Adolescent girls' Safe Space guide for Community Based Organizations

MERCY CORPS

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Introduction

Safe Spaces are an integral part of girl-centered programming worldwide. While models vary depending on the country and context, at their core, Safe Spaces, through community involvement, provide an emotionally and physically safe environment for girls and women to come together to learn new skills, develop social networks, empower each other, and begin the healing process from traumas they may have experienced. Safe Spaces can create an environment that provides a close relationship with trusted adults and peers.[1]

Caring relationships with trusted mentors can help to support adolescent girls as they navigate this critical phase of their lives. Many studies point to the importance of social networks for good health and as practical assets.[2] Adolescent girls are less likely than boys to have robust friendship networks, a place they can go if they need somewhere to stay, a friend from whom they can borrow money if in need, or resources that can protect them if they are in danger at home.[3] Safe Spaces programs provide social contact for girls to help foster such social networks in a safe and secure environment where they can meet and feel comfortable sharing with others. Gender norms within communities often dictate where and when girls can meet, therefore their mobility is often much more limited than boys their age. For this reason, extra effort must go into finding physically safe places for girls to convene.

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1   Ibid

2   Berkman, Lisa and S. Leonard Syme, 1979. "Social networks, host resistance, and mortality: A nine-year follow-up study of Alameda county residents," American Journal of Epidemiology 109:186-204.

3   Erulkar, Annabel S., Tekle-Ab Mekbib, Negussie Simie, and Tsehai Gulema, 2004. "Adolescent life in low income and slum areas of Addis Ababa, Ethiopia." New York: Population Council

Safe Spaces

Safe Spaces provide physically and emotionally supportive environments for girls to build their social networks among peers and a trusted female mentor from their community. Safe Spaces are also a vehicle for delivering program content, from literacy and numeracy to information on reproductive health.

The purpose of this guide is to strengthen capacity of Community-Based Organizations (CBOs) in safe space design and implementation.

This guide provides a step-by-step approach for CBOs to set up safe space programs and implement them effectively to acheive positive impact on program participants. The guide builds on Mercy Corps'—and other industry leaders'—principles for successful Safe Spaces and introduces a variety of tools and resources to support the success of programming for adolescent girls. While it primarily focuses on Safe Spaces as they relate to adolescent girls, this guide can also be adapted for any other program that will be making use of Safe Spaces as a platform for participants' engagement.

This guide supports Mercy Corps' belief that our role as an international organization is to help strengthen the systems where our local partners, including CBOs, are the drivers of inclusive and resilient communities. Our intention is that this guide, complemented by agency-and industry-wide efforts to create more equitable, mutually-beneficial, and accountable partnerships with local actors, will support communities to determine their own solutions, and that those solutions will be fundamentally stronger as a result.

Safe Space Program Achievements

> In parts of Northeast Nigeria, where many girls are internally displaced because of violence, our Investing in the Safety and Integrity of Nigerian Girls (I-SING) program enrolled 9,527 adolescent girls in 462 Safe Spaces programs as a platform to teach girls life skills, reproductive health knowledge, and provide psychosocial support.

> In Northern, Central and Southern Nigeria, our Educating Nigerian Girls in New Enterprises (ENGINE) program worked with community members to develop culturally appropriate ways of delivering sexual and reproductive health curricula under the title "Hygiene and Health" to more than 21,000 girls in Safe Spaces.[4]

> Through our Supporting The Education Of Marginalized Girls In Kailali District (STEM) program in Nepal, participation in Girls' Clubs was attributed to increased General Self-Efficacy (GSE) scores for in-school treatment girls. One contributing factor was Girls' Clubs requirement of every girl to lead her group in turn so that all girls had a chance to speak up and proactively participate in sessions.[5]

> Through GIRL groups in Kenya, adolescent girls who participated in Safe Spaces had an 18.1% increase in literacy and numeracy scores when compared to baseline.[6]

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4   Educating Nigerian Girls in New Enterprises (ENGINE) Project Completion Report, March 2017. https://mcdl.mercycorps.org/gsdl/docs/Nike13NigeriaENGINEfinalRep.pdf

5   Supporting The Education Of Marginalised Girls In Kailali District (STEM) Endline Evaluation Report. November 2016. https://mcdl.mercycorps.org/gsdl/docs/DFID-2012NepalSTEMKailaliEndlineEval.pdf

6   Girls Improving Resilience in Livestock (GIRL)Final Report. August 2018 https://drive.google.com/file/d/13lsYKE1eueB58CpmMvYNRFuxNK-SPp5S/view?usp=sharing

Photo: Mercy Corps, Niger/Sean Sheridan, 2014

Knowing the basics

What is a Safe Space?

Most literature typically use the term "Safe Space' in relation to adolescent girls and women. While this is the practice in a lot of cases, it is not strictly true.

According to the Safe Space Network and quoted by Li Charmaine[7], a *Safe Space* is a place where **anyone** can *relax and be able to fully express, without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity or expression, cultural background, religious affiliation, age, or physical or mental ability.*

7   Li Charmaine, A., 2017. Should we have "Safe Spaces" for "stupid questions"? Should we have "Safe Spaces" for "stupid questions"? | breakfast with words (wordpress.com)

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YouthPower[8] conducted a survey for young people to express their thoughts on safe public spaces for youth. In response to the question "what is a Safe Space?", some of the young people's responses are captured below.

"A place where youth can feel free to engage, create and collaborate with one another working to improve their communities and build their self confidence."

—Victor, Kenya

"It's the space where we feel freedom and social justice."

—Samah, Sudan

"…Safe Spaces mean a world where young men and women are equipped with the skills that they need for their social-emotional and physical well-being."

—Abigail, Nigeria

"A place where I can fully express myself and talk about my understanding of certain ideas and thought processes… but I don't get judged for it or get labelled or beaten or in certain parts of the world killed for it…"

—Al K, Pakistan

Safe Spaces are physical and relational environments in which boys and girls of all ages, and their caregivers, can experience a restored sense of safety, express themselves, make connections and feel supported.[9] A Safe Space has also been described as a place—physical or virtual—you can go to relax and recharge. A judgment-free zone where you can let your guard down and truly be yourself.[10]

In simple terms, Safe Spaces are places where a person is comfortable with every other person in that space and can talk freely without any fear of being judged, ignored or shut down. Safe Spaces typically offer a combination of essential protection and psychosocial support, and may offer multi-sectoral services such as education, health, nutrition and livelihoods.[11]

It is pertinent to mention here that Safe Spaces in Mercy Corps are not safe houses nor are they for gender-based violence (GBV) services. These are focused and specialized services which are beyond the scope of conventional Safe Spaces.

What is an adolescent Safe Space?

Adolescence, the age range 10-19 is known as the decade of development and is filled with key transitions for both boys and girls including sexual initiation, secondary school completion, economic activity, and in many cases, marriage and parenting.[12]

Young people, including adolescents, have a body of experience unique to their situation, and they have views and ideas that derive from this experience. They are social actors with skills and capacities to bring about

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8   YouthPower, 2018. What young changemakers think of safe public spaces https://www.youthpower.org/resources/what-young-changemakers-think-safe-public-spaces

9   OCHA, 2021. Safe Spaces for Children and Caregivers – Minimum Standards. https://www.humanitarianresponse.info/en/operations/ethiopia/document/safe-spaces-children-and-caregivers-minimum-standards

10   Scott, E. 2021. How To Create Your Own 'Safe Space'. Create a "Safe Space" For Yourself (verywellmind.com)

11   Plan International (2020) Adolescent Programming Toolkit: Guidance and Tools for Adolescent Programming and Girls' Empowerment in Crisis Settings, United Kingdom: Plan International.

12   Mercy Corps, 2017. Pathways to Progress. Mercy Corps' Approach to Partnering with Young People.

constructive resolutions to their own problems.[13] It is therefore important that they have a platform to share these views and ideas and work together to achieve them.

Adolescent Safe Spaces are therefore spaces where adolescents, boys or girls, can share their views, share experiences, explore solutions without any fear of being judged, ignored or disrespected.

These Safe Spaces make it easy to reach and engage adolescents and facilitate access to programming and needed services.

Intentionally reaching and engaging adolescent girls and boys can build the assets and protective networks they need to avoid life's trap doors as highlighted in the table below.

TRAP DOORS FOR GIRLS	TRAP DOORS FOR BOYS
Withdrawal from school due to economic reasons	Boys may be burdened by pressures to provide and protect family and community
Early and forced marriage	More vulnerable to harmful masculinities and physical violence for survival
Has less access to services and resources	Pushed into formal and informal armed groups
Faces high rates of sexual violence	Risk of mental health problems associated with depression and drug use
Pregnancy	Greater susceptibility to peer pressure and risk taking
Social isolation	Could have access to economic opportunities but is also vulnerable to being pushed into physically risky work (unsafe labor)
Poor or no access to viable and rewarding economic opportunities	

Falling through one trap door often leads to others, whereas if we invest early enough, we can help adolescents avoid these trap doors or recover and become more resilient by developing the ability to adapt to present and future demands.

Safe Spaces make it easier to reach and engage adolescents and facilitate their access to programming and services. It helps us to take actions and provide options that meet the diverse needs, priorities and capacities as identified by the adolescents themselves.

Safe Space differentiation

Adolescents are often seen as a homogenous group, which results in programming that is not appropriately targeted or that misses entire segments of the youth population (often younger adolescents, working adolescent boys and girls in particular). The needs of adolescent are complex, cut across multiple sectors and require coordination across multiple stakeholders, which often leads to lack of or inadequate services.

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13   World Assembly of Youth (WAY) Report, 2015. Youth participation in decision making. Youth participation in decision making (way.org.my)

Safe Spaces are effective with both in-school and out-of-school girls. It can be beneficial to have in-school girls working together with out-of-school girls because they share knowledge and support each other. However, this depends on the context. In some cases, out-of-school girls might not feel comfortable attending group sessions with in-school girls due to a lack of confidence or perceived sense of belonging. It is also important to recognize that girls who are married and those who are not have different needs, especially in regards to reproductive health

However, if a program is focused on social cohesion, psychosocial support (PSS) or recreation activities, it would be a positive thing to mix adolescents across education levels.

The box at right highlights how the Sibling Support to Adolescent Girls in Emergencies (SSAGE) program[14] grouped program participants, this was implemented by Mercy Corps in Northeast Nigeria.

We must be careful not to unintentionally stigmatize when we make these groupings. We will know what the least harmful way of grouping is if we talk to the girls themselves.

CONSIDERATIONS FOR SAFE SPACE GROUP FORMATION

– Age
– Sex
– Language
– Location/Proximity

Photo: Mercy Corps, Jordan/Ezra Millstein, 2019

What is an adolescent girls' Safe Space?

As mentioned earlier, most literature define Safe Spaces in relation to adolescent girls and women. Safe Spaces, community-based girls' groups, girl fora, girls club all refer to the same concept – **places/spaces where girls come together to interact and forge close social and mental connections to thrive.**

At Mercy Corps, adolescent girls' Safe Spaces are platforms that provide physically and emotionally supportive environments for girls to build their social networks among peers and a trusted female mentor from their community. Safe Spaces are also a vehicle for delivering program content, from literacy and numeracy to information on reproductive health.

Why do adolescent girls need Safe Spaces?

Adolescence is especially risky for girls in developing countries. In many contexts, a girl's world narrows when she enters adolescence. Compared to boys, they are more likely to drop out of school, experience poorer health outcomes, be socially isolated and have fewer economic opportunities. As she comes of age, her mobility and choices become limited because of fears for her safety, the burden of household chores and who controls her sexuality.[15] These gender norms within communities often dictate where and when girls can meet, so extra effort must go into finding physically safe places for girls to gather and interact.[16]

Girls in poverty often have few friends, little free time, and no power. Safe Spaces are places girls can go to make connections with mentors and new friends, gain education and life skills, be inspired by and inspire others, and build confidence, giving girls the tools to change their circumstances.

