

A Young People's Toolkit On Issues Connected To Gender-Based Violence

Raising Awareness On Roles & Responsibilities In Relationships



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Responsibilities In Relationships

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Foreword

The Royal Government of Cambodia (RGC) has set the elimination of gender-based violence as a core development target. The Cambodian Millennium Development Goals include, as goal 3 **“Promoting gender equity and women empowerment”**. The eighth sub-target aims at **“Reducing all forms of violence against women and children”**. The Ministry of Women’s Affairs is working to successfully achieve these goals.

The Ministry of Women’s Affairs believes that raising awareness is a key strategy for eliminating gender-based violence. We fight gender-based violence through involving women and men. We recognise the roles women and men play in reducing gender-based violence are important. We also don’t forget young people who have important roles to play in contributing to the reduction of all forms of violence as they are the best resource for promoting both their own, and their peers’ development. Then young people have the opportunity to prepare themselves to become good role models both in the present and the future.

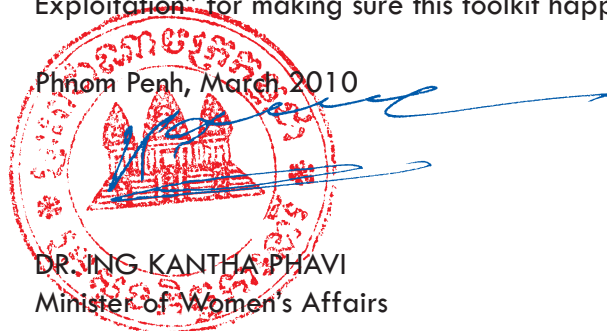
We understand that the United Nation’s Convention on the Rights of the Child (UNCRC) values children as citizens and active actors. UNCRC encourages the state parties to provide opportunities to children to practice their rights in a meaningful way. Through UNCRC, adults have the responsibility to create an environment in which children can participate meaningfully and to support children’s participation in activities that are constructive and have a positive impact on their lives and development.

Training courses and resources for young people need to raise awareness of their rights and responsibilities and also enable them to invest in positive change. They must also relate appropriately, by taking into consideration the traditional expectations of boys and girls in Cambodian society, identify and utilise effective methodologies for connecting with young people, triggering understanding of themselves, their personalities and their potential.

In this context, I would like to give full support to this **“A Young People’s Toolkit on Issues Connected to Gender-Based Violence – Raising Awareness on Roles and Responsibilities in Relationships”**. I strongly believe that this manual will become a valuable contribution to reducing gender-based violence and promoting gender equality in Cambodia.

On this occasion, I would like to express my profound thanks to the leaders and officials of the Ministry of Women’s Affairs, the officials of the Germany Technical Cooperation’s Project Promoting Women’s Rights and GTZ Convention Project “Protection of Minors against Sexual Exploitation” for making sure this toolkit happened.

Phnom Penh, March 2010



DR. ING KANTHA PHAVI
Minister of Women’s Affairs

Foreword

The Project Promoting Women's Rights implemented by the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH, funded by the German Federal Ministry for Economic Cooperation and Development (BMZ), has devoted many years to cooperating with the Ministry of Women's Affairs and other development partners to promote women's rights and combat domestic violence and the sexual abuse of both women and children.

Young people told us about both the direct and indirect violence that they and others experienced in their homes and communities, about conflicts in their families, their desire to have their rights and views acknowledged more in the family and to find solutions to conflict in their families through greater communication, understanding and forgiveness. They talked about sexual abuse, girls being forced to marry, pornography, alcohol and drug misuse. They said they wanted to know more violence and why it happens, gender and gender roles, sexual relationships and sexual abuse, alcohol and drugs.

Approaches to combat gender-based violence must address young people, a crucial target group, since they are important agents of social change. Young people need the opportunity to learn, to think critically, to practice and to decide what behaviours to use in their relationship with family, adults, peers and partners. Our experience indicates a lack of tools, skills and confidence among many adults for engaging with young people, particularly with boys and young men.

A Young People's Toolkit on Issues Connected to Gender-Based Violence – Raising Awareness on Roles and Responsibilities in Relationships – is an easy to use, flexible and accessible toolkit for use with young people aged 15 -18 years, related to gender-based violence. It's methodology recognises young people as important actors rather than passive bystanders in their own lives, and by promoting child rights and participatory methods, it places them at the centre of its development. It consists of a range of tools and activities that are designed to raise awareness amongst young people on issues connected to gender-based violence, specifically: child rights; culture, gender inequalities; sexual relationships, sexual violence and exploitation; relationships in the family and domestic violence; alcohol and drug use. The toolkit helps young people acquire some of the knowledge and skills they need to protect themselves; and make the transition from childhood to adulthood easier to negotiate. It helps young people build self confidence.

The content, methods, tools and activities of this toolkit are a result of research we carried out – talking to NGOs and stakeholders, reading resources and research documents and carrying out focus group discussions with young people in an effort to identify key problems and needs and to explore existing solutions and successful methodologies. The development process also included piloting some sessions with young people and discussing issues of content and process in a workshop with Ministry of Women's Affairs.

We strongly believe that this toolkit will play an important role to encourage young people to reflect critically upon the world in which they live and their own experiences and to apply that learning to their life and relationships and encourage young people to become informal advocates of positive, non-violent relationships with family, friends and sexual partners.

I would like to express my sincere thanks to the Ministry of Women's Affairs for its cooperation and continued support, to all young people for their input to the contents of the toolkit, to NGO partners for sharing resources and ideas and to the consultants and GTZ's Young People's Toolkit team for spending months developing this toolkit. Last but not least, I would like to sincerely thank the GTZ Convention Project "Protection of Minors Against Sexual Exploitation" for co-financing the development of this toolkit.

Phnom Penh, April 2010



A blue handwritten signature, likely of Franziska Böhm, written in cursive.

Franziska Böhm
Team Leader

GTZ Project Promoting Women's Rights

Acknowledgements

This toolkit for young people was developed through a programme called the “Promotion of Women’s Rights” (PWR) implemented by the Deutsche Gesellschaft Für Technische Zusammenarbeit (German Technical Cooperation - GTZ) in co-operation with the Ministry of Women’s Affairs (MoWA) of the Royal Government of Cambodia (RGC). The programme was funded by the German Federal Ministry for Economic Cooperation and Development (BMZ). Additional funds were provided under another GTZ project called the “Protection of Minors Against Sexual Exploitation”.

In 2008 and 2009, members of the GTZ PWR training team and two consultants carried out research through focus group discussions with young people, then designed and wrote the manual and other relevant tools, piloted them and then re-wrote the toolkit. The toolkit team members were Lok Solinda, Long Vibol and Sen Mostafa from GTZ PWR and Pen Kunthea from the MoWA. The consultant who initiated, designed, co-ordinated partnerships and research and wrote the first drafts of the toolkit is Alastair Hilton. Lucy Carter co-ordinated, piloted and further developed the writing of the toolkit following that piloting throughout 2009.

We are grateful to both Her Excellency (H.E) Minister of Women’s Affairs, Dr. Ing Khantha Phavi, for encouraging her staff from MoWA to work with the toolkit team throughout the long process of its development and to H.E Sy Define for her constant support and interest in the toolkit project. Also thanks to H.E Khieu Serey Vuthea, Keth Mardy, Yen Sarath, Pen Kunthea, Prum Soben, Pok Saren, Pen Chea, Sam Visal, Pun Chanrak, Yin Iwiliss, Maly Socheata, Sar Sineth and Hun Thahom from the MoWA for all their work checking the Khmer version of the toolkit.

Many partner organisations and their staff contributed to the toolkit’s development in many different ways. We appreciate all the effort, time and interest they have all given to the toolkit.

The partners who helped us arrange and hold the focus group discussions – the results of which were the basis of the toolkit - are: Child Assistance for Mobilisation and Participation (CAMP); CARE Cambodia; Family Health International (FHI) and their local partner Khemera; World Education and their local partner schools; World Vision Cambodia (WVC) (children’s clubs) and Youth Star.

The seven partners who helped us arrange workshops to pilot the first draft of the toolkit in four provinces in February and March 2009 are: Ba Phnom District Education Department for Chour Kach Ba Phnom School in Prey Veng; CAMP’s project with young people in Kompong Speu; CARE’s peer educator project in Kandal; FHI and their local partner Khemera’s youth group in Kompong Cham; Mlop Tapang’s “Happy Bird” group in Kompong Som; World Education and their local partner, Kor School in Kompong Cham (a school which is taking part in the United Nations Children’s Fund (UNICEF) supported Ministry of Education, Youth and Sports’ (MoEYS) child friendly school programme) and WVC’s youth club in Kandal Steung. Many staff from these organisations provided us with useful feedback based on the pilot workshops. Also

thanks to Khull Sovanrith for his interpretation during the pilot workshops and team reflection sessions.

Many people and organisations contributed to the development of chapter 6, “Real People, Real Lives.” Thanks to Srey Poew, Neang Makara and Samuel Schweingruber for their inspiring interviews about girls playing soccer for the “Provincial Team Of Battambang.” Likewise thanks to Yob Nom for her moving interview about overcoming discrimination to become a successful athlete. The Messenger Band kindly allowed us to use two of their wonderful songs about gender equality. Thanks to Alastair Hilton for giving GTZ PWR access to the text of the interview with the un-named young man who spoke out about being the survivor of sexual abuse during the research for “I Thought It Could Never Happen To Boys”, which was published by WVC and Hagar and carried out by a team of researchers from Social Services Cambodia (SSC). Thanks also to Phon Puthborey who read that interview so expressively for the audio recording. Mlop Tapang have generously allowed us to include their digital versatile disc (DVD) developed with the young people they work with, on child protection “Please Stop & Think”. The AsiaLife Guide and The Phnom Penh Post provided inspiration for some of the sessions in chapter 6 and let us use their photographs.

A local non-governmental organisation (NGO) People’s Health Development Association (PHD) worked with GTZ PWR to develop the men against rape posters, creating slogans and taking part in a photo shoot from which the posters were developed. Many thanks to PHD’s director, Ou Ratanak and to the young women and men students who joined the workshops and the photo shoot. Thanks to Virginie Noel who took the photographs for the posters. CAMP and Khemera - two local NGOs - helped us pilot the posters with young people from their children’s clubs in Kompong Speu. Finally, thanks to Men Can Stop Rape, United States of America (USA) for the inspiration they provided to develop similar posters to their own, here in Cambodia.

Other organisations generously allowed us to make use of and adapt their own training materials, toolkits or ideas. These include: CARE Cambodia’s “Playing Safe, Reproductive Health Training Manual For Working With Young Men,” by Mia Jordanwood; FHI’s “Parenting Club Curriculum,” written by Katherine Owen; FHI’s youth club curriculum “Taking Care Of Myself” on reproductive health; International HIV/AIDS Alliance toolkit “Keep The Best, Change The Rest”; WVC’s “Peace Road For Children,” by Bill Forbes, Minh Lim, Liz Mackinlay, Chann Sitha Mark and Chanbora Tep.

