



FOCUS 'N GE

Plan International Canada | March 6, 2020



A MESSAGE FROM THE GENDER EQUALITY UNIT

Hi all!

Happy International Women's Day 2020!

2020 is a pivotal year for gender equality and the empowerment of women and girls. It marks the 25th anniversary of the **Beijing Declaration and Platform for Action 1995** adopted at the Fourth World Conference on Women, which set an historical and visionary agenda for the empowerment of women and girls. Beijing identified critical commitments and areas of concern including a special focus on the girl-child. We at Plan International Canada stand steadfast in our conviction that girls are central and strong change makers in our programming and influencing work and remain committed to working with and for them to make the world a better place for them and everyone!

2020 also marks the halfway point in the effort to achieve a step-change improvement in equality for girls through the implementation of Plan International Canada's *20 Million Reasons* strategic plan 2018-2022 in alignment with *100 Million Reasons: Plan International's Global Strategy 2017-2022*.

What better time then, to dedicate this edition of Focus 'n GE to adolescent girls! Through this edition, we will reflect on our work for and with adolescent girls across our work and why it is important. And as always we will ask ourselves difficult questions regarding our approach and ways of working with adolescent girls. This is your bulletin - and we invite you to enjoy, engage and contribute with ideas, stories and questions!

Happy reading!

The Gender Equality Team

DID YOU KNOW?

In 1995, the world gathered at the **Fourth World Conference on Women** in Beijing, China and developed the **Beijing Declaration and Platform for Action**. The Platform for Action was adopted by 189 governments as the roadmap for taking national, regional and international action for the empowerment of women and girls across 12 critical areas of concern that are just as relevant today: poverty; education and training; health; violence; armed conflict; economy; power and decision-making; institutional mechanisms; human rights; media; environment; and the girl child. The Beijing Platform for Action, envisioned that obstacles to women's active participation in all spheres of life would be removed and gender equality could be achieved in civil, political, economic, social and cultural rights.

The Beijing Platform for Action still remains the most comprehensive global policy framework and blueprint for action, providing a source of guidance and inspiration to realize gender equality and the rights of women and girls. It laid the foundation for the **Millennium Development Goals (2000-2015)** and the **Sustainable Development Goals (2015-2030)** in relation to gender equality and the empowerment of women and girls.

Along with the rest of the world, Plan International Canada celebrates many of the achievements of women and girls globally and will be actively involved in the various **Beijing+25 moments in 2020**, including the UN Commission on the Status of Women (March), the Generation Equality Forums (May & July), and the UN General Assembly (Sept). Our goal for Beijing+25 is through impact, visibility and partnership with adolescent girls, we will support the recognition of, commitment to and investment in adolescent girl's rights in the continued implementation of the Beijing Declaration and Platform for Action and its contribution towards the full realization of women's and girls' human rights and the **2030 Agenda for Sustainable Development**.

WHY ADOLESCENT GIRLS?

Adolescence is a period of great transition for girls when life changing events happen – first menses, new or broadening social networks, first awareness of sexual identity and perhaps first sexual experience, potential first pregnancy or first job. It is a critical window of opportunity to break generational cycles of poverty and deprivation, and a key moment in time towards an empowered adulthood. Yet for too many girls around the world, adolescence is typically a period when their worlds and opportunities shrink. Due to their age and gender, they face unique complex and interconnected barriers and challenges in their homes, communities and societies that are often, entrenched in negative gender norms and values, leading to their continued disadvantage and violation of their fundamental rights to education, health, protection, and pathways to productive employment, decision-making in matters affecting their lives and public participation. This critical period is further influenced by other intersecting factors such as socioeconomic and civil status, ethnicity, disability, sexual orientation, gender identity, geographic and cultural context that affect what it means to be an adolescent girl different from place to place; as well as dictate what opportunities are provided to her and whether she can choose her life course.