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14   Based on Mercy Corps' Hadin Kai program.
15   Mercy Corps, 2021. A GIRL CAN CHANGE HER WORLD: Mercy Corps Capacity Statement on Adolescent Girls.
16   The essential guide to Safe Space programmes for girls. Girleffect.org

"Being in a Safe Space gives you "the awareness that you have a right to have your point of view and confidently announce your opinion." To be in a Safe Space is also not to be afraid of someone else's condemnation. A person feels more calm and confident."

– Kazakhstani girl, age 17, about Safe Spaces[5]

Safe Spaces have been increasingly recognized as effective platforms to engage and empower adolescent girls and young women. Recent research by Population Council[18] showed that Safe Spaces (termed community-based girls' groups) showed most success in improving health and gender attitudes and beliefs of adolescent girls.

Photos: Mercy Corps, Nigeria/Corinna Robbins, 2016
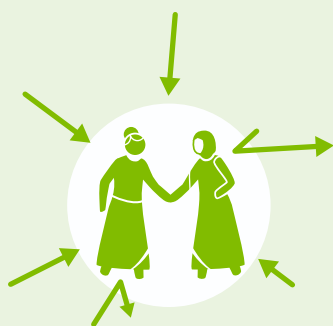
WHY ADOLESCENT GIRLS NEED A SAFE SPACE[17]

In Safe Spaces girls feel physically and emotionally safe. The term 'safe' refers to the absence of trauma, excessive stress, violence (or fear of violence), or abuse.

In Safe Spaces girls can feel comfortable and enjoy the freedom to express themselves without the fear of judgement or harm.

Safe Spaces are where girls can meet and socialize. This is because in many societies, girls face limited avenues to meet, and public spaces are often inhabited largely by men.

Safe Spaces provide girls with a safe entry point for services and a place to access information.

Safe Spaces offer a critical way to build girls' social assets which include community networks and support.

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17   UNICEF, 2015. Here are the reasons why girls need a Safe Space. https://www.unicef.org/turkey/en/stories/here-are-reasons-why-girls-need-safe-space
18   Temin, M., Heck, C. J. 2020. Close to Home: Evidence on the Impact of Community-Based Girl Groups. Glob Health Sci Pract. 2020 Jun 30; 8(2): 300–324. Published online 2020 Jun 30. doi: 10.9745/GHSP-D-20-00015. PMCID: PMC7326521

ADOLESCENT GIRLS SAFE SPACE GUIDE : SECTION 2

Essential elements and guiding principles of an adolescent girls' Safe Space

Essential elements of an adolescent girls' Safe Space

Adolescent girls' Safe Spaces may differ from one location to another based on local context and program focus; however, they all build on some basic elements or features. As CBOs plan for Safe Space programming, they should take these elements into consideration in the design phase of their programs. These elements can be revisited when there is a draft design to reflect on the extent to which they were integrated.

> **Girls only** – This might be obvious since it is called an adolescent girls' space; but it needs to be emphasized. Adolescent girls' spaces are not where fathers, brothers or even mothers come to check on the girls. The space is a sort of "me" time for the girls and no other person, apart from the mentor or facilitator, is allowed to be there during space activities.

The only time other people might be in the space is when program activities call for it e.g. a health worker from the health center sharing reproductive and other health-related information; a trainer teaching a specific vocational skill.

> **Girl-led and ownership** – One of the aims of girls having their own space is to build their leadership skills, give them a voice and develop life skills such as decision-making. In their spaces, therefore, girls must have a say in the content, activities, location and timing of when activities are held within the spaces.

> **Friendship** – Adolescent girls' Safe Spaces must provide opportunity to create connections with other girls and build trusted support networks. Thus, it is important to, as much as possible, have groups of girls with similar characteristics e.g. girls who are out of school and want to return to school can be in same group to encourage one another and share information.

> **Mentor as guide** – While it is important for girls to lead and own the activities of a Safe Space, they still require guidance. All adolescent Safe Spaces must have a mentor or facilitator that will serve as a role model for the girls. The role model must be a female, trusted within the community, reside in the same community as the girls and be able to empathize with the girls. Where possible, the girls could select their mentors.

> **Safety** – The concept of safety is twofold – physical and emotional safety.

  – *Physical safety* – Physical safety refers to the protection of all stakeholders, including families, caregivers, students, school staff, and the community, from violence, theft, and exposure to weapons and threats, to

establish a secure learning environment.[19] For adolescent girls, violence and threats could be in the form of sexual violence, gender based violence or harassment. As mentioned earlier, girls should lead on selecting locations which they consider safe and appropriate. These locations should be where they are allowed to go and where they can be free from harassment. Beyond location, Safe Space activities should take place at times girls can be out of their homes. Whatever the girls are learning or assets they are gaining within the spaces shouldn't put them at risk e.g. if, as part of the program design, girls will be given cash or electronic devices, serious consideration must be taken on how they will be protected.

Also, there must be an awareness of key danger moments which could leave girls vulnerable to violence or exploitation e.g. traditional festivals, sports events and natural disasters especially those that are periodic.

– *Emotional safety* – Some adolescents interviewed for research have described emotional safety as being understood and not feeling like they had to hide their authentic selves.[20] Girls must be able to express their worries, ideas, visions without fear of judgement or mockery. There must be a group focus on solving problems and not trying to judge.

❭ **Number of girls in the Space** – Most literature does not specify number of girls that should be in a Safe Space. Most range from 15-25. The research by Population Council[14] on 30 program groups stated between 15 – 25 girls as the most common group size. Note that this does not refer to semi-structured or communal activities such as festivals which a large number of girls are likely to attend.

GIRLS' SAFE SPACE GROUP SIZES FROM PREVIOUS PROGRAMS

15-20
NUBADER PROGRAM,
JORDAN

~20
HADIN KAI (UNITY),
NORTHEAST NIGERIA

20-25
EDUCATING NIGERIAN GIRLS IN NEW ENTERPRISES (ENGINE II),
NIGERIA, IN KANO, KADUNA, LAGOS AND ABUJA

Photos: Mercy Corps, Iraq/Corinna Robbins, 2015

19   National Center on Safe Supportive Learning Environments. https://safesupportivelearning.ed.gov/topic-research/safety/physical-safety
20   Janet B. Wong, Meghan H. McDonough, William Bridel & Nicole Culos-Reed (2022) The role of peers and the recreational environment in adolescent emotional safety, Qualitative Research in Sport, Exercise and Health, DOI: 10.1080/2159676X.2022.2048058

Guiding principles of an adolescent girls' Safe Space

The guiding principles are the guidelines that influence all planning, implementation and decisions around adolescent girls' Safe Space activities.

The following guiding principles have been adapted from a publication by HealthNetTPO and UNICEF.[21]

> **Do No Harm (DNH)** – The 'Do No Harm' principle is fundamental and involves prioritizing the physical and emotional safety of the girls who participate in space activities, and of the staff and volunteers associated with the adolescent girls' Safe Space.

> Whilst this principle underpins all decisions, it will be particularly key to those made about the location and accessibility of the center; the processes put in place to establish and maintain community acceptance of the space; avoidance of stigmatization (for example, of GBV survivors); ensuring confidentiality; and planning for staff training.

> Program teams can do a DNH assessment early in the program.

> **Build on existing capacity, resources and structures** – This principle involves making efforts to build on local capacities, support self-help, positive coping mechanisms and strengthen existing resources. Even a community which has been severely affected by an emergency will still have its own resources and capacities, and it is far more effective to identify, mobilize and strengthen these than to establish new systems. Building on people's skills and capacities has a positive psychosocial impact, it is empowering, and it creates a sustainable foundation for the adolescent girls' Safe Space. For example, if the community was actively involved in mapping the community, identifying likely spots for Safe Space activities and supporting community volunteers to facilitate the Safe Spaces, there is every likelihood of the community taking ownership of the spaces and ensuring sustained activities in them. Such processes are empowering for the communities.

> An evaluation of team, partner and community capacities during the design process is a good practice and will help identify the resources available. These tools can be adapted to assess capacities at different levels.

> **Participation/Community-Based Approach** – Although adolescent girls' Safe Spaces are meant for and run by girls, in order to ensure acceptance, effectiveness and future sustainability it is important to also seek input and support from other stakeholders. Ultimately an adolescent girls' Safe Space should not be considered as an isolated unit, but rather as an integrated element of community life. The 'participation' principle goes beyond involving girls to include the involvement of leaders (community, religious, women's, youth) and men in the community during the planning stages, and, where appropriate, the activities. If the adolescent

Photos: Mercy Corps, Nigeria/Corinna Robbins, 2020

girls' Safe Space is to be a safe place for girls to go and is to be sustainable, then it must have the support and respect of a variety of stakeholders, including men and boys.

> One way communities can be involved in ensuring girls' safety is to establish community protection groups.

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21   HealthtNetTPO & UNICEF South Sudan (2016), Promoting Positive Environments for Women and Girls: Guidelines for Women and Girls Friendly Spaces in South Sudan

❭ Focus on Empowerment - One of the key aims of adolescent girls' Safe Space is to empower girls, and this focus should underpin all decisions made about processes and activities. However, empowerment is not only an aim but also an important principle that should inform and be applied throughout all the phases of an adolescent girls' Safe Space, from planning to phase out. With empowerment as a focus, girls are not just recipients of aid only, they can also direct their own development process, make critical decisions, and manage their Safe Space effectively. The form that this empowerment takes will depend on the context.

Elements to consider include:

– *Personal empowerment*: self-confidence, self-awareness, self-respect, ability to assert one's rights and determine choices.

– *Cognitive empowerment*: opportunities to learn new skills and gain new knowledge.

– *Psychosocial empowerment*: opportunities to manage feelings of distress and support each other.

– *Social empowerment*: opportunities to strengthen social networks, opportunities to promote positive social norms and traditional practices while exposing harm associated to certain practices and challenging gender adverse social norms.

– *Economic empowerment*: opportunities to generate income, strengthened decision-making in relation to money, reduced dependence and vulnerability to exploitation.

– *Political empowerment*: participation in public life, opportunities to mobilize and organize for change within their community.

– *Understanding of rights*: increased awareness of rights and of services available to assist them (e.g. right to education for girls, issues related to gender-based violence).

❭ Focus on Human Rights and Inclusion – This guiding principle is in line with the principle of applying 'human rights-based' and 'non-discrimination' approaches. It encourages a focus on ensuring that all girls are included in the activities of an adolescent girls' Safe Space, and that efforts are made to actively reach out to the most marginalized. These may include adolescent girls that are out of school; with physical disabilities or mental health problems; who are heads-of-household; who are unmarried; and who are widows.

The [Girl Roster™](#) is a useful tool in identifying the various categories of adolescent girls in a community. This tool will be explained in greater detail later on in the document.

❭ Integrated support systems – An adolescent girls' Safe Space should not be a siloed activity but needs to be coordinated with other services and actors in the same location. These may include child friendly spaces (CFSs), youth centers, after-school clubs, sports centers, health services, nutrition centers, livelihoods and economic empowerment projects.

Strong referral networks and pathways are crucial in an adolescent girls' Safe Space.

For example, during the ENGINE program that was implemented in Nigeria, access to financial services was a major challenge for the girls. The program partnered with commercial banks who were willing to make concessions, considering the ages of the girls. Girls in the program were referred to banking agents to open accounts for themselves, their startups and/or small businesses. ENGINE mentors provided support by following up—in some cases going to banks with the girls to make sure they received the needed services.

