



# Engaging and Recruiting Girls in Peacebuilding Programs



## *About Search for Common Ground*

Founded in 1982, Search for Common Ground works to transform the way the world deals with conflict - away from adversarial approaches and towards collaborative problem solving. We use a multi-faceted approach, employing media initiatives and working with local partners in government and civil society, to find culturally appropriate means to strengthen societies' capacity to deal with conflicts constructively: to understand the differences and act on the commonalities.

Using innovative tools and working at different levels of society, we engage in pragmatic long-term processes of conflict transformation. Our toolbox includes media production - radio, TV, film and print - mediation and facilitation, training, community organizing, sports, theater and music.

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### ***Purpose and intended use of this document:***

This toolkit offers concrete guidance for program managers to ensure girls are clearly thought about during a program’s cycle. It is a guide for positive and meaningful engagement of girls during program cycle. It is not solely focused on gender specific programming but also focuses on ways to mainstream girls in existing or future projects.

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### ***Introduction:***

Girls face rights violations on several grounds – as children in an adult world, as females in a generally masculine world, and as young people going through puberty. Girls often experience various forms of abuse and numerous threats against their rights. However they still remain largely left out of research, statistics, policy, and program interventions. The cause of their exclusion is often due to their low status, stigma against them, gender stereotyping, the nature of their work and livelihoods, their enforced seclusion and, at times, being held in detention or captivity<sup>1</sup>.

In this toolkit girls are defined as up to 20yrs of age. SFCG aims to design projects that “do no harm” to existing gender relations; to not worsen gender dynamics by accident. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities including: - policy development, research, advocacy/dialogue, legislation, resource allocation, and planning, implementation and monitoring of programs and projects. Gender mainstreaming does not require balanced groups; in fact it can be strategic to work with gender specific groups, mixed groups or both types.

<sup>1</sup> UNICEF, UNFPA. *Women’s & Children’s Rights: Making the Connection*.

## Why girls are important

There is documented proof that educating girls and involving them in peacebuilding is beneficial for them and their community<sup>2</sup>:

- 600 million girls age 10-24 live in developing countries and they make up 11% of the world's population.<sup>3</sup>
- 1/3 of the world's girls are married before the age of 18 and 1 in 9 are married before the age of 15<sup>4</sup>
- 16 million girls ages 15–19 give birth each year and 95% of them are in developing countries<sup>5</sup>
- Primary education increases girls' earnings by 5% - 15% percent over their lifetime<sup>6</sup>

**Girls have different needs.** There are 1.8 billion young people in the world. Approximately half of them -900 million- are adolescent Girls and young women<sup>7</sup>. Girls encounter unique social, political and economic issues in their everyday lives. Marginalized girls are often ignored and forgotten in peacebuilding, not only because of accessibility issues but because they are often included in the same grouping as women. While young girls are not only biologically distinct from women, they face different hardships. Gender-specific concerns include: physical, emotional, sexual, and mental health concerns that may differ from those of boys and women, including unique and disproportionately high levels of violence; self-esteem issues, body image, eating disorders, and low-self-esteem; isolation; Girl-on-girl violence and bullying; racism; poverty; homophobia; gender identity; and sexism.

Empowering girls teaches them to use their voices; to speak for themselves, and to recognize that they have choices. While gender specific programming is one way to empower girls almost all programs even those that are gender neutral, offer the potential for the mainstreaming of girls. Keeping in mind the needs and wants of girls in a program that ensures positive engagement of can greatly benefit girls.

By positively engaging girls in programs we are ensuring that they have the skills and opportunities to reach their potential. Providing these opportunities to girls from an early age means they are more likely to mature into women who are peacemakers, role models, and stakeholders in their communities.

### Some SFCG programs that target girls

**Ni Nyampinga** is Rwanda's first magazine and radio show for girls by girls. Search for Common Ground and Girl Hub recruited and trained girl journalists for the magazine and the radio program. The weekly radio program is designed, produced, and hosted by a team of twelve Rwandan Girls between the ages of 17 and 22, who are supported by an adult mentor. One of the most popular segments of the program, shares first-person testimonies on topics often inaccessible to Rwandan teens such as personal health and pregnancy.

