L’Académie de l’Artisanat

Training Handbook
Introduction

This handbook is designed to support the onboarding of new team members that will implement the Académie locally. It aims to ensure that team members are aligned on the Académie goals as well as their own roles and responsibilities.

Most importantly it aims to sensitize members to the specific needs and experiences of girls, and introduces girl-friendly facilitation guidelines and tools that should help create a welcoming and supportive environment for Académie participants.

Section 1 is a facilitation guide for the ABMS lead(s) that will deliver the two-day group training.

Section 2 is the training handbook to be provided to all team members. The Animatrice and Mobiliser should be provided with their own printed copy of this section so that it may serve as an ongoing reference guide. The Instructor and Nurse could also be provided with this section when they are briefed.

Section 3 contains role-specific guidance. The Animatrice and Mobiliser should be provided with a printed copy of the sub-section that relates to their own role on the Académie team.
SECTION 1:
Trainer Facilitation Guide
Planning the Training

Format: The training should be delivered in person, with all new Animatrices and Mobilisers together in one group. The training has been designed to be interactive so that team members can learn from each other, and so group work is an important feature.

Training team: We recommend that at least two people deliver the training session. One of these should be an experienced youth facilitator that can contribute personal stories and suggestions to team members about best practices in dealing with young people.

Time: Training should be delivered over 2 days to allow enough time for reflection, exercises and discussion amongst new team members.

Location: The training location should be a space that is large enough to accommodate the group. Ideally there should be additional space outside of the main training area where the group can break out into smaller working groups for exercises (e.g. outdoor space or smaller adjoining rooms). Set the room up with chairs arranged in a circle and remove desks out of the way so that it feels more informal and conversational.

Materials:
- Printed handbooks (bound or in a folder if possible)
- A notebook and pen for each team member / something firm to write on like a clip board
- Lunch should be provided as well as a morning/afternoon refreshment
Delivering the Training

PREPARE
Here we have provided the outline for the two days of the training. The grid sets out the learning goal for each section, facilitation tips, and guidance on timings. The facilitator should take time well in advance of the training date to familiarize themselves with the content, and ensure that they understand the key points and exercise formats, and that they feel equipped to deliver the session.

FACILITATE
We suggest that a two-person training team splits responsibility for the sections.
• The ABMS Program Manager should lead on any content that relates to the Académie goals and staff roles/responsibilities.
• The experienced youth facilitator should lead on content that relates to girl-friendly facilitation

STRENGTHEN
Feel free to adapt the exercises as needed to fit the context or specific challenges that might arise in some communities. At the end of each training day do collate your notes on ways to improve the training, so that it might be strengthened for future delivery.

ENABLE
Once trained, Mobilisers and Animatrices should ideally be tasked with onboarding of the Instructors and Nurses. They will cover much of the same content on Académie goals and dealing with girls. Ensure they are equipped to give this briefing by the end of the session.
## DAY 1

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Format</th>
<th>Learning Goals</th>
<th>Facilitation Tips</th>
</tr>
</thead>
</table>
| INTRODUCTION & ICE-BREAKER       | 30 minutes | All Group Sessions (Mobilisers, Animatrices together) | Make everyone feel welcome and comfortable                                    | • Introduce yourself and co-trainer  
• Use an ice-breaker that you like to go around the room and have people introduce themselves  
• Ask each person to say what they hope to personally gain from being part of the Académie |
| 1. What is the Académie?         | 30 minutes | All Group Session       | To give a high level overview of the program                                 | • Explain that this is just a high level intro - you’ll get into more depth later in the day  
• Talk through the handbook content in your own words  
• Invite any experienced Mobilisers or Animatrice to describe their experiences of the Académie  
• Check for questions |
| 2. Girls at the Centre           | 1 heure | All Group Session       | To align everyone on the mission and create empathy for girls                 | • Prompt the attendees to jump ahead in their handbook to this section. We will return to the Académie team after the break.  
• Introduce why it is important for us to understand girls’ needs in your own words. Use the first page of content to help you.  
• Read out each insight and afterwards facilitate a conversation on each one using the Girls at the Centre Facilitation tool below |
| MORNING BREAK                    | 10 minutes |                          |                                                                                  |                                                                                  |
### DAY 1 continued

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
<th>Format</th>
<th>Learning Goals</th>
<th>Facilitation Tips</th>
</tr>
</thead>
</table>
| 3. The Académie Team             | 1 1/2 hours| All Group Session       | • To give everyone sight of each others roles  
• To promote good team working practices | • Before you start into the next section, check if people have questions from what we covered so far.  
• Work through the content and allow lots of time for questions  
• Wherever possible ask the experienced Mobilisers and Animatrices to contribute / comment about their roles  
• For the team exercise, invite them to share personal experiences of good and bad teamwork. Remind them to be mindful of confidentiality anything that is shared stays in the room.  
• Encourage them to have fun with the discussion. |
| LUNCH BREAK                      | 1 hour     |                         |                                                                                  |                                                                                                                                                                                                                     |
| 4. Our Individual Roles: Deep Dive | 2 hours    | Split Mobilisers into one group, Animatrices into another |                                                                                  | • These sessions are very much focused on the ins and outs of doing the job.  
• The experienced Mobiliser and Animatrice should lead each of their groups. The lead trainer should move between groups to help out where any of the processes have changed. |

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## QUESTIONS & REFLECTIONS

**Time:** 30 minutes  
**Format:** All Group Session  
**Goals:** To recap on yesterday’s content  
To address concerns and needs  
  
**Facilitation Tips:**  
- To warm up for the day, give each team member two pieces of paper. Tell the team:  
  - *On the first piece write down something new that you learned yesterday*  
  - *On the second piece write down a question or concern that you have*  
- Pass two baskets/boxes around - one for Learning and one for Questions. The team members put their folded up papers into each box  
- Read out each piece of paper and invite the team to talk about what they’ve written and/or help to answer the questions.