However, the principle of 'integrated support systems' could take coordination even further, so that links are made between actors who can collaborate in terms of activities and resources. For example, those organizing activities in adolescent girls' Safe Space and CFSs could meet to talk about what they are doing and to coordinate activities so that adolescent girls with children can attend space activities while their children

attend CFS activities. The extent to which an organization can work in this way depends on its capacity, and on the availability and interest of other actors, but it is something that should always be aimed towards.

〉 **Tailor-made approach** – There are a variety of contexts in which an adolescent girls' Safe Space may be established – protection of civilians (POCs) or other organized camp-like settings; non-camp settlements; communities hosting IDPs; etc. Similarly, the aims and nature of an adolescent girls' Safe Space will be different in an acute emergency versus protracted emergency or recovery/ development situations.

– In the *acute emergency* stage, the focus will be mostly about strengthening social support networks and providing psychosocial support and information (such as on life skills and other lifesaving messages), as well as providing access to basic services.

– In the *early stages of an emergency*, an adolescent girls' Safe Space might have handicraft activities, which are generally less of an income generating activity than a 'shared activity' which brings girls together and gives them the opportunity to talk, share experiences and build relationships.

– In the *recovery stage of an emergency*, the focus of an adolescent girls' Safe Space might shift to a stronger focus on girls' empowerment aiming to help them gain confidence and self-worth, develop leadership and entrepreneurial skills and an ability to earn an income. Decisions about activities should be led by the girls themselves.

– In a *protracted emergency*, women commonly express a desire for skills-building and income-generating activities, as well as developing leadership and advocacy skills, as outlined in the Girl-H Curriculum.

As time goes on, the needs of girls are likely to change, and it is important that the adolescent girls' Safe Space evolve if they are to remain relevant and useful. It is very important to link up to actors and systems which are important for sustainability and localization and can coordinate longer term solutions for the adolescent girls e.g. government ministries and parastatals.

〉 **Sustainability** – Sustainability should underpin all decisions made from the initial establishment of the adolescent girls' Safe Space through its development and the organization taking a step back as girls take on increasing responsibility for running the activities and services. However, 'sustainability' has a different meaning in camp and non-camp settings.

– In *camp contexts*, which are intended to be temporary, sustainability will be mainly about developing the skills, knowledge and leadership abilities of girls so that when they go back to their home areas, they are able to continue using the capacity they gained from their involvement in the adolescent girls' Safe Space. This might include sharing information with other girls, taking on leadership roles, and/or generating income using the skills they learned in the adolescent girls' Safe Space.

– In the *non-camp context*, where girls are more likely to stay long-term, sustainability is more about ensuring that they will take on the leadership of the adolescent girls' Safe Space, or perhaps become a mentor, and are able to continue with their activities whether the organization is there to support them or not. Whilst organizations often need to provide some material support to adolescent girls' Safe Spaces, it can be counter-productive if the girls are dependent on the organization providing materials in order for their activities to continue.

As time goes on, organizational staff should take a step back from the adolescent girls' Safe Space and have less involvement as the girls take over the leadership. The organization's role can be to provide material and technical support.

ADOLESCENT GIRLS SAFE SPACE GUIDE : SECTION 3

Setting up and managing an adolescent girls' Safe Space

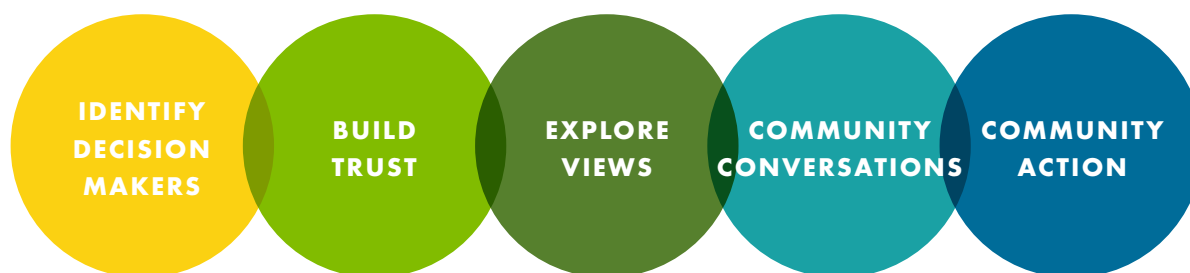# Steps in setting up an adolescent girls' Safe Space

There are no hard and fast rules to how an adolescent girls' Safe Space is set up; however, certain steps should be adhered to for maximum effectiveness and impact.

1. Establishing community engagement and buy-in

As mentioned earlier, an adolescent girls' Safe Space should not be considered as an isolated unit, but rather as an integrated element of community life. It is therefore very important that key stakeholders in the community, particularly community leaders and male community members (husbands and fathers) that have considerable influence over the ability of girls to participate in activities, are engaged from the outset of adolescent girls' Safe Space planning. Note that community involvement is the first step in accessing the adolescent girls that will make up the program participants.

All of the guiding principles can help to strengthen community buy-in especially 'Do no harm' and 'Sustainability'.

Below are the **steps involved in meaningfully engaging with communities** for increased community involvement and buy-in and have been adapted from a toolkit produced by UNICEF and UNFPA[22].

IDENTIFY DECISION MAKERS · **BUILD TRUST** · **EXPLORE VIEWS** · **COMMUNITY CONVERSATIONS** · **COMMUNITY ACTION**

❭ **Identify Decision Makers** – Before you begin working with the community, it's important to identify who the influential community members are, or which sectors are most influential in that community. This will provide you with a good entry point to begin your work with the community. Making sure that community leaders support the intervention, will put you in a better position to engage with the wider community.

A simple tool that can help you understand who the influential people are within a community that you need to target to help address barriers to reaching girls is the Community Leadership Diagram which can be developed by creating a diagram of the community leadership structure. This could be for both the larger community and the specific neighborhoods you choose to work in. This diagram will help you follow the right channels, and not overlook key individuals, and will be useful when strategizing the most effective activities to use with different groups.

Some questions to guide the development and analysis of the tool could include:

– Which sectors have significant influence in the community?

– Who are the influential people these sectors (camp- education, health, protection, etc.)?

– Do you have established relationships with any sector(s)?

– What are their views and perceptions of adolescent girls in the community?

– Where are you likely to find allies to help communicate with decision makers about the importance of accessing girls?

– Which sector spends a significant amount of time dealing with issues related to women and girls?

While identifying influential leaders in the community, there could be a risk of perpetuating the negative norm of male elder decision-making. Therefore, our programming should create an inclusive approach to identify those marginalized from decision-making around adolescent girls and implement strategies to give them a voice.

〉 **Build Trust** – Building trust is really important if you want to engage adolescent girls. The community has to see you (and your organization) as someone that they can trust with their daughters. Going straight into a community with key messages, can make them feel defensive and may give the impression that you are trying to change their views and opinions without really understanding them. At this stage, the community may not be ready to address key issues related to adolescent girls and to be able to reach the most isolated girls, its crucial to engage the community. Therefore, building trust is an essential entry point to gaining access to these girls.

〉 **Explore Views** and **Community Conversations** – It's important to understand the community's perception of adolescent girls. This will help you to tailor your awareness raising efforts. Once trust has been built in the community, you will be able to assess their views and perceptions more effectively, which will enable you to discuss the issues that need to be addressed. At this stage, you will be able to start preparing the community to think about issues related to girls.

One major way of exploring views is by talking with community members. You can organize discussions such as **Key Informant Interviews**, and **community conversations** with men, women, girls and boys in the community, either together or separately depending on the community you are dealing with (although it may be more effective to separate them, due to the sensitive nature of the topic). Also involve parent/teacher committees and other people of influence in the community that you identify through your community leadership diagram.

PLANNING COMMUNITY CONVERSATIONS CHECKLIST

Participants

☐ Who has been invited?

☐ What methods will you use to announce the meeting and encourage attendance?

When

☐ The time, date and length of the meeting should be convenient for the community members.

☐ Ask community members how long they would like the meeting to be.

☐ Give community members enough advance notice.

Where

☐ Ask community members where they would like to meet. Suggest places if they are unable to identify a space.

Meeting Purpose

☐ Decide upon the purpose of the meeting (e.g. (1) understand the viewpoint and perspectives of community members on a specific topic or (2) explore alternative viewpoints and raise awareness on these topics, (3) discuss your adolescent girls programme).

Speakers

☐ Who will run the meeting?
  –Is this person from their community?
  –Perhaps someone identified in the community leadership diagram?

☐ Ensure that the whole process is driven by the community. (If they see the meeting is being organized by other community members, they might be more likely to meaningfully engage.)

Documentation of meeting process and outcomes:

☐ Document what happens during meetings to provide a record of past activities so that participants learn from their experiences.

As you explore their views, the following can guide the conversations with the various stakeholders:
- – What hopes or expectations do adults have for girls in the community?
- – What concerns or fears do community members have about girls?
- – What types of activities, programs or roles do adults want girls to engage in?
- – What skills do adults want girls to develop?
- – What kinds of contributions do adults want girls to make in their communities?
- – Ask girls what the key messages are that they wish to tell their parents/caregivers/community.

Through the community conversations, you would hopefully identify individuals who hold similar beliefs and ideas in line with the organizational values. It is crucial to involve these individuals or 'supporters' in raising awareness in the community. These supporters can provide an entry point to working with the wider community. They have the added advantage of being from that community and can help facilitate the process of raising awareness.

❭ **Community action** – It is important to move to the next phase in the community involvement phase, by involving community members in facilitating a process of change and to become active supporters of adolescent girls. You could consider establishing a steering or advisory committee made of community leaders, parents, teachers and other interested adults, both male and female and from different social roles. The program can facilitate their engagement and collaboration with adolescent girl groups, that might be formed later, and to listen and respond constructively to their suggestions.

Your program should ideally work with the **steering/advisory committee** to find opportunities for adolescent girls to engage in constructive dialogue with the broader community, to take action through the projects they have initiated, and to share their achievements.

2. Community and Adolescent Mapping

Once the community has been engaged, the program/project team can work with some of the community members to carry out community and adolescent mapping.

❭ **Community mapping** – Safe Spaces are not, in most cases, physical structures that are constructed. Anywhere can be used as a Safe Space as long as the well-being of girls can be guaranteed, and the girls are involved in the selection and validation. The community mapping exercise can help identify such places and also generate an inventory of resources such as schools, markets, and water sources, including their locations and when girls visit them. Community mapping exercise results can also enable the program/ project to link girls to existing structures that had been there, but girls had either not been previously aware of or were unable to access. These include government services, such as birth registrations, national identification banks, microfinance institutions, vocational training centers, and health centers, among others.

Resources:
Annex 1 – Sample community mapping tool

❭ **Adolescent mapping** – Now you know more about the community and available services; you also need to know more about the adolescents living in the community. This you can do by conducting an adolescent mapping which will allow you to see the demographic characteristics of adolescents living in the community and which ones are particularly marginalized.[23]

Adolescent mapping can be done by using a tool called the Girl Roster™. The tool is a user-friendly, efficient, and cost-effective way to collect program-relevant information about girls in the community using a mobile phone-based questionnaire (and where resources do not permit, paper and pencil). It enables its users to see a fuller

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23   https://www.womensrefugeecommission.org/special-projects/im-here-approach/#tool-2-adolescent-mapping

view of girls' lived realities in defined program areas, comprised of easily walkable or travelable communities[24]. The tool collects information on key demographic variables such as:

– Age
– Household composition
– Education status
– Marital status
– Children
– Disability

Read more about <u>Adolescent Mapping and using the Girl Roster™</u>.