**Naija Girls Unite** program in Jos, Nigeria targets young girls from both Muslim and Catholic communities between the ages of 12-15 of. The program empowers the girls by teaching peace education, trauma awareness and conflict transformation. It also provides support for the girls as they implement local peace initiatives through activities that foster peace and understanding among Christians and Muslims. The program also made a documentary sharing the experience which can be found at Search For Common Grounds YouTube channel by the title of: "*Naija Girls: Ending violence in Northern Nigeria*"

**Women Building Community Peace** in Eastern Terai, Nepal aims to empower women and girls to participate in peacebuilding processes, build the capacity and interest of local decision makers in promoting the role of women, and support women and girls to engage in dialogue and cooperation with youth groups and local government institutions.

<sup>2</sup>The World Bank, "Returns to Investment in Education A Further Update", Latin America and the Caribbean Region, Education Sector Unit, September 2002.

<sup>3</sup>Population Council. "Adolescent Girls Programming and Capacity-Building Workshop" Nairobi, Kenya. November 10–14, 2008.

<sup>4</sup> International Center for Research on Women (ICRW). Child Marriage. 2010.

<sup>5</sup> World Health Organization, Early Marriages, Adolescent and Young Pregnancies. 2011.

<sup>6</sup>The World Bank, "Returns to Investment in Education A Further Update", Latin America and the Caribbean Region, Education Sector Unit, September 2002

<sup>7</sup> UNyouth. Fact Sheet: Girls and Young Women 2010

## Theory of change

A clear, sound, evidence-based theory of change is one potentially useful way to improve program design. Theory of change is a framework that is developed in order to help you think through a set of beliefs about how change happens. It explains why and how we think certain actions will produce desired change. Theory of change thinking is an approach that encourages critical thinking through out the program cycle.<sup>8</sup> A Theory of Change that has gender mainstreaming as a foundation helps reveal assumptions and identify the steps and the specific outputs that the program can realistically anticipate from gender mainstreaming.<sup>9</sup>

### Thinking through your theory of change with girls in mind will help guide how you organize different aspects of your program and inform your actions.

Consider the following questions when thinking through your theory of change:

- What impact will the program have on girls? (Will it increase self-confidence, skill building, knowledge building, access to resources and support?)
- What impact will the program have on community building, violence prevention, health promotion, etc?
- In what ways will the program support girls to better connect with one another? With members of their local, national, and international communities?
- What kinds of awareness or abilities do girls want or need to gain from a girl's program?

Formula for theory of change: “**If** we do X (action), **then** Y (change/shift), **because** Z (reason).”

Example: “**If** we provide childcare for young mothers during program activities, **then** we will increase participation of this marginalized group, **because** it is difficult for them to attend activities if there is not secure proper childcare for their children.

## Types of girls to consider

It is important that young girls be considered throughout the project cycle, starting with the planning phase. It is of great significance to understand that girls are not a uniform group, but a diverse population with many needs and issues related to them. Depending on the project and the girls participating, these needs and issues will inform project design and implementation. Below is an initial list of girls to consider:

- Younger girls, ages 10–14 and older girls, ages 15–19
- In-school girls
- Out-of-school girls
- Domestic workers
- Girls with disabilities
- Refugees or internally displaced girls
- Married girls
- Orphans
- Migrant and nomadic or highly mobile girls
- Young mothers
- Lesbian, gay, bisexual, transgender and queer (LGBTQ).
- Commercial sex workers

Girls who are especially difficult to reach and engage in programming include those who are:

- Out of school
- Ex-combatants
- Nomadic/highly mobile Girls
- Disabled girls
- Internally displaced
- Married, especially with children

<sup>8</sup> DFID. Practical Approaches to Theories of Change in Conflict, Security & Justice Programmes: Part I.

