



The Idea Book Series

This Idea Book is first of a series of booklets to be produced to share specific activities you may be interested in replicating. Other potential titles in the series are listed below. All of these ideas come from the work of Volunteers. Most of the submissions contain only the description printed—there is no additional information. Others were parts of larger reports. Where there are additional reference materials for an idea, notations tell you how to obtain them. There is also a reference section at the end of the booklet. Please contact the appropriate person/group to follow up on the ideas.

You are encouraged to submit your successful activities to this series. You will find a form on the final page of this booklet with instructions.



Potential Titles in the Idea Book Series:

Beyond the Classroom: Empowering Girls

In the Classroom: Empowering Girls

HIV/AIDS

Using Information Technology in Projects

How to Organize: Special Meetings, Day Events, Camps



Acknowledgments

The Peace Corps acknowledges with appreciation the contributions of articles and photographs by Volunteers and staff throughout the world. Volunteers submitted the majority of the contents of ***Beyond the Classroom: Empowering Girls*** to the Women in Development unit at Peace Corps Headquarters. Some items were selected from Project Status Reports submitted by staff members. Additional

Things to Consider as You Read

This Idea Book might be considered a menu of ideas. When you look at a menu and think about ordering from it, you have to make some choices.

As you read this Idea Book, you will need to think of the appropriateness of the ideas you read. The choices you make will be based on different considerations. Here are some questions to guide your thinking:

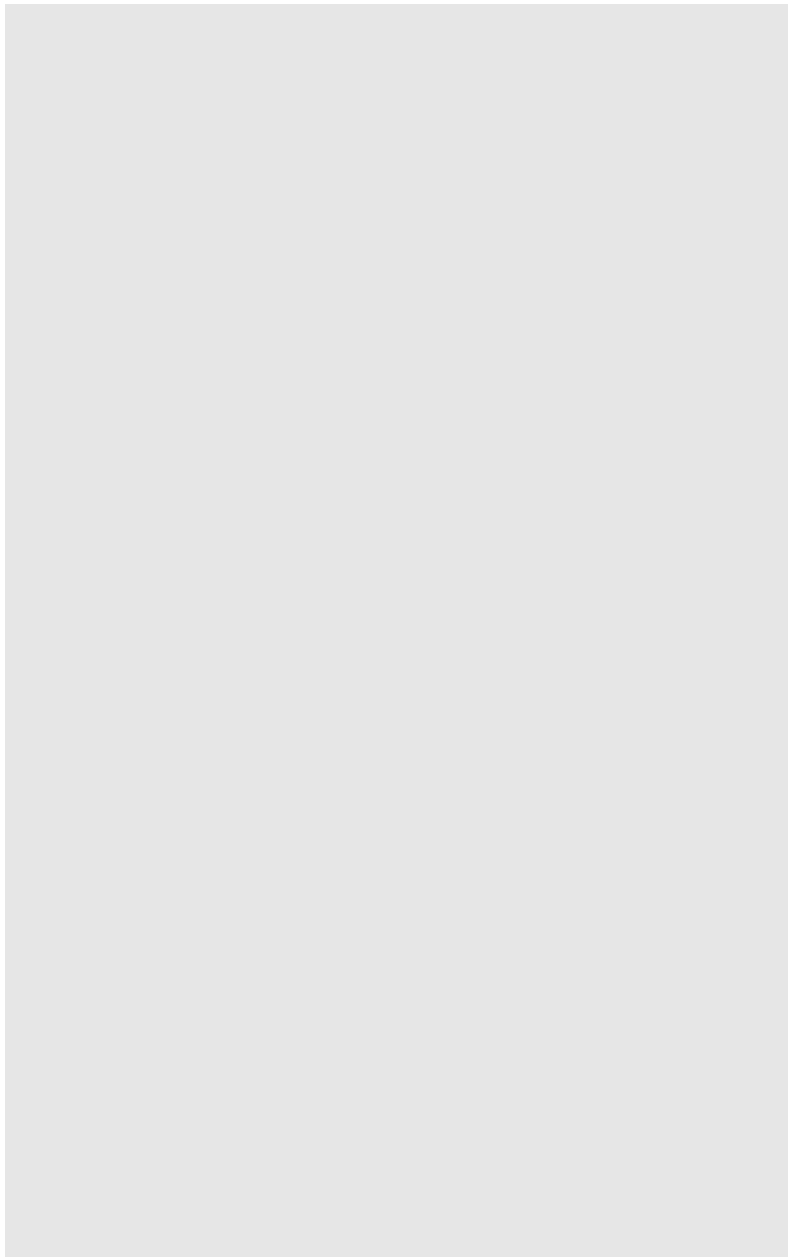
- 1 What are my community's priorities? Does the idea correspond with what it wants to do, or is it just something I want to do? Have I included all members of the community in the process of identifying its needs (i.e., inclusive of age, sex, religion, ethnicity, race)?
- 2 How does this idea fit with other activities that I am doing in my project? How does this idea compliment other activities the community is doing?
- 3 How does it fit with what the Peace Corps is doing in this country? Is it in line with project activities?
- 4 How will it contribute to capacity building of the people with whom I am working? Have I taken into account community members' available time to participate in this activity? Have I included decision-makers as well as participants in the planning process?

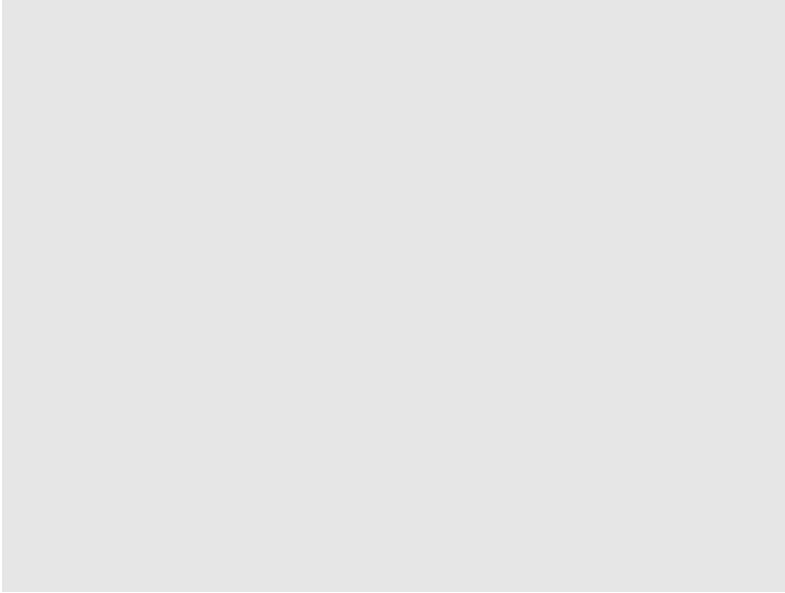
Many Volunteers and program managers worldwide organize activities and events with their counterparts to promote and support girls' education. These events can take a variety of forms: conferences, camps, education panels, workshops, or contests, to name a few. The following points were developed in a Peace Corps country as general guidelines to help in organizing a girls' education activity. For additional information on participatory tools for working with communities, consult your program manager and/or refer to the *Gender and Development Training/Girls' Education* manual [ICE no. M0054]. These materials offer ideas for how to work with groups to identify interests and needs, meeting places, and meeting times using *Participatory Analysis for Community Action (PACA)* [ICE no. M0053].