Long Vibol translated the toolkit to the Khmer language with the help of Khull Sovanrith and Soeng Dyna. Other team members and Heang Khaylay checked the translation.

Am Reaksmei provided the drawings. Sue Fox proofread and edited the English language version of the toolkit. Boonruang Song-Ngam did the layout for both the English and the Khmer versions.

SSC kindly contributed time and office space for the GTZ PWR toolkit team to meet.

Jane Martin provided numerous resources, support and inspiration at the very beginning of the process.

None of this would have been possible without the enthusiasm and engagement of the many hundreds of young people who joined focus groups discussions and workshops. Many thanks to them!

Acronyms & Abbreviations

ADHOC	The Cambodian Human Rights & Development Association
BMZ	Bundesministerium Für Wirtschaftliche Zusammenarbeit (German Federal Ministry For Economic Development Co-operation)
CAMP	Child Assistance For Mobilisation & Participation
CRC	The Convention On The Rights Of The Child
DVD	Digital Versatile Disc
DFID	Department For International Development
EU	European Union
FHI	Family Health International
GAD	Gender & Development
GTZ	Deutsche Gesellschaft Für Technische Zusammenarbeit (German Technical Co-Operation)
HE	Her/His Excellency
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
LICADHO	Cambodian League For The Promotion & Defence Of Human Rights
MoEYS	Ministry Of Education, Youth & Sports
MoWA	Ministry Of Women's Affairs
MSM	Men Who Have Sex With Men
NGO	Non-Governmental Organisation
PADV	Project Against Domestic Violence
PHD	People's Health Development Association
PWR	Promotion Of Women's Rights
RGC	Royal Government Of Cambodia
RH	Reproductive Health
RHAC	Reproductive Health Association Of Cambodia
SALT	Sport & Leadership Team
SSC	Social Services Cambodia
STI	Sexually Transmitted Infection
TB	Tuberculosis
TPO	Transcultural Psychosocial Organisation
TV	Television
UN	United Nations
UNESCO	United Nations Educational, Scientific & Cultural Organisation
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USA	United States Of America
WHO	World Health Organisation
WVC	World Vision Cambodia
YPT	Young People's Toolkit

Introduction

1. TOOLKIT OBJECTIVES

- To raise awareness amongst young people on issues connected to gender-based violence, specifically: child rights; culture and gender inequalities; sexual relationships; sexual violence and exploitation; relationships in the family and domestic violence; alcohol and drug use.
- To encourage young people to reflect critically upon the world in which they live and their own experiences and to apply that learning to their life and relationships.
- To help young people acquire some of the knowledge and skills they need to protect themselves and make the transition from childhood to adulthood easier to negotiate.
- To help young people build self-confidence.
- To encourage young people to become informal advocates of positive, non-violent relationships with family, friends and sexual partners.

2. WHO IS THE TOOLKIT FOR?

It has been designed for facilitators and staff who work with young people in a variety of organisations. The toolkit is intended to be used with young people who are entering adulthood between 15 and 18 years of age. It could also be appropriate for those slightly older too – between 18 and 25 years of age.

3. HISTORY OF TOOLKIT DEVELOPMENT

In 2008, GTZ and the MoWA carried out twelve focus group discussions in which they asked nearly 170 young people - more than 50% of whom were girls - between the ages of 11 and 25, from three different provinces what issues and events concerned them in their daily lives, what ideas they had about solving their problems and what kind of issues they wanted to know more about.

The young people talked about violence that they and others had experienced in their homes and communities, about conflicts in their families, their desire to have their rights and views acknowledged more in the family and to find solutions to conflict in their families through greater communication, understanding and forgiveness. They talked about sexual abuse, girls being forced to marry, pornography, alcohol and drug use. They said they wanted to know more about violence and why it happens, gender and gender roles, sexual relationships and sexual abuse, alcohol and drugs.

All these topics are now covered in this toolkit.

4. TOOLKIT BELIEFS & VALUES

There are several underlying messages or themes running through the toolkit. Some of these are described below. In order to make the toolkit easier you need to feel sympathy for these values.

- Young people are naturally clever. They can learn and think for themselves. They can take positive actions for their own lives, for their friends and families and for society.
- Children and young people have a right to protection, to development and to participation (three of the four “baskets”¹ of rights which the toolkit focuses on).
- Women have equal human rights to men and should not be discriminated against through violence in the family or through sexual violence or by default because society blames the victims and does not hold the perpetrators responsible.
- Children and young people have equal human rights to adults and should not be discriminated against through violence they suffer in the family or through sexual violence or by default, because society does not hold their abusers responsible.
- It is not acceptable for men and for adults to exploit for their own benefit the greater power society gives them than women and children.
- Sexual abuse means sex that is undertaken without true consent or sex with a child (under 18 years of age). There is no excuse for sexual abuse or exploitation.
- Young people will benefit from open discussion about sexual relationships and values and through receiving accurate information about sex. Lack of communication and information about sexual relationships contributes to problems like sexual abuse and sexually transmitted infections (STIs).
- Knowing ourselves and understanding our own and other people’s feelings and points of view and listening carefully and speaking openly is essential for participants to develop, for facilitators to facilitate effectively and for participants and facilitators to know how to take care of each other.
- We can all learn more through keeping an open mind, by self-reflection and discussion, by listening to feedback from others and by acquiring new information by reading books, newspapers, reports and websites.

5. WHAT’S IN THE YPT?

The toolkit contains:

- The toolkit manual.
- “Our Strength Is Not For Hurting” - a series of posters advocating that men and boys can take action against sexual abuse.
- A booklet of energetic and fun games.
- A disc of audio recordings of songs and interviews to accompany sessions in chapter 6 of the manual, “Real People, Real Lives”.

¹ The Convention on the Rights of the Child (CRC) consists of four “baskets” of rights: survival, protection, development & participation.

- “Please Stop & Think”- a DVD on child self-protection from sexual abuse and exploitation.
- A disc of the YPT manual and materials.
- Moun Mara’s song on drug addiction for session 8, chapter 5.

The toolkit manual is divided into: the Introduction, a section on Monitoring and Evaluation plus six different chapters: Foundation; Culture & Gender; Families & Relationships; Sexual Relationships; Alcohol & Drugs; & Real People, Real Lives.

Each chapter starts with an introduction explaining what topics the chapter covers and the main aims of that chapter. Each chapter contains sessions which take between one and two hours to facilitate. The toolkit manual contains 56 sessions in total. Sessions contain information for the facilitators on:

- The purpose of the session.
- The resources needed to facilitate that session.
- The time needed to facilitate the session.
- Notes to help facilitators work more effectively.
- A step by step description of what to do in each session.
- Resource sheets of which there are two different kinds: some can be photocopied and handed out to participants or used as materials in the session and others provide more detailed information on one aspect of the session to help guide the facilitator.
- “Ideas Into Action”: some sessions include activities related to the sessions that participants can do with their families or communities after the workshop.

6. HOW TO USE THE TOOLKIT

6.1 PARTNERSHIPS WITH YOUNG PEOPLE & ORGANISATIONS THAT WORK WITH THEM

Deciding which young people to work with:

It is usually easier to work regularly with young people who either already belong to a group (such as a youth group) or who are already linked to a particular NGO or institution such as a school.

However, the young people who need the toolkit most of all will be those who are not already connected to an organisation and who also may not go to school. To work with these young people you may have to spend time doing “outreach” work in order to find the young people, build a relationship with them, find out what their needs are, introduce the ideas of the toolkit to them and then make plans together to hold toolkit workshops.

Assessing young people’s needs with young people & other stakeholders: working with young people on gender, sex, violence and family relationships raises sensitive and sometimes controversial issues. Build understanding and trust by involving everybody connected to the group of young people you hope to work with in an assessment of

those young people's needs and in planning how to use the toolkit to meet those needs. Those involved might include parents, teachers and school directors, local authorities and village chiefs, staff and managers from local organisations and any partner organisations you work with. It should also include the young people themselves. Young people are very good at telling you what they need, if you give them a safe and accessible environment in which to share their ideas. Base your choices for which of the toolkit topics you will focus on, on the results of this needs assessment.

Work with key stakeholders has to be ongoing and not just a "one-off" event. They need to be regularly informed of the progress of your work with young people using the toolkit. Invite some partners to observe a workshop and give feedback (always explain who any visitor or observer is to workshop participants and what they are doing there).

Building relationships with allies: allies are people, groups and institutions who are also concerned to work with young people and/or want to create social change around some of these issues of gender, child rights and participation, family relationships, violence and sexuality. Some examples are NGOs and local authorities (e.g. MoEYS has programmes to introduce social skills courses to some of its schools). This will involve explaining to them what your work is about and identifying common interests; talking about how you can work together and making arrangements to maintain regular communication.

Making toolkit workshops really accessible to young people: arrange to carry out a series of toolkit workshops at days, times and a place that are appropriate and easy and safe for young people to attend.

Participants may need food, help with transportation costs or other incentives to travel to the site and spend time away from other activities, particularly if they also work to contribute to the family income. However, before doing so you should check with other organisations working in the area to discuss a common approach to incentives, so that you do not harm existing agreements and relationships.

6.2 PLANNING TOOLKIT WORKSHOPS

Planning maximum impact of the toolkit on young people's lives:

in order to engage with young people and help them change their lives through the toolkit, it is necessary to work with the same group of young people over a period of time. The toolkit suits ongoing work with community groups over a period of several months. Regular and long contact leads to

- **Close and trusting relationships between participants and facilitators.**
- **Deep understanding of the toolkit's themes & values built step by step:** if you were to start learning English you would not jump into a session in the middle of the third book. You would have to start at the beginning and work through all (or most)

of the sessions. The toolkit is similar. For example, young people need to know about the topics covered in chapter 1 (self-awareness and awareness of how to build relationships) and chapter 2 (reflection on traditional ideas about gender) and on the first part of chapter 4 (understanding what sexual relationships are broadly and how to have a loving, equal relationship) in order to understand later sessions on sexual abuse.

- **Formula for selecting chapters & sessions for your series of toolkit workshops:** this toolkit works best if it is used in the order that it is presented – going through all the chapters from 1 to 6 to explore all of the issues.
 - It is necessary to always first build up understanding about trust, self-awareness, relationships with others and open communication and listening, how to deal with difficult feelings, children's rights and responsibilities (in chapter 1) and critical reflection on traditional views of gender differences and relationships between parents and children (in chapter 2). These topics are a necessary foundation for exploring the topics in chapters 3, 4, 5 and 6 on family and violence, sexual relationships, alcohol and drugs and real people, real lives.
 - Additionally in chapter 3, it is necessary for participants to experience the topics about dealing positively with family conflicts before learning more about domestic violence. Similarly in chapter 4, participants need to experience the discussions thinking broadly about sexual relationships and how to have loving, equal sexual relationships before exploring the distressing topics of sexual abuse.