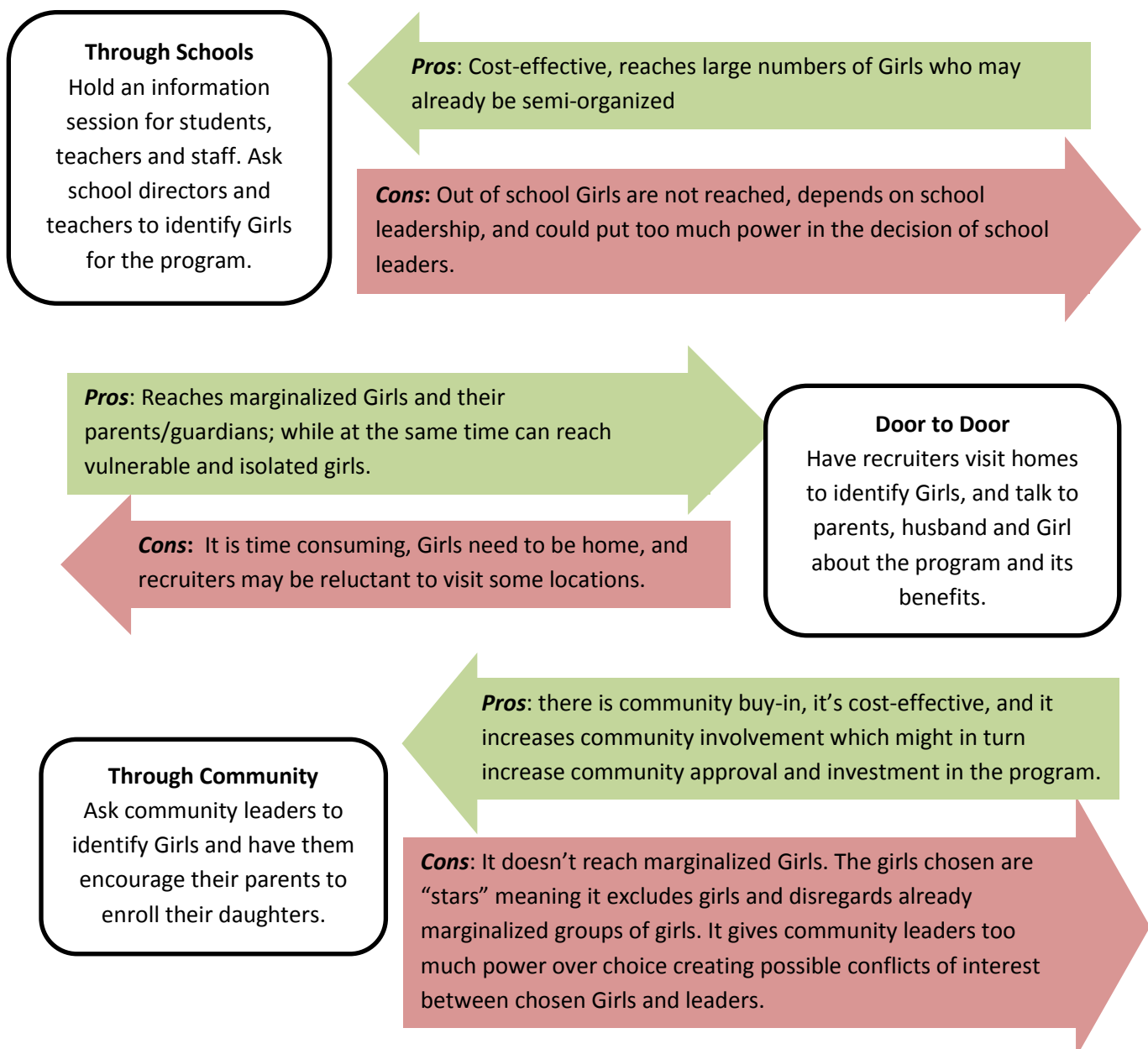
<sup>9</sup> UN Women. Gender Mainstreaming Approaches in Development Programming: Report from Expert Group Meeting (EGM) and Global Issues Brief.

### From the field: SFCG Nepal

“Having the girls create their own program helped not only the program itself but also the girl’s self-confidence. It was something they owned and were proud of. We later saw how they became leaders, role models in their community and family.”

### Recruitment strategies<sup>10</sup>

To be effective, programs must successfully recruit, retain, and engage participants. A recruitment strategy can be helpful for engaging girls and boys in programs. Recruitment strategies need to be tailored to the targeted audience. Different strategies will attract different audiences. Staff should be aware that girls may not have a visible community advocate, making recruitment more difficult. The following recruitment strategies may be useful to consider, these can be used alone or in combination to reach different target groups.



<sup>10</sup> Population Council report “Girl-Centered Program Design: A Toolkit to Develop, Strengthen & Expand Adolescent Girls Programs,” p.62

**Pros:** Huge numbers of people reached

**Cons:** Can be expensive, only reaches people who are listening at that moment and Girls are not specifically targeted.

### Radio

Have a radio station advertise the program and/or interview staff about the program.