3. Girls' participation

In addition to the various mapping exercises conducted with community leaders and other community representatives; in order to understand how better to work with girls, we must learn about girls' lives from their perspectives and understand their communities from their eyes.[25]

The voices, views and opinions of girls must be factored into the setup of the adolescent girls' Safe Spaces. It is therefore important to hold series of conversations with adolescent girls in the selected program or project locations. These conversations are collectively called Girl Consultations. Read more about <u>Girl Consultations.</u>[26] The girls should be a sample representative of those identified from the Adolescent Mapping exercise.

The following are expected to be carried out during the consultations:

❭ *Listening to the girls* – Encourage them to talk about their dreams, needs and aspirations. Get them to share how they hope to achieve their dreams and if they can't, what could be hindering them. They can also share what they think should be done for girls like them in the community. The discussions can form the basis for program activities and interventions.

Adolescent girls are involved in many tasks and chores over the course of a day, to help them maximize their participation in Safe Space activities you need to know what times will be best to engage them. But just asking them when they might be free might not get the best answers. They need to work out for themselves the times that are indeed free for them.

The girls can develop a daily activity chart which will show how they spend their time in a day. The chart can help them to make several suggestions on **when** Safe Space activities can take place. The chart can further be expanded to a week to show the best days for Safe Space activities.

❭ *Safety mapping* – The goal of safety mapping is to capture local knowledge and

DAILY ACTIVITY CHART EXERCISE GUIDE

1. Explain the objectives of the exercise to the girls.

2. Initiate a discussion about the activities tasks and chores they do on a normal day, from when they wake up to when they go to sleep.

    – They can write or draw — whatever is most comfortable for them to do.

3. Discuss the final details with the girls.

4. Ask them what time they would want to interact with other girls like themselves based on the schedule they have developed.

    – Take note of their answers.

5. Repeat exercise for the weekly schedule and ask which day they would love to interact with their friends.

    – Take note of their answers.

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24   <u>https://buildcommunity4girls.org/the-girl-roster/</u>
25   GirlSPARKS training manual for facilitators
26   Girl Effect. 2013. Girl Consultation Research Toolkit

social perceptions about risk and safety on a map.[27] The community map that has been developed can serve as a useful resource for this exercise. Using the community maps or new ones drawn by the girls (or with use of GPS), times and places that are safe and which aren't can be marked; safe and unsafe routes for girls can be identified. The girls can also rank the places from the safest to the least safe. These pieces of information will be very useful when **selecting sites and locations for the Safe Spaces.**

An analysis of the map can also aid in developing strategies to prevent or minimize the risks of unsafe routes for the girls.

Resources:
A sample of the safety mapping tool[28].

Girls can also fill the tool in **Annex 2** to explain how safe they feel in different places in the community; the tool in **Annex 3** can also be used to determine how safe they feel accessing services and opportunities. These tools can be adapted to suit your context.

Annex 3 – Sample daily activity schedule
Annex 4 – Sample weekly activity schedule

4. Selection and recruitment of community volunteers to serve as safe space mentors/facilitators

Trusted adults (female) are needed to work with the girls within the Safe Spaces. These persons are usually referred to as Safe Space mentors or facilitators. They will be trained by the program and responsible for coordinating and facilitating activities within the Safe Spaces. Depending on the focus of the program, such activities could include instruction and discussion on life skills, basic numeracy and literacy, financial education and reproductive health information.

The girls should be given an opportunity to discuss the types of personas they would love to have as mentors, guides or role models within their Safe Spaces. The characteristics they mention can feed into criteria for selecting mentors/facilitators. Working with some of the characteristics that the girls mentioned, a criteria for the Safe Space mentors can be developed. However, their defining characteristics are empathy, honesty, credibility and a continuing commitment to care[29].

On the next page is a simple guide for recruiting Safe Space mentors. It was adapted from a program implemented in Nigeria[30].

Resources:
Annex 5: Sample of one page advert for community volunteers for OSGs Safe Spaces.
Annex 6: Sample of one page advert for teachers for ISGs.
Annex 7: Sample of screening instrument for teachers.

5. Supporting Safe Space Mentors

Mentors' training

Program staff should think carefully about the actual content of the trainings and about what mentors need to learn given their specific context. Given that mentors cannot do everything in Safe Spaces, it is important to prioritize which topics should be covered in mentor training and which might be better suited for invited guests. The Population Council has developed tools in its publication "Building Girls' Protective Assets: A Collection of Tools for Program Design" that help with this process.[31] Mentors should receive a detailed curriculum, a guide, and other awareness-raising materials that

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27   https://gbvguidelines.org/en/documents/safety-mapping-exercise-tool-3/#:~:text=The%20goal%20of%20safety%20mapping,where%20community%20members%20feel%20safe
28   Women's Refugee Commission: Safety mapping tool – women and girls only
29   The essential guide to Safe Space programmes for girls. Girleffect.org
30   EDUCATING NIGERIAN GIRLS IN NEW ENTERPRISES (ENGINE) II, 2020. A tool kit to replicating the ENGINE II model.
31   Population Council. 2016. Building Girls' Protective Assets: A Collection of Tools for Program Design. New York: Population Council.

are suitable for different needs (e.g., literate vs. illiterate). The Population Council also recommends including training on self-care and mentors' needs due to the difficulties that they encounter in their roles.

Mentor needs and compensation

Many strategies can help increase mentors' motivation, dedication, and retention; one of these involves compensation to mentors. Investing in mentors is the key to sustainability because motivated and engaged mentors will foster positive behavior changes among girls consistent with program goals. The Population Council suggests compensation might take the form of a paid internship opportunity, wherein mentors work with girls while also learning new skills themselves. Emphasizing the learning component attracts young women who are interested in continued learning instead of simply earning money.[32] In addition to compensation, other needs that mentors identified involved additional mentor training, activities to do with girls, mentor capacity building, mentor literacy classes, audio and video training materials, and working capital for income-generating activities.

Mentor retention

The Population Council has identified additional strategies to increase mentor retention. The first strategy is providing complementary training opportunities on topics of human rights and specific laws to protect women and girls. Mentors appreciate these learning opportunities. Second, making local offices available can give mentors an opportunity to meet, share experiences, and bond with each other. Third, the Population Council has found that providing mentors with certificates on program methodology and merit can build retention. As in other sectors, a bit of recognition and encouragement can go a long way toward retaining dedicated mentors.

RECRUITING SAFE SPACE MENTORS: THE ENGINE PROGRAM

ENGINE was implemented in Nigeria, and had both in-school girls (ISGs) and out-of-school girls (OSGs) as program participants and has the following guidelines for recruiting learning center (Safe Space) facilitators (LCFs) for ISGs and OSGs' Safe Spaces.

Engaging LCFs for OSGs' Safe Spaces:

ADVERTISE
1. Partners place advert posters in ENGINE communities.

COLLECT
2. Partners and community leaders create drop points for applications and referees.

SHORTLIST
3. Successful candidates shortlisted based on ad criteria.

INTERVIEW
5. Shortlisted candidates invited for interviews.
6. Candidates interviewed by partners supported by the MC ENGINE team.

SELECT
7. Candidates selected and date set for the step-down training (partner staff).

ONBOARD & TRAIN
8. Successful LCFs are trained by partner staff on delivery of manuals, and on MC Child safeguarding policy (to be signed before commencing sessions).
9. Trainings should be conducted at the Local Government Area (LGA) level.

Engaging LCFs for ISGs' Safe Spaces:

ADVERTISE
1. Partners place adverts in ENGINE schools.

COLLECT
2. Partners and schools create drop points for resumes.

SHORTLIST
3. Successful candidates shortlisted based on ad criteria.
4. Shortlisted candidates invited for interviews.

INTERVIEW
5. Candidates interviewed by partners using a screening instrument*.

SELECT
6. Candidates selected and date set for the step-down training.

ONBOARD & TRAIN
7. Successful LCFs are trained by partner staff on delivery of manuals, and on MC Child safeguarding policy (to be signed before commencing sessions).
8. Trainings should be conducted at the Local Government Area (LGA) level.

*See Annex 7

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32   Population Council: "Making the Most of Mentors, A Key Ingredient of Girl Platforms." DREAMS Capacity Strengthening Webinar Series, October 16, 2016.

6. Enrollment of girls for the Safe Space

Adolescent girls' Safe Spaces are not for every girl in the program location. It will be too much of a stretch if you try to do that. So, the question is "Which girls?" You should ensure that you are reaching the most marginalized adolescent girls who are most in need of the services you have to provide. After the Adolescent Mapping exercise, listening to the girls during Girl Consultations, you should have an idea of the girls that need to be targeted by your program.

Generally, the priority groups for most adolescent girls' focused programs include but are not limited to:

– Girls who live in economically vulnerable families

– Girls living in Female Headed Households

– Girls living in large families

– Girls who are out of school or those who have never attended school

– Girls living with elderly caregivers

– IDP and refugee girls are at higher risk

Working with the information you have in addition to a list of other criteria, you can work with the recruited mentors (who also know the community well) to conduct house to house visits to identify and enroll the girls that check against at least half of the criteria. You can also locate them through the following ways:

– Word of mouth – girls who were in your consultation process can bring in other girls with the characteristics already identified.

– With support from community leaders.

– Parents can also be a strong source, and this will ensure that the girls have full consent.

☑ **BELOW ARE VARIOUS SAFE SPACE PARTICIPANT SELECTION CRITERIA USED BY DIFFERENT MERCY CORPS PROGRAMS:**

ENGINE II MARGINALIZATION CRITERIA FOR SELECTING SAFE SPACE PARTICIPANTS

Girls who are:

– Married by or before age 18

– Pregnant or have a child or children

– From a household with a sick parent or husband (Sickness here should be more than a year)

– Divorced

– Widowed

– Disabled

– Unmarried, orphans or come from a single-headed household

– In faith-based schools who never attended Ministry of Education (MoE) primary school or did not obtain a primary-level certificate

– Families cannot pay the girl's school fees

– Identified by the school head as marginalized given their specific circumstances at home

– Did not complete junior secondary school.

INVESTING IN THE SAFETY AND INTEGRITY OF NIGERIAN GIRLS (I-SING)

Targeting adolescent girls and boys, primarily IDPs alongside host community members

Criteria for selecting program participants

– Orphans

– Hard to reach girls, including married adolescents with/without children, and divorced/widowed adolescents

– Internally displaced adolescents

– Out of school adolescents without vocational skills

– Unaccompanied or separated adolescents

– Adolescents from very poor backgrounds

GIRLS IMPROVING RESILIENCE THROUGH LIVELIHOODS AND HEALTH (GIRL-H) – KENYA, UGANDA AND HAITI

Criteria for selecting program participants:

– Pregnant, has a child or children

– Never attended school or dropped out

– Child-headed household

– Has a disability

– Married before age 18

SUPPORTING THE EDUCATION OF MARGINALIZED GIRLS (STEM II) IN KAILALI, NEPAL

Criteria for selecting program participants

– Poverty

– Caste

– Language

– Experience of Disaster

– Gender

– Age

– Educational status

Armed with the criteria, you can use pre-enrollment forms to gather information on the girls in the community and make a final selection. Below is a simple guide[33] on how to carry out the enrollment process.

Resource
Annex 8 – Sample Pre-enrollment form

A GUIDE TO THE ENROLLMENT PROCESS: GIRLS IMPROVING RESILIENCE THROUGH LIVELIHOODS AND HEALTH (GIRL-H)

HOW TO DO: Enrollment of participants

What: Enrollment is the process of selecting the participants that will participate on the program. This involves having a group of trained community-based volunteers and partner staff visit counties to identify potential participants.

Why: Enrollment is important so as to ensure the right participants are recruited into the program based on the set marginalization criteria.

Who: The trained mentors (community volunteers) and program team of partner staff will be responsible for enrollment of participants. They will work with the community leaders to enroll qualified participants.

