

#Africa4Her Event Planner: How to Facilitate a #YALILearns Session on
Supporting a Girl's Right to Learn

Timeline: two-hour event plan with multiple activities and opportunities for future events.

Introduce yourself (2 minutes)

Introduce yourself as an interested YALI Network member who wants to start an important conversation about a girl's right to learn in your community. Remember to keep it short!

Explain the Structure of the Event (1 minute)

Give participants an agenda to follow for the session. Walk them through what to expect, including interactive activities and outcomes outlined below. Don't forget to explain all directions and activities fully and clearly before you begin.

Ice Breaker (10 minutes)

Note: Watch out, these can take a long time if you let everyone introduce themselves!

Suggested Activity : Introduce Yourself in 20 Words or Less

Have participants choose a partner and have each person introduce themselves in 20 words or less by addressing the following points:

- Include your name, where you are from, what are you passionate about, and why you want to solve this problem in your community.
- Repeat this 3 or 5 times. Ring a bell or ask people to switch partners at 1 minute.
- Attendees should now have a good idea of who a few of their fellow participants are, even if they have not been introduced to everyone.

[For more ice breakers, see <http://www.icebreakers.ws/>]

Group Activity: Brainstorm (10 minutes)

Goal: Challenge group to name 10 reasons girls do not attend or finish school

- Split participants into groups of 3-5 (as appropriate for event size)
- Give 5 minutes for brainstorming
- Have one or two people from each group present their ideas to the whole group

Brief group discussion to summarize activity (5 minutes):

- Did most groups come up with the same 10 reasons?
- What were the most unique examples presented?
- Did any examples include women's opposition to girls' education?

Watch Lesson: Supporting a Girl's Right to Learn (7 minutes)

Find the lesson at yali.state.gov/courses

Group Discussion: (15 minutes)

Discuss the examples from the group brainstorm on why girls do not attend or finish school. Compare to the content presented in the video.

- What was similar or different?
- What was similar?
- What was surprising?

Group Discussion and Brainstorm (30 minutes)

After the skits are completed, ask the attendees to discuss them and the video in the context of the questions below:

- Some reasons why girls may not attend school are that their parents are economically dependent on their unpaid work, or a lack of female teachers, gender discrimination in the classroom and inadequate infrastructure, such as a lack of latrines or running water - a particular concern during menstruation. What factors can you identify that keep girls from attending school in your community?
- What changes in behavior within families and the community would you advocate in order to allow girls to attend school? How would you reach out to individuals and families to determine the scope of the problem in your community?
- How can your solutions be sustainable for the long-term?

Break, if needed (5 minutes)

Group Activity: Action Planning (20 minutes)

Break into different pairs or small groups to come up with an action plan for addressing one situation that prevents girls from going to school.

Action plans to consider:

- Target audience: who should be aware of this issue?
 - **Example:** women and girls in school, local leaders or government officials, husbands, fathers and brothers, etc.
- Behavior change: what do you want this target audience to do?
 - **Example:** send girls to school, discuss issue in class, at home, in public, etc.
- Messaging: how do you approach them and what do you say or do?
 - **Example:** Present benefits of girls' education, hold a community meeting, create posters or pamphlets, etc.

Wrap-up (5 minutes)

Quickly reemphasize the core lessons learned and encourage the participants to stay in touch.

- Encourage attendees to take the online course quiz available at yali.state.gov/courses/women-girls to earn a certificate.
- Create a network amongst your group members to encourage each other to work together and hold each other accountable for carrying out the plan.
- Ask participants to sign up for the YALI Network at yali.state.gov
- Plan to hold a follow-up #YALILearns session to help facilitate carrying out their action plans together.

Paving the Way for Women Entrepreneurs

Timeline: two-hour event plan with multiple activities and opportunities for future events.

Introduce yourself (2 minutes)

Introduce yourself as an interested YALI Network member who wants to start an important conversation about female entrepreneurship in your community. Remember to keep it short!

Explain the Structure of the Event (1 minute)

Give participants an agenda to follow for the session. Walk them through what to expect, including interactive activities and outcomes outlined below. Don't forget to explain all directions and activities fully and clearly before you begin.

Ice Breaker (10 minutes)

Note: Watch out, these can take a long time if you let everyone introduce themselves!

Suggested Activity #1: Introduce Yourself in 20 Words or Less

Have participants choose a partner and have each person introduce themselves in 20 words or less by addressing the following points:

- Include your name, where you are from, what are you passionate about, and why you want to solve this problem in your community.
- Repeat this 3 or 5 times. Ring a bell or ask people to switch partners at 1 minute.
- Remind attendees that introductions should be short and fast.
- Attendees should now have a good idea of who a few of their fellow participants are, even if they have not been introduced to everyone.

[For more ice breakers, see <http://www.icebreakers.ws/>]

Group Activity: Brainstorm (10 minutes)

Goal: Challenge group to name 10 obstacles for women starting or running a business

- Split participants into groups of 3-5 (as appropriate for event size)
- Give 5 minutes for brainstorming
- Have one person from each group present their list to the whole group

Brief group discussion to summarize activity:

- Did most groups come up with the same 10 items?
- What were the most unique/common ideas presented?

Watch Lesson: Paving the Way for Women Entrepreneurs (9 minutes)

Find the lesson at yali.state.gov/courses

Group Discussion: (15 minutes)

Compare the examples brainstormed before watching the video to the content presented in the video.

- What was similar or different?
- What was surprising?

Group Activity (20 minutes)

Awareness Skit:

- Give pairs or small groups 5 minutes to plan a skit, then perform it for the whole group. Encourage creativity.
- Have group members play the roles of a woman: trying to start a business making a pitch to a male regulator; or running a business and talking to a male customer or employee; or pitching an idea to a male investor. (Maximum 5 groups)
- Have participants provide brief feedback on how the skits were handled and if the actors could have said or done anything differently.