### Television

Make a TV advertisement, or have a TV show promote the program and/or interview staff and program members about the program.

**Pros:** reaches a large number of people

**Cons:** can be expensive, only reaches those with access to a TV and are watching at that moment.

**Pros:** Low cost and low time commitment.

**Cons:** Reaches only Girls who are literate, there is little control over branding, and doesn't reach Girls who are too afraid to seek out involvement.

### Fliers

Promote the program by posting flyers in strategic places like schools, markets, and community centers. Fliers can also be posted on social media like Facebook and twitter.

### Through Parents

Hold a community information session for parents where you explain the program and its benefits.

**Pros:** Parents have buy-in and are involved from beginning.

**Cons:** Only reaches Girls whose parents approve, won't reach socially isolated Girls.

**Pros:** Low cost, low time commitment uses local resources.

**Cons:** Doesn't reach socially isolated girls, and recruits a similar group which is not good when looking to expose different types of girls.

### Word of Mouth

Rely on staff and Girls already in the program to spread the word and have Girls bring others (cousins, siblings, neighbors, and friends) to participate.

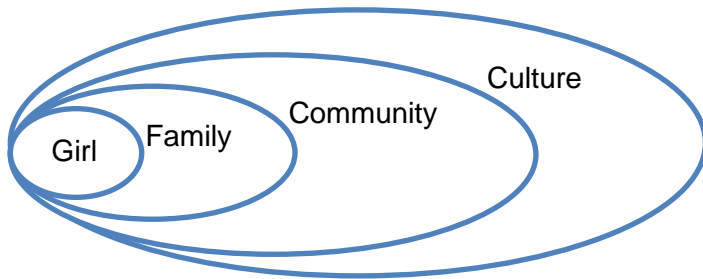
## Programming Suggestions

Programming for girls can be different from programming for other groups. Certain target groups might require specific steps during programming, like those for sexual assault victims. However, programming does not have to be solely designed for girls. Simply being aware of their needs during program cycle can be beneficial for girls. The following are tips for programming when thinking about girls:

### Pre-Design/Situational Analysis

The purpose of Barrier Analysis is to identify elements that might affect the participants and the program itself, so that more effective communication messages, strategies and supporting activities can be developed.

- ❖ Immersion into the community is useful in order to view youth more holistically.



This graph shows how many barriers a girl can have. From individual barriers like self-confidence, to cultural barriers like stereotypes, need to be assessed on how they might challenge the program and affect the participants.

From the start, you need to think of the different outcomes and impacts your project will have on women, men, boys and girls. Not only the impact on your target group but also on the community in which your project is situated, and all other stakeholders who might be involved.

- ❖ Think about how you can include stakeholders of different genders. In the project proposal, use gender-neutral language.

Manage community expectations through transparency about the processes that needs to occur for resources to reach the community. Let the community lead the process.

- ❖ This process can also be used to teach community about the need and importance for girls to participate in programs.

### Project Design/Planning

Carry out a gender analysis of your project. This ensures that every step of the process takes into account young women, young men, boys and girls even if the project is aimed at only one of these target groups<sup>11</sup>.

- ❖ A very basic gender analysis would ask the following questions:
  - How many young men and young women will be involved in the project? If there are more young men than young women, would this result in gender inequality? If so, how would you rectify the situation?
  - What resources and opportunities can the individuals involved in the project have access to? Do they have equal access to these resources and opportunities?
  - Who has the power to decide on different aspects of the project?
  - What will be the outcome on the young men and the young women taking part? How does it affect their role, needs, resources and opportunities?

It's good to work "for" girls but more importantly work "with" girls. Girls should have ownership throughout the project cycle. Ask for their opinions, wants, needs, and suggestions.

- ❖ Ask girls what they *need*, like economic education.
- ❖ What they *want*, like sexual education.

<sup>11</sup> WAGGGS. Gender mainstreaming in projects.



Specifically targeting girls through programs is necessary, but mainstreaming both genders is also very important.

- ❖ Involving fathers, husbands, brothers, and other young men in some activities is a good way of mainstreaming both genders.
- ❖ For example, young men must be involved in gender sensitization training.

Consider providing vocational skills training and economic strengthening to allow more girls to participate. Some family members could be more supportive of girls leaving their houses to participate in trainings when there is an income generating component as it happened in Nepal<sup>12</sup>

- ❖ Training session can be incorporated into a program by connecting with community partners who are able to provide training sessions.

