are talking today about includes health, but also nonhealth activities like practicing forgiveness or writing in a journal.

Tell participants that it’s also helpful to know what self-care isn’t. Many people confuse self-care with being selfish — that somehow taking care of ourselves is a selfish act instead of a self-respecting act. When we take care of ourselves in all

aspects of our lives, we have more energy, to take care of others at home, at work, and in the community.

Say: This is important to mentors like you, who are going to be facilitating sessions for ABYM on serious topics such as substance abuse, peer violence, and violence against women and girls. You will be hearing and processing a lot of information about trauma and need to find ways to manage this information and take care of yourself.

BEFORE you move to the next slide, ask participants why they think self-care is important. Elicit at least a few responses. Then show the next slide.

Citations:

-<https://www.who.int/reproductivehealth/self-care-interventions/definitions/en/>

-Sherman D. Nurses’ stress & burnout: how to care for yourself when caring for patients and their families experiencing life-threatening illness. *Am J Nurs.* 2004;104(5):52. doi: 10.1097/00000446-200405000-00020.

WHAT IS SELF-CARE?

- We may experience **trauma** throughout our lives
- Young people will trust you with sensitive information about their lives and it might be difficult for you
- The experiences of your mentees may remind you of your past tough experiences
- To be a support system to others, we must **support ourselves** and each other
- Self-care is a **healthy** way to handle stress

Instructions for Trainers

Read the bullets aloud to participants and compare to the responses the participants suggested.

- Ask participants if any of them would be willing to share examples of times they used self-care when they were under stress or dealing with trauma.
- Ask the volunteers what kinds of self-care they used and whether they felt that the self-care helped them.

TYPES OF SELF-CARE



Instructions for Trainers

Say: This is a self-care wheel. It illustrates the six different types of self-care — physical, psychological, emotional, spiritual, personal, and professional — with life balance in the center. I am going to share some examples of each type of self-care. You might be surprised at how even doing one of these activities a couple times a week can have a positive effect on your mood.

- Examples of physical self-care include eating healthier, playing sports, wearing clothes you like, or taking a walk.
- Examples of psychological self-care include engaging your mind in a new topic that interests you, practicing asking for and receiving help from others, making time for self-reflection, and paying attention to your inner thoughts, feelings, attitudes.
- Examples of emotional self-care include finding things that make you laugh, thinking about your positive qualities, allowing yourself to cry when you feel sad, cuddling with your wife, and re-reading/re-watching your favorite book or movie.
- Examples of spiritual self-care include contributing to causes you care about (donating money or volunteering), spending time in nature, singing, or dancing. Spiritual self-care does not necessarily mean religion or believing in a sort of higher being, although, it can if that is what helps you.
- Examples of personal self-care include: spending time with your family, learning a hobby like playing an instrument, setting short- and long-term goals, writing a poem or in a journal.
- Examples of professional self-care include taking time to chat with other mentors or co-workers, balancing your workload, developing an outside hobby.

After reviewing the different kinds of self-care, ask: Now that we've reviewed these examples, are there others who care to share any self-care that they currently do?

Notes to facilitator: Look for participants who did NOT volunteer to discuss their own self-care methods in the previous slide.

TAKE A SELF-CARE ASSESSMENT

Instructions for Trainers

Pass out the self-care assessment with a blank self-care wheel (see Annexes) to each mentor and make sure everyone has a pen or pencil.

Say:

We are now going to do a self-care assessment. You're going to use the worksheet to assess your level of self-care in each of the categories. I am going to read out loud a list of activities for each category; circle the activity if you have done it in the past month. The lists do not include everything — you will also have the opportunity to add different self-care activities for each category. When you are finished, we are going to look for patterns in your response to develop individual self-care plans.

Now, read through the self-care assessment handout by category. Read slowly so that people have time to reflect. When you finish a category, ask the group to write down any additional self-care activities that you didn't name.

After the assessment is completed, say: Are you more active in some areas of self-care but ignoring others? Are there items on the list that make you think, "I would never do that"? Take particular note of anything you would like to include more in your life.



Instructions for Trainers

Explain that they are going to come up with plans for their self-care. Give the mentors 15 minutes to work individually on their plans using what they learned from the assessment. After 15 minutes they will discuss their self-care plans with their neighbor and add to it as needed. They should have a self-care activity for each category.

MENTOR CHECK-IN GROUPS

PROGRAM PLANNER TOOL		
MONTHLY MENTOR MEETING AGENDA		
<p>After an initial training, it is usually helpful to bring mentors together regularly, for example every month, to discuss with each other (and with a supervisor) what is happening in their groups and any issues they may need help with. Monthly meetings are an important time for mentors to build their skills and learn from each other. Below is a sample agenda from monthly meetings for mentor support. It includes an update on site space meetings from the previous month, successes, challenges, suggested solutions, experiences with home visits, review of the curriculum sessions from the previous month, collection of success stories, attendance tool overview, training for upcoming sessions, and review of submission of monthly reports.</p>		
Time	Agenda Item	Facilitator
9:05-9:10	Welcome/Introduction	
9:10-11:00	Updates on site space meetings from the previous month, including successes, challenges, suggested solutions, and experiences with home visits conducted. Record this for each session in site coordinator monthly report so that we can collect feedback for all sessions from all sites.	
11:00-11:45	Review of curriculum sessions facilitated in the previous month looking at the following areas: <ul style="list-style-type: none"> Unclear directions in the curriculum Level of interest/engagement of girls/parents Overall understanding of the topic by the end of the session Time allocated for exercises Challenges/suggested adaptations 	
11:45-12:30	Success stories from mentors <ul style="list-style-type: none"> Challenges faced Criteria Possible follow-ups 	
12:30-12:35	Review of attendance tool <ul style="list-style-type: none"> Missing meetings New additions Form verification (if using electronic data collection) 	
12:30-13:00	BREAK	

- Mentors are encouraged to meet at least once a month in a small group
- Discuss successes, challenges, lessons learned; check-in with others about your own health (emotional, physical, mental) and self-care
- Supervisors (CDO or VHTs) will be there to connect mentors to community services if needed

Instructions for Trainers

- Tell participants that one example of self-care that was mentioned several times was support groups.
- Explain that it's important that mentors themselves are supported, especially as they start to lead sensitive sessions.

Read the bullets on the slide aloud and review the monthly mentor meeting agenda (Annex: Monthly Mentor Support Meetings).

Next, tell participants that they will work with their supervisors to identify a convenient time and place to meet each month.

SESSION 12: **HEALTH**—TALKING ABOUT ALCOHOL AND ADDICTION

In Plenary

Instructions for Trainers

Trainers will work in pairs using the job aid to facilitate Session 12 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.

Tell participants that the objectives for Session 12 are:

- To define dependency behaviors
- To address various myths related to alcohol use and alcohol
- To identify attitudes and values that can potentially protect a young person from addiction

LUNCH

Instructions for Trainers

SESSION 12: **HEALTH**—TALKING ABOUT ADDICTION AND ALCOHOL ABUSE

In Plenary, continued

Instructions for Trainers

This is a continuation of Session 12 in plenary.