Decide what the objectives of the workshops will be for this group of young people, which chapters & sessions you will use to meet those objectives, how long it will take to deliver them all & when you will hold the workshops.

- **Organising your series of toolkit workshops:**
 - Agree objectives for the workshops based on toolkit objectives (see above) and the results of the needs assessment of the young people involved.
 - Agree which topics and tools you will focus on.
 - How many months will you need to meet and how often during that time? For example, if you meet for thirty weeks at half a day each week and cover two sessions in that half-day then you will have time to cover most of the material in the toolkit .
 - Agree the duration of the series of workshops.
 - Agree a regular day(s) to meet and times.
 - Agree who will attend the workshops. Twenty participants is the maximum – too many people means individuals will not get enough attention. Explain you cannot accept new participants once the workshops have started. Each participant needs to have been present right from the beginning.
 - Agree a comfortable venue.
 - Arrange refreshments, lunch and transport for participants and the team.
 - Make sure you have all the documents and materials you will need.
 - Make sure you include all the stakeholders in this decision-making, so that the

decisions taken are appropriate and suit people's real needs, the time they have available etc.

- Communicate ideas and decisions about the toolkit workshops clearly.
- Ask for commitment to the series of toolkit workshops from both partners and participants.

■ **A typical toolkit workshop:**

- Welcome everyone.
- Remind everyone of why the group is meeting, what it is working on and how it has agreed to work.
- Remind the group of ground rules and especially those relating to confidentiality and safety.
- Invite the group to recap on the previous workshop discussions, including the sharing of outcomes from the "Ideas Into Action" task if that is appropriate.
- Share the objectives and topics to be covered in the current workshop.
- Allow time for feedback and questions at the end of the workshop.
- Set a new "Ideas Into Action" task.
- Remind the group of the time, place and content for the next session.
- When the group has left, make time for debriefing and planning with your co-facilitators.

Use the toolkit for one-off meetings to raise interest or awareness: it is also possible to "dip into" this toolkit and select one or more sessions or tools for particular purposes, for example, one-off sessions with youth to raise awareness of issues at meetings, build people's interest in certain topics, assess needs and/or assess their interest in further activities.

6.3 METHODOLOGY: DELIVERING THE TOOLKIT WORKSHOPS

How young people learn & develop:

Human beings have long childhoods. The reason for this is that they have complex brains, which need to develop through meeting many different experiences. So young people are naturally very smart and designed by nature to learn from experience. The toolkit aims to provide young people with the kind of experience that will stimulate learning. The toolkit is not like a traditional school environment where children hear the teacher's ideas and repeat them. We want them to reflect on their own and other people's life experiences and on the new information we give them in the toolkit, to increase their understanding and their capacity to make safe and sensible decisions and lead happy lives.

So facilitators need to notice and care about what young participants think, believe and feel so they can respond to participants needs energetically and appropriately. Young people don't like being talked down to or lectured. However they do need adults' help to participate constructively and to build their self-confidence.

Facilitation skills:

Young people need help from adults to participate, reflect critically and learn from experience and from information that they receive. Facilitators need many skills to help young people to do that:

- **Speak clearly & expressively:** use eye contact. Move around the room. Use humour.
- **Ask open questions to start with:** what, when, who, how, why?
- **Listen in an active way:** pay attention to and try to understand participants as individuals and as a group. Empathise and care about the participants. Notice people's body language and tone of voice. Notice and respond to people's feelings e.g. if you notice someone is excited or nervous say, "it can make us feel excited ... nervous ... when ..." Ask probing questions that gently prompt the person to explain more and think more deeply.
- **Give praise:** notice participants' positive actions, efforts and ideas and reinforce them.
- **Provide plenty of concrete examples:** there are some in the toolkit's written sessions. But you will need to think of more when you prepare.
- **Ask check questions:** so you know whether participants understand what you are saying. Don't ask "do you understand?" People tend to say they do understand even when they don't!
- **Check on pairs & small groups as they work.**
- **Make sure you are well-informed about the topics in your sessions. Be honest about the limitations in your knowledge.**
- **Quiet participants:** people may be quiet for different reasons – because they are shy or just thinking. It is usually a good idea to bring quiet people into the conversation, maybe by asking them direct questions. Some of the activities involve working in small groups and pairs, which gives shy people a chance to speak. Some participants can dominate a conversation, making it difficult for others to speak. If this happens, one technique can be to avoid eye contact with that dominant person and encourage others by looking to them. Other techniques to ensure involvement of all is to ask each group member to say something in turn. Providing time for quiet reflection before asking people to speak also helps some people increase their confidence. Thanking people for their contributions and making comments about how useful their comments are can also help encourage quieter people.
- **Gender & girls:** don't just talk to young people about gender issues in theory, notice any actual gender differences and inequalities that happen in the workshops. If girls are quiet and tend to let boys speak more and lead presentations, notice this, ask participants to notice it too and decide what to do about it. Make sure girls get more opportunities. Use same sex groups so girls can talk together.
- **Working with boys:** some sessions focus on asking boys what boys and men can do to change social attitudes about violence to women and children. Some boys might feel defensive. They might feel they are being unfairly blamed. Facilitators can reduce this tension by showing genuine interest in their opinions, sympathy for any

bad experiences they themselves have had and encouraging them to show their masculine strength, responsibility and honour by fighting against injustice against girls and women.

- **Guiding discussions:** the key tasks of facilitators are to encourage full participation in raising and discussing issues and encouraging expressions of different points of view.
 - Once the discussion is lively, then help participants communicate with each other by referring a participant's question(s) back to the group and asking them to comment on each others' points and ideas. This makes the discussion less directly dependent on the facilitator.
 - The facilitator needs to keep the group focused. S/he needs to find and reinforce the main interesting points that are raised. If the group seems to be losing focus, it may be useful to remind the group of the objectives of the activity and the key issues being looked at.
 - Finally the facilitator should summarise the main points of each discussion and note any action points that may arise.
- **Dealing with difficult behaviour:** when dealing with disruptive behaviour, such as chatting, showing off or domination of discussions by a few individuals: remind the group of the ground rules. It is important to involve the group when asking a disruptive participant to help rather than hinder the work the group is trying to do. If necessary talk with the disruptive participant privately later to gently ask them how they feel and if they are aware of the effect of their behaviour on the group.
- **Responding to harmful points of view:** some participants will have strong views about some of the issues in the toolkit. It is important to welcome disagreement. Disagreement opens up important issues that will help young people reflect and learn as those issues are discussed. However some views strongly reinforce the discriminatory attitudes the toolkit is designed to overcome. It is the role of a facilitator to ensure that those points of view are challenged – ideally by participants themselves but if that does not happen – by one of the facilitators.

A common example of a harmful point of view could be where a person blames a victim of violence. For example, a participant might say: "if a woman or girl is wearing sexy clothes and gets raped, it is her fault". The following is one example of how to respond:

- a. Ask for clarification by saying, "can you tell us why you believe that?"
- b. Seek an alternative point of view, for example by saying, "thank you, we can see that is one opinion, what does the rest of the group think?"
- c. Link the person's opinion to earlier discussions on gender inequality or the negative impact of violence on victims and on society's tendency to blame the victim.
- d. Offer another point of view, "if we believe in human rights then every person has a right to refuse sex they do not want. Whatever a woman does or wears, she has the human right not be raped. The rapist is the only person who is responsible for that act."

Changing deeply held views is not easy – that is one of the reasons the toolkit was developed. Even after the facilitator has used some of these steps it may be unlikely that the person will change their ideas openly. Change might take time. By openly challenging the statement, you have given the person another point of view to think about. Other people will also hear that point of view.

- **Talking about sex:** it's normal for people - facilitators and participants - to feel embarrassed to talk about sexual relationships. However talking about sexual relationships is beneficial for young people and essential if you want to talk about sexual abuse. Here are some recommendations for how to do it well:
 - Prepare by dealing with your own shyness. Talk to friends and colleagues. Practice the sexual relationship sessions together and discuss. Read books and reports about sex and sex education so you get used to ideas and discussions about sex.
 - Be as confident and comfortable as possible when you talk about sex with participants so that you help them feel comfortable too. Don't apologise for talking about sex. Talk with participants about how they feel, why people feel shy (or curious) and how normal that is. Try not to avoid important issues because you feel shy.
 - Use the same language to describe bodies and sexual acts as participants do. Do not use academic or medical words that people will not understand or that make them feel you are talking about something that is not part of their ordinary lives.
 - Be prepared for questions about sexual and reproductive health. Have many reference books to refer to. Learn more from Reproductive Health Association of Cambodia (RHAC), Ministry of Health, and other local organisations that work in that field. Use websites like www.loveandhealth.org. Be honest if you don't know the answers or are not sure. One problem for young people is that they hear a lot of misinformation about sex and sexual relationships. Don't add to this! Check for accurate answers to their questions, then bring the answers back to the next workshop.
- **Using role-plays:** these can be a safe creative way to reveal and share thoughts, feelings and ideas about gender, sex and sexuality and violence. Role-playing demands more than just talking about issues, it involves going deeper into what people think and feel. This is important as our beliefs about gender and sexuality go very deep and are such an important part of who we are as people.

Ways the facilitator can ensure that role-plays are useful & effective include:

- Set everyone in the group a role-play to do – don't leave most participants bored waiting to watch a role-play from one small group.
- Help participants imagine and get inside of their role – imagine the feelings and point of view of the person they are acting.
- Laughing and having fun with role-plays is a good way to relax, but make sure that a role-play does not lose its point by becoming just a comedy.
- Stay aware of both what is happening in the role-play and also how the rest of the group is responding to the role-play.

- “Pause” a role-play when there is an opportunity to discuss a key issue. Then ask questions from the other participants about what is happening at that point, why it is happening and the implications and use these questions to make key learning points. Then let the role-play continue.
- Be aware that role-plays can bring up a lot of emotions for those acting and watching – and be prepared to stop the process if people appear to be upset.
- Make sure that people do not get stuck in the role they have been playing. For example, after the role-play is complete you can ask them to state their real name and a few facts about themselves (where they live, how many people are in their family etc.) – to remind others about who they really are and to separate them from the role they have just been acting.
- **Using drawings:** drawing is a creative way for participants to focus on an issue and express and share their thoughts and feelings about it without having to use words. Facilitators can help encourage people to feel relaxed about drawing. The quality of the drawing does not matter – it is the message behind the drawing that is more important. Make sure you give participants a variety of exciting materials to use - crayons, pens, paints, different colours and different sized paper. Provide old magazines and scissors so that participants can cut them up and re-use the pictures and words.
- **Using “Ideas Into Action”:** these are activities that link with the different sessions and which participants can carry out with their families and communities after the workshops. Some of these involve small scale, simple research - talking to families and friends to find out their opinions or experience related to toolkit topics, or telling families and friends what they have learned at the toolkit workshops. Participants then report back for further discussion at the next workshop. Facilitators and participants can add new “Ideas Into Action” to the toolkit.
- **Games (see the book of games):** use plenty of games to energise and relax participants after long periods of discussion. Break up long sessions with games.