Where: Enrollment of participants will take place in communities where program is being implemented.

Steps:

1. Select and train mentors on the recruitment process for participants and given pre-enrollment guide and forms.

2. Partners to work with trained mentors to recruit participants using the marginalization/selection criteria on the pre-enrolled forms.

3. Check each form to ensure the participants fit into the marginalization criteria and each form is completely filled.

4. Select random forms and call participants on phone to ensure enrollment is accurate.

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7. Assigning girls to cohorts

Once enrollment is completed, the partner staff will work together with the mentors to group the girls into cohorts of a maximum of 25 girls. In forming the cohorts, factors such as where the girls reside within the community should be put into consideration. It is best practice to group girls from the same area/location together. Mentors should be assigned to each cohort based on her location too.

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33   GIRL-H Safe Spaces Toolkit

It is also good practice to assign a unique number to each girl for data protection. The ENGINE program in Nigeria used a code to generate individual numbers for the girls – State/LGA/Status/Enrollment form number. So, an out-of-schoolgirl from Lagos state, based in Ojo LGA whose enrollment form number was 30 had the unique number LAG/OJO/OSG/030.

Managing an adolescent girls' Safe Space

1. Girl-led

As mentioned earlier, a core element of an adolescent girls' Safe Space is that it must be led by the girls themselves. Thus, decisions like where the Safe Space activities will be held, day of the week and time of day they will take place should be made by the girls themselves. The mentor's role is to guide the discussions and ensure the girls stay on track.

In selecting a physical space, the following adapted factors[16] can be considered in addition to the information gathered from community and safety mapping:

– How much control will the girls have over the space (even if they only have it one day a week)?

– How safe do the girls feel in that space?

– How safe is it for them to travel from their homes to the space?

– How private is the space? Are girls able to talk about sensitive issues? Is there a place for private (one-on-one) conversations?

– Is there a space for children to play or be taken care of while girls participate in activities?

– Is the space accessible to women and girls in that population, including those with disabilities?

– What is the proximity of other services – schools, health services, etc.

– Do other people use the space – which days and at what times?

Photo: Mercy Corps, Lebanon/Peter Biro, 2015

2. Activities within the Safe Space

The activities within the space will depend on the program focus and capacity of the implementing organizations. We want to meet needs of the girls but there is only so much we can take on within a structured program. It is important to maintain a balance between structured activities (program based), services (psychosocial support etc.) and time to socialize.[16]

Using the Hearts and Heads Framework linked on the next page, Mentors can co-create with the girls an adapted version for their own space. Girls can decide how to make their space as safe as it can be.

Mentors must keep a record of attendance for each space meeting or activity. This will help to track girls' progress within the program. It can also be used to track and follow up girls that have stopped attending Safe Space and other program activities.

3. Psychosocial and mental health support within the Safe Space

During the period of adolescence, boys and girls move from childhood to adulthood, physically, mentally, emotionally and socially. Their brains are still developing and full of creative potential and norms and behaviors are yet to be set.

For adolescents living in fragile and insecure communities, they are likely to experience profound stress at this critical time in their lives. Facing multiple shocks (i.e., violence, displacement, neglect) over an extended period can result in changes in adolescents' brain chemistry that reduces their ability to assess risk and can lead them to detach from themselves, their families, and communities.[34]

Going by the above, it is therefore necessary, to provide psychosocial support for the adolescent girls within the spaces. The psychosocial support is community based. It is not individual psychotherapy. It is about helping communities to regain their connections, their voice, their wisdom and resources.[16]

The Hearts and Heads Framework was developed by Mercy Corps Jordan to guide the support provided for young people to be safe, build confidence and strengthen their ties with their families—it is a good guide for providing psychosocial support to the adolescent girls. Apart from helping them regain a sense of personal safety, it will also help to establish healthy relationships, build empathy, develop critical thinking skills, set short and long-term goals, and to engage in civic action projects that promote social cohesion and non-violence. It builds awareness around gender equity and power, and protective assets. This kind of holistic, psychosocial well-being programming is not just 'nice to have,' it can be truly lifesaving, by curtailing destructive behaviors with long lasting consequences stemming from profound stress.[28]

Mental health support is also good but needs specialized or qualified individuals to provide it. Referrals can be done or the individuals can come into the Safe Spaces. This is a concept by the GIRL-H program on how to integrate mental health in adolescent girls' programming.

Resource:
Annex 10 – Mental health consent and referral sheet

Photos: Mercy Corps, Jordan/Jana Qazzaz, 2019

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34   MERCY CORPS (2019). Future Proof: Mercy Corps' Approach to Partnering with Young People

Photo: Mercy Corps,
Nepal/2020

Monitoring & evaluating an adolescent girls' Safe Space

Monitoring and evaluating adolescent girls' Safe Spaces

Monitoring refers to a routine and continuous process of collecting relevant program information, analyzing this information at regular intervals, and comparing actual results to expected results in order to measure a program's performance.[16]

MERCY CORPS

Some of the objectives of monitoring Safe Space include (but not limited to) to ensure:

- Safe Spaces exist and are accessible and functioning as planned
- Planned activities are being held
- Girls are attending space activities
- Mentors are using the agreed methodology to guide and facilitate space activities
- Safe Space is well managed and relevant tools are available and being used e.g. relevant manuals, attendance registers etc.
- Girls are accessing relevant services and opportunities e.g. health, education, financial, income generating opportunities
- Girls have enhanced knowledge and skills
- Girls are enjoying the activities
- Girls report having more friends
- Girls are demonstrating improvement in indicators of self-esteem

Involving adolescent girls in the monitoring process

According to UNICEF[35] it is recommended that adolescent participation in monitoring or evaluation be considered. What is realistic, feasible and most suitable depends on the expected added value of adolescent participation in M&E processes and contextual factors including: ethical considerations, time and resources available, existing and previous practice, staff competencies, the interest and capabilities of adolescents, the security environment and the potential risks to both adolescents and UNICEF and its partners.

POSSIBLE INDICATORS* FOR WOMEN AND GIRLS FRIENDLY SPACES (CAN BE ADAPTED)

% OF WOMEN/ GIRLS WHO

...are participating in awareness raising and other activities.

...are taking part in decision-making on WGFS programming.

...can identify where to seek GBV services.

...are participating in the WGFS who report satisfaction with the quality of services.

...have increased knowledge about GBV, access to services and case management.

...can identify at least two ways they have benefited from participating in WGFS activities.

...participated in an information session on [subject] and that can demonstrate increased knowledge of the [subject] at the end of the session

% OF COMMUNITY MEMBERS

...who demonstrate increased awareness of women's and girls' rights.

...who know where women and girls can go for help for specified issues (e.g. GBV).

...able to identify at least two ways in which the community has benefited from the WGFS activities.

*Taken from HealthtNetTPO & UNICEF South Sudan (2016), Promoting Positive Environments for Women and Girls: Guidelines for Women and Girls Friendly Spaces in South Sudan

Tools for monitoring adolescent girls' Safe Spaces

1. Use of checklists

A checklist of things, actions and activities expected within a Safe Space can be developed and used to monitor the Safe Space on a periodic basis. The checklist can help to track what is in place and what is pending and actions for follow up.

The *Nubader* program implemented by Mercy Corps in Amman, Jordan made use of this <u>checklist</u> for the adolescent friendly (safe) spaces set up in the program. It can be adapted to suit your context and program focus.

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35   ©United Nations Children's Fund, 2019. UNICEF GUIDANCE NOTE: ADOLESCENT PARTICIPATION IN UNICEF MONITORING AND EVALUATION

2. Participants' register and attendance

A register of participants at the start of the Safe Space can serve as an ongoing tracking tool for girls' attendance at the Safe Space. The attendance records will help you know which girls are attending regularly and which are not.

3. Review meetings/Focus Group Discussions with stakeholders

You can have monthly or quarterly sessions with various categories of program stakeholders, including the girls, to discuss program progress against baseline findings. Such sessions are tagged review meetings and they provide data for program adaptation.

The Mercy Corps Program Management Toolkit has a <u>guide</u> for conducting review meetings. This guide can be adapted for the various groups.

Photos: Mercy Corps, Nepal/ Prabish Newa 2020

When Safe Space activities cannot take place

Safe Spaces are essentially for the girls to build friendships, networks and form bonds that can serve as informal safety nets. The girls thrive on the in-person gathering and physical interactions with each other. However, certain situations and events can happen that can temporarily or permanently stop these physical gatherings and can be a setback in the significant progress that has been made in terms of enhancing knowledge and skills, building self-esteem and confidence.

The COVID-19 Pandemic

Safe Space activities were significantly affected by the global COVID-19 pandemic which occurred in the years 2020 and 2021. Countries were put under lockdown for months ranging from two to six; and all in-person events were consequently cancelled. Safe Spaces in various Mercy Corps locations were closed. Programs had to adapt to ensure that girls do not lose out on the interventions planned for them.

While the situation has improved considerably and activities are returning to normal, it should be noted that there could be similar occurrences in the future. The adaptations made in the programs highlighted in this article could provide a guidance of what you can do to make program interventions accessible still to the girls.

Also, working closely with girls, communities and their structures, planning, designing and implementing programs with them and looking at alternative ways of working that works best for them, can help bridge the gap when programs are not able to hold in-person activities.

Conflict situations

In conflict situations, congregating adolescent girls could present protection risks or make the girls a target of attacks. In-person meetings for the girls could be suspended while the program explores alternative ways of working with the girls.

In Nigeria, on the ENGINE program, the threat from insurgency became heightened in some of the program communities. Safe Space activities were put on hold and program staff were unable to travel to the locations. Mentors resorted to house-to-house calls and engaged with the girls. In places were some of the girls lived very close to another or even in the same compound, the mentors were able to engage with more than one girl at a time.

Photo: Mercy Corps

Training module on adolescent girls' Safe Spaces

Introduction

Adolescence is especially risky for girls in developing countries. In many contexts, a girl's world narrows when she enters adolescence. As she comes of age, her mobility and choices become limited because of fears for her safety, the burden of household chores and the need to control her sexuality.

Mercy Corps works with girls and their community support networks to develop culturally appropriate avenues for girls to access education, get reproductive health information, get linkages to safe work, develop life skills, participate in civic engagements and demand for and obtain basic rights. One of such avenues are Safe Spaces.

Safe Spaces, community-based girls' groups, girl fora, girls club all refer to the same concept – places/spaces where girls come together to interact and forge physical, social and mental connections to thrive. Safe Spaces have been increasingly recognized as effective platforms to engage and empower adolescent girls and young women.

Recent research by Population Council[40] showed that Safe Spaces (termed community-based girls' groups) showed most success in improving health and gender attitudes and beliefs of adolescent girls.

This training module is expected to provide basic foundational knowledge of Safe Spaces. It can be taken alone or as part of a more comprehensive training on programming for adolescent girls; it can also be adapted for any other program that will be making use of Safe Spaces as a platform for participants' engagement.

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40   Temin, M., C. Heck. 2021. "Impact of Community-based Girl Groups." GIRL Center Research Brief No. 6. New York: Population Council.