SESSION 12: **HEALTH**—TALKING ABOUT ADDICTION AND ALCOHOL ABUSE

Practice

Instructions for Trainers

During the practice 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 the mentors to divide into small groups to practice Session 12.

TEA BREAK

Instructions for Trainers

SESSION 12: ***HEALTH***—TALKING ABOUT ADDICTION AND ALCOHOL ABUSE

Practice, continued

Instructions for Trainers

This is a continuation of the practice for Session 12.

REFLECTION AND CLOSING

Instructions for Trainers

Reflect on the day's activities and participate in an end-of-day evaluation (see Annex: Evaluation Activities for Mentors' Training). Also nominate someone to give a recap tomorrow at the start of the day. The recap should be a 60-word summary of what occurred in the training today. 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 B: Day 4



WELCOME BACK!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART B: 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 his recap. Remember the recap should be a 60-word summary of the previous day.
- Quickly review the agenda for the day.

SESSION 12: **HEALTH**—TALKING ABOUT ADDICTION AND ALCOHOL ABUSE

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 12: Health—Talking about Alcohol and Substance Abuse. They will facilitate the warm-up (15 min), and

Tell the “audience” that they will provide constructive feedback using the following questions:

- What did you think the facilitators did well?
- What could be improved?
- What did you learn?

TEA BREAK

Instructions for Trainers

SESSION 13: ***VIOLENCE PREVENTION—*** VIOLENCE AROUND ME

In Plenary

Instructions for Trainers

Trainers will work in pairs using the job aid to facilitate Session 13 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.

Explain that mentors will meet with the community development officer and community linkages officers or social workers from local organizations that provide child protection and gender-based violence services to discuss reporting requirements and services available. These experts will cofacilitate the two sessions on violence prevention. Mentors also need to have their referral network updated with a list of services currently available in the district.

Tell participants that the objectives for Session 13 are:

- To identify the forms of violence that they might have perpetrated or that might be committed against them.
- To discuss safe and effective behaviors to prevent and interrupt violence in community settings.

SESSION 13: ***VIOLENCE PREVENTION—*** VIOLENCE AROUND ME

Practice

Instructions for Trainers

During the practice 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 13.

LUNCH

Instructions for Trainers

SESSION 13: ***VIOLENCE PREVENTION—*** **VIOLENCE AROUND ME**

Practice, continued

Instructions for Trainers

This is a continuation of the practice for Session 13.

SESSION 14: ***VIOLENCE PREVENTION***— FROM VIOLENCE TO RESPECT FOR WOMEN AND GIRLS

In Plenary

Instructions for Trainers

Trainers will work in pairs using the job aid to facilitate Session 14 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.

Remind the mentors that they will meet with the community development officer and community linkages officers or social workers from local organizations that provide child protection and gender-based violence services to discuss reporting requirements and services available. These experts will cofacilitate the two sessions on violence prevention. Mentors also need to have their referral network updated with a list of services currently available in the district.

Tell participants that the objectives of this session are:

- To identify different types of violence that may occur in intimate relationships and communities
- To understand the many ways in which women's and men's lives are limited by male violence and/or the threat of men's violence, especially sexual violence
- To define the concept of consent and apply the definition of consent to real-life situations
- To identify strategies to establish if consent exists
- To understand the gender dynamics that may exist related to giving consent and accepting when consent is not given

TEA BREAK

Instructions for Trainers

SESSION 14: ***VIOLENCE PREVENTION***—FROM VIOLENCE TO RESPECT FOR WOMEN AND GIRLS

In Plenary, continued

Instructions for Trainers

This is a continuation of the plenary practice for Session 14.

REFLECTION AND CLOSING

Instructions for Trainers

Reflect on the day's activities and participate in an end-of-day evaluation (see Annex: Evaluation Activities for Mentors' Training). Also nominate someone to give a recap tomorrow at the start of the day. The recap should be a 60-word summary of what occurred in the training today. The person preparing the recap must work to make the summary very short.

THANK YOU!

Instructions for Trainers

INSTRUCTIONS FOR TRAINERS

Part B: Day 5



WELCOME BACK!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART B: 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 his recap. Remember, the recap should be a 60-word summary of the previous day.
- Quickly review the agenda for the day.

SESSION 14: ***VIOLENCE PREVENTION***—FROM VIOLENCE TO RESPECT FOR WOMEN AND GIRLS

Practice

Instructions for Trainers

During the practice 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 14.

SESSION 15: ***GENDER***—RELATIONSHIPS AND LOVE TROUBLES

In Plenary

Instructions for Trainers

Trainers will work in pairs using the job aid to facilitate Session 15 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.

Tell participants that the objective for Session 15 is:

To identify strategies for dealing with problems in relationships and for ending relationships

TEA BREAK

Instructions for Trainers

SESSION 15: ***GENDER***—RELATIONSHIPS AND LOVE TROUBLES

Practice

Instructions for Trainers

During the practice session, the mentors will divide into groups of 10 or fewer.

- Each small group will use this time to practice facilitating activities in a supportive environment. One project staff person and master trainer (VHT Emanzi Facilitator) 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 15.

LUNCH

Instructions for Trainers

SESSION 15: ***GENDER***—RELATIONSHIPS AND LOVE TROUBLES

Practice, continued

Instructions for Trainers

This is a continuation of Session 15 practice.

SESSION 15: ***GENDER***—RELATIONSHIPS AND LOVE TROUBLES

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 15: Gender—Relationships and Love Troubles. They will facilitate the warm-up (15 min) and the discussion on Love Troubles (40 min).

Tell the “audience” that they will provide constructive feedback using the following questions:

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

TEA BREAK

Instructions for Trainers

REFLECTION AND CLOSING

Instructions for Trainers

Reflect on the day's activities and participate in an end-of-day evaluation (see Annex: Evaluation Activities for Mentors' Training). Also nominate someone to give a recap tomorrow at the start of the day. The recap should be a 60-word summary of what occurred in the training today. 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 B: Day 6



WELCOME BACK!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART B: 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 his recap. Remember, the recap should be a 60-word summary of the previous day.
- Quickly review the agenda for the day.

SESSION 16: ***GENDER***—DEFINING MANHOOD AND DISCUSSING CHANGE

In Plenary

Instructions for Trainers

Trainers will work in pairs using the job aid to facilitate Session 16 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.