## 1. Girl-Friendly Facilitation

**Time:** 1 1/2 hours  
**Format:** All Group Session  
**Goals:**  
- To explain what it means to be girl-friendly  
- To practice active listening  
- To give all staff tools for success  
  
**Facilitation Tips:**  
- Introduce the importance of being girl friendly in your own words  
- Work through the content on Presenting & Supporting Girls, and then help facilitate the ‘Let’s Discuss’ session. It’s your role to get the team talking so ask questions, prompt them to give ideas, invite them to comment on each others’ ideas.  
- Work through the content on Active Listening. Use the Active Listening Facilitation Tool to lead the teams through the role play exercise.
<table>
<thead>
<tr>
<th>Section</th>
<th>Durée</th>
<th>Format</th>
<th>Objectif</th>
<th>Conseils d’animation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Dealing with Parents</td>
<td>1 hour</td>
<td>All Group Session</td>
<td>- Comprendre la meilleure façon de travailler avec les parents.</td>
<td>- Rappelez aux participants dans vos propres termes qu’ils seront amenés à dialoguer avec les parents.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- S’exercer à tenir des conversations difficiles.</td>
<td>- Étudiez la section Soutenir les parents et animez le jeu de rôle.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Utilisez les conseils trouvés dans l’outil d’animation L’écoute active pour observer et faire des commentaires et pour faire parler le groupe à la fin.</td>
</tr>
<tr>
<td>3. Child Protection</td>
<td>30 minutes</td>
<td>All Group Session</td>
<td></td>
<td>Please add any standard ABMS guidance on child protection / safety / reporting into the handbook and training schedule here.</td>
</tr>
<tr>
<td>LUNCH</td>
<td>1 hour</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 4. Kickstart Field Planning   | 1-2 hours | Mobiliser and Animatrice Pairs | • To start working as a team  
• To set down a plan for the first Académie cycle. | • Pair up the Mobiliser and Animatrice from each area  
• Ask them to talk through each of their roles together  
• Ask them to look at the template schedule and to do more detailed planning on dates, times and activities together  
• Move around the room - observe, advise, answer questions. Ensure everyone finishes with a detailed plan for the first six week Académie cycle. |
Girls at the Centre – Facilitation Tool

- For each Insight help the team reflect and discuss. The following prompts will help to get the conversation going. Change up the prompts you use for each insight so that the conversation feels fresh each time.
  - Does this sound familiar or does it surprise you?
  - How do you feel about the Insight?
  - Has anyone heard of this happening before - have you got an example to share?
  - What effect might these have on our girls? How might they be feeling?
  - How do others feel - the boys, the parents?
  - How can we be supportive, and not judgmental, in helping girls tackle these challenges?

- Encourage the team to ask questions.
- Allow for differing perspectives, defer judgement.
- Where people show negative judgements of girls try to challenge this by inviting alternate and more positive perspectives from others
- Be conscious of confidentiality - if someone starts to share a story from their community ask them not to tell it in a way that identifies individuals.
Active Listening – Facilitation Tool

Introducing the Role Play
Help the team members get into pairs and read out the role play instructions that they have in their handbook.

- Help get things started by giving the teams some examples of the types of personal challenges they could discuss depending on the kind of group you have. These should be things that are not too personal but not too sensitive, so think of some suitable example in advance (e.g. how to help a son or daughter make the right choice about a university course to take; how to decide between investing in a new motorbike or moving to a new home; etc)

Observing and Advising
As the pairs practice their role playing, go around the room and listen from a distance. Make a note of good examples of active listening that they used, and places where they could have done it better. When there is a break between the role plays offer these observations and ideas.

Facilitating Discussion
It’s your role to get a good conversation going at the end when the group comes back together. Use prompts - Did anyone come a new idea or conclusion about their challenge? What helped you to get there? What did you find helpful about this method? What did you find difficult? Etc.
SECTION 2 : Training Handbook

(Please print the handbook below from pages 13 to 77 for all Académie team members)
Delivering the Académie

Handbook for Mobilisers and Animatrices

January 2019
What is the Académie de l’Artisanat?
INTRODUCTION

Académie de l’Artisanat is just for girls.

It builds girls’ confidence and aspirations by inspiring them to learn new skills. It then connects their ability to make and sell their crafts with their ability to make smart reproductive health decisions for their future.

The name “Académie de l’Artisanat” inspires respect and is meant to feel serious and official. It communicates to parents that their daughters are attending a program that is important, respected, and worthwhile.

We all play a role in fulfilling that promise.
HOW THE ACADÉMIE WORKS

She makes: Every Académie starts with making. An Instructor teaches girls a new craft, such as jewelry making, and business skills so that they know how to sell it in their local community.

She learns: While girls work on their crafts, a health educator (Animatrice) teaches them about contraception, and the role it can play in protecting their futures and preventing unwanted pregnancies.

She’s in control: After six weeks of the Académie the girl is recognized for her talents. We throw a celebratory Teen Party and she gets to decide who to invite. During the Académie local Nurses also connect with girls to offer counseling and free services to any that want them.
The Académie workshops are 3 hours long and held at the Centre Jeune Amour et Vie (CJAV), or other teen-friendly locations. Girls can attend one workshop per week for six weeks.

Anything that girls make make as part of their workshops will be theirs to keep or sell as they wish. We help girls to think about how to sell in their local community, via village events or amongst family and friends.