1 Needs Assessment

Who: The first step is to find out if there are already groups established that are working with girls to promote and support their education. Ask local school officials, teachers, parent/teacher associations, health workers, religious organizations, government organizations, and girls themselves. The people you work with should include men, women, boys and girls across racial, ethnic, age, and religious lines.

What and why: Once you have established a group of people with whom to work, find out what are some areas of concern they have about girls' lives. What do the girls like about school? What don't they like about school? What is going well in their lives? What do they wish were different? Why do girls attend or not attend school? What are their dreams? What are their parents' dreams for them?








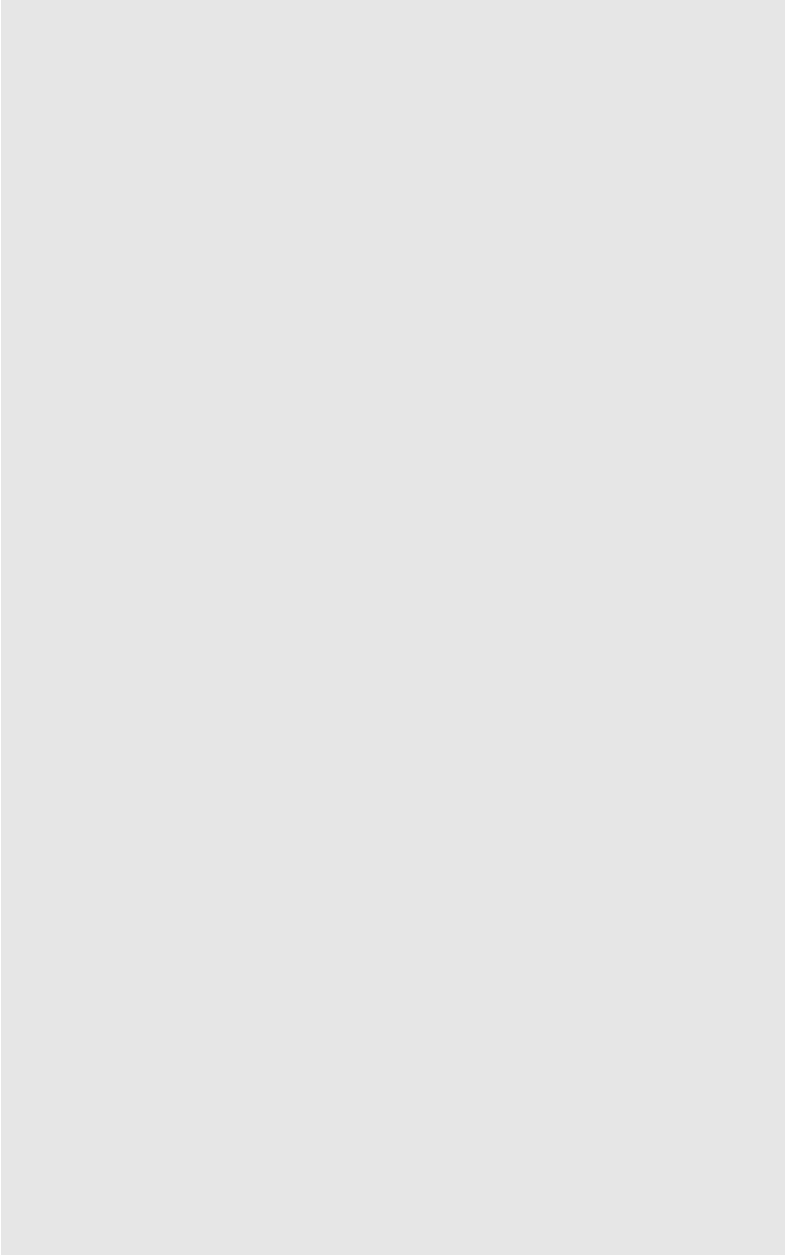
Mentoring for Empowerment and Leadership

What is a mentor? Webster's dictionary defines a mentor as: "A wise and trusted teacher or counselor." Mentoring, as a form of teaching, learning and assisting, originally began when Odysseus, King of Ithaca, asked his trusted friend Mentor, to look after his son Telemachus while he fought in the Trojan War.

Mentors can be friends, relatives, co-workers, teachers, or generally an older or more experienced person who acts as a role model, a guide, an advisor, or a challenger. Youth can mentor adults as well.

Some examples of mentoring include:

- 
- An adult who encourages and assists girls in nontraditional areas and provides a safe place for them to grow and learn.
 - An older girl who helps a younger girl cope with peer pressure or relationships.
 - An alumna who provides guidance to girls on career choices.
 - A student who demonstrates a skill or hobby to a friend or sibling not in school.
 - An adult who assists girls in developing practical life skills, including leadership, communication, and decision-making.



Take Your Daughters To Work Day Tips

There are many variations of this type of day and some require more organizing and financing than others, depending on the plan. The suggestions below are drawn from several sources, including the Ms. Foundation for Women in New York. Choose whatever ideas fit your plan. The Peace Corps Women in Development Coordinator in Washington may be able to provide more guidance.



Planning Questions

- Where will girls come from (towns, rural areas) and where will they visit? Volunteers have found that holding these events in regional towns rather than national capitals is more beneficial and sustainable.
- How will girls be selected? How long will it take to complete the process?
- How many girls can be accommodated?
- How will the hosting female workers be selected?
- How will the girls be transported? How many adult chaperones are needed?
- How long will they stay: only during the day, overnight?
- What will the program be on the day (or two days) of the event?
- What supplies and materials are required/desired (such as written materials for participants and hosts, invitations to any special events, name tags, certificates, t-shirts or other memorabilia, lessons for classrooms, and so on)?