Create an inclusive environment that is respectful of diversity in gender, race, ethnicity, culture, ability, body size, and sexual and gender identity. Be sensitive to unique needs based on cultural and religious beliefs and practices.

- ❖ For example consider providing childcare during meeting times to be able to engage young mothers. Allow time for religious practices like prayer.

Support positive social dynamics within the program.

- ❖ Provide social time for girls before, during or after programs
- ❖ Include icebreakers and fun games to build relationships amongst girls. Organize regular "best wishes parties (Birthdays, New Year, etc) like the Rwanda office did for the "Ni Nyampinga" girls.
- ❖ Incorporate and encourage open discussions on relatable topics so that participants can connect and share their experiences (e.g. bullying, media awareness, goal-setting, sexual health).

Developing mentor relationships within the program can help the girl's confidence levels and provide them a positive role model. A mentor can also provide extra support and help when the girls need it.

- ❖ Older adolescent girls and young women (18-30 years old) can mentor younger girls.
- ❖ Working with local girl's advocates, engage respected women in the community, including schoolteachers, to identify possible girl leaders.
- ❖ Young girls are eventually given more leadership and responsibility, becoming mentors themselves.
- ❖ Mentors are distinct from advocates. While an advocate is usually a woman with a platform and influence in the entire community, a mentor is focused on helping one individual.

## Implementation/ Monitoring

In the implementation phase there are some questions you can ask to ensure that gender continues to be taken into account.

- ❖ Is there a gender balance amongst my participants?
- ❖ Can everyone in the target group participate in the project? If not, identify why and come up with creative solutions.
- ❖ Is the implementation team mixed? Mixed implementation teams (in sexes, background, roles & responsibilities) will have a better overview of the needs of the target group during the project.
- ❖ Do women and men in the implementation team share roles equally? Make sure that both have visible roles and do not assign them gender specific roles.

Provide girls active roles in the program to ensure participation, and ownership in the project cycle.

When discussing sexual violence and rape, it is important for girls to feel safe and be engaged with people who

<sup>12</sup> Search for Common Ground. *Women Building Community Peace in Eastern Terai*. Project Report. 2012

understand being discrete when discussing sensitive topics.

- ❖ For example, women-led NGO leaders, doctors, and trauma experts.

Create safe spaces for girls and boys if possible: while many countries allow very little interaction between the sexes, it can be helpful to allow them to talk with peers without community and family pressures.

- ❖ A safe space is not just a place where participants feel physically safe but also emotionally safe. Participants can openly share their opinions and life experiences without fear of judgment or repercussions.
- ❖ Safety mapping could be a tool to use to consider locations where participants feel safe. Have them map out where they feel safe and use this to determine where to meet and what times.

Ask participants for their input into establishing a social contracts or codes of conduct that include shared values and expectations for positive behaviors to maintain an inclusive positive environment.

- ❖ For example: Do no harm, wait for your turn, be mindful and respectful of others' opinions shared.
- ❖ Make sure to go back to these social contracts and codes of conduct throughout the project cycle to ensure they are being respected and used.

When monitoring the program ask participants for their feedback, their opinion on the program, activities, etc. Later this will help with evaluations and ensure that there is participant ownership of the program and equal satisfaction.

- ❖ Have participants evaluate the program, sessions, activities, mentors, facilitators.

Enhance partnerships in the community; collaborate with provincial/territorial and community organizations to build participation and leadership development pathways for women and girls across the lifespan

- ❖ Provide opportunities like visiting local NGO's for the girls to learn from them.
- ❖ Engage with local media to promote the work of the girls in the program like Nepal did by having three girls engage with the media and share their experience to inspire others

## Evaluation

Through evaluation, you can see how well the program has achieved its goals. Some questions which you can include in your evaluation to take account of the gender perspective could be:

- How were girls involved at the planning or formulation stage? How were boys?
- Were girl's perspectives taken into account when developing the project or activity?
- Were gender issues specifically addressed by the program? If so, how?
- How did girls participate in the project activities (including trainings, seminars and meetings)? And boys?
- How did the project respond to the identified specific interests and needs of girls? To those of boys?
- How did young women and men participate in the decision-making related to the project?
- What is the impact of the project on girls? Impact on boys? How have girls and boys benefited?
- Did girls face any particular constraints or obstacles in participating in the program activities? Did boys? If so, what kind?
- Did the program fully use the specific competence and experience of girls as well boys.