After girls graduate we encourage them to continue practicing, making and selling by providing them with access to the tools, via appointed Girl Leaders. We no longer provide the materials (such as beads) for free after graduation but we advise girls on how to purchase them.
CONNECTING WITH MOMS AND NURSES

As the girl attends her workshops we invite her mother to join a **Mom Talk**, where the Animatrice provides the same health information. Sometimes this information is all new to mothers too, and so the Mom Talks try to equip mothers to better support their daughters in making health decisions.

A very important guest at every other Académie workshop class is the **Nurse** from the local clinic or (or CJAV). By introducing herself to girls, explaining how to attend the clinic and answering questions she makes it easier for girls to go seek health services later. The Nurse should also join the Mom Talk to create the same connection with girls’ mothers.
In each location the local Académie team will consist of a full-time Mobiliser and Animatrice, a part-time Instructor, and a Public or CJAV Nurse that joins at least every other Workshop session.

The **Mobiliser** is a super-organizer. They rally the girls and the community, handle all logistics and support their Académie colleagues in any way needed to make the Académie a success.

The **Animatrice** is a super-mentor. They help girls and their moms feel valued, informed and comfortable in discussing their lives and health. They inspire girls and build their confidence.

The **Instructor** is a super-tutor. They introduce girls to new skills and make learning easy and fun. They nurture girls’ talents and inspire them to continue learning and making beyond the Académie.

The **Nurse** is a super-provider. They create a connection between girls and their local health service. They assure girls that they will be welcome and answer all questions big and small.
## OUR ACTIVITIES

<table>
<thead>
<tr>
<th>Recruiting Girls</th>
<th>Running Workshops</th>
<th>Throwing Parties!</th>
<th>Giving Mom Talks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mobiliser</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✗ Find the girls</td>
<td>✗ Ensure local permission</td>
<td>✗ Organizes all the logistics and refreshments</td>
<td>✗ Invite the Moms</td>
</tr>
<tr>
<td>✗ Ask permission from parents</td>
<td>✗ Secure the venue and other logistics</td>
<td>✗ Facilitates the activities and creates the fun!</td>
<td>✗ Secures the venue and other logistics (like refreshments)</td>
</tr>
<tr>
<td>✗ Invite parents to Sensitization Talks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Animatrice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✗ Help get parental permission</td>
<td>✗ Leads the Workshops</td>
<td>✗ Gives the girls their invitations to share</td>
<td>✗ Delivers the Mom Talk</td>
</tr>
<tr>
<td>✗ Delivers Sensitization Talks to parents</td>
<td>✗ Gives the health talks</td>
<td>✗ Assiste à la fête pour s’amuser ensemble!</td>
<td>✗ Is available for questions later</td>
</tr>
<tr>
<td><strong>Instructor</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✗ Trains girls in the craft</td>
<td>✗ Offers 1-1 chats and support to girls</td>
<td>✗ Joins to have fun!</td>
<td></td>
</tr>
<tr>
<td>✗ Advises girls on selling</td>
<td>✗ Advises girls on materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✗ Advises girls on materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nurse</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✗ Joins every other week to meet girls and connect to the clinic</td>
<td></td>
<td></td>
<td>✗ Joins a Mom Talk to answer questions</td>
</tr>
</tbody>
</table>
1. OUR SCHEDULE

**Field Prep**
- Local permissions and venues secured
- Girls and Moms recruited
- Sensitisation Mom Talks x 2

**Workshop Cohort 1**
- Nurse attends Workshop
- Refresher Mom Talk
- Teen Party

**Workshop Cohort 2**
- Girls and Moms recruited
- Nurse attends Workshop
- Refresher Mom Talk
- Teen Party

**Workshop Cohort 3**
- Girls and Moms recruited
- Nurse attends Workshop
- Refresher Mom Talk
- Teen Party
It’s important that the Mobiliser, Animatrice, Instructor and Nurse work as a **tight-knit team**.

Each makes a unique contribution to the success of the Académie and they must effectively collaborate and communicate to keep girls engaged, deliver to quality, and troubleshoot issues as they arise.

We each have clear roles to play in delivering the Académie, but we should also be **flexible and willing to help** each other out.

The Animatrice might help the Instructor support a girl that is struggling in the craft lesson. The Mobiliser might help the Animatrice to contact a girl that has not turned up to the Académie. The Animatrice and Instructor might help the Mobiliser when they are busy getting the Party organized at graduation time.

Don’t be afraid to **ask your team mates for help** if you are struggling. Likewise, it is good to give colleagues **feedback** if they are not doing their part as well as they could be. It is always better to ask a colleague if they need help than to ignore a problem.

If giving feedback try to be **constructive**. That is, don’t just tell the person what they are doing wrong, offer some tips as to how they can do better. And know that any time the team gets stuck, the ABMS program manager will be there to help you.
As well as delivering our Académie activities, we each have a role to play in tracking the progress of the Académie and contributing to discussions about how to improve.

The ABMS Manager will invite all the Mobilisers and Animatrices to join a meeting (in person or on the phone) at two times during a six week Académie cycle - once at week 3/4 and also at the end. We will discuss:

- How the Académie activities are going
- Problems we are facing and support we need
- The data we have gathered

Data that is gathered will be both records that we keep - on things like girls attendance, money spent on refreshment, etc - as well as feedback that we receive from participating girls, mothers and local nurses.

In particular, at each meeting we will want to discuss:

- Are the girls attending and engaging as we hoped in the workshops?
- Are the mothers attending and engaging as we hoped?
- Is the nurse connecting with girls as we hoped in each session?
- Are girls reporting any challenges in accessing services at the clinics?
- What are our ideas for improving each activity?
My Notes on the Académie Team
Monitoring and Improving
Girls at the Center
The Girls of l’Académie de l’Artisanat

The young women that the Académie serves come from many different backgrounds. They are girls that could be similar to your sister, daughter, niece, friend.