Tell participants that the objective for Session 16 is:

To discuss definitions, ideas, and perceptions about manhood and consider how these perceptions affect people's behavior

TEA BREAK

Instructions for Trainers

PLANNING FOR COMMUNITY CELEBRATION AND GRADUATION

Instructions for Trainers

Tell participants that the objectives of the community celebration and graduation are:

- To provide an opportunity for the ABYM/AGYM to share their commitments with the community about what they will do differently (or mention changes they have already made) to keep healthy and to live in harmony.
- To enable other community leaders and members who did not participate in the AYBM/AGYW workshops to gain insight into what the groups experienced during the sessions.
- To enable the Young Emanzi mentors and leaders to provide further guidance to ABYM/AGYW participants.
- To provide certificates to the Young Emanzi graduates who have successfully completed at least 12 sessions of the Young Emanzi curriculum.

Say: Conducting a successful celebration requires advance preparation and early engagement of stakeholders. Planning

should begin when you reach Session 14, and includes arranging for two key planning events.

Read the bullets below aloud:

- You'll want to hold a review meeting with supervisors and district trainers to discuss their observations gathered during supervising the sessions and decide on what to highlight for the celebration.
- You should also have a combined Young Emanzi (ABYM and AGYW) review meeting to plan the celebration, to be held one week after Session 14. The AGYW will have been notified of the meeting after completing their last joint session, Session 10 on pregnancy prevention, and they will have selected two members to represent them at the review meeting to plan for the celebration.
- Ask one of the VHTs to share their experience of planning a prior community celebration.

LUNCH

Instructions for Trainers

LET'S CELEBRATE YOU!

MENTOR TRAINING GRADUATION CEREMONY

Instructions for Trainers

Celebration with mentors for completing the program. Give certificates (Annex: Certificate of Training) to the mentors.

Note to facilitators: Make this event celebratory in whatever way is most appropriate for your context and group.

THANK YOU!

Instructions for Trainers

TRAINING SLIDES

Part B: 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 B: DAY 1

INTRODUCTIONS

GROUP NORMS, PARKING LOT, AGENDA,
AND LOGISTICS

DISCUSSION AND FEEDBACK ON SESSIONS 1-8

SUMMARY OF FEEDBACK

Strengths:

Weaknesses:

Opportunities:

Threats:

MONITORING AND EVALUATION: TOOLS AND REPORTING

Summary of Data Collected, Review of M&E Tools

SUMMARY: 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

TOOLS AND REPORTING

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			

Topics of discussion (Detailed notes on what was discussed during the activity)

Information given/agreed steps/actions taken

TEA BREAK

ACTIVE LISTENING

REVIEW: KEY PRINCIPLES OF GOOD LISTENING

1. Stop talking
2. Prepare yourself to listen
3. Put the speaker at ease
4. Remove distractions

REVIEW: KEY PRINCIPLES OF GOOD LISTENING (CONTINUED)

5. Empathize

6. Be patient

7. Avoid passing judgement

8. Listen to the tone

9. Listen for ideas – not just words

10. Wait, and watch for nonverbal communication

HOW TO SHOW YOU ARE LISTENING

- **Nonverbal cues:**
 - Eye contact
 - Body language
 - Smiling
 - Nodding
- **Verbal cues – Probing questions**
 - 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 the mentee is ready

THREE STEPS FOR ACTIVE LISTENING

1. Reflect on what the mentee says
2. Validate what the mentee says
3. Show empathy

WHAT IS REFLECTING?

Reflecting means restating the mentee's feelings and words back to them.

What is the purpose of reflecting?

- Allows mentees to really hear what they've said, and to focus on what they feel about it
- Shows that you are trying to understand and see the world as the mentee sees it
- Encourages mentees to talk more

GUIDELINES FOR REFLECTING

- Be natural
- Consider the content, feeling, and meaning of the message
- Restate what you have been told in simple terms
- Look for nonverbal cues that confirm or deny the accuracy of your paraphrasing
- Do not question the speaker unless it is for clarity
- Do not insert your own ideas
- Do not take the speaker's topic in a new direction
- Always be nondirective and nonjudgmental

TWO TECHNIQUES OF REFLECTING

Mirroring

Mirroring involves repeating almost exactly what the speaker says.

Paraphrasing

Paraphrasing uses other words to restate what the speaker has said.

WHAT IS VALIDATION?

- Validation means understanding and accepting another person's thoughts and feelings.
- Validation means not judging someone's feelings and opinions even when they are different from your own.
- Validation does not mean agreeing with or supporting feelings or thoughts.

WHAT IS EMPATHY?

Empathy is understanding the feelings another person is experiencing.

Empathy goes far beyond sympathy, which is “feeling for” someone.

Empathy is “feeling with” that person, through the use of imagination.

PRACTICE ACTIVE LISTENING

“One of my favorite childhood memories is ...”

POWER AND PRIVILEGE WALK

VIOLENCE AND REPORTING

Refresher for Part B

VIOLENCE AND ABYM

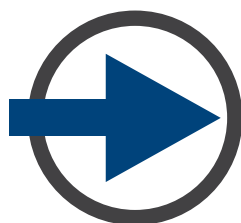
- ABYM are at risk for all forms of violence
- Violence and HIV risk are linked
- Violence in a person's past can cause emotional trauma

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

VIOLENCE AND POWER



Power within

Power over

Power with

Power to

SOURCE: SASA! Training materials

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

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.

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 ABYMs' free will and their right 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.

SESSION 9: ***HEALTH*—BODY CHANGES**

In Plenary

LUNCH

SESSION 9: ***HEALTH*—BODY CHANGES**

In Plenary, continued

SESSION 10: ***HEALTH*—PREGNANCY PREVENTION**

In Plenary

TEA BREAK

REFLECTION AND CLOSING

THANK YOU!

PART I: TRAINERS' GUIDE AND RESOURCES

TRAINING SLIDES

Part B: Day 2



WELCOME BACK!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART B: DAY 2

SESSION 9: ***HEALTH*—BODY CHANGES**

Practice

TEA BREAK

SESSION 10: ***HEALTH*—PREGNANCY PREVENTION**

Practice

LUNCH

SESSION 11: ***HEALTH*—HIV PREVENTION AND** **CONDOMS**

In Plenary

SESSION 11: ***HEALTH*—HIV PREVENTION AND** **CONDOMS**

Practice

TEA BREAK

SESSION 11: ***HEALTH*—HIV PREVENTION AND** **CONDOMS**

Practice, continued

REFLECTION AND CLOSING

THANK YOU!