- Preparation for the day:
 - practice interviewing
 - practice introducing and talking about themselves, their family, school, and community
 - appropriate dress, handmade card or gift for hostess, logistics
 - receive any materials: letters, notebook, and so on
 - expectations for sharing upon their return

Parents

- Individual or group meeting to inform or assure them about:
 - educational value
 - adult supervision, safety
 - time table and logistics
 - what the girls should wear and take with them
 - preparation they can assist with (see list of discussion topics under Girls, above)

Tip

Make your work to establish mentoring arrangements sustainable by creating a file or data base of information on the mentors who become involved in the project. It's important to collect basic information such as name, work address, telephone and fax numbers, job titles and brief descriptions, what interested them about mentoring, and how they plan to spend time with the girl they mentor. When mentoring experiences are completed, you can keep copies of the evaluations of mentors in the file. This set of materials will be enormously valuable to those who continue the mentoring project in future years.

School

- Obtain permission for girls to be absent
- Encourage school leaders and teachers to integrate the experience into the curriculum for all students, both boys and girls, including such topics as:
 - dreams, skills, interests—relating them to types of jobs and educational levels
 - how to present themselves: who they are, describe their family and community
 - how to interview someone about their work
 - some careers are designated male or female: why? (panel presentations)
- Assign all students to interview someone about their work; have them present their reports along with the girls who were selected for the special project

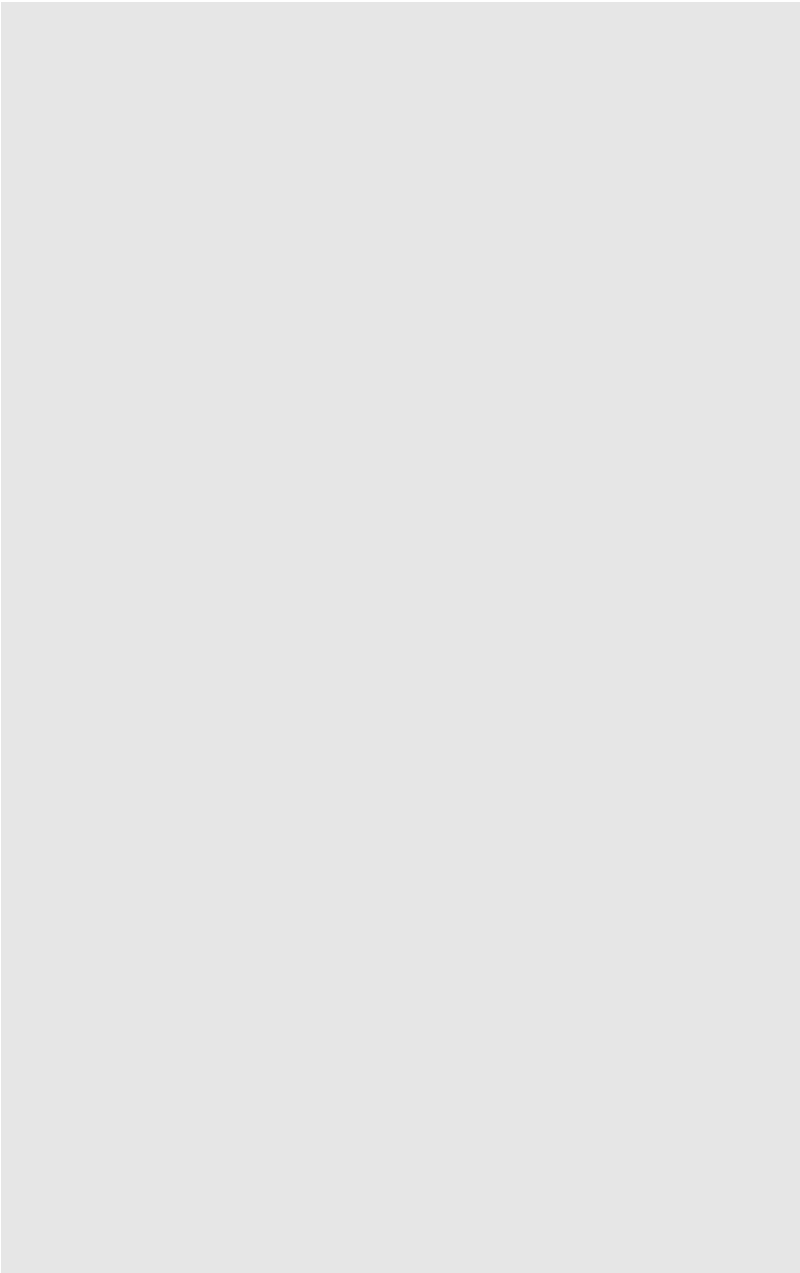


Take Our Daughters to Work

São Tomé et Príncipe

Community

- Create a local program if selected girls must travel to other cities
Volunteers have found that holding these events in regional towns rather than national capitals is more beneficial and sustainable



Lesson Plan

LUNA INTERNSHIP

Objectives: To expose young women to professional environments and successful mentors; to teach the young women at least one new, concrete skill.

Schedule: Every business day for four weeks during the school vacation.

Participants: Each intern is matched with her own mentor who will supervise the young woman's work and create a learning schedule. The mentors should be women so that the intern can learn what it's like for a woman to be in the workforce and how she balances her work responsibilities and her home responsibilities. If no one woman in the organization has the time to continuously supervise the intern, then a team of mentors should be established before the intern arrives.

Location: Hold the internship at a professional work site, such as an office, a retail store, a fish station, a farm, a tailor's workshop, and so on, preferably in a town near the participant's home.

Logistics: If the young woman does not live within commuting distance of the workplace, housing needs to be provided for her. Per diem should also be allocated for food and transportation costs. A notebook, writing implements, and a workspace should be designated.

Activities:

Sample Weekly Schedule:

This is a schedule taken from an office internship. The intern's main project was to type poetry on a computer in order to create an anthology of young women's works. The skill learned in conjunction with this project was word processing. Most mornings were dedicated to learning how to manipulate the word processing program and entering poems into the computer. The afternoons were used for other activities, some of which pertained directly to accomplishing the anthology while others aimed at providing enriching experiences for the intern. Fridays were always a half day.