Something that many will have in common will be that they are out-of-school currently or have been in the past. Sometimes, we don’t do enough for these girls, so at the Académie we keep vulnerable girls at the center.

Girls have different needs to women, and girls that are out-of-school have even more specific needs. We have spent some time talking to girls, their mothers, their teachers and others, so that we might better understand what these girls need and how we can support them.

Below are some of the things we have learned about girls that might attend the Académie.

Let’s reflect on each one of these and discuss what we think about it.

- Does this sound familiar or does it surprise you?
- How do you think a girl feels in each situation?
- How do others feel - the boys, the parents?
- How can we be supportive, and not judgmental, in helping girls tackle these challenges?
No one wants to talk about sex, but everyone wants a solution to teen pregnancy.

Girls don’t always have access to the information that they need to protect themselves from teen pregnancy. Many parents have never used modern contraception and can’t speak to it. Healthcare professionals don’t always want to provide information to younger girls. Traditional healers often provide methods that haven’t been proven to be effective.

Very often, adults begin a conversation with a girl about pregnancy and contraception after she has already fallen pregnant.
Teenage sex is a sometimes a currency for girls and boys.

Engaging in sex sometimes has value. When boys need money they can usually find some work. When girls need money they go to their family - but then sometimes to boys.

We learned that sex with a boy can help a girl cover the cost of fulfilling the most basic of needs - such as food, a photocopy for school or even the school fees. It can also help generate money for other needs, such as a new pair of underwear.
No one talks about this ‘transactional’ sex.

Girls and boys sometimes have a kind of unspoken agreement about engaging in sex in that way. They don’t talk about it directly.

Many adults are aware that it happens, but they don’t talk to young people about this openly or help them make decisions that protect themselves. Often they just don’t know how or can feel ashamed or embarrassed about it.
Being a teenage girl is often like running along a dangerous path through a forest.

When girls reach adolescence they have many new and sometimes scary experiences to navigate.

Boys start chasing after girls at a young age. Other girls often can’t be trusted with secrets or problems. Parents expect girls to study and get good grades but at the same time spend much of their time on house chores.

To a girl, it can sometimes feel like everyone is out to get them. And they often navigate these new challenges of adulthood alone.
Despite the challenges they face, girls have more opportunity than ever.

Our communities have progressive views of gender equality. We want our girls to have good lives and we are concerned that pregnancies are taking teen girls out of school.

Most parents encourage their girls to finish school, and would like to see them earn money after graduating. However they don’t always know what is the right way to help girls be successful and avoid the pitfalls along the way.
Modern influences create a rift between generations, and mothers are at a loss.

Teenagers are interested in modern things: cell phones, jewelry, nice underwear. And our girls are coming of age in a time when modern contraception is widely available.

Many mothers lack first-hand experience with these new things. While they want to guide their daughters they don’t always know how.
My Notes on *Girls’ Experiences*
Girl-Friendly Facilitation
Interacting with Girls

Everyone who is a part of the Académie will come into contact with girls for a different reason.

We might be encouraging girls to join or stay involved one day. Another day we might be getting girls to talk about a topic they find embarrassing. Another we might be explaining something new and complex to them - like contraception or how to work out the right price for their jewelry. Another we might be supporting them with something that has upset them.

Whatever the reason it’s important that we have the tools to be effective in how we interact with girls.

There are three important principles to remember, and we will explore these in the next exercises:
- Having empathy
- Being non-judgmental
- Facilitating girls’ decisions rather than directing
Presenting information to a group of girls

- Remember: Be yourself make it fun!
- Provide simple information
- Speak slowly and patiently through the information. Be patient!
- Be prepared to repeat or paraphrase information.
- Prompt girls to speak up and ask questions.
- Be observant. See who is clicking with the information, and who is not.
- Offer help and reach out to girls 1-1 later if you see they are falling behind
- Be visual and use examples to tell the information.
- Never make a girl feel stupid or bad for not keeping up.

The class is supposed to be fun and informal, so a certain amount of playing around is ok. Let girls know they can have fun while they learn. However if it becomes distracting or disruptive to the class, remind the girls to consider their friends who want to learn and ask them to wait until afterwards to continue their conversation or game.

You teach. She learns.
Providing 1-1 support to girls

- Encourage 1-1 conversations, and offer time to meet.
- Stay around for a bit in the breaks or after class to create an opportunity for girls to approach you.
- Reach out proactively to girls who have not chatted with you or that you think might be facing some difficulties.
- Listen first, and give girls time to talk and ask questions.
- Listen well, without judgement.
- Give assurance of your support.
- Give affirmation.
- Communicate keeping in tone with the conversation.
- Practice Active Listening.

You support. She’s in control.
Let’s discuss some examples and share our ideas about teaching and supporting girls.

**A sensitive situation**
One month into the Académie you overhear some of the girls talking about a girl called Sara. Sara is 15 years old and the girls are saying that she is pregnant. Sara is very quiet and withdrawn in the class that day. How might we deal with this situation?

- *How and where should we approach Sara about what we’ve heard?*
- *What things would we say to reassure her?*
- *What else would we ask her about or suggest to her?*

**Teaching something new**
Think about a time when you facilitated a session or taught something new to young people. Tell the group what the session was about and how you approached it.

- *What did you do to make the content more engaging or accessible for the young people?*

  - *How did you know that people were engaged and not bored?*
  - *What was the most important thing that you learned from that experience, regarding working with young people?*
It’s not always appropriate to give a girl direct advice. Sometimes we do not have enough information to guide her, and so our advice might put her at risk. Sometimes the girl just needs to express her concerns out loud to someone, and feel supported in coming to her own decision.