Today the world is home to some 600 million adolescent girls and the world is increasingly recognising that adolescence, especially 10-19 years, is a critical time to make a step change towards positive outcomes. Adolescent girls, everywhere and without exception demonstrate their awe-inspiring potential, power, resilience, innovation and leadership that can transform their own life trajectories as well as of those around them. Indisputable evidence shows that investing in the realization of girls' rights and their personal, social, financial and physical assets yields tremendous rewards. To illustrate: for every dollar spent on education for girls and increasing the age at which they marry can return \$5; every extra year a girl stays in school, her income increases 10-20% and if every girl receives twelve years of quality education, lifetime earnings for women could increase from \$15 trillion to \$30 trillion globally. We are therefore clear, that global ambitions of the Beijing Platform for Action and the Sustainable Development Goals as well as regional and national commitments for poverty reduction and development cannot be achieved if adolescent girls' unique needs and fundamental rights are not addressed – with adolescent girls and young women at the table.

We need to move beyond the lip-service and tokenism extended to young people especially girls and create the necessary democratic and safe spaces for them to lead, come up with solutions and drive transformative change.

PLAN INTERNATIONAL CANADA'S ADOLESCENT GIRLS AND YOUNG WOMEN PORTFOLIO

OVERVIEW



AGYW Beneficiary Reach

1,062,222



Where?

18 COUNTRIES ACROSS AFRICA, ASIA & THE AMERICAS

Who are the AGYW?

IN SCHOOL, OUT OF SCHOOL, PREGNANT, LIVING WITH HIV, AT RISK OF CEFM/GBV

In which sectors?



HEALTH



EDUCATION



YOUTH ECONOMIC EMPOWERMENT



CHILD PROTECTION

PLAN INTERNATIONAL CANADA'S STORIES WITH ADOLESCENT GIRLS AND YOUNG WOMEN

CHAMPIONS OF CHANGE: A LOCAL MOVEMENT LED BY ADOLESCENTS

Strengthening agency of adolescent girls in Nampula, Mozambique

Healthy Women and Girls is a gender-transformative project with the aim to improve sexual and reproductive health and rights (SRHR) and maternal and newborn health in underserved populations of Moma, Mogovolas and Nampula city in the Nampula province of Mozambique. As a key gender transformative approach to build the individual and collective agency of girls, the project will work with 300 Champions of Change for Gender Equality and Girls'

Rights clubs and take participating girls and boys over a deep and reflective journey of transformative change for gender equality.

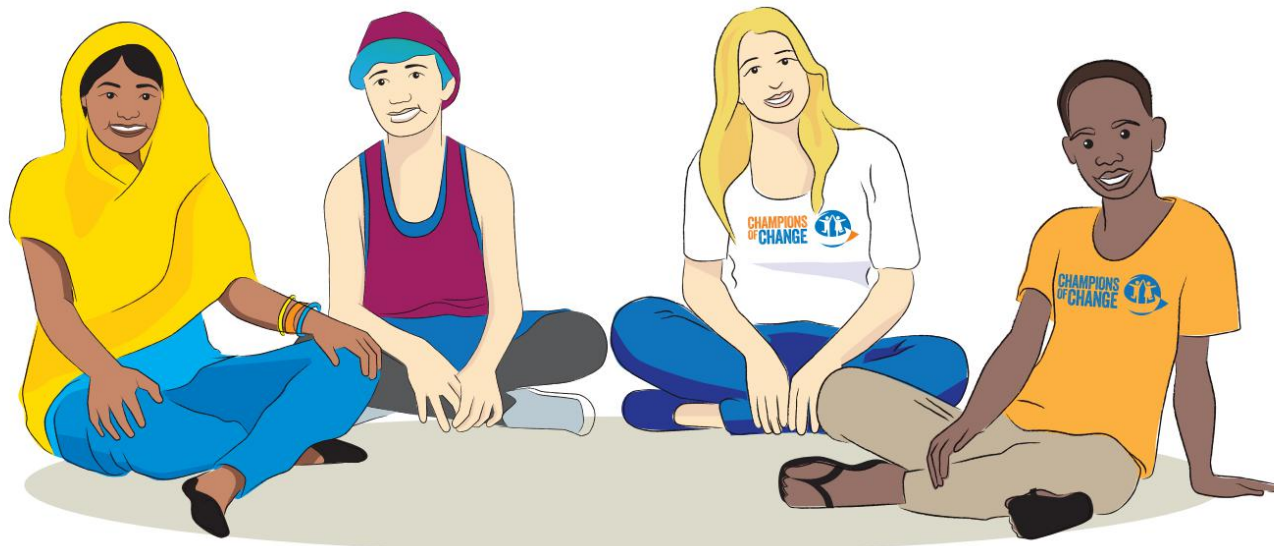
In its second year of operation, Champions of Change facilitators documented that adolescent girls 15-19 years old, who initially did not openly discuss issues related to their SRHR, now ask questions in the clubs, about puberty, sexuality and freedom from sexual violence. They also reported a change in adolescent girls' understanding of the negative consequences of early marriage and