6.4 THE TOOLKIT FACILITATION TEAM

Selecting the right team:

- The facilitation team should include both women and men.
- Facilitators need to:
 - Have a strong commitment to equality and the values that are themes of the toolkit (see point 4 above on toolkit beliefs and values).
 - Have strong group work skills and an ability to build good relationships with the community and young people within it.
 - Have enough time to commit to preparation, facilitation and reflection/evaluation of the work.
 - Be open to learning and be willing to reflect on their own values relating to families, young people, violence, gender and sexuality.

How facilitators can learn:

In order to facilitate the toolkit effectively facilitators need to:

- Reflect on their own feelings, thoughts, attitudes and personal experiences in connection with gender inequalities, the use of violence and force, sexuality, sex education, families, parenting, child rights and learning as the facilitator's feelings, attitudes and beliefs will affect how you do your work.
- The best way to learn to facilitate the toolkit is to experience sessions as a participant first. It is hard for facilitators who have never had any training in many of the toolkit issues themselves to facilitate discussions about those issues with young people effectively.
- Do thorough preparation. Preparation is not just ensuring you have the right documents.
 - The team should set plenty of time aside for preparation together.
 - Read all the sessions to be used for the workshop – not just your own sessions.
 - Read your session(s) and imagine how the steps of the session will work and what kind of issues might come up.
 - Practice the exercises from your sessions yourself or with colleagues or family or friends, so that you can see how they work and what issues arise.
 - Spend time thinking about your own beliefs and assumptions about issues raised in each session you facilitate e.g. pornography, love and respect in marriage, sex education, disciplining of children etc. Discuss these ideas together in the team.
 - Make sure you inform yourself about the topics of the session. For example, read reports that are relevant to domestic violence or sexual abuse or pornography in Cambodia. Use reference books and the Internet – “Google” and “Wikipedia” to learn more about issues such as sex education or men's groups working against violence and rape. Arrange to visit organisations or professionals with special knowledge that you can learn from. Use your colleagues' and consultant's knowledge by asking their opinions and openly discussing different issues together.
- Do thorough evaluation and reflection after workshops.
 - The team should set aside plenty of time to learn by the 'action – learning cycle' method. In this method the team learns and improves by deliberately, critically reflecting on what they have just done, identifying what is okay and carrying on doing it and identifying weaknesses, analysing those and finding ways to overcome them and putting the results into action for the next time.
 - Observe each other facilitating and prepare positive and negative feedback to give colleagues on facilitation. Always be kind and constructively critical. Be honest so that you can all trust and support each other. Take genuine feedback seriously.
- Observe and reflect on the content, process and facilitation of sessions. Use what you learn to improve future sessions.
- Support for each other in the team of facilitators is crucial to discuss ideas and provide each other with accurate feedback.

Dealing with sensitive topics – sexuality:

Some topics may be difficult for team members to talk about – for example, sexual relationships, masturbation, sexual abuse etc. Some may have strong views against sex before marriage, same sex relationships etc. It will be difficult for a team member to facilitate an open discussion with youth if they feel uncomfortable or have such strong views about certain issues.

Remaining open-minded and willing to learn about sexual relationships is essential. See “talking about sex” in the previous section on facilitation skills. Also see point 4 of this introduction about the beliefs and values of the toolkit.

6.5 SAFETY GUIDELINES

Facilitators are responsible for creating a safe and supportive environment for the participants. The sessions in chapter 1 will help you to be able to do this.

Facilitators need to ensure that all participants can share experiences and emotions in a safe environment, therefore:

- Facilitators should introduce the issues of sexuality, sexual abuse and domestic violence with sensitivity in a serious tone of voice. This shows that facilitators take those topics seriously and expect participants to take them seriously. Don't introduce those topics without acknowledging how distressing or sensitive they might be. Acting like this shows sensitivity and respect for victims and participants.
- Create a safe and caring atmosphere by acknowledging and taking care of people's feelings generally and encouraging participants to do this for each other.
- Let participants know that they do not have to talk about their own experiences if they do not wish to do so. We hope to promote active involvement but they have a choice to say as little or as much as they wish about their own lives.
- Make it clear that participants or facilitators should not and are not expected to name other individuals within their community and reveal private and potentially sensitive information about them. It is better to describe a situation such as “I heard about a situation where ...” rather than name that particular person.
- When people share sensitive information about themselves, it is vital that these people are not laughed at, mocked or joked about – either by participants or facilitators. This is disrespectful, can be hurtful and harmful to individuals and make them feel as if they are to blame or that their experiences are not important.
- Facilitators can make sure that the “ground rules” that participants draw up at the start of the series of workshops include rules for taking care of each other, not mocking, listening and for confidentiality. See session 4 in chapter 1.

- Confidentiality: make sure that participants really understand what “confidentiality” means. Participants should not tell people outside the group details of what specific individuals say. Explain to people that it is difficult to enforce confidentiality and therefore participants should be careful about what they share and with whom they share it. It is safer to talk about “people like us” rather than talking about an event as a personal experience.
- Facilitators should act as role-models by taking confidentiality seriously. This means facilitators should not casually talk together after sessions about individuals who have shared sensitive information and always treat what they hear and that person with the utmost respect.
- If facilitators or participants have to talk about real events they should not mention names, families or places by name in order to protect those individuals. All stories should be anonymous.
- If a participant becomes distressed by feelings raised during discussions, one of the facilitators should offer that person an opportunity to take “time out” from the group if they wish and go with them to a more private place to listen and offer them emotional support.

Do not act as if nothing has happened, the person will feel as if they are to blame &/or that their experiences are not serious. If you act as if nothing has happened, all the other participants will get the impression that facilitators do not care about participants when they are distressed.

- If a participant tells you s/he is suffering from abuse of some kind then as well as listening to her story, provide her with information about organisations that might be able to help. Use the information sheet for protection and help from chapter 3 session 10. This should be updated by facilitators in preparation for facilitating chapters 3 and 4. The resource sheet 3 for session 10 explains how to update the information sheet. Don’t pressurise the participant to take action, but if s/he wants to go to an organisation to discuss her problem then help him/her to do that.

If facilitators are not able to demonstrate, agree with & promote these important core values related to safety, then they should not be permitted to take part in facilitating workshop sessions.

Toolkit Monitoring & Evaluation

Introduction To The Toolkit Monitoring & Evaluation

Why monitor & evaluate the toolkit workshops?

- To find out if the toolkit workshops have achieved the objectives set.²
- To find out what has been the impact of the toolkit workshops on the young participants.
- To use the information we will gain from our monitoring and evaluation to improve the quality of future toolkit workshops.

Who are the results of monitoring & evaluation for?

- Young people – because we will provide better training as a result of monitoring and evaluation.
- Facilitators – because they will learn from monitoring and evaluation of their own work and will be able to improve what they do.
- Our organisation and donors – because they will learn what works well and what does not and why.

Four toolkit monitoring & evaluation methods:

The toolkit provides four methods you can use to monitor and evaluate the workshop(s).

You can select some or all of these methods depending on your needs.

Method 1: YPT Workshop Monitoring Sheet.

Method 2: Participants' Evaluation Of Toolkit Workshops.

Method 3: "Do's & Don'ts": Steps To Giving & Receiving Feedback On Facilitation In Your Team.

Method 4: Before & After Questions For Participants.

How to use the monitoring & evaluation methods:

1. Schedule in enough time for each step of each monitoring and evaluation method you decide to use.
2. Decide who will be responsible for implementing the methods of monitoring and evaluation you have decided to use.
3. It is important to put the results of your monitoring and evaluation to good use so:
 - Ensure there is enough time for facilitators to reflect on, analyse and plan how to use the information they discover from monitoring and evaluation of the toolkit workshops.
 - Ensure that your organisation's managers and donors get to hear about the results of the toolkit monitoring and evaluation.
4. Organisations and donors need to take time to listen to and adapt their activities according to what is discovered through monitoring and evaluation of the toolkit workshops.

² See section 1 of the toolkit introduction, "Toolkit Objectives".

Method 1: YPT Workshop Monitoring Sheet

What is it?

This is a method for facilitators to monitor and evaluate the toolkit workshops. The “monitoring sheet” asks the facilitation team questions about what works well and what does not work well for each workshop. The results of other methods of evaluation can also contribute to the information gathered together in this monitoring sheet e.g. the results of participants’ evaluations (see method 2) and of facilitators’ feedback on each other’s facilitation - “Do’s & Don’ts”- (see method 3).

Why use it?

- To assess how well the workshops are reaching their objectives³
- To help facilitators to think critically about the effectiveness of the content, methods and impact of the workshops.
- To identify strengths and build on them.
- To identify difficulties and to find ways to improve the workshops.
- To provide information for a summary report to managers and donors.

Resources needed:

- YPT workshop monitoring sheet.

Time:

- 60 minutes hour for reflection and note-taking after each day’s workshop.
- 120-180 minutes to summarise and write up the monitoring sheet for the whole workshop.
- Regular half- or one-day meetings for the facilitation team to review what they have learned from this and other methods of monitoring and evaluation and plan improvements for future workshops.

Facilitators’ notes:

- Facilitators need to be very open-minded and interested in what happens in the workshop(s) and why.
- Facilitators need to be aware of what goes well in the workshops they have facilitated, so that they can maintain and build on those strengths. They also need to be confident enough to be aware of and discuss any difficulties and weaknesses so that they can learn from these and make the necessary improvements.

³. See section of the toolkit introduction, “Toolkit Objectives”.

How to use it:

1. Decide how often you will complete the monitoring sheet e.g. complete one sheet for every day or one sheet for a series of days making up one complete workshop.
2. The facilitation team can share the responsibility for observing sessions carefully. Before the workshop starts decide who will be responsible for observing each session carefully and who will be responsible for writing up the monitoring sheet for each workshop.
3. Decide when facilitators will meet together to discuss what they have learned from their observations of the sessions to contribute to completion of the monitoring sheet.
4. Read through the monitoring sheet before each workshop so that you are familiar with the questions it asks. This will help you observe and notice what is happening in each session.
5. When observing, pay attention to all aspects of the workshop. Observe other facilitators and the participants carefully. Use what you observe to analyse how effective the workshop is and why and how future workshops could be improved.
6. Write up the monitoring sheet: In order to communicate your observations clearly:
 - Separate different issues from one another e.g. in section 5.1 on “what went well and why?” List three or four different things that went well separately. Don’t mix up all the issues together.
 - Summarise issues rather than writing long descriptions.
 - Provide a few examples to give concrete detail about the issues you have summarised.
7. Ask for feedback on your first few monitoring sheets so you can improve how you complete them.
8. The facilitators’ team should meet together to review what they have learned from this and other methods of monitoring and evaluation regularly and to decide what action to take as a result of what they have learned.