Active listening is a useful tool for these situations. And an important practice to use in almost all interactions with girls when they are sharing their experiences or ideas. It is an approach to communication that uses verbal and non-verbal signs to build trust and rapport, and put the client at ease.

Our verbal signs might include saying ‘Yes,’ ‘I see,’ or ‘Tell me more...’ at key moments to help the girl open up and feel good about sharing.

Non-verbal signs—or body language—also show we are listening. We maintain eye contact; nod; or lean forward to show interest.
Active Listening Tips

• Give the girl your full attention - put your phone, notebook, laptop and other things away
• Practice non-verbal listening: Nod, smile, make eye contact
• Check understanding by phrasing back to the girl what she has said to you from time to time.
  “It sounds like you are saying that ...”
  “What I’m hearing is that you did ...”
• Praise what the girl is doing well and reassure frequently:
  “You made a good decision to chat with me about this.”
  “That was a good way to respond to the problem you faced.”
• Show patience and empathy
  “Take your time. Sometimes these things are hard to talk about or get clear in our minds.”
• Advise and guide the client with understanding and always without judgement

You can keep practicing this skill at home with friends and family members. Try it next time someone you know talks to you about something that is a challenge. You will be surprised at how much you can help someone by just listening in the right way!
Let’s Practice!

Role Play
Get into pairs. Take turns being an Active Listener and a Sharer.

If you are the Sharer: Think about something that you have been finding a challenge in your day to day life, or a decision that you have been finding difficult to make. Try to think of something that you are comfortable sharing with your partner.

If you are the Active Listener: Ask the Sharer what it is that they will be talking about. Now practice your active listening skills to learn more about what the Sharer has been experiencing and how they feel about their challenge. See if you can use active listening skills to guide the Sharer towards some ideas about what they can do. Remember - try not to tell them what to do, rather facilitate them exploring it by themselves and be supportive.

Now switch places and play the other role!

Reflect
At the end of each role play have a chat about your experience. What was difficult? What worked well? What tips have you got for each other in the future? Share back with your group.
My Notes on Girl-Friendly Facilitation
Supporting Parents
The role we play with parents

What is it

• To ensure parents understand the Académie fully enough to give their permission
• To answer questions that they have and listen to their concerns
• To be a supportive partner to them, before, during and after their daughter joins the Académie
• To give consistent and complete information.
• To be patient and willing to allow them some time, and maybe multiple conversations to decide.

What is it not

• We’re not telling parents what to do or how to deal with their own daughter
• We’re not making them feel misinformed or foolish
• We’re not making them feel that the decision is not theirs - we are not superior to them
• We’re not being forceful
• We’re not betraying their confidentiality in any conversations with others - apart from our Académie team members
Challenges we might face

1. A parent does want their daughter to attend l’Académie because they think it is a waste of time.
2. Parents might be uncomfortable with the sexual and reproductive health content of the program and so be reluctant for their daughter to be exposed to this.
3. Parents may need help on a topic, or feel unequipped to talk to their daughters.

You support. She’s in control.
Let’s Practice!

Role Play
Get into pairs. One person is the parent, and one person is a Mobiliser and/or Animatrice. Your objective is to encourage the parent to allow their daughter to join the Académie.

Play out the discussion that might happen.

If you are the ‘parent’ try to make it really difficult for the Mobiliser/Animatrice. Have some fun with them!

If you are the Mobiliser/Animatrice, try to practice the things we have learned so far about supporting parents. You can also use your active listening skills from earlier here.

Now switch places and play the other role!

Reflect
At the end of each role play have a chat about your experience. What was difficult? What worked well? What tips have you got for each other in the future? Share with your group.
My Notes on Supporting Parents
Child Protection
Child Protection Guidelines

ABMS IS TO INSERT THEIR OWN EXISTING GUIDANCE, POLICY OR TRAINING CONTENT ON CHILD SAFETY AND PROTECTION INTO THIS SECTION OF THE TRAINING.
My Notes on Child Protection
SECTION 3 : IMPLEMENTING GUIDES

(Please print the relevant sections for each role from the guides below.)
MOBILISER GUIDANCE
Recruiting Girls

ABMS TO INSERT THEIR OWN GUIDANCE ON HOW TO RECRUIT GIRLS HERE.

PLEASE INCLUDE THE SURVEY TOOL THAT MOBILISERS ARE TO USE AND ANY CONSENT OR PERMISSION FORMS REQUIRED.

PLEASE NOTE THAT WE HAVE RECOMMENDED THAT A SECOND ACADÉMIE CLASS IS RUN EACH WEEK WHICH WILL ALLOW GIRLS WHO DO NOT MEET THE ‘OUT-OF-SCHOOL’ CRITERIA TO JOIN ALSO. THESE GIRLS SHOULD BE GIVEN SECOND PREFERENCE AFTER THE OUT-OF-SCHOOL GIRLS HAVE BEEN ACCOMMODATED, AND THE RECRUITMENT TOOL SHOULD REFLECT THIS UPDATE AND ENABLE THE MOBILISER TO ALLOCATE GIRLS ACCORDINGLY TO CLASSES
Securing Local Permission

ABMS TO INSERT THEIR OWN GUIDANCE ON WHAT LOCAL / AUTHORITY PERMISSIONS THE MOBILISER IS RESPONSIBLE FOR SECURING HERE.