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9 am	Journal writing	Journal writing	Journal writing	Journal writing	Journal writing
9-10:15 am	Work with mentor	Work with mentor	Work with mentor	Work with mentor	Work with mentor
10:15-10:30 am	Break	Break	Break	Break	Break
10:30-Noon	Practice typing	Practice typing	Practice typing	Practice typing	Practice typing
12-2 pm	Lunch	Lunch	Lunch	Lunch	Make string bracelets
2-3 pm	Choose magazine theme	Interview in-house accountant Work with secretary	Choose poems	Discuss layout ideas	Half day/ start weekend
3-4 pm	Discuss layout ideas			Work with secretary	
4-5 pm	Learn how to budget			Discuss layout ideas	

- Festivals in a national park celebrating women and the environment
- Soccer matches with girls and women



International Women's Day

Dominican Republic

Girls Leading Girls

A Volunteer in Tanzania found herself to be the only math teacher in a school of 800 girls. In order to cope with the teacher shortage, she started a “Girls Teaching Girls” program. Each Monday, a group of 12th grade girls would meet with the Volunteer to review the lesson. Lesson plans, including presentation, homework and evaluation, were written. These girls then arranged their schedules so they could teach all of the 9th grade classes that week. The younger girls were very receptive to their new teachers and thrilled to have a math teacher. The older girls appreciated the needed review of these math topics and relished their new role, experiencing the joy of teaching. For all the girls, important relationships were formed which carried beyond the classroom.



Clubs

Clubs provide a way for girls to engage in shared interests, serve community needs, and spend time together in a trusting environment discussing a range of issues affecting their lives and their futures. Clubs can be based around a variety of themes: science, math, English, dance, drama, art, hiking, computer, business skills, environmental education, health, nutrition and cooking, among others. Volunteers conduct clubs in more than 28 countries worldwide. Various experiences with clubs are described in the following articles.

Starting a Club?



Just because something doesn't work out the way we plan doesn't mean that it won't work out.

Case in point: The Fougamou Women's Club in Gabon. This club is composed of four loyal and a couple of occasional secondary school students who gather at a Volunteer's house every Tuesday afternoon. Recently, the girls became occupied with a catch-up English course at school. The group decided to reschedule the meetings to Monday evenings—no big deal.

Had this group, however, turned out to be what the Volunteer had envisioned, changing the meeting time would have been impossible and four girls would have had to leave the group. Had the wide variety of women who—the Volunteer originally hoped would show up joined the group, they would have been obliged to hold to the Tuesday afternoon schedule.

The Volunteer had such wonderful plans for a group composed of many diverse women gathering together, sharing and learning from each other. After the first two meetings, when only a few timid students showed up, the Volunteer became a bit discouraged. What about her big plans?

Now she couldn't be happier with the way the group turned out. They can be flexible and change a date. They can meet at the Volunteer's house instead of at a large space. They can bake cookies, make colored candles, construct Christmas cards, and basically just hang out and be "women" together.

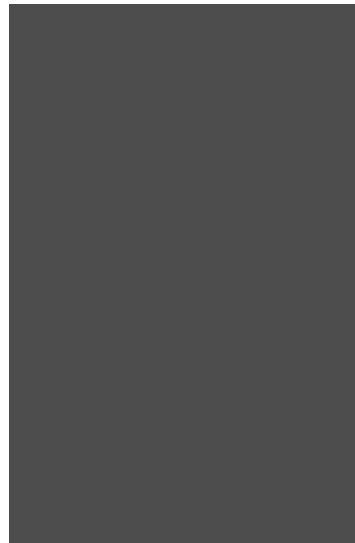
One of the most rewarding experiences the Volunteer has had with the group was the evening they all sat and talked about family planning—options to early motherhood and ways to avoid unwanted pregnancy. In the Volunteer's estimation, the discussion had the potential to change the future of four bright, energetic, special girls.

In some ways the girls have changed the Volunteer's future as well. They've helped her to realize that one woman's failure is often another woman's success, and to give up on ideas before giving them a chance could be a mistake you'll never even realize you've made.

Girls Form Agricultural Club

A Volunteer was assigned to a village in rural Honduras as an agriculture extensionist. She was told that she would mainly be working in basic grains with male subsistence farmers, or *campesinos*. Well, one year into her service, most of her energies have been devoted to women and children, the other part of the population.

In a country where women have to ask permission to go to a town meeting or to the village general



store, she has found home gardens to be a very appropriate and necessary means of women's empowerment.

Most rewarding has been working with a group of seven young women at a nearby technical high school. In the past, the *muchachas* (young women) devoted all of their time to learning how to sew, but with the help of the school director they reincorporated agriculture into their curriculum for better family nutrition.



Agricultural Club

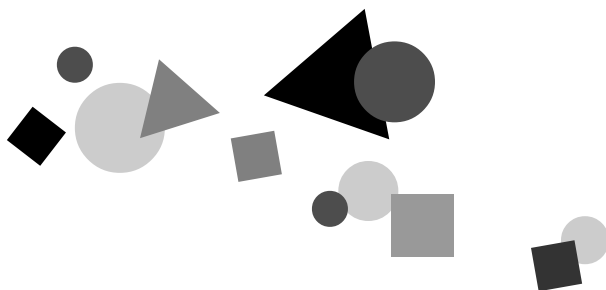
Honduras

The project focuses on nutrition and requires the young women to work on their own individual home gardens in their respective villages. The *muchachas* have a rotating schedule of one week in the center in El Carbon, followed by two weeks in their home putting what they have learned into practice. The young women were initially apprehensive about their ability to work in agriculture, but as evident by the look of pride on their faces after completing a job well done, their eyes have been opened to their infinite capabilities.

The empowerment does not end with the women's ability to successfully grow and produce vegetables, but carries on with their new-found role of teaching some of the new techniques that they have learned to others, including male *campesinos*.

- Exploration of educational, life, and career opportunities
- Participation in exercises designed to build self-esteem
- Exploration of gender roles
- Development of practical life skills including leadership, decision-making, and communication skills
- Developing and conducting presentations for peers, families, and communities
- Learning about personal health and local environment and
- Development of physical abilities and self-confidence through programs patterned after Outward Bound

These activities are implemented in a variety of formats, ranging from a few hours on a weekend to two weeks. Some camps take place over a number of weeks and participants just spend several hours a day or week at the camp and the rest of the time they engage in their normal school break activities. Alternatively, these activities can be integrated into an after-school club. Camps, conferences and retreats can be held at schools, other locations within the community or at locations outside of the community. Peace Corps countries with camps and retreats include Bulgaria, Cameroon, Estonia, Latvia, Madagascar, Moldova, Paraguay, Poland, Romania, Thailand, Turkmenistan and Ukraine.



the young women can continue the spirit of Camp GLOW in their respective high schools. A participant captured the spirit of GLOW when she commented one day to a counselor, “Before coming to GLOW we were like small plants. At Camp GLOW, people watered us and now we have blossomed.”