Group Discussion (10 minutes)

After the skits are completed, ask the attendees to discuss them and the video in the context of the questions below:

- Are people in your community aware of gender bias for female entrepreneurs?
- How do people in your community discuss this issue? How should they?
- Why is it important for the community to invest in women entrepreneurs?
- In what ways can you use these lessons to encourage more woman/girl entrepreneurship in your community?

Break, if needed (5 minutes)

Group Activity: Action Planning (20 minutes)

Break into different pairs or small groups to come up with an action plan for addressing one community situation that prevents women from starting businesses.

Action plans should consider:

- Target audience: who should be aware of this issue?
 - **Example:** women and girls in school, business leaders, husbands, fathers and brothers, etc.
- Behavior change: what do you want this target audience to do?
 - **Example:** mentor other women, discuss issue at work, at universities, in public, etc.
- Messaging: how do you approach them and what do you say or do?
 - **Example:** Present benefits of expanding entrepreneurship opportunities for women, discuss starting a formal mentorship program, etc.

Wrap-up (5 minutes)

Quickly reemphasize the core lessons learned and encourage the participants to stay in touch.

- Encourage attendees to take the online course quiz available at yali.state.gov/courses/women-girls to earn a certificate.
- Create a network amongst your group members to encourage each other to work together and hold each other accountable for carrying out the plan.
- Ask participants to sign up for the YALI Network at yali.state.gov.
- Plan to hold a follow-up #YALILearns session to help facilitate carrying out their action plans together.

#Africa4Her Event Planner: How to Facilitate a #YALILearns Session on

Ending Violence Against Women and Girls

Timeline: two-hour event plan with multiple activities and opportunities for future events.

Introduce yourself (2 minutes)

Introduce yourself as an interested YALI Network member who wants to start an important conversation about violence towards women and girls in your community. Remember to keep it short!

Explain the Structure of the Event (1 minute)

Give participants an agenda to follow for the session. Walk them through what to expect, including interactive activities and outcomes outlined below. Don't forget to explain all directions and activities fully and clearly before you begin.

Ice Breaker (10 minutes)

Note: Watch out, these can take a long time if you let everyone introduce themselves!

Suggested Activity : Introduce Yourself in 20 Words or Less

Have participants choose a partner and each person introduce themselves in 20 words or less by addressing the following points:

- Include your name, where you are from, what are you passionate about, and why you want to solve this problem in your community.
- Repeat this 3 or 5 times. Ring a bell or ask people to switch partners at 1 minute.
- Attendees should now have a good idea of who a few of their fellow participants are, even if they have not been introduced to everyone.

[For more ice breakers, see <http://www.icebreakers.ws/>]

Group Activity: Brainstorm (10 minutes)

Goal: Challenge group to name 10 examples of violence against women and girls

- Split participants into groups of 3-5 (as appropriate for event size)
- Give 5 minutes for brainstorming
- Have one or two people from each group present their ideas to the whole group

Brief group discussion to summarize activity: (5 minutes)

- Did most groups come up with the same 10 items?
- What were the most unique ideas presented?

Watch Lesson: Ending Violence Against Women and Girls (7 minutes)

Find the lesson at yali.state.gov/courses

Group Discussion (15 minutes)

Compare the ideas brainstormed before watching the video to the content presented in the video.

- What was similar or different?
- What was surprising?

Group Activity (20 minutes)

Awareness Skit:

- Give pairs or small groups 5 minutes to plan a skit, then perform it for the whole group. Encourage sensitivity.
- Have group members play roles from the examples brainstormed. If possible, have men play roles of women. (Maximum 5 groups)



- **Example Skit:** Divide the groups by men and women. Have the women act out the roles and abilities that they attribute to men. Have the men act out the roles and abilities that they attribute to women.
- Have participants provide brief feedback on how the skits were handled and if the actors could have said or done anything differently. Also ask attendees to note what stereotypes were observed and how they think they were formed - whether the skits included this background information or not.

Group Discussion and Brainstorm(10 minutes)

After the skits are completed ask the attendees to discuss them and the video in the context of the questions below:

- Are people in your community aware of violence against women and girls?
- How do people in your community discuss this issue? How should they?
- Is violence only physical? How does the community react to non-physical violence?
- What information would resonate the most in convincing your community that gender-based violence is damaging to society and the economy?
- What responsibility do even non-abusing men have regarding gender-based violence?
- What is the value of allowing victims safe space to talk about what happened to them?
- What kind of resources do you need to make a positive impact on the lives of women and girls in your community?
- How can your solutions be sustainable for the long-term?

Break, if needed (5 minutes)

Group Activity: Action Planning (20 minutes)

Break into different pairs or small groups to come up with an action plan for addressing one community situation where gender-based violence occurs.

Action plans should include:

- Target audience: who should be aware of this issue?
 - **Example:** women, girls in school, local leaders or government officials, husbands, fathers and brothers, etc.
- Behavior change: what do you want this target audience to do?
 - **Example:** discuss issue in class, at home, in public meetings, etc.
- Messaging: how do you approach them and what do you say or do?
 - **Example:** Present facts or videos, hold a community meeting, work on art projects in schools, create posters or pamphlets.

Wrap-up (5 minutes)

Quickly reemphasize the core lessons learned and encourage the participants to stay in touch.

- Encourage attendees to take the online course quiz available at yali.state.gov/courses/women-girls to earn a certificate.
- Create a network amongst your group members to encourage each other to work together and hold each other accountable for carrying out the plan.
- Ask participants to sign up for the YALI Network at yali.state.gov.
- Plan to hold a follow-up #YALILearns session to help facilitate carrying out their action plans together.