PLEASE INCLUDE ANY TIPS ON HOW TO DO THIS AND ANY FORMS OR LETTERS THEY SHOULD USE
Running a Teen Party

**DESCRIPTION**
An event that celebrates teens and brings them together to enjoy the things they like, such as music, dancing and hanging out together. Teen events are invite-only. Girls get to choose who they want to invite and anyone who wants to attend needs to ask her first. At the event, teens have the opportunity to socialize, showcase their crafts, and listen to music. Other activities could include a talent show, a music performance, or gombé dancing. Use your creativity, but remember – *girls decide who gets to come!*

**TIMES**
3-4 Hours, at a time when teens are likely to be free and able to attend

**PEOPLE**
- ABMS staff
- Girls from the Girl Workshop and their guests
- Health Educator

**MATERIALS**
- Entertainment – you decide! This could be a sound system, a talent show, a dance lesson or games.
- Tables for girls to showcase what they have made
- Contraceptive methods kit

**INSTRUCTIONS**
The timing can be flexible. We invite the ABMS team to get creative. What is important is that every event include the following elements:

1. Entertainment of some kind (dancing, music, a talent show, etc.)
2. A space for girls to showcase what they have made
3. A health talk delivered from a health educator
4. A direct connection to services – teens interested in learning more about their contraceptive options should be able to and talk to a nurse, and get services if they want them, during the event.
Your Budget

ABMS TO INSERT THEIR OWN GUIDANCE ON THE BUDGET THAT THE MOBILISER HAS FOR EVENTS, REFRESHMENTS, ETC. HERE.

PLEASE PROVIDE A DETAILED BREAKDOWN AS WELL AS A WORKSHEET THEY CAN USE TO KEEP TRACK OF THE AMOUNTS THAT THEY SPEND.
Sensibilisation aux besoins des jeunes filles

Monitoring and Improving

ABMS TO INSERT SPECIFIC GUIDANCE / TOOLS FOR ANY TRACKING AND FEEDBACK ACTIVITIES THAT THE MOBILISER IS RESPONSIBLE FOR HERE
My Notes on My Role
ANIMATRICE
GUIDANCE
Running an Académie Workshop

**TIME NEEDED**

3 hours, once a week

**KEY PEOPLE**

- Skills Instructor: a beading instructor
- Health Instructor: a health educator
- Nurse: a nurse from Centre Jeune Amour et Vie
- ABMS: 1-2 people from ABMS to coordinate the event gather feedback from girls

**MATERIALS NEEDED FOR ONE WORKSHOP**

- Space to accommodate 30 girls at Amour et Vie
- 15 beading kits (girls can share; one kit for every 2 girls); these kits are reusable
- 5-10 Bags of beads
- Posters and signage to hang on the walls of Centre Jeune Amour et Vie
- Contraceptive Methods Kits for Health Educator to use
- Vouchers for free service at Centre Jeune Amour et Vie
Académie Learning Principles

The Animatrice takes the lead on teaching girls what they need to know about their reproductive health, and ensuring that girls receive recognition and support in the workshop sessions. They will also help to deliver Market Skills training to girls, in partnership with the Instructor.

Girls have six weeks to attend workshops and so there is lot’s of time for them to learn. We want girls to receive lessons and messages that are consistent, and repeated enough times for her to process the information and master the content. The information that they receive should slowly build in terms of how new or complex it is.

On the next page we have provided some guidance about how to think about these levels of learning and the order in which topics should be addressed. We also illustrate the way in which connections should be made between the topics of craft skills, market skills and sexual health. You will see that each of the learning goals and messages are interrelated.

The Animatrice should think carefully before each class about what information they are going to provide that day, and how they can tailor it to the specific group of girls. They should do some preparation with the Instructor about what Market Skills content should be delivered and how they can do this together.

We invite the Animatrice to tailor the sessions as they see fit, according to their unique style and the needs of the girls and using the important principles of Girl Friendly Facilitation that we learned about in our onboarding.
<table>
<thead>
<tr>
<th>Level</th>
<th>Craft</th>
<th>Market Skills</th>
<th>Sex &amp; Health</th>
<th>Make Connections</th>
<th>Recognition</th>
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</thead>
<tbody>
<tr>
<td>Foundation (weeks 1 to 4)</td>
<td>Master the ability to make simple jewelry, such as a single strand necklace or earrings</td>
<td>Understand how to calculate profit</td>
<td>Understand modern contraceptive methods</td>
<td>Connect the feeling of learning a new skill (exciting, fun, empowering) with the fact that the time to learn new skills will go away if they have an unplanned pregnancy. <em>Contraception can protect you from unplanned pregnancy so that you can focus on learning new skills.</em></td>
<td>Recognize individual progress in the craft. Try to ensure all girls receive recognition at some point through the first few weeks. Week 3 or 4: Give out Health consultation vouchers. Explain that this is a mark that girls have mastered new information about their health and can make decisions.</td>
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<td>Discuss methods for selling with family and friends</td>
<td>Learn about what happens in a clinic visit (Nurse present for this)</td>
<td>Connect the money girls can make from selling jewelry with the money she will have to spend in order to take care of a baby. <em>Contraception can save you money and gives you time to make money from makings and selling things.</em></td>
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</tr>
<tr>
<td>Level</td>
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| Advanced     | Practice more complex jewelry methods and designs (set by Instructor) | Plan for how to sell at upcoming village events or in the local market        | Discuss making a decision about the contraceptive method that is right for your specific goals. | Connect earning potential from jewelry with having own income and needing money from others less. | Week 5: Give girls their invitations for the graduation party. Mobiliser joins. Explain that this is a mark that they have made great progress as a group.  
Week 6: Identify the Girl Leaders who will help facilitate access to tools between classes. This role is a mark of recognition for the girls that attended most consistently and were most willing to help others. |
| (weeks 5-6)  |                                                                       | Understand where to purchase materials to make jewelry, and how much you need to buy. | Discuss transactional sex                                                     | Connect having own income and not needing money from boys.                     |                                                                               |
Model Schedule for the Workshop

**WELCOME GIRLS**
*(0:00 - 0:10)*
Wish the participants welcome to the craft workshop:
Welcome to the Academy of Crafts! We meet weekly to help you learn new skills and teach you how to protect yourself from accidental pregnancy. We are very happy to welcome you! For today, we have prepared a beadwork embroidery lesson, a health discussion and a moment at the end to appreciate your work and progress and to congratulate you on your participation in this program. Let’s start!