an increase in the awareness of their rights to health and education. Fatima J., from the Colokoto community in Moma District confirms, *“The Champions of Change Club taught me about my rights to healthcare and education. I now know that marrying early will compromise my health and wellbeing. I want to study until 12th standard and live a healthy life.”* Another club member, Leima L., also from Moma District said, *“The program has exposed me to the concept that girls have a right to equal opportunities. I want to continue my education and then earn a living. I will not get married early.”*

AGENCY

A woman’s/girls’ individual or group ability to make informed choices, and to transform those choices into desired outcomes.

Building adolescent girls’ and young women’s agency is a central piece of Plan International Canada’s gender transformative programming.



Indigenous girls leading change in Loreto, Peru

Peru has a substantial indigenous population with 47.5% under 15 years of age, with 50 different indigenous groups of whom 4.31% live in the Amazon, [with the highest concentration in the Loreto region](#). Plan’s gender-transformative We Decide! project promotes girls’ SRHR in partnership with [Asociación Kallpa](#) in Loreto.

The [prevalence of violence against women](#) in Peru as well as the pregnancy rate amongst girls, in particular indigenous girls, continue to increase, exacerbated by a conservative context and growing momentum of anti-rights and anti gender equality groups, linked to the [“Do not mess with my children”](#) movement.

Based on a thorough context analysis of the project area, Plan International is engaging adolescent girls, boys and non-binary youth through its Champions of Change for Gender Equality and Girls’ Rights program. Sessions for girls promote girls’ SRHR, sexual autonomy and decision-making regarding her own body, among others. At the same time boys’ sessions address topics such as being responsible regarding sexuality and relationships, being non-violent and working towards positive masculinities.

Prior to adolescent sessions, information dialogues are held with parents and carers to provide them with details about the different topics that the program addresses and to ensure that an enabling space is created for adolescents to participate safely. Plan International takes advantage of these dialogues to go beyond giving information and talking to parents about gender equality, gender-based violence (GBV), actions that foster their daughters’ agency and creating a safe environment at home

and the community for girls. Cindy, a 14 year old girl from Punchana, said. *“After a couple of informative sessions, my dad stopped getting mad at me because I was speaking up. Now he is more open minded, he is listening and respecting my opinions. I feel stronger. Being a Champion helps me to recognize myself as a girl with rights but at the same time it is helping me and my parents to improve our communication and to discuss topics such as roles and responsibilities at home. We are just starting to change, we need much more to make a real big change, it is not perfect but at least these are some good changes (laughing).”*



PEER SUPPORT GROUPS: FROM “BENEFICIARIES” TO POWERFUL CHANGE AGENTS

South Sudanese refugee girls busting taboos around menstruation

While all civilians face multiple forms of insecurity in disasters and crises, adolescent girls are affected very differently compared to other populations. Pre-existing gender inequalities are further fueled in crises and adolescent girls' physical safety, their health and their future prospects are at heightened risk. Plan International recognizes this and focuses on adolescent girls specifically in humanitarian and emergency contexts.

Due to prolonged violence and political instability in South Sudan, Uganda hosts over 800,000 South Sudanese refugees. The majority of women and adolescent girl refugees arriving from South Sudan have been exposed to sexual violence and face ongoing protection and sexual and reproductive health risks within the refugee settlements in Uganda.