Clearly identify what should be evaluated and consider the context and target group in choosing evaluation tool(s). With migratory populations, even if participants have moved, institutions themselves can still be evaluated if the original group has left.

During program implementation conditions should be created that facilitate long-term evaluation

### From the field: SFCG Nigeria “Naija Girls Unite”

Camping, field trips, joint activities, role playing, sharing of sleeping spaces and rooms, joint chores, participation in sport and games. All of these activities helped to break down barriers between the girls particularly long held prejudices between the Christians and Muslims. Emphasis was placed on *creating and maintaining a safe and open atmosphere* which led to many girls sharing stories.

### Programming considerations

Gender Mainstreaming is a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in itself but a strategy, an approach, a means to achieve the goal of gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities - policy development, research, advocacy/ dialogue, legislation, resource allocation, and planning, implementation and monitoring of programs and projects.<sup>13</sup> Gender Mainstreaming is important because it focus equality for all genders. While mainstreaming girls into programs, it is important to consider specific details to keep girls engaged and increase their ability to participate. These are some examples of what to consider when thinking about girls during programming.

#### Engage relevant authority

**figures:** Figure out if specific parties need to provide permission for Girls to participate.



#### Consideration:

- If a girl is married, her husband and/or mother in law or father in law need to be engaged.
- If a girl is living at home, her parents and/or elders need to be engaged.
- If a girl is employed, her boss needs to be engaged.

\*Sometimes a combination of these approaches may be necessary.

#### Location:

Meeting place will depend on the ages of the Girls and boys in your specific programs.



**Consideration:** The location could be too far away, too dangerous to access, or inaccessible to those with special needs.

- Have the group map out where they feel safe and why. Then find a location to hold the meetings.
- Consider providing transportation or a chaperone to walk with the girls if necessary.

#### Meeting times:

Based on the type of Girls in the program, what is the best time for the meetings to occur?



**Consideration:** Married, young Girls, and in-school Girls usually have the least flexible schedules. But also consider the seasons maybe it is harvesting season or have housework.

- Ask the group when it would be best to meet. If not everyone can meet then think about varying the times of meetings to accommodate the most people.
- Provide a summary of the meeting to those who were not able to attend.
- Start the next session with a review/summary of the last one.

<sup>13</sup> UN Women. Gender Mainstreaming

**Access:**

Can everyone access meeting place?

**Consideration:** There are many community spaces where girls would typically not feel comfortable, which could inhibit their freedom of expression.

- Ask the girls what they need to reach the meeting location: ramps, wheel chair, transportation, a walking buddy, etc.
- Use locations where girls feel safe. It might be helpful to look at where they already go to socialize (a community building, school grounds).
- Use this opportunity to educate community members about places where girls feel vulnerable and work towards a collective solution for making them safer for the girls.

**From the field: SFCG Nigeria “Naija Girls Unite”**

“One of the main challenges faced was safety and security concerns for Girls during camp/field trips. To address this, we did a lot of *consultations on security concerns with security agencies/government, schools and parents*. We made sure *each girl or school had a chaperon* throughout the field activities. Made sure locations were secure and safe for the girls. We also *held regular meetings with parents and teachers to share the progress* and impact of the project on their children. The children were allowed to host some of these meetings”.

**Gender Mainstreaming Programming Challenges**

While gender mainstreaming an present challenges to the community and authority the girls themselves can present a challenge to certain activities. The following are some examples and suggestions on how to respond to some of these challenges.

Girls might be unwilling to interact with other Girls because of religious, class, ethnic or other perceived differences.

**Response:** Engage community leaders to help teach girls the importance of integration and team-building across community lines. Create activities that engage and require girls to work and learn from others who are different from themselves.

Girls are reluctant to actively participate in programs or take leadership roles because of traditional ideas of women and leadership.

**Response:** Create one-on-one mentorships with strong community women to serve as role models. Furthermore, acknowledge girls’ participation, and affirm the importance of girls speaking for themselves and one another.

You have a young person who hangs back from participating

**Response:** They may be scared and triggered. Offer them a role that might be less threatening. For example, you might ask this person to time a specific time based activity for you and let you know when to call “Stop.”

Parent, elders and or husbands are unsure of girl's participation in programming.