Camp GLOW acknowledged each camper with a recognition award, from books to magazine subscriptions, and a t-shirt designed by one of the campers.

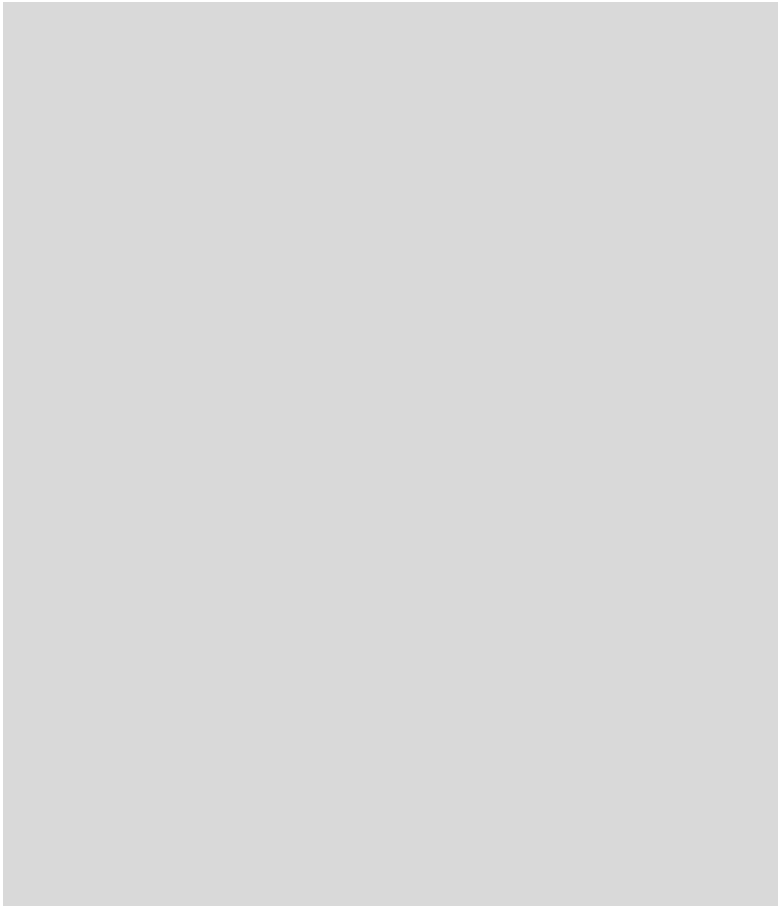
Camp GLOW was started by Volunteers in Romania and has since been replicated in Armenia, Bangladesh, Estonia, Kyrgyz Republic, Latvia, Lithuania, Lesotho, Macedonia, Moldova, the Philippines, Poland, and Slovakia.



Building for Girls' Self-Esteem

Peace Corps/Bolivia held a four-day conference for 25 girls from communities surrounding Tarija, Bolivia, named “Building the Futures of Bolivian Women.” The objectives were to motivate the girls to continue studying and learning, to be leaders in their communities, and to empower them to care for their personal health.

On the first day, the girls participated in a variety of activities which helped them understand the importance of self-esteem. This included a skit by two Peace Corps Volunteers showing how one’s self-esteem can easily be torn down. At one point the girls made a list of five things that they could not do, such as “I cannot dance.” Then, they tore up the lists and threw them to the ground. This helped the girls see that they can do almost anything they want if they put their minds to it. The girls then wrote their names on a big sheet of paper and wrote a positive adjective describing themselves with each letter of their name.



these visits, the girls presented what they learned about the university or technical school. Upon leaving the conference that day, each girl was given information regarding the universities and technical schools so that they could follow up on their goals of continuing their education.

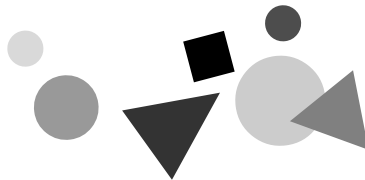
The last day of the conference began with a class on domestic violence given by a Bolivian woman who works with a domestic violence organization. She asked the girls questions about domestic violence, where it occurs, to whom it occurs, and why it occurs. Then she went through and helped the girls process the answers. She ended by telling them that the law protects all people against violence.

After a short break, a class on women's health was given by a Bolivian woman who works with a non-governmental organization, ProSalud. Using slides and videos, she spoke to the girls about how to care for their personal health.

Another Bolivian woman followed with a class on alcoholism. During this interactive class, the girls identified solutions to lower the amount of alcoholism in their communities. They also identified many consequences of alcoholism.

At the end of all the seminars, the Volunteers put together a slide show of pictures taken during the conference. Afterwards, each girl was presented a certificate.

Upon returning to their communities, the girls gave a presenuocc193 they were able to teach those who weren't able to come about what they learned.



Planning a Girls' Education Conference

The following lessons learned were submitted by Volunteers in Ghana, Guinea, Tanzania, and Togo.

Six to Nine Months in Advance

Integrate host country nationals and counterparts into the planning to ensure the sustainability of the event. The more you share information and include people, the better your results will be and the less likely you are to offend people.

Establish clear goals for the conference that consider the immediate and longer-range impact of the event on the girls.

Consider the following questions regarding the participation of boys at the event:

- Will it make the girls feel shy or threatened and therefore discourage them from speaking up?
- What would we do if the boys begin to take over the event?
- Should the girls and boys be introduced to gender awareness issues separately at first?
- Would it help to separate them when discussing topics such as health and sexuality?
- Can you maintain a safe, non-judgmental environment in which both girls and boys can speak freely?

Plan the tentative schedule for conference. Make sure to include some fun activities such as visits to the airport, the theater, sightseeing, dancing, or sports.

Offer regional conferences on various themes: leadership, education, health, sports, and other matters. Regional conferences can be a nice way to increase participation at a local level if the conference being planned is to be a national event.

Set the date for the conference. The conference should not be scheduled at the same time as exams, holidays or during seasons when girls are needed at home.

Establish a budget that considers all kinds of expenses. You may need to do some creative planning to keep costs down. Choosing a centrally-located site will help. The earlier you plan, the more time you have to negotiate discounts or secure contributions of money and other needed materials or food for the event.



Make sure that all conference leaders/teachers understand the financial arrangements for the event so there are no misunderstandings.