Training objectives

At the end of the training, participants will:

- ✓ Understand the general concept of a Safe Space.
- ✓ Be able to explain the importance of a Safe Space for girls.
- ✓ Be able to outline the essential elements and guiding principles of a Safe Space.
- ✓ Understand what is safe for the girl.
- ✓ Be able to outline the steps in setting up a Safe Space
- ✓ Be able to identify tools for monitoring a Safe Space

Module sessions

SESSION 1:
Knowing the basics

1.1   What is a Safe Space?

1.2   What is an adolescent girls' Safe Space?

1.3   Importance of adolescent girls' Safe Space.

1.4   Safe Space differentiation

SESSION 2:
Essential elements and guiding principles of an adolescent girls' Safe Space

2.1   Essential elements of an adolescent girls' Safe Space

2.2   Guiding principles of an adolescent girls' Safe Space

2.3   The concept of safety in an adolescent girls' Safe Space

SESSION 3:
Setting up and managing an adolescent girls' Safe Space

3.1   Steps in setting up an adolescent girls' Safe Space (with various tools and resources)

3.2   Places that can serve as a Safe Space

3.3   Managing an adolescent girls' Safe Space

SESSION 4:
Monitoring an adolescent girls' Safe Space

4.1   Why monitor? (things that can go wrong)

4.2   Tools for monitoring adolescent girls' Safe Spaces

Knowing the basics

1.1 What is a Safe Space?

Time
1 hour

Facilitator materials
Training guide; Slides 3 – 5 of the slide deck

Introduction
This is an introductory session for us to learn about what a Safe Space is generally.

Activity – Defining a Safe Space - 20 minutes

– Ask participants to divide into groups of 5 made up of both males and females

– Ask a volunteer from each group to talk about their most intimate and personal experience – note those who shared their experiences.

– After 5 minutes, reorganize the groups making sure they are either female only or male only and repeat the earlier activity (same persons should share experiences).

– Bring all participants back together in plenary and discuss using the following as a guide:

– How easy was it to talk about personal experiences when the groups were mixed up?

– Was it easier when it was female/male only?

– Expand on your answer.

– Based on the answers and discussions, ask each group to define a Safe Space in their own words.

– Discuss all definitions in plenary noting common words.

Presentation
Using **slides 3 - 5**, present the definition of a Safe Space noting the intersections with the participants' definitions.

Wrap-up
Recap the entire session with emphasis on what a Safe Space is.

1.2 What is an adolescent girls' Safe Space?

Time
1 hour

Facilitator materials
Training guide; Slides 6 – 7 of the slide deck

Participants' materials
Flip chart papers, markers, post-its

Introduction
In the last session, we learnt what a Safe Space is generally. But what do we mean by an adolescent girls' Safe Spaces? This session will tell us more.

Activity – A typical girl and boy in my community - 40 minutes

– Divide the participants into 4 groups (number per group depends on total number of participants).

– Using the flip chart and markers, ask each group to draw a typical adolescent girl from their community (if they are all from different communities, they should agree on one).

– The groups should give the girls they have drawn names and ages.

– Using sticky notes, they should write out the characteristics/attributes of the girls drawn eg. is in school, married by age XXX etc.

– Using the following questions, they should try and create additional profiles for the girls in their drawings:

– Does she have friends?

– If she has friends, can she visit them any time she wants?

– Does she have access to information about her health?

– Are her opinions respected in her home?

– What kind of dreams/aspirations does she have?

– Will she be able to achieve those dreams and aspirations in her current state?

– Repeat same process for a typical boy from the community.

– At plenary, each group should present their girl and boy and state the major differences in their attributes.

Presentation
Using **slides 6 & 7,** discuss with the participants the importance of girls having their own place where they can relate. **Note that whereas boys might have more freedom to choose their friends and do their own thing; girls will have to be supported to do same.**

Wrap-up
Recap the entire session with participants going away with the learning that Safe Spaces are important and more importantly for girls due to their peculiar characteristics/attributes.

1.3 Importance of an adolescent girls' Safe Space?

Time
40 minutes

Facilitator materials
Training guide; Slide 8 of the slide deck

Introduction
In the last session, we learnt what an adolescent girls' Safe Space is generally. Why is it important?

Plenary discussions – 25 minutes
For the following profiles of an adolescent girl, discussed in the last session, say if it is important for the girl and give reasons.

– Does she have friends?

– If she has friends, can she visit them any time she wants?

– Does she have access to information about her health?

– Are her opinions respected in her home?

– What kind of dreams/aspirations does she have?

– Will she be able to achieve those dreams and aspirations in her current state?

Presentation

Use **slide 8** to explain that all the opportunities listed above can easily be facilitated using the Safe Space platform. Hence, its importance.

Wrap-up

Safe Spaces are very important for adolescent girls as they can easily be reached with the services and opportunities they need.

1.4 Safe Space differentiation

Time
50 minutes

Facilitator materials
Training guide; Slide 9 and 10 of the slide deck

Introduction
We have already established why Safe Spaces are important for adolescent girls. The question now is can all adolescent girls be in same Safe Space?

Activity – let's shuffle – 30 minutes

- Cut out the sample girl profiles (Annex 1) and hand one profile each to the participants. More than one participant can have same profile. And you can include other profiles based on the characteristics of girls in your context.

- Get some music playing and allow the participants to congregate in groups of 4 or 5 (depending on number of participants). Stop the music

- Without telling each other what their individual profiles are, they should try and discuss issues peculiar to the profile they are holding.

- Repeat the above 2 more times.

- For the 4th round, with the music playing, each participant should search for another that has same profile as them. Once the groups have been formed, they should try to have discussions based on their profiles.

- In plenary, the participants should discuss their observations and experiences.

Presentation
Using **slides 9 & 10**, explain that adolescents are not a homogenous group, and we often make this mistake when it comes to programming. We must make effort to group adolescent girls with similar characteristics together for increased impact. However, we should be careful and not unintentionally stigmatize when the groups are formed.

Wrap-up
Safe Spaces must take into consideration the diverse nature of the adolescent girls and not lump them as one and the same.

Recap entire session on basics about a Safe Space.

Essential elements and guiding principles of an adolescent girls' Safe Space

2.1 Essential elements of an adolescent girls' Safe Space

Time
1 hour 30 minutes

Facilitator materials
Training guide; Slide 11 of the slide deck

Participants' materials
Board diagram (Annex 2), element cards and empty cards (wild cards) (Annex 3), flip chart papers, markers, post-its

Introduction
There are certain characteristics a Safe Space must have to be truly one. Together we will be identifying these characteristics in this session.

Activity – Board game – 40 minutes

– Divide participants into groups depending on total number.

– Distribute the element cards and wild cards among your group.

– Each group should read each element card given to it; the group should discuss on other elements that might be missing.

– The group should agree on 2-4 missing elements and write them on the wild cards.

– Once they have created their wild cards, they should arrange all the cards on the board (see pic) by order of importance. Spots 1-3 are for the group's top three essential elements.

– All groups should have a gallery walk reviewing each other's work and observe which cards were created and how the cards are ranked.

– Hold a group discussion with the reflection questions below.

Reflection questions:

– What prompted the most discussion or debate in your group? Why?

– What were your Wild Card additions? Why did you want to include these additions?

– How does a change in context (cultural/ geographic/security, etc.) influence the Safe Space model?

– How do Safe Space programs change for different types of girls? (Example: Age, geography, marital status, etc.)

– If you could only have program activities supporting three of your Safe Space elements, which would you choose? Why?

Presentation

Using **slide 11**, expand on the essential elements of a Safe Space. Allow participants to give their own perspectives on why these elements are essential. Participants will also be exposed to a checklist which can enable them to do a rapid assessment of a Safe Space to see if it is on the right track. The entire group should agree on the three most important elements of a Safe Space.

Wrap-up

Recap the topic with participants having an enhanced understanding of the essential elements of a Safe Space.

6	7	8
4	**SAFE SPACES ESSENTIALS BOARD**	5
1	2	3
MOST ESSENTIAL ELEMENT	**2ND MOST ESSENTIAL ELEMENT**	**3RD MOST ESSENTIAL ELEMENT**
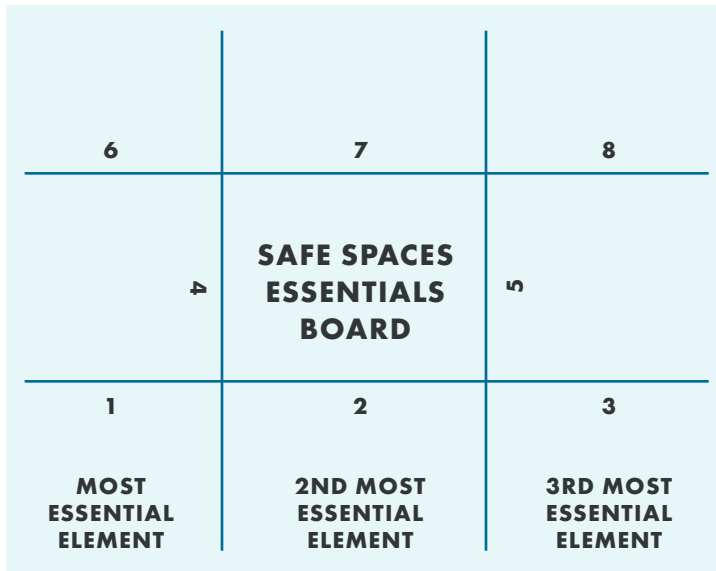
2.2 Guiding principles of an adolescent girls' Safe Space

Time
50mins

Facilitator materials
Training guide; Slides 12 of the slide deck

Participants' materials
Sticky notes

Introduction
The guiding principles of an adolescent girls' Safe Space are the guidelines that influence the general operations and all the planning, implementation and decisions related to the Safe Space.

Activity
– On sticky notes, ask participants to write one principle they think should guide the operations, planning, implementation, and decisions concerning an adolescent girls' Safe Space.

– All the sticky notes should be put on a flip chart paper and sorted according to similar themes.

– In plenary, discuss the emerging themes and how they serve as guiding principles.

Presentation
Use **slide 12** to discuss further on the guiding principles of an adolescent girls' Safe Space.

Wrap-up
Recap the entire session with participants having an enhanced understanding of the essential elements and guiding principles of an adolescent girls' Safe Space.

2.3 The concept of safety in an adolescent girls' Safe Space

Time
1 hour

Facilitator materials
Training guide; Slide 13 of the slide deck

Participants' materials
Scenarios 1 and 2

Introduction
Safe Spaces are meant to provide both emotional and physical safety to the participants. We will be learning how to ensure these in this session.

Activity – Analyzing girls' safety in Safe Spaces – 30 minutes

  – Distribute the two scenarios below to each participant.
  – Give them 10 minutes to read and facilitate a plenary discussion using the reflection questions after each scenario as a guide.

SCENARIO 1

Ayesha, Joy, Madeline and Ameenah all attend the Safe Space that takes place in the community leader's courtyard twice a week at 4pm.

Initially, Joy was glad to leave home and interact with other girls her age. She has no say in her home and everyone shouts her down saying she is just a girl and has no right to talk. However, lately, she has noticed that the other girls in the Safe Space seem to make fun of everything she says. Now she is afraid to talk about herself or contribute to discussions during the meetings. She feels sad when she sees the other girls laughing and having fun together.

Joy is seriously thinking of not going for the Safe Space sessions again.

Scenario 1 reflection questions

1. Do you think Joy was in any danger within the Safe Space? Explain your answer.
2. If Joy stops going for Safe Space sessions, will this be the best decision for her?
3. What can be done to make Joy enjoy the Safe Space sessions?

SCENARIO 2

The mentor who facilitates the Safe Space sessions in Abby's community is always late. Sometimes she does not show up until 30 minutes after the sessions should have started. And when she comes, she insists on using the 2 hours slated for the sessions. This makes the girls go back to their homes late.

The Safe Space is usually held in the community primary school which is located on the outskirts of the community. Pupils usually have to pass through a bush path before getting there. Safe Space sessions take place in the evenings, and this means that girls have to take that bush path when it is almost getting dark. The girls have tried to explain the issue to the mentor with no success. Also, the mentor is the community leader's sister, and they are afraid to say too much.

Abby and her friends have already been harassed twice by some boys who hang around the area to drink and smoke. The girls are afraid that they could come to harm and have decided not to attend the sessions again.