Resource Sheet

Method 1:
YPT Workshop Monitoring Sheet

Resource Sheet: YPT Workshop Monitoring Sheet

Young People's Toolkit Workshop Monitoring Sheet: Resource Sheet

1. DETAILS OF THE WORKSHOP

Title Of The Workshop	YPT on Issues Connected to Gender-Based Violence
Date	
Location of workshop	
Names of facilitators/trainers, sex & their organisation(s)	1.
	2..
	3.
Name of person completing this form	
Target group	Number: Girls = Boys =
	Total =
	Age range:
	Who are they? <input type="checkbox"/> School students <input type="checkbox"/> Members of a children's club <input type="checkbox"/> Others ...
Name & contact details of any partner organisation(s) involved	
Name & organisation of any observers and their reason(s) for observing	
Donor	

2. LIST OF TOOLKIT CHAPTERS, SESSIONS & TOOLS USED.

Resource Sheet

Method 1:
YPT Workshop Monitoring Sheet

3. WORKSHOP OBJECTIVES

These should be connected to:

- i) The objectives of each session written in the session ii) the broader objectives relevant to the sessions used that you can find in the introduction to each chapter & iii) the broad objectives of the toolkit given in section 1 of the toolkit introduction.

4. LOGISTICS

- Assess how well prepared the workshop was in terms of appropriate arrangements & communication with partners & participants; appropriateness of venue; documents & resources available; food & refreshments; travel arrangements for everyone involved; payment of per diems etc.
- Note any problems & possible future solutions.

5. WHAT WENT WELL AND WHAT WAS DIFFICULT?

5 A) Checklist:

Use this checklist to help you focus on important aspects of the workshop. Also write any points you think are relevant even if they are outside this checklist.

- Did the content of the sessions fit the stated objectives and key messages of the toolkit workshops?
- Do you think the key messages of the sessions were clear & relevant to your participants?
- What were the participants' attitudes towards the issues introduced in the workshop? Were participants engaged and learning? What did you notice about participants or hear from participants that made you think that the participants were interested and learning, or not? What ideas were new for them?
- Did the steps of each session flow smoothly? Did the sessions link together well?
- Were the methods that you used effective?
- Was the facilitation effective? Refer to the feedback process which develops 'do's & don'ts' for the team's facilitation.

Resource Sheet

Method 1:
YPT Workshop Monitoring Sheet

5B) You can add information gained from your analysis of ‘participant evaluations’ or ‘before and after questions’ to your answers to Question 5.

5.1 WHAT WENT WELL? WHY?

5.2 WHAT WAS DIFFICULT OR NOT EFFECTIVE? WHY?

6. ADDRESSING DIFFICULTIES

- How can the difficulties be addressed to improve future workshops?
- What will change?
- Who will be responsible for making the changes?
- How will we check that these changes are implemented & assess how effective those changes are?

Method 2: Participants' Evaluation Of Toolkit Workshops

What is it?

This exercise gives participants the opportunity to give feedback and suggestions about the toolkit workshop(s).

Why use it?

- To improve the toolkit content and methodology by learning from participants' experiences of toolkit workshops.

Resources needed:

- Three large signs each drawn on different coloured paper:
 - a) A smiling face saying "What I liked and why I liked it. What I felt interested in and why."
 - b) A disappointed face saying "What I did not like and why I did not like it. What I did not feel interested in and why."
 - c) "Our suggestions to improve the workshop/toolkit."
- Size A5 paper in the same three colours used for the signs – enough for all participants to have at least two sheets of each colour for each participant.
- Resource sheet "sheet to summarise participants' feedback."
- Flip chart paper, pens, tape.

Time:

- 60 minutes for the participants' evaluation.
- 2 – 4 hours for facilitators to read, collate, analyse results and plan future improvements.

Facilitators' notes:

- It is important that facilitators are genuinely interested in participants' views for the toolkit workshops – both positive and negative. Ask for genuine feedback and real opinions.
- Be careful to allow participants to be critical! Criticism can make facilitators feel defensive – that is a normal human reaction. However we ask participants to give us their genuine responses because we need to hear them in order to accurately monitor our work. So we must be willing to accept criticism and learn as much as we can from it.
- Decide whether you want to ask participants to put their names on their evaluation sheet or not. It will probably help people answer honestly if they know that their answers are anonymous.
- If you have time it is useful to clarify some feedback – see step 3 of the session. Sometimes clarification is needed to understand the point of the written feedback. For example, a participant might write that s/he does not like domestic violence. You will need to know if s/he means she does not

agree with acts of domestic violence in real life or she did not like the way the workshop dealt with the topic of domestic violence.

- You could adapt this session so that participants can give verbal feedback rather than written feedback. Divide the group into pairs or small groups to discuss their ideas for answering the questions first and then ask people to share their ideas answering the three questions in the big group. A facilitator can write the ideas down on flip chart paper. The benefits of this approach are that participants do not have to write down complicated ideas and facilitators can probe participants to get deeper, clearer answers. One disadvantage is that participants lose their anonymity.

How to use it:

1. Introduce participants to the participants' evaluation.

- Explain that:
 - This exercise gives participants the chance to assess the toolkit workshops.
 - We appreciate participants sharing their genuine opinions – positive and negative - as this gives us the information we need to improve future workshops for these and other participants.

2. On a wall or whiteboard, stick up the three different coloured signs.

- Hand out to each participant two sheets each of the three different coloured paper (six sheets of paper in total for each participant).
- Read the request on each sign aloud.
- Ask people for a few examples of answers to each request to make sure the participants have understood what kind of information we are asking them for.
- Explain that people can talk about what they liked and did not like and what they found interesting and not interesting and about any aspect of the workshop e.g. the topics raised, the methods used, the facilitation, the venue etc. Elicit or give examples of “topics” and “methods”.
- Briefly help participants to remind themselves of the games and sessions they have taken part in, during the workshop so they have these fresh in their minds to give feedback. Write some of the main topics or sessions that people should remember on the whiteboard.
- Emphasise that in order to be helpful to the facilitators and the organisation, the participants need to think about and explain to us the *reason* they liked or did not like something and explain that reason clearly. Saying something is good or bad without giving a reason why, makes it difficult to know how to improve it. Knowing the reason will help us know how to change something:
- Explain that we want to know everyone's own genuine ideas so write down what they think and don't ask a friend. You and your friend might have different ideas. We want to hear everyone's ideas.

- Explain that they should write their answers to each question on the coloured paper that fits with the appropriate sign. For example, if the sign asking “what did you like and why?” is green then they should write their answers to that question on the green sheets of paper they have received.
 - Write one answer on each sheet of paper.
 - Tell participants how much time they have to complete the evaluation.
3. When participants have finished writing, ask people to put up on the wall their likes, dislikes, what they were interested in and not interested in and any suggestions under the appropriate sign.
- Ask people to spend some time reading other people’s ideas.
 - If you have time read the likes, dislikes and suggestions aloud.
 - Ask for clarification if necessary so you can understand some points better.
 - Be careful to allow participants to be critical! You have asked for their genuine responses so you must be willing to accept those responses.
 - Thank everyone for their feedback.
4. After the workshop ends keep all the feedback from participants and make use of it.
- The team of facilitators needs to read, collate, analyse and discuss this feedback in order to decide how to use it to improve the toolkit, the facilitation and the arrangements for the workshops in the future.
 - Use the “Sheet To Summarise Participants’ Feedback” if that is helpful.
 - Include whatever you learn from the participants’ feedback in your monitoring of the workshop. See session 1: “YPT Workshop Monitoring Sheet”.
 - If the results of the evaluation reveal that participants have misunderstood any of the toolkit topics, make sure you go back to that topic at the next workshop with them and put the misunderstanding right.

Resource Sheet

Method 2: Participants' Evaluation
Of Toolkit Workshops

Resource Sheet: Participants' Evaluation Of Toolkit Workshops

Sheet To Summarise Participants' Feedback

Date & location of workshop

Names of facilitators

1. What participants liked or felt interested in & why.

2. What participants did not like & did not feel interested in & why.

3. Participants' suggestions to improve the workshop/toolkit.

Method 3: “Do’s & Don’ts”: Steps To Giving & Receiving Feedback On Facilitation In Your Team

What is it?

This is a method for a team of facilitators to give each other regular feedback on their facilitation skills. Each facilitator reflects on their own facilitation and also listens to their colleagues’ feedback. From this process each facilitator develops a list of things they know they do effectively already - “Do’s”- and a list of things they need to improve on – “Don’ts”- which s/he can use as a guideline for improving her/his facilitation.

Why use it?

- To improve facilitation skills individually and as a group.
- To give time for facilitators to learn from their own and each other’s experiences.
- To practice and improve observation skills and analytical thinking about how learning and change occurs (or does not occur) in a workshop. To learn to notice what goes on between participants and facilitators in the toolkit workshops and to utilise what you notice to facilitate more effectively.
- To increase trust and support in the team of facilitators – everybody is equal in both giving and receiving feedback.

Resources needed:

- Flip chart paper, pens, tape.

Time:

- A minimum of 60 minutes for feedback for each facilitator.
- Regular meetings soon after workshops for the facilitation team to give each other feedback.

How to use it:

1. Decide what system you wish to use for feedback:

- **Who receives feedback & when?** Each facilitator should have a turn at receiving feedback. This can be done in different ways. For example, one facilitator will receive feedback at the first feedback meeting and the second facilitator will receive feedback at the second meeting etc. Or all facilitators could take a turn at receiving feedback at each meeting. This very much depends on the time available during each meeting.
- **Which sessions will be selected for feedback & by whom?** Who will choose which session(s) to give feedback on? Often facilitators choose a session they facilitated that did not go well. This helps them find out what went

wrong and why. However it is also important that colleagues remember to give positive feedback about things that went well in that or other sessions. People need to be encouraged and reminded of their strengths.

- **Who will facilitate the feedback sessions?** Decide who will facilitate and write up the "Do's" and "Don'ts" on flip chart paper for each feedback session.

After you have decided what system to adopt, follow these steps below for giving feedback to each facilitator.