Begin seeking funds. If you want to increase the number of girls who can participate, you can allow them to do their own fund-raising to cover the conference fee. This will require special planning and

2 Four to Five Months in Advance

Create an application form for the participation of girls, and send it out. The girls' application should include: school address and home address, the name and telephone number of the headmaster, and an essay asking about career aspirations. Include directions on the form asking the girl and a Volunteer nominating her to print their names and region. Contact headmasters so they can inform parents.

Be alert for dynamic women speakers or mentors for the girls as you go about all aspects of the planning and outreach. When you find someone, ask her for referrals.

Work with a task force of mentors and supporters to help find other mentors, speakers, venues, and other resources needed for the conference. Include a teacher on the panel of professionals.

Create an application form for mentors and send it out. The mentors' application should include: space for their biography, telephone and fax number, address, and permission to distribute their addresses to the girls.

3 Two to Three Months in Advance

Determine if you will require escorts to bring girls to the conference. Decide whom you will enlist for this responsibility. Choose the escorts and secure their commitment.

Select the girls who will participate.

Send letters of acceptance to the girl, the Volunteer, and the headmaster.

Send letters of no acceptance as well.

Include the following information in the letter to the Volunteers who proposed the participation of the girls who were selected: the escort's

phone number, a request to contact the escort and make travel arrangements for the girl.

Choose the mentors who will participate. Match mentors with girls. Notify mentors.

Send an orientation letter to the girl and the Volunteer including information about travel reimbursement, proper behavior, appropriate clothing, and other important logistics or expectation-setting information. You may want to create an agreement form that the girl signs and returns stating that she will abide by conference rules, be on time, participate in all aspects, etc. Establish and communicate a clear policy on visitors to the conference and on girls leaving the conference site.

Design your meal plans for the event and make necessary arrangements. Serve a dish typical of the girls' home cooking on the first night of the conference. Avoid a spaghetti dinner as the girls may not eat it!

One Month in Advance

Hold an orientation meeting for the mentors to stress the need for sensitivity to the backgrounds and customs of the girls and inform

5 At the Event

- ▶ Take lots of pictures that you can use in reports to current donors and presentations to prospective donors in the future.

6 After the Event

- ▶ Follow up the event with thank you letters to planning team members, mentors, speakers, service providers for the conference, and all others who held important roles in the success of the event.
- ▶ Plan how you will offer continued support to the girls for the many ways in which they can share what they've learned with others and keep the results of the workshop alive. Possibilities include clubs, smaller workshops with other girls in their communities, career days, peer tutoring, mother-daughter discussion groups or joint activities.



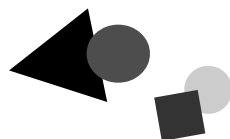
0Girls Help Each Other0 Workshop

“Wasichana Wanasaidiana,” or “Girls Help Each Other,” was the name of a workshop organized by Tanzania Volunteers with the aim of increasing girls’ self-confidence and motivation in school. In the morning, 29 girls from a co-educational junior-high-level day school, and approximately 200 students from a girls’ secondary school gathered to hear about the experiences and advice of six prominent women from the community. Among the guest speakers were a local director of the international non-governmental organization World Vision, the principal of a nursing college, and the local District Commissioner.

The students listened intently as the women described their education, as well as their previous and present jobs. The guests were excellent reminders that women in Tanzania can be successful in any careers they choose. In response to students’ questions, they also gave sound

perspectives of the senior high school students, who have already faced many of these problems, was valuable and encouraging for the younger girls.

The day ended with the senior high school girls performing several songs about women's issues, and then teaching the songs to their younger peers.



Building Houses

A Volunteer in Malawi, assigned to teach math at an all-girls secondary school worked with girls to empower them with new values. In collaboration with Habitat for Humanity she organized a work team of her students. She had three goals: to build a house for someone who needed it; to boost the confidence and self-esteem of her students through working in a non-traditional role and seeing results; and to show the students that by volunteering their time they could make a difference in someone else's life. Fifteen girls and a female counterpart participated. During the seven days of this project the girls laid out and built all the interior and exterior walls of the house. They are excited about doing it again. Since this initial project, many other Volunteer teachers have organized similar programs with girls in their regions, mostly building for female-headed households.

To learn more about Habitat for Humanity or to see how girls in your area can collaborate on a similar project, refer to the Resources section, page 66.

housing and implementing workshops. The group designates who is responsible for locating funding and supplies and running logistics during the workshop.

Good Ideas that Worked!

- Using plastic cups
- Hand towels in bathrooms
- Name tags
- Address sheet
- Toiletries in bathrooms
- Medical kit
- Involving local businesses
- Involving local professional women
- Making cards
- Giving out certificates
- Counterparts leading sessions
- Former participants leading sessions
- Leadership activities
- Hands-on construction and farming sessions
- Talent show

Good Ideas Never Tried!

- Have Volunteers or girls cook/buy food for retreat
- Permission slips to parents
- Daily clean-up crew
- Grab-bag of gifts

Girls Can Do Anything!

This activity plan comes from Volunteers in Tanzania where it was introduced in 1997 at their inaugural Girls' Empowerment Workshop.

Objectives

1. To get the girls to think about all the possible careers open to them.
2. To create a banner as a memento of the workshop.



1 1/2 hours

Materials

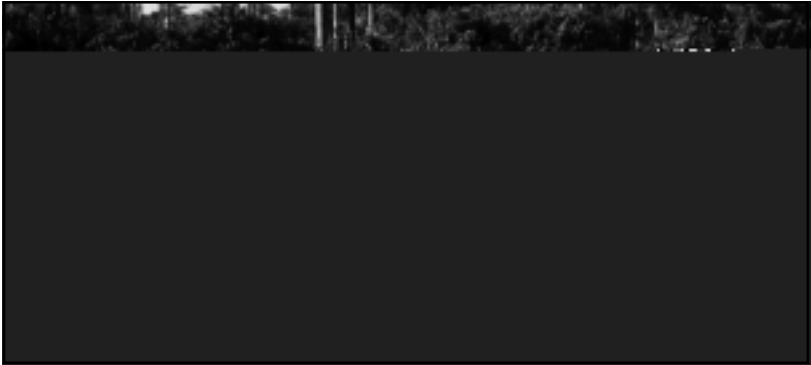
paper, pens, cloth for the banner (bed sheet or large piece of canvas), marking pens, paint, newspapers, materials for clean-up

Activity

This is a brainstorming activity and an art activity combined into one. First, the girls are divided into groups and challenged to come up with at least 100 different careers or jobs that a woman can have. When a group completes the list, each of its members is invited to dip her hand in paint and put her hand print on a banner that says "Girls Can Do Anything!" Below her hand print she writes any one of the 100 careers from the list and signs her name below it.