PART I: TRAINERS' GUIDE AND RESOURCES

TRAINING SLIDES

Part B: Day 3



WELCOME BACK!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART B: DAY 3

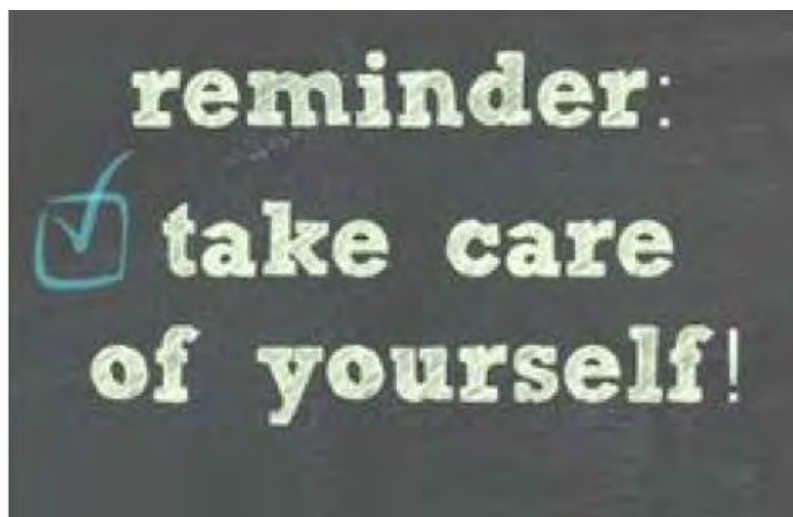
SESSION 10: ***HEALTH*—PREGNANCY PREVENTION**

Mock Facilitation

TEA BREAK

SELF-CARE

WHAT IS SELF-CARE?



This Photo by Unknown Author is licensed under CC BY-ND

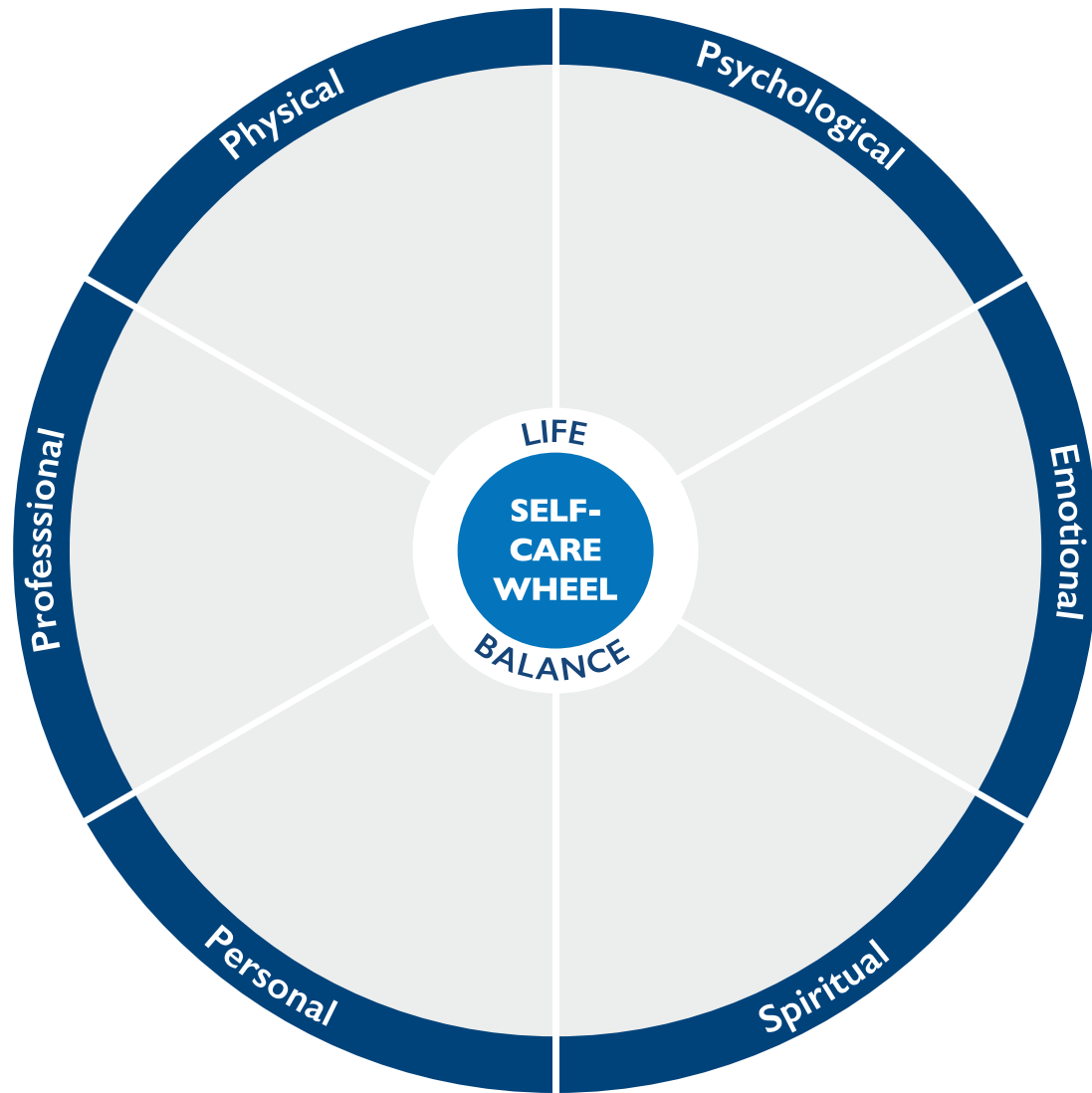
“The ability of individuals, families, and communities to promote health, prevent disease, maintain health, and to cope with illness and disability with or without the support of a health care provider.” (WHO)

“The self-initiated behavior that people choose to incorporate to promote good health and general well-being.” (Sherman, 2004)

WHY IS SELF-CARE IMPORTANT?

- We may experience **trauma** throughout our lives
- Young people will trust you with sensitive information about their lives and it might be difficult for you
- The experiences of your mentees may remind you of your past tough experiences
- To be a support system to others, we must **support ourselves** and each other
- Self-care is a **healthy** way to handle stress

TYPES OF SELF-CARE



TAKE A SELF-CARE ASSESSMENT



MENTOR CHECK-IN GROUPS

PROGRAM PLANNER TOOL		
MONTHLY MENTOR MEETING AGENDA		
<p>After an initial training, it is usually helpful to bring mentors together regularly, for example every month, to discuss with each other (and with a supervisor) what is happening in their groups and any issues they may need help with. Monthly meetings are an important time for mentors to build their skills and learn from each other. Below is a sample agenda from monthly meetings for mentor support. It includes an update on safe space meetings from the previous month, successes, challenges, suggested solutions, experiences with home visits, review of the curriculum sessions from the previous month, collection of success stories, attendance tool overview, training for upcoming sessions, and review of submission of monthly reports.</p>		
Time	Agenda Item	Facilitator
9.05-9.10	Welcome/introduction	
9.10-11.00	Updates on safe space meetings from the previous month, including successes, challenges, suggested solutions, and experiences with home visits conducted. Record this for each session in site coordinator monthly report so that we can collect feedback for all sessions from all sites.	
11.00-11.45	Review of curriculum sessions facilitated in the previous month looking at the following areas: <ul style="list-style-type: none"> • Unclear directions in the curriculum • Level of interest/engagement of girls/parents • Overall understanding of the topic by the end of the session • Time allocated for exercises • Challenges/suggested adaptations 	
11.45-12.10	Success stories from mentors <ul style="list-style-type: none"> • Challenges faced • Criteria • Possible follow-ups 	
12.10-12.30	Review of attendance tool <ul style="list-style-type: none"> • Missing meetings • New additions • Form verification (if using electronic data collection) 	
12.30-13.00	BREAK	