2. Facilitators need to observe their colleagues' sessions carefully so they can give accurate, useful feedback.
 - Observe what the facilitator does and how participants respond.
 - Consider the session's objectives, key ideas, steps and how it links to other sessions.
3. Prepare to give constructive feedback about your own facilitation and your colleagues' facilitation.
 - **Positive & negative points:** feedback should contain positive and negative points, positive points first.
 - **Descriptive not judgemental:** feedback is more useful if it contains descriptive words about what happened rather than just general ones e.g. "the participants seemed to be more willing to speak out about their ideas after you put them into small groups for twenty minutes and went round talking to each group". This is more helpful for the facilitator to understand what went well and why than simply writing, "after the break your facilitation was better than before". The first sentence describes what the facilitator did that got a good response from participants. The second sentence just says that what the facilitator did was "better than before". It does not explain *why* it was better than before.
 - **Genuine & accurate:** feedback is useful if it is kind *and* genuine. To be genuine is important e.g. if you tell a facilitator that s/he gave participants the chance to join in freely and this is not really true, then that facilitator will lose an opportunity to learn. S/he will continue doing something that is not very effective. S/he may also realise you are being "kind" and not telling the truth. S/he will not be sure whether to believe what you say in the future. S/he may be hesitant to give you honest feedback in the future too.
 - **Kind & show empathy:** It is important to be kind. We all feel supported if someone else shows empathy by trying to understand what we did and why we did it – even if it could have been done better. Show empathy for the efforts that colleagues make and for their successes.
 - **Appreciate honest self-assessment:** a facilitator might have had difficulties in their session. However their feedback about themselves and what went wrong and why it went wrong is accurate. Colleagues can be encouraging and helpful by showing that they appreciate the facilitator's honesty and

accuracy. It is very useful to be able to describe your situation accurately and honestly when something you do goes wrong because then you will probably learn from the experience!

■ **Constructive alternatives:**

- Help the facilitator make his/her own analysis of what went wrong and why.
- Acknowledge when the facilitator had the right goal or intention even though the action they took to reach their goal was not effective. Maybe s/he noticed that participants needed to join in more, but the way s/he tried to encourage them made them even quieter for example. Then you can help the facilitator think of other ways to achieve that goal.
- Help the facilitator find alternative methods and approaches for themselves from their own understanding and experience. Maybe s/he has a strength that s/he can build on. Maybe s/he can try a method s/he has seen other facilitators use successfully. Maybe s/he will automatically improve some aspect of his/her facilitation because s/he has learned more about the topic or about participants' points of view by facilitating the session and then discussing it in this feedback session
- Don't give too much advice! It is important when giving advice about how to solve a facilitation problem to only give a little, very well considered advice. Check that the advice makes sense to the recipient and that they can use it. Too much different advice can be overwhelming and discouraging for the recipient. The advice giver enjoys giving it but the receiver is not helped by receiving it!

4. Step 1: Self-Assessment

- The facilitator who is receiving feedback describes what the experience of facilitating was like.
- S/he describes:
 - What was positive about the session, about the participants, the exercise(s) and about her or his own facilitation first.
 - Then what was negative/difficult/didn't work so well.
 - S/he explains how s/he feels about it.
- Someone writes down the main points on flip chart paper divided into two columns:
"Do's" on one side and "Don'ts" on the other side.

5. Step 2: Colleagues' Feedback

- The facilitator's colleagues who observed and listened in at the workshop listen to the facilitator's own description of his/her experience facilitating and respond with empathy.
- Then the facilitator's colleagues describe what their experience of the workshop was like.

They describe:

- What they think was positive about the session.
- Then, what was not okay and why and what needs to be improved.
- Someone writes down the main points on flip chart paper divided into two columns:
"Do's" on one side and "Don'ts" on the other.

6. Step 3: Identify Constructive Alternatives

- The facilitator receiving feedback reads through their list of "Do's" and "Don'ts". The list is like a guideline to help them facilitate more effectively and skillfully.
- S/he decides (on his/her own or with colleagues or a supervisor's help) how s/he can use his/her strengths (the "Do's") again when s/he next facilitates a session.
- S/he decides (on his/her own or with colleagues or a supervisor's help) what she needs to change and how to improve his/her facilitation (and avoid the "Don'ts") when s/he next facilitates a session.
- For example, s/he may need to:
 - Learn more about the topic of the session to understand it more deeply by reading other sessions in the toolkit or reading reports on that topic or "Googling" the topic or talking to staff from other organisations who are experts in that topic.
 - Pay more attention to participants' points of view and respond to their ideas, assumptions and feelings more.
 - Spend more time preparing and practicing steps of an unfamiliar session before first facilitating it with participants.
 - There are many other options for improvement and change!

7. Step 4: Check Improvements

- Each facilitator should check through their own "Do's" and "Don'ts" list before and after facilitating subsequent sessions to assess whether they have managed to deal with some of their difficulties or not. Or the team or a supervisor can help each facilitator do this.
- If the team discover they have the same difficulties repeated in feedback over a long period of time, then it is important that they receive external help to improve their effectiveness.

Method 4: Before & After Questions For Participants

What are “before & after questions”?

- These questions can be used to evaluate the impact of attending toolkit workshops based on participants’ knowledge, attitudes, beliefs, confidence and behaviour.⁴ The questions cover all the main topics of chapters 1 to 6 - self-awareness and positive relationships; culture and gender; family and relationships; sexual relationships; alcohol and drugs; real people, real lives.
- The questions can be used in different ways e.g. through focus group discussions, by individual interviews or by a written pre- and post-session test.

Why use “before & after questions”?

- To assess participants’ knowledge, attitudes, beliefs, confidence and behaviour related to topics covered by the toolkit, before participants attend toolkit workshops so that facilitators can fit the workshops to those particular participants’ needs.
- To evaluate the impact of the toolkit workshops on participants by comparing participants’ knowledge, attitudes, beliefs, confidence and behaviour on topics covered by the toolkit before and after they joined in toolkit workshops.
- Participants can reflect on whether their own attitudes, knowledge and behaviour have changed, by comparing the answers they gave before and after the workshops. This self-reflection will reinforce any new ideas and attitudes that participants have adopted.

Resources needed:

the resources you need depend on the method you choose to use to ask participants the questions: focus group discussions or one-to-one interviews or written “tests”.

- Resource sheet 1 – the questions for chapters 1 to 6.
- For focus group discussions or individual interviews:
 - A tape recorder.
 - Question guidelines for the facilitators.
- For written tests:
 - Write up the questions on flip chart paper.
 - Participant “answer sheets” providing the questions and spaces for participants to write their answers, their name and the date.

Time:

for selected questions for one chapter:

- For written tests, 30 - 60 minutes for participants to write answers to questions.
- For one focus group discussion, 120 minutes (with a break).

⁴ “Knowledge, attitudes, beliefs, confidence & behaviour” are aspects of the impact we aim to achieve on young people’s lives and decision-making through young people’s attendance at toolkit workshops. Refer to the toolkit introduction to see the “Toolkit Objectives” which describe the impacts the toolkit is designed to achieve in more detail.

Method 4:
Before & After Questions
For Participants

- One day minimum for facilitators to compare before and after answers, analyse, discuss and decide what action needs to be taken as a result of what they discover.

Facilitators' notes:

1. Make sure facilitators have time in the schedule to use the "before and after" questions effectively (see the section on "time" above).
2. Facilitators need to be very open-minded and interested in what the answers to the questions tell them about young people's knowledge, attitudes, confidence and behaviour. Facilitators need to think about the participants' answers and analyse those answers in order to use the information the answers provide to facilitate the toolkit effectively now and in the future.

For example facilitators should notice:

- Were participants able to express their views and opinions openly and confidently when answering the questions?
- What attitudes did participants reveal in their answers? Did their attitudes surprise you or are they what you expected?
- What kind of answers (if any) revealed that participants understood or were interested in toolkit topics? What kind of answers revealed changes in attitudes and behaviour?
- What do the answers tell you about the toolkit workshop? What worked well? What did not work well and should be changed next time?

How to use "before & after questions":

1. Decide which method to use to ask participants the questions.

Here are some alternative methods:

- Use the questions to lead focus group discussions before and after the toolkit training or sections of the toolkit training.
- Use the questions to guide individual interviews of participants before and after the toolkit training or sections of the toolkit training.
- Give written questions requiring written answers before and after the toolkit training or sections of the toolkit training.
- Use the questions before, immediately after and then again six months after the workshop(s) have finished. The benefit of asking the same questions six months after the workshop(s) end(s) is to test whether the changes to participants' knowledge, attitudes and behaviour remain a long time after the workshops are over.
- Use the questions as "recap" questions to check what participants have understood after sessions and to review sessions.

2. Decide when you will ask participants the questions.

Here are some alternatives:

- Ask participants the questions relevant to chapter 1 just before the workshops connected to that chapter and soon after those workshops.
- Or ask questions before all the workshops begin, after all the workshops are finished and again six months later to see what longer term impact remains.

3. Decide who will ask participants the questions and analyse their answers.

- The interviewers who ask the questions and analyse the results should know what kind of answers would represent a positive impact of the toolkit on participants. They must know the toolkit well. The same people must interview before and after so they can compare the participants' answers before and after effectively.
- It would be best if the staff who facilitate the workshops can also act as interviewers.

4. Decide which participants will answer the questions.

Some alternatives are:

- For written questions: all the participants could answer the questions.
- For focus group discussions: for each group of young people attending toolkit workshops set up one focus group of eight randomly selected members.
- Selection of interviewees for focus group discussions or for individual interviews:
 - *Random selection*: means that you select interviewees without knowing who they are. For example, to choose which girls from your participant group to invite to a focus group discussion, put all of the girls' names in a box on folded bits of paper so you do not know which paper has which name. Then pull out eight pieces of paper. Invite those names to the group discussion. This method ensures that you do not just choose people who will give the answers you are looking for.
 - *Representative selection*: if 60% of the workshop participants are girls then 60% of the focus group (or individual interviewees) should also be girls. If 80% of the workshop participants have lived on the street at some time then 80% of the focus group must have lived on the streets, too. This ensures that the group selected to answer the questions represents the whole group of toolkit workshop participants.

5. Decide which questions to ask:

- Select questions which are relevant to the chapters and sessions of the toolkit that you deliver in the toolkit workshops. For example, if you deliver chapters 1, 2 and 4 then ask questions related to those chapters. Decide if you need to adapt the selected questions.
- The questions are designed to test participants' knowledge, attitudes (beliefs, perceptions), confidence, critical thinking and behaviour. Make sure the questions you select cover all of these aspects of the impact the toolkit aims to achieve.

6. Explain the purpose of asking participants these questions.
 - Facilitators explain that they need participants' help to find out what young people think and do as a result of attending toolkit workshops. Explain that participants' answers will help facilitators understand what impact toolkit workshops have on young people. Their answers will help facilitators know how to improve the toolkit workshops for other young people in the future.
 - Describe the method chosen e.g. written "before and after" questions or focus group discussions or individual interviews.
 - Explain that you need to hear genuine, honest answers that reflect what participants really think.