Ask the participants:

- What do you want to do when you finish school?
- How did you decide?
- Who are your role models?



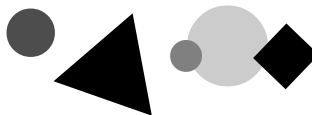
Broom Hockey

Paraguay

These young women take their hockey very seriously. Bruised shins and occasional bleeding cuts are routine aspects of the experience. When the dust clears at the end of the session, they lick their wounds and look forward to the next week's competition.

In most Latin American countries, girls tend to develop incredible "broom handling" skills at a very young age. Not only are the broom hockey players using their acquired broom handling skills, but they are also using some basic soccer principles when controlling the ball. This combination of skill helps develop the girls' hand, eye, and body coordination skills, which are important and fundamental in the physical and motor development of youth.

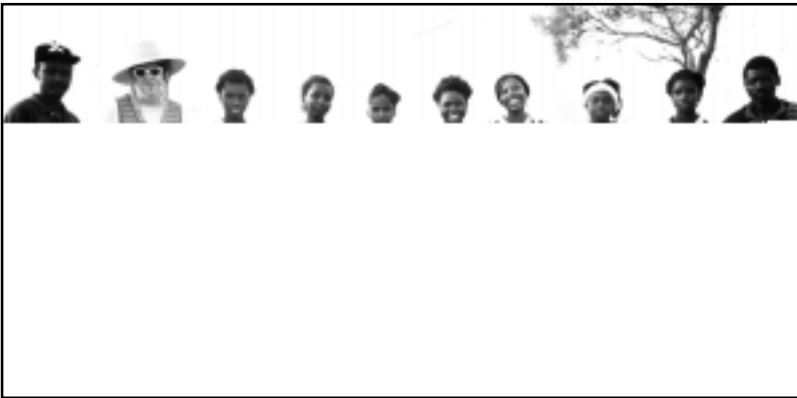
In reality, though, the end product is that the girls find that they do have the ability to compete with the predominate male work force here in Paraguay, and they gain the self-confidence from the personal achievement of making a simple "goal." The young women learn that they are a part of the common thread of life. The "winning team" is a concept of excellence that teaches individuals to reach for the gold. US boxer Mohammed Ali said in 1972 that a person who is not courageous enough to take risks will accomplish nothing in life.



Soccer for Mother's Day

Gabon and those who follow the French calendar celebrate Mother's Day on June 2. In a little town the mayor's wife organized an amazing day of activities—parade, dances, soccer match, dinner, and more dances. Even with the rain and wind and very cold weather, all the events were wonderful successes. The parade was a little short, but the soccer match was a huge success.

This was a unique match: the only men on the field were the referees. The women functionaries played against the high school girl students. This was a particularly important and proud moment since this was the first outing of the girls' soccer uniforms. The uniforms represented a lot because there had been so many attempts and pressure from various male soccer teams and officials to allow the uniforms to be used by male teams. However, the girls stuck to their ground and refused to allow anyone else to use them.



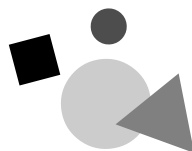
Girls Soccer Team

The Gambia

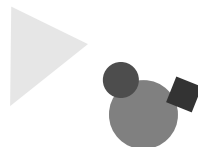
Although some might see the uniforms to be a petty issue, the girls took their situation seriously and asserted their desire instead of bending to the pressure of brothers, fathers, uncles, and boyfriends.

It was truly a pleasure to see the girls take pride in their team—in their own uniforms. Although some might see the uniforms to be a petty issue, the girls took their situation seriously and asserted their desire instead of bending to the pressure of brothers, fathers, uncles, and boyfriends. It was a proud moment to see the girls wear their own brand new uniforms, but more importantly to see them insist on their rights.

Soccer 0Branches Out0



While soccer is the national sport in Honduras, very few females, especially in rural areas, have the opportunity to participate in any organized soccer activities. Still, one Peace Corps Volunteer teaches soccer to 20 teenage girls each afternoon. They have recently organized a small league and play weekend games against girls' teams in neighboring towns. In addition to the 20 girls on the team, approximately 100 girls in the area are now playing soccer as a result of the Volunteer's efforts. The Volunteer has also linked the team with her primary project work in agriculture by having the girls plant 30 trees around the soccer field.



Cross-Cultural Tip

Check assumptions! In Mauritania the fourth grade girls sat on benches in the shade during physical education class while the boys played soccer. Checking with the local teacher revealed a taboo against girls kicking a ball. Playing with a ball and running were not problems—just the ball to foot contact. Hand to ball contact was not taboo. So, the girls are now learning to play basketball in physical education class.

More than 15 countries organize contests. The goals include increasing awareness of gender and girls' education issues, developing strategies to address them, as well as promoting critical, analytical, and creative thinking. Contests can take many forms: art, drama, quizzes, games, and essay writing. Contest topics have included a day in the life of a girl student, the importance of educating girls, and women who are role models to girls today. Most often these contests are open to boys and girls. Winners may receive a certificate, a prize, recognition in the local media, or be invited to attend a special event or activity. The Baltic Republics, Benin, Bulgaria, Czech Republic, Ethiopia, Guinea, Malawi, Kazakhstan, Kyrgyz Republic, Poland, Romania, Senegal, Slovakia and Tanzania are among the countries where Volunteers and their counterparts hold contests.

Things to Consider

The role of women in every society is different. Compare life for the typical woman in your country to the life of women in two other countries.

Poetry Contest

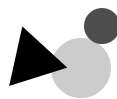
Benin held a poetry contest about women. The winners were presented with certificates, a copy of their poem, a small notebook and a pen. A second event was a quiz specifically related to the lives and accomplishments of women. The questions were taken from Beninese and international politics, cinema, art, science and history. All-in-all, the celebration was a success. It heightened the awareness of all members of the school community and provided an important outlet for each to learn about the importance of women in society.

ture and activities based upon their needs, facilitation, and overall success of the training. By implementing training programs aimed at fostering the empowerment of mothers and daughters, they could address issues pertinent to their community. In addition, better understanding of oneself and one's family and community gave participants higher self-confidence in community leadership and development.