- Mentors are encouraged to meet at least once a month in a small group
- Discuss successes, challenges, lessons learned; check-in with others about your own health (emotional, physical, mental) and self-care
- Supervisors (CDO or VHTs) will be there to connect mentors to community services if needed

SESSION 12: ***HEALTH*—TALKING ABOUT ALCOHOL AND ADDICTION**

In Plenary

LUNCH

SESSION 12: ***HEALTH*—TALKING ABOUT ADDICTION AND ALCOHOL ABUSE**

In Plenary, continued

SESSION 12: ***HEALTH*—TALKING ABOUT ADDICTION AND ALCOHOL ABUSE**

Practice

TEA BREAK

SESSION 12: ***HEALTH*—TALKING ABOUT ADDICTION AND ALCOHOL ABUSE**

Practice, continued

REFLECTION AND CLOSING

THANK YOU!

PART I: TRAINERS' GUIDE AND RESOURCES

TRAINING SLIDES

Part B: Day 4



WELCOME BACK!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART B: DAY 4

SESSION 12: ***HEALTH*—TALKING ABOUT ADDICTION AND ALCOHOL ABUSE**

Mock Facilitation

TEA BREAK

SESSION 13: ***VIOLENCE PREVENTION—*** **VIOLENCE AROUND ME**

In Plenary

SESSION 13:

VIOLENCE PREVENTION—

VIOLENCE AROUND ME

Practice

LUNCH

SESSION 13: ***VIOLENCE PREVENTION—*** **VIOLENCE AROUND ME**

Practice, continued

SESSION 14: ***VIOLENCE PREVENTION***—FROM VIOLENCE TO RESPECT FOR WOMEN AND GIRLS

In Plenary

TEA BREAK

SESSION 14: ***VIOLENCE PREVENTION***—FROM VIOLENCE TO RESPECT FOR WOMEN AND GIRLS

In Plenary, continued

REFLECTION AND CLOSING

THANK YOU!

PART I: TRAINERS' GUIDE AND RESOURCES

TRAINING SLIDES

Part B: Day 5



WELCOME BACK!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART B: DAY 5

SESSION 14: ***VIOLENCE PREVENTION***—FROM VIOLENCE TO RESPECT FOR WOMEN AND GIRLS

Practice

SESSION 15: ***GENDER*—RELATIONSHIPS AND LOVE TROUBLES**

In Plenary

TEA BREAK

SESSION 15: ***GENDER*—RELATIONSHIPS AND LOVE TROUBLES**

Practice

LUNCH

SESSION 15: ***GENDER*—RELATIONSHIPS AND LOVE TROUBLES**

Practice, continued

SESSION 15: ***GENDER*—RELATIONSHIPS AND LOVE TROUBLES**

Mock Facilitation

TEA BREAK

REFLECTION AND CLOSING

THANK YOU!

PART I: TRAINERS' GUIDE AND RESOURCES

TRAINING SLIDES

Part B: Day 6



WELCOME BACK!

YOUNG EMANZI: MENTORING FOR ADOLESCENT BOYS AND YOUNG MEN

PART B: DAY 6

SESSION 16: ***GENDER***—DEFINING MANHOOD AND DISCUSSING CHANGE

In Plenary

TEA BREAK

SESSION 16: ***GENDER***—DEFINING MANHOOD AND DISCUSSING CHANGE

Practice

PLANNING FOR COMMUNITY CELEBRATION AND GRADUATION

LUNCH

LET'S CELEBRATE YOU!

MENTOR TRAINING GRADUATION CEREMONY

THANK YOU!

Annex: Young Emanzi Part B Agenda



AGENDA: YOUNG EMANZI TRAINING FOR MENTORS

PART B: SESSIONS 9-16

Training Participants

Approximately 20-25 Mentors who participated in Part A.

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




Master Trainers

3-4 local trainers trained in Young Emanzi (e.g., VHTs, CDOs).

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:

- Review mentors' experience with implementation and using the monitoring and evaluation tools and make updates as required.
- Refresh mentors' skills on active listening, confidentiality, and dealing with disclosures of and reporting violence.
- Provide mentors with skills to develop and implement self-care plans.
- Equip mentors with knowledge and skills to facilitate mentoring sessions 9-16 and to plan and hold the graduation ceremony 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
8:30-9:00	Introductions <ul style="list-style-type: none"> Name Group norms (present this list, then ask for additions) <ul style="list-style-type: none"> Treat everyone with respect Participate equally 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. 	
9:00-9:45	Discussion and feedback on activities from sessions 1-8 Objective: Share an overview of origins of this curriculum. Discuss the program components, how sessions are set up, and end-of-program goals.	
9:45-10:15	Monitoring and evaluation tools and reporting Objective: Mentors will review a summary of M&E data, the tools used for tracking implementation, and the way supportive supervision will be conducted with mentors.	
10:15-10:30	Tea break	
10:30-11:30	Active Listening Objective: Provide an overview of and practice active listening skills.	
11:30-12:00	Power and Privilege Walk Objective: Participate in the Power and Privilege Walk activity and the discussion about power and privilege.	

12:00-12:30	Violence and Reporting and Confidentiality (refresher) 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.	
12:30-1:00 (12:30-13:00)	In Plenary: Session 9, <i>Health—Body Changes</i> 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 9, <i>Health—Body Changes</i> (continued) Objective: Two trainers will facilitate the session content and activities with the mentors as a large group.	
3:00-4:30 (15:00-16:30)	In Plenary: Session 10, <i>Health—Pregnancy Prevention</i> 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	
4:45-5:30 (16:45-17:30)	Reflection and closing Objective: Reflect on the day's activities, nominate someone to give the recap for tomorrow, announce who will be doing the mock facilitation, 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.	
8:45-10:45		Practice: Session 9, Health—Body Changes Objective: All the mentors will practice the session in small groups.	
10:45-11:00		Tea break	
11:00-1:00 (11:00-13:00)		Practice: Session 10, Health—Pregnancy Prevention Objective: All the mentors will practice the session in small groups.	
1:00-2:00 (13:00-14:00)		Lunch	
2:00-3:30 (14:00-15:30)		In Plenary: Session 11, Health—HIV Prevention and Condoms Objective: Master trainers will go through the session content and activities with the mentors as a large group.	
3:30-4:30 (15:30-16:30)		Practice: Session 11, Health—HIV Prevention and Condoms 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 11, Health—HIV Prevention and Condoms (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, 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.	
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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 10, <i>Health—Pregnancy Prevention</i> Objective: A selected group of mentors practice facilitating Session 10: Health—Pregnancy Prevention in front of a larger group. They will facilitate a warm-up (15 min), Discussion on Pregnancy (15 min), and All Contraceptive Methods (35 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	
10:30-12:00		Self-Care Objective: Mentors will discuss the importance of taking care of themselves during their mentorship experience, and they will come up with plans for their self-care. Mentors will also brainstorm community resources available to mentees that may need to be linked to different services.	