To respond to the specific needs of adolescent girls, Plan International engages adolescent girls and boys in Peer Support Groups (PSGs) in refugee settlements in Uganda building transformative life skills, protection strategies, sexual and reproductive health and rights and menstrual hygiene management awareness. This allows adolescent girls and boys to access critical information which reduces risks and promotes resilience to sexual and gender-based violence in the refugee settlements. Adolescent boys and girls discuss sexual and reproductive health and rights and menstrual hygiene management together, to address stigma and taboos and avoid reinforcing the subject as a 'women's/girls' issue'. This is one of multiple projects run in an emergency setting which actively engages adolescent girls and works to address their unique needs with them in the lead. A South Sudanese adolescent girl said, *“Menstruation is something I would never speak about before but now I feel comfortable talking about it with my friends and people in the community because of Plan’s work. There are lots of issues affecting boys and girls my age and it’s important that we have more information and that others in our community also have it so that they can support us and tackle taboos. Already I see great improvement in my community and I will continue to raise awareness with Plan’s support.”*

Raising awareness on gender-related barriers to education by spotlighting adolescents’ voices

The Primary (School) Access through Speed Schools (PASS+) project aims to increase access of Out of School Children (OOSC), aged 6-14 years, to gender-responsive and inclusive formal and non-formal primary education in 15 regions of Burkina Faso, Mali and Niger. Taking a gender transformative approach to community awareness raising, a child-led approach to community outreach is implemented through artistic contests in Speed Schools for intergenerational dialogue to address barriers to accessing education such as child labour and child early and forced marriage, focusing on issues faced by girls and children with disabilities. This innovative approach provides a great opportunity for learners to become their own advocates for change and to promote education within their communities.

The artistic contests took different forms (such as drawing, theatre, dance) based on the local contexts. For example, in Burkina Faso drawing contests were spearheaded by adolescents, while in Mali children decided they prefer to carry out plays.

With the participation and support of parents, community and religious leaders and women, as well as municipalities' representatives, ceremonies were held to celebrate and showcase the best artistic productions. In addition to discussing some of the deep-rooted barriers to education, these activities also were also helpful in supporting teachers to implement active gender-responsive pedagogy approaches and improved interactions among learners and between learners and teachers, while boosting learners' self-confidence to become leaders of change.



“Inclusion of Children Living with Disabilities in Education” depicts two children walking to school and is accompanied by the following writing: “We are disabled children. Register us in school; our integration will make us proud.”

A nascent girls’ movement through youth peer educators in Tanzania

Uzazi Salama Rukwa (USR), is a gender transformative project implemented by Plan International in the Rukwa region of Tanzania that aims to improve the health outcomes of women, adolescent girls and newborns by increasing the utilization of maternal, neonatal, sexual and reproductive health services by empowering adolescent girls, women and their families and improving the availability and quality of health services.

One of the strategies to increase the utilization of maternal, neonatal, sexual and reproductive health services by community members, especially youth, is youth-led Peer Education, that adolescent girls and boys themselves undertake with their peers. Peer Educators (PEs) are trained on positive relationships, family planning, prevention of early marriage and gender-based violence, self-awareness and wellbeing. They are also equipped with facilitation skills through an intensive 10-day training. They then organize public events like sports bonanzas

and community meetings for outreach and education supported by school teachers or health care workers and community leaders to reach in and out of school adolescents.

Through the peer education program, USR has contributed to strengthening awareness of community members on broad gender equality and women's and girls' rights as well as sexual and reproductive health issues. Specifically it has contributed to building the knowledge, capacity and agency of PEs, notably adolescent girls for leading a community based movement for transformative change. Odilia (age 19), an out-of-school PE, notes, "*I was seen poorly in my society because I got pregnant while still in school. After joining the Uzazi peer education program, I was publicly recognized by my village leader as a trained PE. I now conduct sessions and talk about ASRH with other youth, without fear.*" Since its inception, USR has trained 166 PEs (84F, 82M) who in

turn have conducted 4,320 sensitization sessions, contributing to the project reach of 69,700 adolescents' girls and boys.



Odilia (19) and her friend Martha (18) who were the first girls to join Uzazi Salama PE group in their community.