Each training provided participatory learning activities aimed at empowering girls, ages 10–12, and their mothers (or guardians). Each training was composed of six topics: self-awareness, awareness of differing viewpoints, communication skills, stress management, responsible decision-making, and basic understanding of puberty and reproduction.

A booklet of drawings, essays, ideas and photos from the events was published and distributed to all participants as a means to disseminate and reiterate the ideas generated from eight separate training events.

Life Skills Development



Providing life skills training in Malawi has been an ongoing effort to stem the rising tide of HIV/AIDS, sexually-transmitted disease (STDs), and teenage pregnancy. Coordinated by a Volunteer, this program utilizes games, role plays and interactive exercises to teach life skills such as communication, decision-making, critical thinking skills, assertiveness, resistance to peer pressure, relationship skills, managing emotions, new values for boys, and empowerment of girls. Through this program, Volunteers have launched successful programs all over the country, including: a district-wide program; pilot projects; a variety of girls' clubs; and regional initiatives through the Northern, Southern, and Central Women in Development chapters. The success of these projects has prompted an interest in adding Life Skills to the curriculum in Malawi through UNICEF and the World Bank.



Resources

New Moon: The Magazine for Girls and Their Dreams, New Moon Publishing, Inc.

New Moon is an international magazine for girls who want to express their ideas and dreams. Girls ages 8 to 14 and girl contributors from all over the world edit or contribute to the magazine. *New Moon* celebrates girls, explores the passage from girl to woman, and builds healthy resistance to gender inequities. Subscriptions available by accessing the New Moon website: www.newmoon.org.

The Exchange: Peace Corps/Women in Development Newsletter

The Exchange is published quarterly by Women in Development, The Center for Field Assistance and Applied Research, Peace Corps/Washington, DC and distributed to all Volunteers and Trainees. Each issue contains the success stories, project results, photos, and commentary from Peace Corps Volunteers involved in Women in Development and Gender and Development projects around the world. To contribute to this publication, please contact: Editor, The Exchange/ Women in Development/ Peace Corps—The Center/ 1111 20th Street, NW/ Washington, DC 20526 USA memry@peacecorps.gov.

MS. Foundation for Women. Source of information on a “Take Our Daughters to Work” Day. 120 Wall Street, 33rd Floor, New York 10005. Fax (212) 742-1653. E-mail <todtwcom@ms.foundation.org>. www.ms.foundation.org.

Nonformal Education Manual. Helen Fox. Peace Corps ICE. 1989. (ICE M0042)

Demonstrates how the techniques of nonformal education can be used by virtually all Peace Corps Volunteers. Emphasizes full-scale community participation at all stages of development. Also available in French (ICE M0048) and in Braille (request specifically from ICE).

How to Make Meetings Work: The New Interaction Method. Michael Doyle and David Straus. The Berkeley Publishing Group. 1976. (ICE CD021)

A how-to book that presents a way to minimize wasted time and set priorities for meetings. This interaction method describes how to develop an agenda and facilitate meetings to reach a more effective outcome. Most examples can be adapted for use in rural settings.

Just Stir Gently: The Way to Mix Hygiene Education with Water Supply and Sanitation. Marieke T. Boot. IRC International Water and Sanitation Centre, The Netherlands. 1991. (ICE WS113)

Promotes hygiene education by relaying information on conditions and practices that help to prevent water-borne and sanitation-related diseases. Directed towards integrating hygiene education with aspects of water supply and sanitation projects.

Rapid and Participatory Rural Appraisal Notes, No. 21 – Special Issue on Participatory Tools and Methods in Urban Areas. Sustainable Agriculture Programme. IIED. 1994. (ICE WS119)

Describes practitioners' experiences using participatory methodology in the urban context. Provides urban-based projects with a framework for participatory project work. Brings Volunteers up to date on development methodology in the urban environment.

Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers (Training Manual). A. Rani Parker. UNIFEM. 1993. (ICE WD108)

Workshop and training manual focusing on gender issues in development. Specifically relevant to the experience of community-based development workers. Helpful in the design and implementation of gender-sensitive development programs at the grassroots level.

Gender and Development Training/ Girls' Education Manual. Peace Corps. 1998. (ICE M0054)

Product of the Gender and Development Training Initiative, which seeks to institutionalize the consideration of gender issues throughout Peace Corps. Contains eight booklets on gender and development training, which provide background and development of project; training designs for various participants; session plans and handouts; and insights from the field. Contains four booklets on Girls' Education, including programming, training, and activities.

Navamaga: Training Activities for Group Building, Health and Income Generation. Dian Svendsen and Sujatha Wijetillek. UNIFEM/Peace Corps. 1983. (ICE WD006)

Handbook created by Sri Lankan rural development workers for grassroots development workers. It can be used as a tool to help villagers identify health and nutrition problems, increase their leadership skills and decision-making capabilities, and plan and implement small-scale projects to improve family nutrition and health and to increase family income. Available in Spanish (ICE WD071).

PACA: Participatory Analysis for Community Action. Peace Corps. 1996. (ICE M0053)

Provides participatory methodology and techniques for working with communities. Includes tools that promote the inclusion of representative voices in a community in Peace

Corps project planning and implementation. PACA is a step in institutionalizing the inclusion of women in all Peace Corps project development, monitoring, and implementation.

Tools of Gender Analysis: A Guide to Field Methods for Bringing Gender into Sustainable Resource Management. Barbara Thomas-Slayter, Andrea Lee Esser and M. Dale Shields. Clark University. 1993. (ICE WD112)

In a clear and concise manner, presents methods for gathering data and examining men's and women's roles in natural resource management. Information illustrated with brief examples of projects in different developing countries. Useful material for Pre-Service Training of Volunteers.

Children's Participation: From Tokenism to Citizenship. Roger A. Hart. UNICEF International Child Development Centre. 1992. (ICE YD006)

Describes as a ladder the different levels at which children have participated in decision-making, from simply making an appearance to actually initiating projects and sharing responsibilities with adults. Describes the British experience of children's participation through the schools in community research and development, and children in developing countries taking charge of their lives.

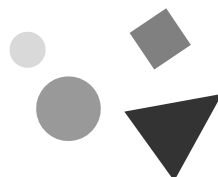
Choose a Future: Issues and Options for Adolescent Girls. CEDPA Publications. 1996. (ICE WD127)

Program guide for facilitators and trainers working with girls ages 12–20. Brings together ideas and activities to help adolescent girls learn about and deal with issues they face, including self-esteem problems, reproductive issues, decision-making skills, community involvement, and many more.

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