**PRACTICAL COURSE AND MANUAL WORK**
*(0:10 - 2:00)*
The technical trainer presents the lesson of the day and works with the girls to make jewelry. At the end of the practical course, the trainer also gives the girls a little lesson in trade and sales for their products. He reads a script to teach the business lesson. Examples of scripts are below.

**HEALTH TALKS AND INVITATION TO CONSULT WITH A NURSE**
*(2:00 - 2:30)*
While the girls are practicing the new technique, the facilitator delivers a lesson on health. She reads a script for her lesson. Examples of scripts are below.

**APPRECIATION**
*(2:30 - 2:40)*
At the end of the session, the girls, the technical trainer and the facilitator discuss their individual progress.

**CLOSURE**
*(2:40 - 2:50)*
To close the workshop, the facilitator introduces the nurse and tells the girls that they will be available after the session to answer their questions and offer contraceptive services to all those who wish.
Sample Plan for a Health Lesson

After the business lesson, while the participants are working on the making of their jewelry, introduce yourself and ask them a few questions:

"What effect does it make you to learn this new technique? What do you think of the workshop? Do you feel able to master this technique? Would you like to continue beading in the future?"

Ask the girls to share their thoughts and allow them to respond to each other. Expect them to express pleasure in learning a new skill. Encourage these feelings and summarize them in a positive way.

Then, discuss the idea of contraception and start your presentation on health:

"That feeling that you have when you learn something new, that you create a jewel that you can keep or sell, or whatever you want. It’s very special. We do these workshops with you because we believe in you, and we want to give you the means to create objects that you can use and sell."

It’s great to try new things. Today, I’m going to talk about something that might prevent you from trying new things: an accidental pregnancy.

I will talk about what you can do to protect yourself from accidental pregnancies, so you can continue to learn, come to these workshops and develop your skills, and most importantly, that you can control your future.

What do you think? Do you have questions?"

Once you have introduced each contraceptive method in turn, introduce the nurse of the Centre Jeune Amour et Vie. Tell participants that if they want more information, or if they want to talk about their health or get one of the contraceptives presented, they can come for a consultation. Make it clear that the consultations are free and completely confidential. Conclude the health lesson by reminding the participants of the feelings they evoked at the beginning.

"That feeling that you have when you learn something new, that you create a jewel that you can keep or sell, or whatever you want. It’s very special. We do these workshops with you because we believe in you, and we want to give you the means to create objects that you can use and sell."
Sample Plan for a Health Lesson

Answer the participants’ questions and remind them that the nurse is available to talk face-to-face with the girls who want them. Tell them that you are also available to talk to their families and friends who want to have a free consultation or get informed. Thank the group.

Note: The health lesson on the basic concepts of contraception can be further developed by introducing the notion that postponing a first pregnancy allows more time for some things, such as learning new skills. It is good to present basic contraceptive methods at each workshop to ensure understanding. Similarly, it is important to find a way to test the group’s understanding. Remember, the goal is to ensure that participants are familiar with contraceptive methods and know that the facilitator is available to them if they want advice or a method.
Sample Plan for a Business Lesson

After the bead lesson, introduce the business lesson of Calculate Your Profit

"Raise your hand if you would like to sell your creation today. Raise your hand if you do not intend to sell this coin, but you would like to sell a coin that you will make in the future—maybe next week or the next. To be able to make money selling our products, we need to understand how much we spend on making each item so that we can set a price that allows us to make money. You agree?"

Show a bag of pearls. Ask: "What is the price of this bag of pearls?". After a few answers, indicate the actual price.

"How many necklaces can you make with these beads?"

Let participants give their answers on the price of materials and the number of items they can do with that quantity. Then, calculate the cost of pearls needed to make a necklace. Confirm your calculation with the girls. Knowing the cost of the beads (and not paying attention to the cost of the other materials for this first lesson—you will address this issue at another workshop), ask the group to determine a price for the necklace:

"What price do you think you can ask someone for this necklace? How many?"

Listen to the group’s suggestions, then explain the benefit concept:

"If you have to pay [give a price, say 500 CFA] for the materials, and you sell the necklace [give a price, say 1500 CFA], how much will you earn?"

Help the participants understand that the benefit of a collar, not counting their time and work, is 1000 CFA. Remind everyone that at the Craft Academy, they do not have to pay the cost of materials for the jewelry they make during the workshop, but that in the future, when they will produce jewels themselves, they will have to buy the supplies. Come back to the calculations one more time, then end the lesson.

Note: The business lesson can be enriched with the basic concept of profit by adding the costs of other materials (pliers, wires) and the notion of the value of working time, etc. The trainer will assess the receptivity of the group to determine whether to include these concepts. Remember, the goal is to ensure that participants understand how to calculate their profits on the products they sell.
Standard Speech for Student Distinction

After completing the beading, trade and health lessons, ask the participants to finish their work and put away their tools. Then ask them what they thought of the workshop:

"You all worked very well today, congratulations and thank you very much! What do you think of your day? What did you learn today? How is it different from what we saw last week? And the week before (if any)"

Invite girls to share their thoughts and talk candidly about what they are learning. Then, say:

"At the end of each session of the Craft Academy, we take the time to appreciate your progress, and we honor the girls who have completed the first level. Completing level 1 means that you know how to create basic models, that you can calculate the costs and benefits of selling your products, and that you know the contraceptive methods available that can help you avoid pregnancy and allow you to focus on your training and education. Everyone understands? Do you have questions about Level 1 learning objectives of the Craft Academy?"