7. Holding "before and after" focus group discussions:
 - The group consists of six to twelve people. See point 4 above for some ideas about how to select participants.
 - Ensure that the same participants join the focus group discussions "before" and "after".
 - Use two facilitators. One facilitates the discussion. The other observes participants' responses, facial expressions, body language and takes notes of what they say. One of the facilitators operates the tape recorder.
 - Ensure that the same facilitators facilitate the discussions "before" and "after".
 - See point 3 above for ideas about how to select facilitators. It is important to have at least one facilitator who is the same sex as the participants.
 - The discussion should last for about two hours. If the session is long have a break.
 - The discussion should be held in a quiet, comfortable place without interruptions.
 - The questions must be adapted for group discussion.
 - Ensure that you use the same questions to lead the discussion "before" and "after" The facilitator should:
 - Understand the issues behind the questions they ask participants, well.
 - Decide whether to hold some or all of the discussion separately for girls and for boys – in order to help the girls feel free to speak out.
 - Encourage everyone to participate and prevent anyone from dominating the discussion.
 - Encourage genuine responses and follow up participants' ideas with probing questions.
 - Record information about the discussion: who took part, ages, gender, who facilitated, when and where.
 - Hold a reflection session after the first focus group discussion in order to learn from that experience and improve future sessions.

8. Holding "before and after" written tests:
 - Ensure that you ask the same questions "before" and "after".
 - Ensure that you have the same participants answering the questions both times.

- Check that the questions are written as simply and clearly as possible.
 - Check that participants really understand the questions asked and provide them with further explanations if necessary.
 - Explain that it does not matter if some people do not understand every question or cannot answer every question.
 - Before you collect the participants' answers make sure participants have put their names on their answer paper, so that you can match their two sets of answers to the questions.
9. Assessing participants' answers for change: facilitators/interviewers:
- Read and/or listen to and compare answers given before and after toolkit workshops.
 - Analyse the difference between answers before and after toolkit workshops.
 - *What kind of changes to the answers given to the questions asked before experiencing toolkit workshops and after experiencing toolkit workshops would show that the toolkit workshops have had some positive impact on participants?*
 - i. Some questions require answers which we can judge as "right" or "wrong."
 - Sometimes this is a matter of **fact** e.g. research shows that it is not only some uneducated people who use and experience violence in their families – some educated people do too. So it is not correct to say that only uneducated people experience domestic violence.
 - Sometimes we judge an answer as right or wrong according to the **values**.⁵ we are advocating in the toolkit e.g. it is wrong to use violence against others in your family; it is wrong to force or pressurise someone else to have sex. In these cases answers that show an increase in utilising the facts and values of the toolkit are answers that show a positive impact.
 - ii. If participants' answers reveal an increase in critical thinking and confidence – an ability to reflect on the speaker's own experience, other peoples' experience and new information they have learned about the issue, in a critical, complex way – then we can assume that the toolkit has had a positive impact.
 - Record the main changes (and lack of change) that you discover from comparing answers to before and after questions.
10. Decide what action to take:
- To maintain the positive impacts that toolkit workshops have on young people.
 - To improve the effectiveness of the toolkit workshops.

⁵ Refer to section 4 'Toolkit Beliefs & Values' in the toolkit introduction to see a list of the main values & beliefs the toolkit advocates.

Resource Sheet

Method 4: Before & After Questions
For Participants

Resource Sheet: Before & After Questions For Participants

Questions for Toolkit Chapters 1 To 6

Chapter 1 FOUNDATION:

Chapter 1 Sessions:

1. Introduction to the toolkit
2. Trust & safety
3. Team work
4. Ground rules
5. Who am I?
6. Knowing me, knowing you
7. How to deal with our feelings
8. Three steps to managing difficult feelings
9. Learning how to listen
10. Children's rights
11. Children's rights in real life
12. Young people's responsibilities

1.1. Describe what the characteristics and behaviour of a good friend are like. What are the reasons you value those characteristics and behaviour?

1.2. Describe what you and your friends would need to do to work successfully together as a team?

1.3. Trust:

- i. What does the word "trust" mean?
- ii. How does trusting someone else make you feel?
- iii. Why is it important to be able to trust others and for them to be able to trust you?
- iv. How can you act in a way that leads to other people trusting you?

1.4. What does "confidentiality" mean? How would you feel if people gossiped about a sensitive story in your life or your family's life? Why is it important not to talk about people's personal stories to others?

1.5 What does "self-awareness" (squll kluon aeng) mean? Describe how increasing your knowledge of yourself can improve your life.

1.6. Imagine something happened to make you feel sad, or angry or afraid or jealous. What can you do to deal with that feeling and the situation you are in?

Resource Sheet

Method 4:
Before & After Questions
For Participants

- 1.7. Is it important to listen carefully to other people (for example, friends and family)? Explain the reasons for your opinion.
- 1.8. Children's rights to live without discrimination:
- Give some examples of "discrimination" from real life that you have seen in your community (but don't use people's names).
 - What does "discrimination" mean?
 - Give some reasons why the CRC says that discrimination against others is not acceptable.
 - How would you feel if someone discriminated against you or your friend or family?
 - Do you think it is acceptable to discriminate against others or not? Why?

Chapter 2: CULTURE & GENDER

Chapter 2 Sessions:

- Culture & change
 - Sex & gender
 - Agree or disagree? Gender beliefs
 - Gender-based violence – what is it?
- 2.1 What is culture? How do children and young people learn about the beliefs and habits of their own culture? Give an example of how a cultural habit or belief can affect your life.
- 2.2 Parents and children's' roles and relationships:
- Have you heard this proverb before "The sun rises on parents first so children should always follow what parents tell them to do"?
 - What do you think this proverb means?
 - How do you think that this belief affects children's and young people's lives?
 - Can you describe any good things about this proverb and any bad things about this proverb?
 - Will you expect your children in your future family to follow this proverb? Why?
- 2.3 What is "sex"? What is "gender"? What is the difference between "sex" and "gender"? Why is the difference between "sex" and "gender" important? What does "gender equality" mean?
- 2.4 Do you think girls and boys, men and women should be equal and society should give them the same value, or not? Give reasons for your opinion.
- 2.5 Gender roles and sexual relationships:

Resource Sheet

Method 4: Before & After Questions
For Participants

- i. have you heard this proverb before? “Men are gold, women are cloth”?
- ii. What do you think this proverb means?
- iii. How do you think this belief affects girls’ and women’s lives?
- iv. How do you think this belief affects boys and men’s lives?
- v. Can you describe any good things about this proverb? And any bad things about this proverb?
- vi. Will you want your own daughters in the future to be treated “like cloth”? Why?
- vii. Will you want your own sons in the future to be treated “like gold”? Why?

2.6 What is “gender-based violence”? Give an example. Is gender-based violence acceptable or not? Explain the reasons for your opinion.

Chapter 3: FAMILY RELATIONSHIPS & DOMESTIC VIOLENCE

Chapter 3 Sessions:

1. What makes a happy family?
2. Family life
3. What do you believe? Roles in the family
4. Dealing with conflict between parents & children
5. Parents & problem solving
6. Reaching out to parents
7. What is domestic violence?
8. Beliefs & facts about domestic violence
9. Impact of domestic violence
10. Protecting yourself & getting help
11. Preventing domestic violence

3.1. When you are a mother or a father in the future what will you do to make your family happy?

Why are those attitudes and behaviour important? Is that way of behaving the same or different from the behaviour of members of your family now? If it is different describe how it is different?

3.2 Love and respect are important to make a family happy.

- i. Describe how a parent can act in a loving way towards their child?
- ii. Can a parent respect a child? How would their behaviour to their child show they respect their child?
- iii. Describe how a child can act in a loving and respectful way towards their mother and father?
- iv. Describe how a husband can act in a loving and respectful way towards his wife?
- v. Describe how a wife can act in a loving and respectful way towards her husband?

3.3 Imagine this situation:

a fourteen year old boy called “Theory”, steals a mobile phone from a shop. He’s envious because his friend has one and he does not. His family is not rich. His parents find out he has stolen from the shop and are very angry. His father beats him using a belt and allows the buckle to scrape the boy’s back.

- i. What do you think about the boy’s behaviour?
- ii. What do you think about his father beating him with a belt buckle to punish him?
- iii. Is it acceptable for parents to beat children seriously physically? Explain your reasons for your opinion.
- iv. What could the parents do instead of beating their son to deal with the problem of stealing from the shop effectively?

Facilitators’ notes: See chapter 1 session 11 and chapter 3, session 4 for guidance to help you check the answers.

Possible answers to question 3.3 iv:

“at home, in private, the boys parents tell him what he did was wrong. They ask him to explain why he stole. They ask him to imagine how he would feel if someone stole from him. They ask him to think what people will think of him and his family if they know he steals. They explain that the shopkeeper is like them – he works hard everyday to make a living and it is not fair to steal from him. They arrange for their son to go to the shopkeeper and apologise for what he did. Then they make him find a small job to earn some money to pay the shopkeeper back”.

3.4. Imagine this situation:

a 15 year old girl called “Theory” is scared of her new teacher. She tells her mother and father about some nasty things the teacher did to her and others. They just say “you should respect the teacher”. Theory starts to play truant from school. She secretly meets other girls and boys who don’t go to school either and they have fun instead of going to school. However Theory is worried about missing school as she wants to have a good job one day and she knows she needs to go to school to achieve that. One day Theory’s parents find out she has been playing truant. They are angry.

- i. What do you think of Theory’s behaviour?
- ii. If you were Theory how would you deal with this problem now constructively?
- iii. If you were one of Theory’s parents how would you deal with this problem constructively?
- iv. What could Theory’s parents have done earlier to prevent the situation becoming so bad?
- v. Why do you think Theory’s parents just said “you should respect the teacher” and didn’t do anything else when Theory told them about her problem at school?

Resource Sheet

Method 4: Before & After Questions
For Participants

3.5 What is “domestic violence”?

3.6 The MoWA carried out a survey of people in Cambodia in 2005. They discovered that approximately 22% of married women had suffered violence from their husbands.

- i. Some people say that husbands have the right to beat their wives if their wife disobeys them or makes them lose face. Do you agree or disagree? Explain the reasons for your opinion.
- ii. Some people say that only men in less educated families hit their wives. Do you agree or disagree? Explain the reasons for your opinion.
- iii. Some people say that a woman or child victim of violence at home should keep what happens in the home secret. They should not tell others and look for help. Do you agree or disagree? Explain the reasons for your opinion.
- iv. What do you think the main reasons for domestic violence are?

3.7 Imagine that a man uses threats and physical violence against his wife.

- i. What affect might it have on the woman?
- ii. What affect might it have on their children?
- iii. What general affect does it have on society?

3.8 Your friend’s father often hits his mother – sometimes causing bruises and other injuries. Sometimes his father hits your friend too.

- i. What would you think if other kids laughed about your friend and gossiped about him because violence happens in his family?
- ii. What could you do to help and support your friend?