EMPOWERING AND INNOVATIVE DATA COLLECTION WITH AND BY ADOLESCENT GIRLS

At every stage of monitoring, evaluation and research, girls and women take part - as participants in discussion and in feedback, as designers and increasingly as field researchers and data collectors themselves. Gender assessments are undertaken to better understand views of women and girls in program contexts. Participatory approaches are incorporated or enhanced to empower women and girls as key decision makers in making choices in their lives – for example, from providing views on the health, education or protection services available to them, to speaking on gender equality issues with leaders in their communities. Adolescent-led participatory research is an **innovative approach to research that engages youth as experts and trains them** in the use of research methods, to generate data that helps better understand the health and social priorities of their own demographic group. Our safeguarding approaches during phases of monitoring, evaluation and research ensure the safety and protection of all children and young people throughout.

The way in which engagement occurs differs according to context. In some cases, engagement takes place through existing structures of participation which can be reinforced by Plan International. School or health committees are often used to engage participation from young people through an empowering and democratic process which places them at the center of consultation and decisions which are relevant to their lives and the lives of their peers. In other cases, Plan helps to establish participatory processes to elicit views of young people through consultation with a group of their peers. There has been a **growing emphasis on the importance of adolescent participation in research and program development** targeting their own demographic. The involvement of adolescent girls in particular has relevance from operational, developmental, and ethical and human rights perspectives, and is thought to constitute a critical mechanism for achieving equity. Moreover, this approach expands adolescents' social networks and provides them with opportu-

nities to develop skills in research, communication, collaboration, and advocacy.

Whatever form the participatory data collection might take, some important considerations and preconditions for success include the following:

1. Inception meetings to inform leaders, community members, and especially parents about the involvement of adolescents in any form of data collection.
2. Ensure data collection include informed consent, confidentiality, and introductions are done in safe spaces and welcoming environments (where girls feel welcome, supported, treated as experts, have a voice, and feel safe to participate).
3. Training of facilitators and enumerators on safeguarding children and young people in data collection, including their role in ensuring disclosed safeguarding incidents are referred according to Plan's reporting protocols.
4. Consent forms signed.
5. Regular monitoring and check-ins on the participatory process and what is learned not only from the information collected, but also from the process of participation itself and the tangible impact it might have on a girl's self-expression, self-value, her relationships and her ability to make choices about her life.



Adolescent Girls in Bangladesh providing insights on their health and rights using Computer Assisted Self-Interview Software.

WORKING WITH ADOLESCENT GIRLS: HOW TO LISTEN TO THEM!



Deep Dive on Plan For Girls Consultations

Plan International Canada has a strong record of consulting with and listening to adolescent girls and young women to understand their key barriers, specific needs, interests and opportunities as a primary impact group at early stages of program design and also during implementation, monitoring and evaluation. Plan for Girls (P4G), a five-year program in Benin and Cameroon, supports adolescent girls and young women to move beyond traditional roles as beneficiaries of interventions to catalysts of change. With a girl-led design, implementation, monitoring and advocacy ambition, an in-depth and intensive two-months process of consultations has been completed aiming to understand the underlying, complex and inter-related determinants of vulnerability and marginalization of adolescent girls and young women through a comprehensive and multi-sectoral approach that puts girls at the centre.

Five lessons to really listen to adolescent girls and young women to craft a “Plan for Girls”

- **Include the most marginalized adolescent girls and young women:** To identify, reach and engage girls and young women from disadvantaged backgrounds, a first layer is to ensure at the community mobilization process that all the communities’ components such as ethnic minorities, religious minorities, people with disabilities are clearly informed and part of the process. The second layer consists of identifying the adolescent girls and young women based on specific experiences and vulnerabilities (age, disability, education profile, marital status, economic status etc.) without labelling them as such. Plan for Girls consultations included 10-14, 15-19, 20-24 girls and young women who were out-of-school; working; pregnant, married or young parents; girls not in education, employment and training along with girls in school and young women in vocational trainings.
- **Create safe spaces including emphasis on child and youth safeguarding:** Girls and young women need safe spaces to share their experiences, views and aspirations. Safe “female only spaces” help girls to support one another and build their confidence and self-esteem to speak up. Plan for Girls rigorously identified female facilitators (some were young women aged 24) with relevant language and facilitation skills and trained them to support active participation and open discussion to discuss sexual and reproductive health, gender equality, and sensitive topics such as child marriage,

gender-based violence, decision-making issues, etc. Safeguarding protocols and do no harm principles were highly embedded in the process. Discussions were scheduled to fit around the girls’ time or their schoolwork and activities.