Give participants time to comment and share ideas, questions or thoughts. Then, if a girl finishes the level that day, start a small ceremony for them:

"Today, we honor [number of participants] girls who finish level one, and go to level two. Completing level 1 gives you the right to use our workshop at Love and Life outside of class time. That is, you can come here and use tools-scissors, pliers, etc.-to make jewelry on your own. In addition, we give you as a gift a bag of pearls that will allow you to continue your creations. And now, I call our first Level 1 winner.

One by one, call all the winners to join you in front of the class and congratulate them publicly. When all the winners have been recognized, announce the end of the session:
"Thank you all for coming to participate in l’Académie de l’Artisanat. You did a great job today! I congratulate you for working so diligently to create your future. Remember, another workshop will be held next week at [xx] hours. If you want to stay for a free consultation with a nurse on your health or on the methods of contraception that are best for you, come see me or talk to the nurse at the Centre Jeune Amour et Vie, or to the health educator."

**Standard Speech for Student Distinction**

**Note:** We have not prepared any scripts for Level 2 and Level 3 workshops. We invite ABMS to do this as we go along, based on what you learn from the first few weeks of prototyping. Here are the scripts to write for everyone’s levels:

1. **She creates:** Craft skills and market skills
2. **She learns:** Lesson of health and contraception.
3. **She takes control:** Appreciation Ceremony

To write these scripts, refer to the table of learning levels above.
Running a Mom Talk

DESCRIPTION
A presentation on contraceptive methods exclusively for teenage mothers. The presentation is conducted by the facilitator. The girls told us that it was important that their moms receive the same information as they do about contraceptive methods. When moms are "in the know," girls do not have to educate them if they plan to take a contraceptive method.

TIME NEEDED
1 hour

KEY PEOPLE:
Animatrice
Nurse

MATERIAL
Contraceptive Methods Kit

INSTRUCTIONS
The facilitator gives a presentation to the mothers of teenage girls by following the recommendations below:
1. Introduce yourself, and talk about your role as a "health educator".
2. Explain to the assembled moms that ABMS is offering a program to train teen girls in craft creation, such as beadwork, and that this program also aims to educate girls on how to protect themselves from unintended pregnancy.
3. Introduce the different means of contraception. Explain for everyone what it is, how it works and how long it is effective.
4. At the end of the presentation, open the conversation and give the floor to the mothers. Ask them if they think it's good for their daughters to use these methods. Listen to their opinions and discuss in groups. Tell them that contraception is for everyone - their daughters too - and can help protect them against accidental pregnancies.
5. Ask them if they have questions and make sure you answer them.
6. Thank them for coming and invite them to send their daughters to the Academy.
Connecting Nurses to the Académie – The Animatrice Role

A nurse from the local public dispensary or the Young Love and Life Center should be present at the very first Academy, then at least one Academy out of two.

It is the facilitator's responsibility to contact the nurse prior to each Academy to confirm that they will be able to attend and to encourage or facilitate their attendance in the event of a problem.

If nurses do not attend the Academy according to the agreed schedule, it is important that the facilitator informs the ABMS Program Manager. The latter can then take care of the necessary follow-up.

The following two pages present the guidelines that should guide the nurse about her role within the Academy. The facilitator will have to send this information to the nurse before the first Academy so that it is well prepared to address the girls. If possible, give the nurse a printed copy of this document.

When nurses fail to attend workshops on the agreed dates, the success of the Academy suffers, so be vigilant and help them fulfill the role we entrust them with.
Information for the Nurse - Why and When to Join

Please provide this information to the Nurse that has been assigned to this Académie

A Nurse from the local public clinic or Centre Jeune Amour et Vie should join the very first Académie and then at least every other Académie thereafter. They should join for a minimum of 20 minutes towards the end of the class, and where possible wait around at the end to answer girls’ questions.

These are the dates of the next Académie cycle. Please mark the dates that you can attend.

<table>
<thead>
<tr>
<th>Week Number</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td>Date (write in)</td>
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The Nurse’s attendance is very important as it is the way that the Académie can successfully link girls to health services. The frequent attendance of the nurse allows girls to become more familiar with their provider and feel more confident about attending the clinic later.

Thank you for helping girls and for helping the Académie be a success!
Information for the Nurse - What Girls Need to Know

In addition to providing health information to girls, the nurse should provide information that helps girls feel comfortable and equipped to visit the clinic at a later date.

Please provide the girls with any information that is relevant below to help make this process easier for them.

• Where is the clinic located?
• If there are multiple buildings or entrances, which one should the girls use?
• What should the girls expect when they arrive? For example:
  - Who will take their details and register them?
  - What is the waiting area like?
  - Will they have to deal with anyone else other than the nurse?
  - What kind of information will they be asked to provide?
  - If a girl is a minor will she need her mother to come with her?

• Are there any particular days or times that it would be better for a young person to visit the clinic?
  If there is a time when the clinic is quieter and girls are less likely to see neighbors or family there then this would be a good thing to advise on

Finally, please ask girls if they have questions for you and answer all as fully as possible.
Monitoring and Improving

ABMS TO INSERT SPECIFIC GUIDANCE / TOOLS FOR ANY TRACKING AND FEEDBACK ACTIVITIES THAT THE ANIMATRICE IS RESPONSIBLE FOR HERE
MY NOTES ON MY ROLE