12:00-1:00 (12:00-13:00)	In Plenary: Session 12, Violence Prevention—Talking about Addiction and Alcohol Abuse 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	
2:00-2:30 (14:00-14:30)	In Plenary: Session 12, Violence Prevention—Talking about Addiction and Alcohol Abuse (continued) Objective: Master trainers will go through the session content and activities with the mentors as a large group.	
2:30-4:00 (14:30-16:00)	Practice: Session 12, Health—Talking about Addiction and Alcohol Abuse Objective: All the mentors will practice the session in small groups.	
4:00-4:15 (16:00-16:15)	Tea break	
4:15-5:00 (16:15-17:00)	Practice: Session 12, Health—Talking about Addiction and Alcohol Abuse (continued) Objective: All the mentors will practice the session in small groups.	
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 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		<p>Mock Facilitation: Session 12, <i>Health—Talking about Alcohol and Substance Abuse</i></p> <p>Objective: A selected group of mentors will practice facilitating Session 12, <i>Health—Talking about Alcohol and Substance Abuse</i> in front of a larger group. They will facilitate a warm-up (15 min), <i>Talking About Alcohol and Alcoholism</i> (20 min), and <i>Learning Not to Drink Too Much</i> (20 min).</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? 	
10:15-10:30		Tea break	
10:30 -12:00		<p>In Plenary: Session 13, <i>Violence Prevention—Violence Around Me</i></p> <p>Objective: Master trainers will go through the session content and activities with the mentors as a large group.</p>	
12:00-1:00 (12:00-13:00)		<p>In Plenary: Session 14, <i>Violence Prevention—From Violence to Respect for Women and Girls</i></p> <p>Objective: Master trainers will go through the session content and activities with the mentors as a large group.</p>	
1:00-2:00 (13:00-14:00)		Lunch	
2:00-2:30 (14:00-14:30)		<p>In Plenary: Session 14, <i>Violence Prevention—From Violence to Respect for Women and Girls (continued)</i></p> <p>Objective: Master trainers will go through the session content and activities with the mentors as a large group.</p>	
2:30-4:15 (14:30-16:15)		<p>Practice: Session 13, <i>Violence Prevention—Violence Around Me</i></p> <p>Objective: All the mentors will practice the session in small groups.</p>	
4:15-4:30 (16:15-16:30)		Tea break	

4:30-5:00 (16:30-17:00)		Practice: Session 13, Violence Prevention—Violence Around Me (continued) Objective: All the mentors will practice the session in small groups.	
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 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.	
8:45-10:30		Practice: Session 14, Violence Prevention—From Violence to Respect for Women and Girls Objective: All the mentors will practice the session in small groups.	
10:30-10:45		Tea break	
10:30 -12:30		In Plenary: Session 15, Gender—Relationships and Love Troubles 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 15, Gender—Relationship and Love Troubles 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 15, Gender—Relationship and Love Troubles (continued) Objective: All the mentors will practice the session in small groups.	
3:00-4:30 (15:00-16:30)	Mock Facilitation: Session 15, Gender—Relationships and Love Troubles Objective: A selected group of mentors have practice facilitating Session 15: Gender—Relationships and Love Troubles in front of a larger group. They will facilitate a warm-up (15 min) and Love Troubles (40 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, 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.	
5:15-5:30 (17:15-17:30)	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.	
8:45-10:15		In Plenary: Session 16, Gender—Defining Manhood and Discussing Change 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 16, Gender—Defining Manhood and Discussing Change	
12:30-1:00 (12:30-13:00)		Planning for Community Celebration and Graduation Objective: Mentors will work together to create a plan for the community celebration and graduation for the mentees when they complete the program.	
1:00-2:00 (13:00-14:00)		Lunch	
2:00-2:30 (14:00-14:30)		Mentor Training Graduation Ceremony	
2:30-3:00 (14:30-15:00)		Facilitators: The team will discuss how the day went, review feedback from the evaluation activity, and congratulate themselves on completing the training.	

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:

Annex: Power and Privilege Walk



POWER AND PRIVILEGE WALK

Time: 30-45 minutes

Objective: To recognize how power and privilege can affect our lives even when we are not aware it is happening. This activity is also an opportunity to identify how gender norms create both obstacles and benefits in each character's life.

Materials: Handout with characters

Activity:

- Tell participants that we are going to explore in more depth how sexual and gender norms affect our lives.
- Create seven small groups by asking participants to number off from 1–7 until everyone knows which group she or he is in.
- Ask the participants to stand together in their small groups.
- Next, ask all the participants to form one line, with members of each small group standing beside on another in the line. Give them all a copy of the handout and announce that each group will represent one of the people described there. Assign one character to each small group. Characters: (See handout)
- Ask whether participants have any questions about the character assigned to them. Tell the group that we are going to see explore how gender and other kinds of power affect each character.
- Explain that you will ask a series of questions. Each group should briefly discuss how they think their person would respond to the question. For each question it is possible to answer only YES or NO. If the answer to a question is YES, then the group takes one step forward. If the answer is NO then the group takes a step backward. The groups will be asked to explain their responses to the rest of the participants. Any of the groups may comment on or question another group's response. After each question, the groups should stay where they are rather than moving back to where they started. This way the characters who answer "yes" to many of the questions are the most ahead to "win the race" at the end of the activity, and those that answered "no" to many of the questions are very far back and may even be behind the line where everyone started.
- All questions address the level of power (or lack of power) the characters possess, related to gender and sexuality. To help the participants understand the exercise, you may use the first question as an example and help the teams to work out their responses. If their response is YES, make sure that they take a step forward.

Questions facilitators can ask:

1. PRACTICES, ROLES, AND PARTICIPATION

- If you [your character] can talk openly to your partner about things that are important to you, step forward.
- If you can move about freely outside the home, step forward.
- If you have ever been beaten by a partner, step back.
- If it is easy for you to find a job, step forward.
- If you fear being attacked if you walk home alone after dark, step back.
- If you have never been offered presents for sexual favors, move one step forward.

2. KNOWLEDGE, BELIEFS, AND PERCEPTIONS

- If it is easy for you to find relevant information (brochures, posters, etc.) about your health, step forward.
- If you are treated with respect, empathy, and care in public health facilities, step forward. At school? Step forward.
- If your family/community members listen when you speak or take your opinions seriously, step forward.
- If your parents prioritized your education, step forward.

3. ACCESS TO RESOURCES

- If you can afford to see a health care provider without financial help from someone else, step forward.
- If you were able to complete as many years of school as you wanted, step forward.
- If you can access the internet or a library, step forward.
- If you must rely on your partner to pay for your clothes and food, step back.