Scenario 2 reflection questions

1. Name two elements that seem to be missing from this Safe Space.
2. Are the girls right to stay away from sessions because of what is happening?
3. What can be done to address the issues?

Presentation

Using **slide 13**, discuss ways in which girls' emotional and physical safety can be ensured within the Safe Spaces. Ask participants to add to the recommendations/suggestions.

Wrap-up

Have the participants explain the importance of girls being emotionally and physically safe in their spaces.

Setting up and managing an adolescent girls' Safe Space

3.1 Steps in setting up an adolescent girls' Safe Space

Time
2 hours

Facilitator materials
Training guide; Slide 14 of the slide deck

Participants' materials
Flip chart papers, sticky notes, markers, paper tapes

Introduction
Certain steps are critical in setting up an adolescent girls' Safe Space for maximum impact and effectiveness.

Activity

– Divide the participants into groups and give each group a set of sticky notes, markers and a sheet of flip chart paper.

– Each group should discuss a fictional community and the steps they will take in setting up a Safe Space in the community.

– Each step should be written on a sticky notes and arranged in the sequential pattern they think they should follow.

– Each group should present their work in plenary explaining what the steps are supposed to achieve.

Presentation
Using **slide 14,** highlight and explain the various steps in setting up an adolescent girls' Safe Space. Include any outstanding ones from the groups' presentations.

Wrap-up
Reiterate that these steps might differ slightly from context to context but will go a long way in ensuring that the Safe Spaces are appropriate for the adolescent girls being targeted.

3.2 Places that can serve as an adolescent girls' Safe Space

Time
1 hour

Facilitator materials
Training guide; **Slides 15 - 17** of the slide deck, cards with examples of Safe Space locations on them (church, classroom, under a tree, community leader's house, riverside, mosque, church, community center)

Participants' materials
None

Introduction
We have already established that an adolescent girls' Safe Space should be a place where the girls can feel safe both emotionally and physically. Therefore, not every place or location can serve as a Safe Space. We will be exploring different places that can really be Safe Spaces and why they can be considered so.

Activity – The great debate – 30 minutes

- Paste the cards with the locations on a wall.

- Divide the participants into two groups; inform them they will be having a debate.

- Group 1 should speak for (why they will serve as good Safe Spaces) the locations pasted on the wall while group 2 should speak against them (why they will not serve as good Safe Spaces).

- Allow each group 10 minutes to brainstorm and put their points together.

- Each group should have a representative who will have 3 minutes each to present their points.

- Bring them together in plenary and facilitate a discussion on the best places for Safe Space activities and what the advantages and disadvantages of each is.

Presentation

- Using **slides 15 - 17**, outline the various places that can serve as a Safe Space for girls.

- Emphasize that the right place will depend on the context and circumstances in which the program is being implemented. There is no one-size-fits-all approach.

Wrap-up

The participants should go with the understanding that a good Safe Space in one location might not be the best in another.

3.3 Managing an adolescent girls' Safe Space

Time

1 hour

Facilitator materials

Training guide; Slide 18 of the slide deck

Participants' materials

None

Introduction

The operations within the Safe Space (location, days and times of Safe Space meetings, content etc.) are all essential for maximum functionality of the space

Plenary discussions

Use the questions below to guide the discussions.

- Who should decide on the days and time when Safe Space activities should be held? (Link back to the essential element that says the activities must be girl-led).

- What should determine the activities/content of the Safe Space? (Explain that the focus of the particular program e.g. education, livelihoods, sexual and reproductive health will go a long way in determining this; but girls can have other activities to make the space their own).

- What other activity or component do you think is important in a Safe Space for adolescent girls?

Presentation

Using **slide 18,** explain that managing the Safe Space will require the active involvement of the girls themselves; otherwise, they might just see it as another activity being for them by adults and might not be interested. Also emphasize the importance of having a mental health/psychosocial support for the girls. This will ideally be provided by an expert or trained person.

Wrap-up

Managing an adolescent girls' Safe Space will not be easy or successful if the girls are not actively involved.

Monitoring an adolescent girls' Safe Space

4.1 Why monitor? (things that can go wrong)

Time

1 hour

Facilitator materials

Training guide; Slides 19– 20 of the slide deck

Participants' materials

None

Introduction

The best-laid plans of mice and men often go awry. We have the best location, we have the best people running the Safe Space, the community supports the program and yet something still goes wrong with the Safe Space sessions. This can be frustrating, but we need to know the possible issues that can come up and be prepared to deal with them.

Activity – What went wrong? – 20 minutes

– Allow two participants (volunteers) to present a program they were on and used Safe Spaces to reach adolescents but had issues.

– Form two groups with the two volunteers serving as resource persons and each group should critically analyze the resource person's report and identify what went wrong.

– The groups should try to make suggestions or recommendations on what can be done better.

Presentation

– Using **slides 19 and 20,** discuss the various things that could go wrong with a Safe Space and how to prevent or mitigate it. Emphasize that having a monitoring process in place can help address issues before they get out of hand.

Wrap-up

Regular monitoring can help identify problems with the Safe Spaces and enable early resolution.

4.2 Tools for monitoring an adolescent girls' Safe Space

Time

1 hour

Facilitator materials

Training guide; Slide 21 of the slide deck

Participants' materials

Adolescent Friendly Space (AFS) checklist from Nubader Program in Jordan (Annex 4)

Introduction

The aim of monitoring Safe Spaces is to ensure that the operations are going well and on track. There are various tools that can be used to do this.

Plenary discussion – The checklist

– Share the AFS checklist to the participants.

– Discuss how the checklist can help to conduct a rapid, on the spot monitoring of a Safe Space. One advantage is that actions to address issues can be taken or highlighted almost immediately.

– Participants should discuss why the items on the checklist are important. Are there any other items they would like to add?

Presentation

– Using **slide 21**, discuss other tools that can be used to monitor Safe Spaces. Participants can share other tools that they know.

Wrap-up

Monitoring Safe Spaces can be made easier by making use of appropriate and effective tools.

Wrap-up

Emphasize that the results of a successful Safe Space will start showing sometime after the Safe Space has ended. However, family members could start reporting some changes even before the Safe Space sessions come to an end.

Slide deck

Training module on adolescent girls Safe Spaces_Slide Deck.pptx

Training Module Annex

Annex 1: Sample girl profiles

GIRL DROPPED OUT OF SCHOOL BUT WANTS TO RETURN	GIRL DROPPED OUT OF SCHOOL BUT WANTS TO RETURN	GIRL DROPPED OUT OF SCHOOL BUT WANTS TO RETURN	GIRL DROPPED OUT OF SCHOOL BUT WANTS TO RETURN
GIRL GOT MARRIED BEFORE AGE 18	GIRL GOT MARRIED BEFORE AGE 18	GIRL GOT MARRIED BEFORE AGE 18	GIRL GOT MARRIED BEFORE AGE 18
GIRLS HAS NEVER BEEN TO SCHOOL	GIRLS HAS NEVER BEEN TO SCHOOL	GIRLS HAS NEVER BEEN TO SCHOOL	GIRLS HAS NEVER BEEN TO SCHOOL
GIRL DROPPED OUT OF SCHOOL AND WANTS VOCATIONAL SKILLS	GIRL DROPPED OUT OF SCHOOL AND WANTS VOCATIONAL SKILLS	GIRL DROPPED OUT OF SCHOOL AND WANTS VOCATIONAL SKILLS	GIRL DROPPED OUT OF SCHOOL AND WANTS VOCATIONAL SKILLS
GIRL IS FROM A CONFLICT PRONE AREA	GIRL IS FROM A CONFLICT PRONE AREA	GIRL IS FROM A CONFLICT PRONE AREA	GIRL IS FROM A CONFLICT PRONE AREA
GIRL HAS A DISABILITY	GIRL HAS A DISABILITY	GIRL HAS A DISABILITY	GIRL HAS A DISABILITY
GIRLS IS BETWEEN 10-14	GIRLS IS BETWEEN 10-14	GIRLS IS BETWEEN 10-14	GIRLS IS BETWEEN 10-14
GIRL IS BETWEEN 15 - 19	GIRL IS BETWEEN 15 - 19	GIRL IS BETWEEN 15 - 19	GIRL IS BETWEEN 15 - 19
GIRL IS PREGNANT	GIRL IS PREGNANT	GIRL IS PREGNANT	GIRL IS PREGNANT

Annex 2: Board diagram

6	7	8
4	**SAFE SPACES ESSENTIALS BOARD**	5
1	2	3
MOST ESSENTIAL ELEMENT	**2ND MOST ESSENTIAL ELEMENT**	**3RD MOST ESSENTIAL ELEMENT**
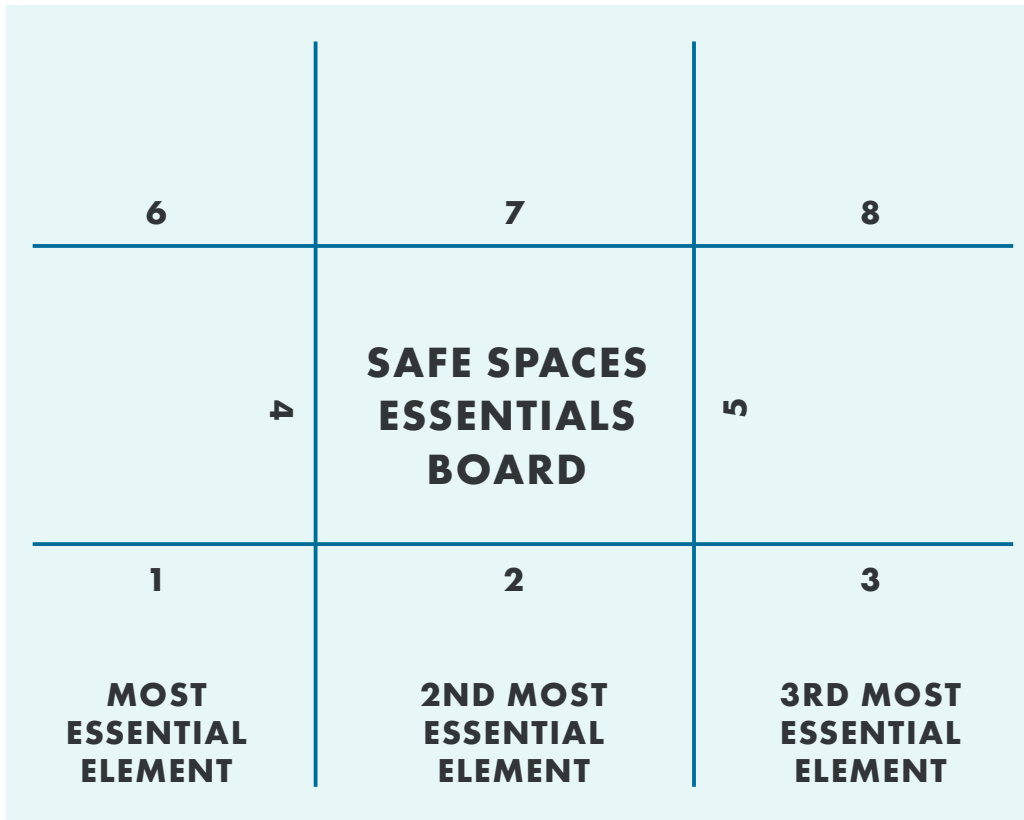
Annex 3: Element and empty cards

GIRLS ONLY TIME & PLACE
A place and time where girls feel comfortable to meet without men and boys present.

GIRL OWNERSHIP
Girls own the content, the activities, the meeting times, and the group rules. Content is fun and engaging.