3.9 Why do you think some people use violence with other family members? Why is it wrong to use violence in this way? What could they do instead of being violent? What might make the people who use violence change their behaviour?

Chapter 4 – SEXUAL RELATIONSHIPS & SEXUAL VIOLENCE

Chapter 4 Sessions:

1. Expectations, hopes & fears
2. Growing up
3. Our bodies
4. Gender & sexual relationships
5. Deciding when to have sex
6. Being confident & in control
7. Having equal, loving relationships
8. The difference between agreement & abuse
9. It happens to boys too
10. Who are the abusers?

11. Impact of sexual abuse
12. Sexual violence & daily life
13. What do survivors need from us?
14. Men & boys take action against sexual violence
15. Gang rape
16. Pornography

Session 1: Expectations, hopes & fears

Session 2: Growing up

Session 3: Our bodies

4.1 Puberty

- i. What does “puberty” mean?
- ii. Describe some changes that happen to girls as they go through puberty. Describe some changes that happen to boys as they go through puberty. Think of changes to their bodies, to their minds and to their behaviour and feelings.

4.2 When we say the phrase “sexual relationships” what kind of things do you think that topic includes?

4.3 Some people think that young people should have opportunities to talk about and learn about sexual relationships, romance and marriage when they are your age and some people think that is wrong. What do you think? What are the reasons you think that?

4.4 Please list some benefits of talking together in toolkit workshops about sexual relationships.

Session 5: Deciding when to have sex

4.5 Ask girls and boys separately:

- A) ask girls: in what kind of situation do you think its okay for a girl or young woman to have sex? Here are some examples:
- i. a 20 year old young woman is pressurised by her boyfriend to have sex. He says he'll leave her if she does not agree. Is it okay to have sex for this reason?
 - ii. A 16 year old girl is very curious about sex and knows a boy she likes wants to try it. Should she have sex?
 - iii. An 18 year old young woman is engaged to a young man she has known for 2 years. They have sex before they are married: do you agree or not with the young woman's decision?
 - iv. An 18 year old young woman has recently married and her new husband gets annoyed when she refuses to have sex every night: should she have sex when she does not want to?

Resource Sheet

Method 4: Before & After Questions
For Participants

- v. A 21 year old young woman is engaged to a young man who works in the market. They will marry next year. She would like to have sex with him but neither of them have condoms: should she have sex without a condom?
 - Different people will have different opinions about when it's okay to have sex and when it is not. It's alright to have different opinions.
 - Explain why you think its okay or not to have sex in each situation.
- B) Ask boys: in what kind of situation do you think its okay for a boy or young man to have sex? Here are some examples:
- i. A 20 year old young man wants to have sex with his girlfriend. He says he'll leave her if she does not agree. Should he pressurise her to have sex in this situation?
 - ii. A 19 year old young man wants to have sex with his 16 year old neighbour and she wants to have sex with him. Should he have sex in this situation?
 - iii. An 18 year old young man goes out with his friends most Saturday nights. They all contribute some money for the evening. His friends drink and eat and then go to have fun at karaoke. Then they often decide to pay sex-workers to have sex with. He doesn't want to pay for sex with a stranger. His friends laugh at him and mock him as "Ah Nee" if he does not agree to join in with them: should he have sex in this situation?
 - iv. An 18 year old young man is engaged to an 18 year old young woman he has known for 2 years. They have sex before they are married: do you agree or not with the young man's decision to have sex in this situation?
 - v. An 18 year old young man has recently married. His new wife and he have sex often, but she sometimes says she does not want to. He feels annoyed and wants to pressurise her to have sex whenever he wants. Should he pressurise her to have sex in this situation?
 - vi. A 22 year old young man is engaged to a 21 year old young woman. They will marry next year. They would both like to have sex but neither of them has a condom: should he have sex not using a condom?
 - Explain why you think its okay or not to have sex in each example.

Notes for facilitators: We are looking for the respondents to consider various factors in making their decisions including:

- Age of consent – 18.
- True voluntary agreement on both sides.
- Health (protection from human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS) and STIs).
- Pregnancy.
- The ability to assess the consequences of having sex in that situation: physically, emotionally and socially.

Different people will have different opinions about when it's okay to have sex and when it is not. It's alright to have different opinions.

Session 6: Being confident & in control

4.6. Ask girls and boys separately:

A) For girls: a 20 year old young woman, Vida is pressurised by her boyfriend to have sex to prove she sincerely loves him. He says he'll leave her if she does not agree. Vida does not want to be pushed into having sex.

- Describe what Vida could do to resist this pressure.

B) For boys: an 18 year old young man San, goes out with his friends most Saturday nights. They all contribute some money for the evening. The group drinks and eats together and then goes to have fun at karaoke. Then they often decide to pay sex-workers to have sex with. San doesn't want to pay for sex with a stranger. His friends laugh at him and mock him as "Ah Nee" if he does not agree to join in with them.

- Describe what San could do to resist this pressure.

4.7 Describe what it is like to be "confident and in control". How do you feel? How do you behave? Why is it important to feel confident and in control?

Session 7: Having equal, loving relationships

4.8 Do you think it is important or not that the two partners in a marriage or in a courtship love each other and treat each other as equals? Explain the reasons for your answer.

4.9 How would a wife and husband behave towards each other in a loving way and treating each other as equals in the following aspects of their joint lives?

- Raising their children.
- Working outside the home to earn money.
- Being (or not being) faithful.

Session 8: The difference between agreement & abuse

4.10 Think about each of the following situations and decide:

- Whether you agree that it's okay for the man to have sex in this situation.
- Who is responsible for the sex that happens in that situation and the consequences of that sexual act? The young woman? The young man? Both? Someone else?
- Explain the reasons for your answers.
 - A young man has already spent a lot of money on a girlfriend so when she says she does not want to have sex he forces her.
 - A young man feels sexually excited whenever he sees and talks to a certain young woman. It is acceptable for him to force her to have sex.
 - A young woman and man agree to have sex together. Three weeks later he meets her again and wants to have sex. This time she does not want to. It's okay for him to force her to have sex, now.
 - A group of young men watch a pornographic movie in a coffee shop and later meet a group of girls from their school. They call out to them and run after them to tease them and try to squeeze their breasts. This is acceptable behaviour.

Resource Sheet

Method 4: Before & After Questions
For Participants

- v. A man has sex with his 19 year old girlfriend because they both want to. They have both already discussed having sex together and decided to use a condom to protect against STIs and pregnancy.
- vi. A young man of 18 has sex with a girl aged 15. She agreed to have sex with him.

4.11

- i. What is sexual abuse?
- ii. What kind of acts do we mean when we say the words “sexual abuse”?
- iii. Is it acceptable for one person to sexually abuse another person? Explain the reasons for your answer.

4.12 What is the difference between sexual abuse and okay sex?

Session 9: It happens to boys too

4.13 What do you think of this statement? “Men are only perpetrators of sexual violence. They are never victims of sexual violence.” Explain the reasons for your opinions.

4.14 If a boy you know told you he had been sexually abused:

- i. How would you react?
- ii. How do you imagine he would feel?

Session 10: Who are the abusers?

4.15 Perpetrators of sexual violence:

“most perpetrators of sexual abuse are strangers to their victims.” Do you agree or disagree with this statement? Explain the reasons for your opinion.

4.16 “It does not make sense to talk about a husband sexually abusing his wife. A husband is entitled to have sex with his wife”. Do you agree or disagree with this statement? Explain the reasons for your opinion.

Session 11: Impact of sexual abuse

4.17 Describe the affects of sexual violence on a young person. Describe some affects that could last a long time.

Session 12: Sexual violence & daily life

4.18 Ask girls and boys separately:

- i. What kind of things do girls and women normally do to protect themselves from sexual violence?
- ii. What kind of impact does this have on girls’ lives?

- iii. How does it make them feel about themselves?
- iv. How does it make them feel about boys and men?

4.19 Sexual violence has a serious impact on victims.

- i. Does sexual violence also have a more general impact on society?
- ii. Describe any impact you think it has generally on society.
- iii. Describe how sexual violence could affect all girls and women including those who are never abused.
- iv. Describe how sexual violence could affect the relationships between all men and all women generally.

Session 13: What do survivors need from us?

4.20 Is it acceptable for a woman or girl to have to marry the man that rapes her? Explain the reasons for your opinion.

4.21 Imagine your friend tells you she or he has been sexually abused.

- i. Is it okay to continue being friends with someone who has been sexually abused? Explain the reasons for your answer.
- ii. What could you do and how would you behave to give her or him the best support?
- iii. Your friend cries when s/he talks about what happened. Is it okay to tell him/her to stop crying? Explain the reasons for your answer.
- iv. Is it okay to tell other people your friend's story? Explain the reasons for your answer.

Session 14: Men & boys take action against sexual violence

4.22

- i. What do you think could be done by society to reduce sexual violence?
- ii. Do you think boys and men should take action to reduce sexual violence against women? Explain the reasons for your answer.
- iii. What do you think boys and men could do to reduce sexual violence in society?

Session 15: Gang rape

4.23 "It's okay to gang rape a prostitute". Explain the reason why some people believe this. Do you agree or disagree with this statement? Explain the reasons for your answer.

Session 16: Pornography

4.24 "Watching pornography is a good way to learn about sexual relationships". Do you agree or disagree with this statement? Explain the reasons for your opinion.

Chapter 5 ALCOHOL & DRUGS

Chapter 5 Sessions:

1. Alcohol quiz
2. Reasons why people drink
3. How alcohol gets in & out of our bodies
4. Impacts & effects of alcohol on our lives
5. Safer drinking
6. What are drugs
7. Why do people take drugs?
8. Vasna's life with & without drugs

5.1 Explain whether you agree or disagree with this statement. Then explain your reasons for agreeing or disagreeing.

“Driving after drinking (or taking a lift from someone else who is driving after drinking) is acceptable as long as you (or they) don't drive too fast”.

5.2 Say whether you agree or disagree with this statement. Then explain your reasons for agreeing or disagreeing

“He only hits his wife when he gets drunk. He can't control himself. It's not his fault.”

5.3 Say whether you agree or disagree with this statement. Then explain your reasons for agreeing or disagreeing.

“If you had a habit of drinking to get drunk it would be easy to stop your drinking habit whenever you decide you want to stop”.

5.4 Give four different reasons why people might drink alcohol.

5.5 Give four different kinds of long-term negative effects of drinking too much alcohol.

5.6 Describe how someone can drink alcohol safely and sensibly.

5.7 What does the liver do to alcohol?

5.8 What is a drug?

5.9 Describe what addiction is.

5.10 Yama:

- i. What kind of things might make a young person want to take yama?
- ii. What kind of problems might a young person have as a result of using yama? Include some long term problems.
- iii. What reasons might a young person decide not to use yama?