4. LEGAL RIGHTS AND STATUS

- If you chose or will choose when and whom to marry, step forward.
- If your partner dies, and you are likely to inherit shared property and assets, step forward.
- If you are registered to vote, step forward.
- If you report a violent crime to the police, and they take it seriously, step forward.
- If there are very few people like you in parliament, step back.

5. POWER

- If you can ask for sex when you want it, step forward.
- If you can refuse sex when you want to, step forward.
- When you chose your profession, if you had few options to choose from, step back.
- If you decide how to use your own earnings, step forward.

After completing the game, ask participants to come back to the larger group.

- How did the small groups feel about the position of the individual they were representing?
- Did they feel happy, unhappy, frustrated, discriminated against?
- Were participants surprised by the outcomes—who was able to move, and who was not?
- Facilitate a discussion about the factors that allowed them to move forward or kept them from being able to move.
 - What patterns, similarities, and differences did you see among characters?
 - Who was able to move? Who could not?
 - How did expectations of proper “masculine” or “feminine” behavior (gender norms) affect who was able to move?

- What kinds of people are privileged (accorded more power and ability to move)?
- What does this tell us about:
 - What is most valued in society? What is/isn't acceptable?
 - Who has more power? When?

WRAP UP - Summarize the discussion, highlighting the following points:

- Explain that gender and sexuality intersect and shape who has power in our world. Other sources of inequality also contribute to a person's relative status and power related to sexuality (e.g., age, race, class, ethnicity).
- Say: This activity is a visual representation of the gender gaps we are trying to address in our programs. We are trying to close these gaps so that we are all moving forward and there isn't much space between us!

POWER & PRIVILEGE WALK CHARACTERS

1. A married woman who grows vegetables and sells them in the market. Her husband spends time away from home for seasonal work. She has four children and has just discovered that she is pregnant again.
2. A married man with seven children owns a small business. He sometimes pays for sex, especially when traveling outside of his town.
3. A married man whose father had quite a bit of land, which the man has inherited. He has always liked social contacts and everyone in the village knows him. It was logical for him to go into politics: he is now a local leader.
4. A married woman, 50 years old, whose father had quite a bit of land. He gave her some, so she started working on it. She has always liked social contacts and everyone in the village knows her. It was logical for her to go into politics, but many men viewed this as inappropriate. She had to organize many events to explain her good intentions. It was hard campaigning while also raising children, but she finally got elected the third time she tried.
5. A young woman who has a boyfriend. They used condoms at the start of their relationship, but they have not recently. They have been together for six months and their relationship is getting more serious.
6. An unmarried, female secondary school student who is living away from home for the first time. She has her material needs met. She is attracted to a boy a year ahead of her at school. When in town, some young men at the university have also started to notice her.
7. A young, recently married man who lives in a rural community with his wife and one daughter. He and his wife have agreed to wait to have more children. His extended family and neighbors tease him and make jokes about his virility, saying that he is almost like a girl because he spends time with his wife and daughter—and has no immediate plans to try to produce a son.

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:

1. 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: Self-Care Assessment and Self-Care Wheel



SELF-CARE ASSESSMENT & SELF-CARE WHEEL

Instructions:

1. This worksheet helps you assess your self-care and provides suggestions of activities for emotional and physical health.
2. Circle the activities you have done in the past month.
3. If there are activities missing from the list, please add them and circle them.
4. When you are finished, look for patterns in your responses. Are you more active in some areas of self-care but ignore others? Are there items on the list that make you think, "I would never do that"? Listen to your inner responses, your thoughts about making yourself a priority. Take particular note of self-care activities you would like to include more of in your life.
5. After you complete the assessment, fill out the self-care wheel with activities you are currently doing and that you want to start doing. Try to have at least two activities for each category.
6. After you fill in the wheel, share and discuss it with your neighbor to see if there are other things you may want to add or change.

Physical Self-Care

- | | |
|---|---|
| <input type="checkbox"/> Eat regularly (breakfast, lunch, and dinner) | <input type="checkbox"/> Take time to be sexual - with myself, with a partner |
| <input type="checkbox"/> Eat healthy foods | <input type="checkbox"/> Get enough sleep |
| <input type="checkbox"/> Exercise | <input type="checkbox"/> Wear clothes I like |
| <input type="checkbox"/> Get medical care | <input type="checkbox"/> Build a violence-free home |
| <input type="checkbox"/> Take time off | <input type="checkbox"/> Turn cell phone off |
| <input type="checkbox"/> Play sports | <input type="checkbox"/> Talk to someone you trust |
| <input type="checkbox"/> Take a walk | Other: _____ |
| <input type="checkbox"/> Kiss a loved one | Other: _____ |

Psychological Self-Care

- | | |
|---|---|
| <input type="checkbox"/> Take time away from phones, Facebook, WhatsApp | <input type="checkbox"/> Talk to a social worker |
| <input type="checkbox"/> Make time for self-reflection | <input type="checkbox"/> Relax in nature |
| <input type="checkbox"/> Read a book | <input type="checkbox"/> Say no to extra responsibilities sometimes |
| <input type="checkbox"/> Think about your positive qualities | Other: _____ |
| <input type="checkbox"/> Participate in a support group | Other: _____ |
| <input type="checkbox"/> Practice asking for and receiving help | |

Emotional Self-Care

- | | |
|---|--|
| <input type="checkbox"/> Spend time with a friend or relative whose company you enjoy | <input type="checkbox"/> Say I love you |
| <input type="checkbox"/> Stay in contact with important people in your life | <input type="checkbox"/> Watch one of your favorite movies |
| <input type="checkbox"/> Think or say something positive about yourself | <input type="checkbox"/> Be close with your partner |
| <input type="checkbox"/> Spend some time alone | <input type="checkbox"/> Practice forgiveness |
| <input type="checkbox"/> Cry | <input type="checkbox"/> Re-read a favorite book |
| <input type="checkbox"/> Laugh | <input type="checkbox"/> Find things that make you laugh |
| | Other: _____ |
| | Other: _____ |

Spiritual Self-Care

- | | |
|---|---|
| <input type="checkbox"/> Make time for reflection | <input type="checkbox"/> Find or meet with a spiritual mentor |
| <input type="checkbox"/> Take a nature walk | <input type="checkbox"/> Take a bath to relax |
| <input type="checkbox"/> Sing | <input type="checkbox"/> Meditate |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Pray |
| <input type="checkbox"/> Play | Other: _____ |
| <input type="checkbox"/> Volunteer for a cause | Other: _____ |
| <input type="checkbox"/> Watch sunsets | |