**Response:** Incentivize girls' participation by rewarding them with skill- development that could enable future income generation. Have community members of importance, like religious leaders explain why the program is good for the community, their family and the girls' themselves to participate.

Traditional gender roles often do not allow for free discussion of topics that affect young Girls. Topics of a sexual nature are generally taboo.

**Response:** Tie-in sexual education and sexual health not just to the individual but to society as a whole. Use data to show how helping girls understand sexuality positively effects the overall community development. Stress that teaching girls about sexual health impacts everyone's livelihoods.

How young people talk and interact when it comes to girls' issues can be conducive of a negative environment and affect girls' self confidence

**Response:** Be aware of how young people talk about girl issues between each other. Have an open discussion about subconscious harmful language and promote positive language when referring to girls. (Examples of harmful interactions can be jokes about pregnancy, marriage, weight, physical appearance.)

A girl in your program can become pregnant. This can present some issues within the group and with program donors.

**Response:** Ensure there is a positive environment where the girl feels safe to share that she is pregnant. Have a team building exercise where there is an open conversation about pregnancy. Ensure the girl has a support system not just in her family but in the program itself. Be aware of a pregnant girl's needs during the programming from that point on.

Girls and youth in general sometimes do not want a leader to speak for them collectively. They may prefer to be asked their individual opinions.

**Response:** Have the Girls elect a youth group member or council to represent their collective opinion when needed.

**From the field: SFCG Rwanda "Ni Nyampinga"**

"The main challenge was found in the fact that Girls were shy at the beginning. This was mostly due to the fact that they were embracing a new field of work with no training. They were from time to time requested to interview people older than them, very important, famous in the country that they have heard about before. *As a solution, we organized regular training sessions and coaching exercises in order to build their confidence*".

## Staffing

Staff becomes very important when working with a young audience. Staff can be role models to the participants and can model positive behaviors. The following are some tips and suggestions that can apply to everyone working in the program from volunteers to managers.

- ❖ When working with a younger audience it is important that everyone approaches their work as a facilitator who is present to help guide as well as learn from the group. The facilitator should not take on the role of an “expert” who seeks to impart their viewpoints and knowledge on others.
- ❖ Body language is important. Model active listening with your body and face. If you stay focused on the speaker it sends a message to the group. You can also incorporate an active listening skills training into one of your sessions.
- ❖ Males from volunteers to program manager should be positive male role models. Positive male role models can have a big impact not only on other males but on the girls as well. Positive male role modeling can be done by taking on traditional women’s roles like helping serve the food in an event, and helping clean after activities.
- ❖ Be flexible, take advantage of teachable moments and recognize when the group is losing interest or tired. You can try to refocus them with an activity that gets them moving like stretching, or an ice breaker. You can also give them a short break for them to go to the bathroom, grab a snack and then regroup.
- ❖ Balancing and encouraging participation in a group is important: some helpful phrases - “who has something to share that hasn’t had a chance yet?”, “does anyone have a different position/idea?” or “we’ve heard from a number of you on this side of the room, what about those of you over here?”

### From the field:

#### SFCG Rwanda “Ni Nyampinga”

Girls are more likely to have a bigger impact on their counterparts rather than the use of “aunts” which can be seen as top-down communication. So if you are working with the girls “cool down and be like them”. There must be a collaborative environment in order to be successful.”

### Staff should be careful to NOT do the following:

- ❖ Enable young Girls to undervalue their intelligence by consistently complementing their appearance as opposed to their intelligence, actions, etc.
- ❖ Assume girls’ and boys’ interests based on gender stereotypes.
- ❖ Base programs on hetero-normative or gender-stereotypes.
- ❖ Engage in victim blaming when discussing domestic and sexual violence.
- ❖ Pick favorites

### Common pitfalls to avoid:

- ❖ Do not compliment solely physical appearance but instead compliment actions, thoughts, questions, and initiative.
- ❖ Do not rule out physical activities, like soccer, because there are Girls participating in the program. Girls might want to learn and participate in physical activities. At the same time boys might want to learn to dance or participate in a play.
- ❖ Do not ask what a sexual assault victim was wearing when the act happened, clothing choice is not equivalent to consent. Instead let survivors know it was not their fault. Acknowledge that survivors are their own best experts and provide them with resources and support.
- ❖ Do not pick certain Girls to participate, instead make sure everyone has a chance to participate; if not in larger groups then in small group activities.