- **Foster collaboration with boys and allies:** Involving adults and boys is an important part to secure champions who can make crucial contributions to expanding the choices and voices of adolescent girls and young women (AGYW) and create a positive and supportive environment for girls’ engagement. To collect information on AGYW challenges, priorities, needs and solutions, Plan for Girls not only consulted more than 1500 AGYW, but also held discussions with over 1000 boys, 400 female and male caregivers and 200 community influencers such as village chiefs, kings, imams, priests, voodoo leaders, head nurses, primary and secondary (head) teachers, police officers, social workers, credit officers/managers, shopkeepers, and agricultural traders.
- **Build girls’ assertiveness capacities:** At all stages of engaging with adolescent girls, capacity building and mentoring is an ongoing endeavor so girls can assert their rights, make and negotiate informed choices. In Plan for Girls this continuous mentoring is a key and continuous element to deepen consultation analysis, prioritize actions and engage in evidence informed advocacy with decision-makers and duty-bearers.
- **Strengthen platforms for adolescent girls and young women’s engagement and dialogue with influencers and duty-bearers:** To support the girl led design of the plan, platforms for girls’ dialogue with duty bearers such as education, health, protection systems are supported for girls and young women to influence decisions affecting them and to increase duty bearer accountability. For this a mapping of services to help identify the current situation, gaps and opportunities in service delivery was conducted. With both consultations and mapping findings, adolescent girls will be supported to determine a holistic and integrated package of interventions that are responsive to their needs. Dialogue with duty bearers will continue through girl led advocacy; and duty-bearers will be oriented continuously in gender equality and participatory planning and governance.



Married and pregnant adolescent girls in Benin, mapping resources in their community.



Youth for Gender Equality Canada leading the 2019 Youth Summit.

GIRLS AND YOUNG WOMEN IN CANADA LEADING NATIONAL AND INTERNATIONAL CHANGE

All girls have a voice, but too few are truly heard. All girls hold power, but too few can exercise it. That is why Plan International Canada works with [girls and young women in Canada](#) to provide a platform for girls to lead, speak up, and advocate for change on the national and international stage. There are currently 17,965 young people engaged in our youth programming.

Youth like Aloka, age 18, who advocated for girls' rights at the United Nations' Commission on the Status of Women in 2019 said, "that was a big moment because I never envisioned being on that kind of stage, advocating for gender equality. These are things that it's possible for young people to achieve."

Or Roshni, a member of our Youth Advisory Council (YAC), who told us her participation in the YAC "allowed me to invest in my own abilities, find confidence in my capacity as a young woman and use those skills to lift others up in their journeys."

Aliya, another YAC member shared "for me, being part of the Youth Advisory Council has meant the invaluable opportunity to amplify my voice and to speak out and advocate for issues that impact youth on a global scale."

Whether advocating for gender equality on a world stage or building leadership skills and confidence around a boardroom table, the girls we work with are creating change not just for themselves but for their entire generation, and generations to come.

CONCEPTS AND QUESTIONS IN WORKING WITH ADOLESCENT GIRLS AND YOUNG WOMEN

Girl-centered or girl-led?

Girl-centered programming places girls' issues at the core of the work. It recognizes that in order to ensure that girls' interests are central to the program and that their voices are heard, adults must engage girls in a participatory way and support them to take active roles in their communities. While girl-centered programming is primarily led by adults, **girl-led** programming means that girls make decisions on all issues affecting their group or organization. They design their own strategies and plans, set their own priorities, and decide how to use their own resources. Girl-led programming can occur with or without adult support. Adults may provide information or support girls with the skills or resources to be effective agents of change, but it is the girls themselves who are in the driver's seat. Plan takes both approaches in programs.