Personal Self-Care

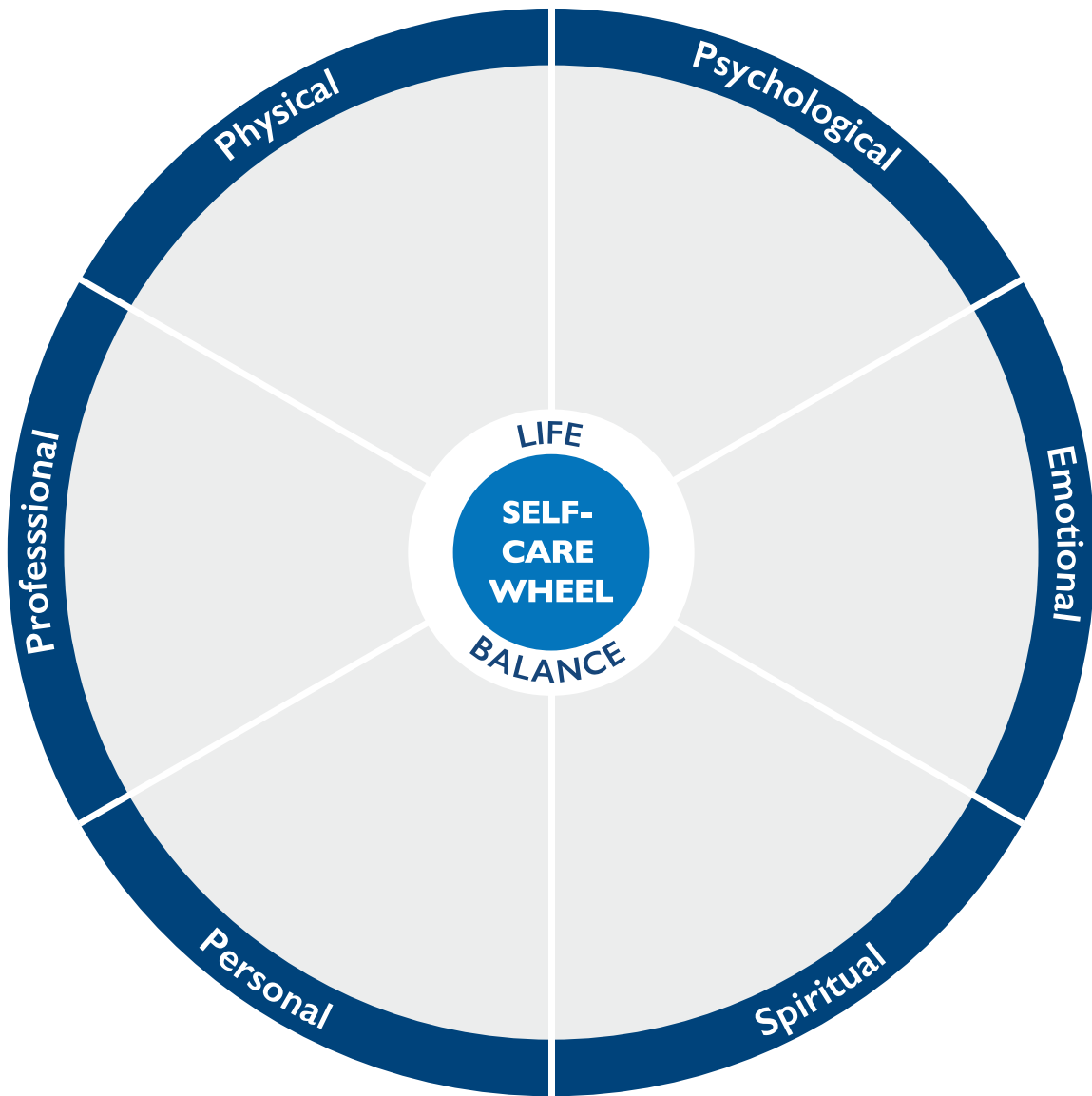
- | | |
|--|---|
| <input type="checkbox"/> Plan short- and long-term goals | <input type="checkbox"/> Allow others to help you |
| <input type="checkbox"/> Spend time with friends | <input type="checkbox"/> Meet new friends |
| <input type="checkbox"/> Chat with your wife | <input type="checkbox"/> Ask for help when you need it |
| <input type="checkbox"/> Write in a journal | <input type="checkbox"/> Share a fear, hope, or secret with someone you trust |
| <input type="checkbox"/> Spend time with your family | Other: _____ |
| <input type="checkbox"/> Play an instrument | Other: _____ |
| <input type="checkbox"/> Play with your children | |
| <input type="checkbox"/> Call, check on, or see your relatives | |

Workplace or Professional Self-Care

- | | |
|---|---|
| <input type="checkbox"/> Take a break during the workday | <input type="checkbox"/> Get regular supervision |
| <input type="checkbox"/> Take time to chat with co-workers | <input type="checkbox"/> Make quiet time to complete tasks |
| <input type="checkbox"/> Learn to say no to things you do not have time for | <input type="checkbox"/> Find projects or tasks that are exciting and rewarding |
| <input type="checkbox"/> Take a class to improve or learn a new skill | <input type="checkbox"/> Participate in a peer support group |
| <input type="checkbox"/> Take time off work when you are sick | Other: _____ |
| <input type="checkbox"/> Do not work during your time off | Other: _____ |
| <input type="checkbox"/> Get support from co-workers | |

Other Areas of Self-Care that are Relevant to You

* Adapted from Saakvitne, Pearlman, & Staff of TSI/CAAP (1996). Transforming the pain: A workbook on vicarious traumatization. Norton.



Annex: Monthly Mentor Support Meetings



MONTHLY MENTOR SUPPORT MEETINGS

Mentors are encouraged to meet at least once a month in a small group. Supervisors will attend these meetings to connect mentors to community services if needed. Find a time and place that works for all mentors in the small group.

Below is a sample agenda from a monthly support meeting for mentors. It includes time for discussion about mentors' health and well-being, successes, challenges, proposed solutions, experiences with sessions, lessons learned, and self-care. Mentors may request refresher trainings from the supervisors for upcoming session topics and supervisors may review the tracking tools at this time.

Time	Agenda Item	Facilitator
9:00-9:10	Welcome/Introduction	
9:10-10:10	Mentor Well-Being Check-In and Self-Care Each mentor in the small group has an opportunity to share about their own emotional, physical, and mental health. Mentors can share how they are taking care of themselves by referring to their self-care plans. Mentors can discuss ideas about new self-care activities.	
10:10-11:30	Program Updates Mentors can share their lessons learned, successes, challenges, proposed solutions, and other experiences from delivering the sessions to mentees.	
11:30-12:30	Review of Sessions and/or Tools Supervisors may review difficult session topics with the mentors upon request. Supervisors may also use this time to support mentors with challenges using the tracking tools.	
12:30-13:00	Community Connections Supervisors and mentors may link other mentors to community resources that provide support services of interest to mentees and/or mentors themselves.	

Annex: Certificate of Training





CERTIFICATE OF TRAINING

*Has completed the mentors' training for the Young Emanzi:
Mentoring for Adolescent Boys and Young Men*

Presented by

Date

For more information, contact:

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