Adolescent girls programming - are we overlooking adolescent boys, young men and diverse gender identities?

No. Working with and supporting boys and young men to embrace positive masculinities and promote gender equality is central to Plan International's gender transformative approach. While maintaining a central focus on adolescent girls and young women, boys, young men and all gender identities are likewise engaged and sup-

ported to achieve meaningful results for themselves as partners and beneficiaries of gender equality. Boys and young men are consulted, engaged meaningfully and their needs are addressed when they are adversely affected. They benefit as well from gender responsive, inclusive and adolescent friendly sector systems strengthening. Disaggregated indicators allow comparison of outcomes and resources for both boys, girls and other vulnerable groups.

Adults as girls' allies, yes...but

In addition to boys and young men, engagement of adults who are motivated to accompany adolescent girls and young women in the journey to express their views, participate in decisions affecting them and claim their rights are important for positive girls' engagement and sustainable results. These allies and mentors can be parents, neighbors, female and male community members, religious and traditional elders. Through this intergenerational collaboration, adult allies need to be fully supported to understand gender inequality and power relationships and their roles which include to be active and supportive listeners to girls, to respect girls' views and recognize their experiences and expertise, to empower girls in realizing changes instead of taking patronizing attitudes, reinforcing stereotypes and unequal power relations or leading on behalf of girls. This is not a small shift, requiring transformative attitudinal and behavioural change!

Are we ready to work differently with adolescent girls?

Both girl-centered and girl-led approaches recognize that girls are experts in their own lives and have inherent agency. As adults, we are their allies: we listen, and we help them reach their full potential. We should ask ourselves, how can we be better listeners to adolescent girls? What new skills and behaviors do we need to be true and respectful allies? How do we keep girls safe, while at the same time supporting them to speak out? How can we implement programs that are flexible to girl's interests and recommendations? And how do we hold ourselves accountable to supporting girls' in the way that they want to be supported? If we want to work differently with girls, we need to transform our own ways of working and challenge how we design, implement, monitor and evaluate programs. Are we ready for the journey?

Ethical considerations and practical constraints in the M&E process

Despite best efforts, ethical considerations remain in the way in which data is collected, even following a strong consultative process, signed consent forms and trained facilitators. Plan's experience in a number of settings suggests that the linkage between the consultations and the programmatic interventions needs to be made explicitly through continuous communication with community members and young people. Several projects have underlined that participatory approaches place a heavy time burden on participants, who may feel they have little choice to participate. Finally, the empowering process of participatory approaches may be limited to a small group

of already empowered adolescents – targeted from adolescent groups to join consultative processes because they are well-spoken and often from more affluent households. This renders the generalization of findings more limited than would be the case through a more rigorous selection process.



GE UNIT UPDATES

- Plan International Canada welcomes Maya Doyon-Hanson as the newest member of the Gender Equality Unit.
- Join Plan International Canada in celebrating [International Women's Day 2020](#).

FOCUS 'N GE CELEBRATES 3 YEARS!

For Plan International Canada colleagues, [click here](#) to get copies of previous editions of Focus 'n GE. For those outside of Plan International Canada, reach out to DDonia@plancanada.ca. Previous editions highlighted the following topics:

1. Understanding Gender Equality
2. Unpacking Gender Transformative Programming
3. Engaging Men and Boys for Gender Equality
4. Measuring Gender Transformative Change
5. Gender Responsive Pedagogy Teacher Training
6. Gender Transformative Programming to Fight Malaria, HIV, Tuberculosis
7. Gender Equality Monitors in Women's Economic Empowerment
8. Partnering with Women's (and Girls') Organizations
9. Gender Equality in Plan International Canada's Humanitarian Programming

FEEDBACK AND NEXT BULLETIN

We hope this was useful! But we would love to hear your comments, questions, thoughts and topics that you would like to see in the next **Focus 'n GE!**

Send a line to our amazing Technical Quality Officer, Daniela: DDonia@plancanada.ca