BUILDING SOCIAL ASSETS
Content and experience provide girls with an opportunity to build social assets and skills.
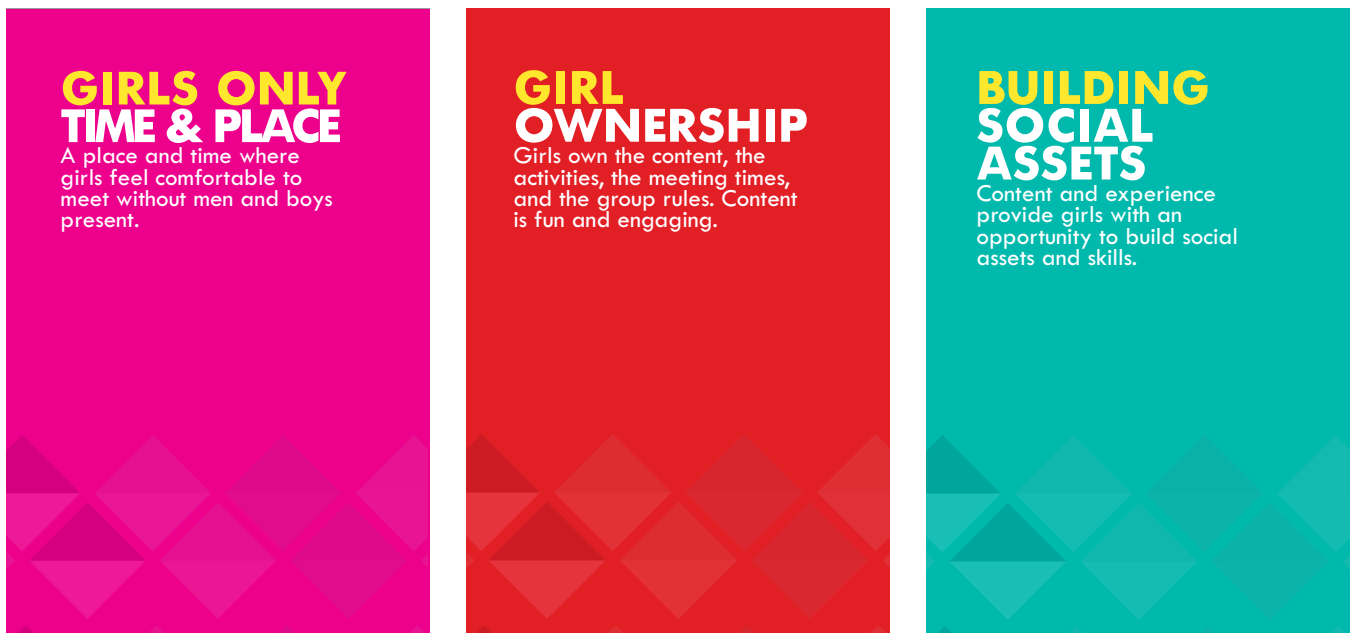
CARD FRONTS

ROLE MODELS

Include trusted female leaders that have empathy and credibility with girls. Mentors must be willing to commit time and energy to their role.

COMMUNITY BUY-IN

Champions from the wider community are supportive of the girls and their safe spaces.

FACILITATES FRIENDSHIP

Girls create connections with other girls and build trusted support networks.

WILD CARD
YOU ARE THE EXPERT

SAFE SPACE ELEMENT CARD

CARD BACK (SHOWN AS SAMPLE, NOT REQUIRED)

WILD CARDS, PRINT 4, ALL OTHERS PRINT 1

Annex 4: AFS Checklist

MERCY CORPS ADOLESCENT FRIENDLY SPACE (AFS) CHECKLIST
BUSMA YOUTH COMMUNITY CENTERS

AFS Location: _____

AFS Manager Name: _____

No.	Questions	Yes / No
1	AFS is clean and tidy?	
2	AFS is safe – no broken glass, tins cans, etc.	
3	The AFS is enclosed on all sides and has a specific entrance through which people can enter and exit?	
4	A "Smoking" sign & policy on display?	
5	Safe drinking water is available?	
6	Well displayed timetables used for daily/weekly activities	
7	Hand washing and toilets facilities are available and clean	
8	Adolescents at AFS appear to be happy and enjoying AFS activities?	
9	AFS supervisor(s) is maintaining good personal hygiene?	
10	There are enough recreational supplies available at AFS?	
11	AFS supervisor is behaving with adolescents in a friendly manner?	
12	Adolescents at AFS are maintaining good hygiene?	
13	Adolescents' work is displayed in AFS?	
14	AFS attendance registered is well maintained?	
15	First Aid Kit and fire extinguisher available at the AFS?	
16	The AFS supervisor(s) are capable of conducting first aid treatments?	
17	Shady area available for adults and adolescents?	
18	Code of Conduct displayed in word or picture form	
19	One person responsible for daily inspection of equipment and keeps record/register	
20	Supervisor to adolescent ratio is adequate (1 adult per 15 Adolescents)	
21	Record kept of all visitors	
22	Child Protection Policy is printed out and on display	
23	All staff have signed the CP policy	

24	Adolescent Friendly Space rules have been agreed between adolescents and facilitators and are on display	
25	Adolescents know to whom they should report if they have any problem with CF Space staff	
26	Adolescents are involved in rule setting at the AFS	
27	Adolescents are able to choose which activities they engage in at any given time. They are able to opt out of activities	
28	Community and child needs are re-assessed every 3-6 months (depending on the nature of the emergency and the pace at which it is changing) to ensure AF Spaces are suitable and appropriate	
29	Exit and transition plans have been discussed with adolescents from the outset and on-going discussions is taking place about transition plans	
30	Parents and community are involved in sensitisation and awareness raising activities and events in the AFS at least once a month	

If any of the answers to the above are "no", please describe corrective actions recommended below:

Center Manager's Signature

_____

Date: _____

M&E Officer Signature

_____

Date: _____

Program Manager's Signature

_____

Date: _____

The photo shows handwritten text on a large paper:

Autoestima.
✓ es pensar bien de nosotras mismas.
querernos realmente Como Somos
✓ Sentir que Valgo Como persona por lo que soy.
✓ que Soy Competente
✓ que tengo dones o Carismas que puedo Ofrecer
O Compartir Con los demás.
✓ Sentir que tengo derecho a ser feliz.
✓ Es la suma de Confianza y respeto a mí mismo.
✓ No me siente ni más ni menos que los otros.
IDeas o Actos que afectan el autoestima en las adolecentes.
Sentirme Culpable de algo que no ha hecho.
Dificultad para Concentrasm-
Dolores de cabeza seguido

ADOLESCENT GIRLS SAFE SPACE GUIDE

Annexes 1-10

CITY · VILLAGE
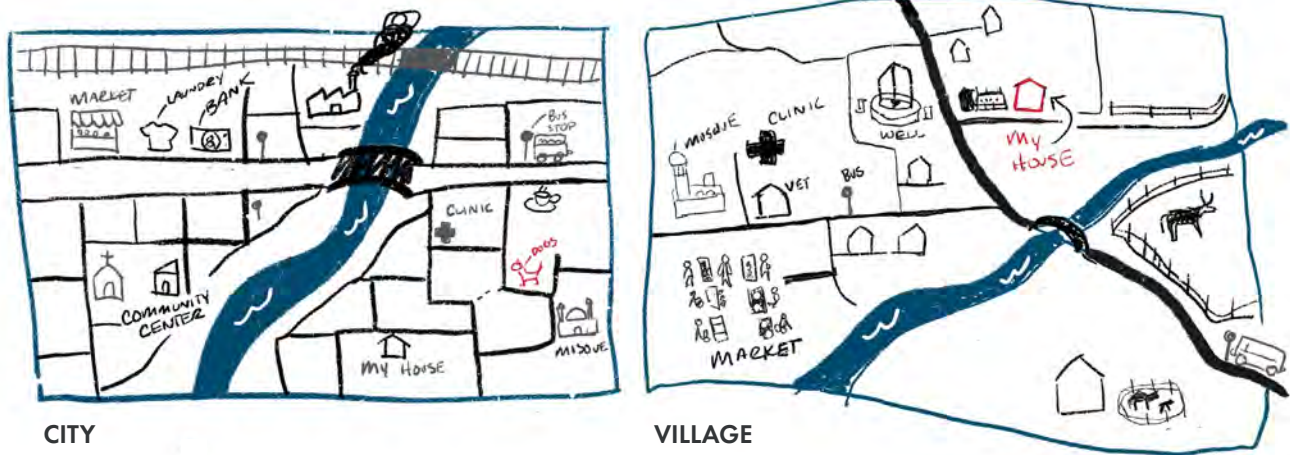
WOMEN AND GIRLS SAFE SPACES (WGSS) COMMUNITY MAPPING

Step 1

Establish participant groups and introduce the activity purpose. At the start of the activity explain how this activity will inform an understanding of places and services that are safe for women and girls, which in turn, will inform the selection of the WGSS' location. Further divide participants into groups of 4-5 each. Give each group a sheet of flipchart paper and a marker.

Step 2

Give them 15 minutes to draw a map of their community

1. Ask participants to start by drawing the outline of their community.

2. Then fill in the space with all the major landmarks (schools, churches, mosques, markets, clinics, bus stops, railroad tracks, roads, etc.). Alternatively, pictures of places in the community can be used.

Step 3

Have them mark on the map the locations they identify using the 4 questions below. Wait until participants have completely finished before you begin asking questions. Then use the questions to help you understand risk factors and services for women and girls. After each question, give participants time to consider and indicate their responses on the map.

1. Is there a place where women can go to discuss problems together?

2. Are there places on the map that are not safe for women and girls during the day?

3. Are there places on the map that are not safe for women and girls during the night?

4. Where might be the best location to establish a WGSS?

Step 4

Plenary presentation and reflection Have each group present their map by describing the locations in the community they mapped out, and those specifically marked as where women / adolescent girls go to meet each other or spend time and where they believe might be the best place to locate a WGSS. If groups had different safety rankings for the same places, ask them to further explain their positions.

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36   IMC, IRC, 2020. Women and Girls Safe Spaces: A Toolkit for Advancing Women's and Girls' Empowerment in Humanitarian Settings. Manual and Guideline

ANNEX 2A: SAMPLE TOOL FOR ASSESSING SAFETY IN DIFFERENT PLACES IN THE COMMUNITY[37]

SAFETY IN DIFFERENT PLACES IN THE COMMUNITY			
PLACES	*NEVER* FEEL SAFE	*ALWAYS* FEEL SAFE	*SOMETIMES* FEEL SAFE
Market			
School			
Home			
Police Station			
Church, Mosque			
Clinic			
Bus Station			
Friend's Home			

ANNEX 2B: SAMPLE TOOL FOR ASSESSING SAFETY ACCESSING SERVICES AND OPPORTUNITIES[38]

SAFETY ACCESSING SERVICES AND OPPORTUNITIES			
SITUATION	*ALWAYS* SAFE TO USE/ACCESS	*SOMETIMES* SAFE TO USE/ACCESS	*NEVER* SAFE TO USE/ACCESS
Taking public transportation			
Taking Taxis			
Health Service			
Going to school			
Going to the bank			
Going to the post office			
On a football pitch			
At the salon			
Church, Mosque			

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37   IMC, IRC, 2020. Women and Girls Safe Spaces: A Toolkit for Advancing Women's and Girls' Empowerment in Humanitarian Settings. Manual and Guideline
38   GirlSPARKS: Safe Spaces for girls

ANNEX 3: SAMPLE TOOL FOR DAILY ACTIVITY SCHEDULE

DAILY ACTIVITY SCHEDULE	
TIME	**ACTIVITY**
4AM-5AM	
5AM-6AM	
6AM-7AM	
7AM-8AM	
8AM-9AM	
9AM-10AM	
10AM-11AM	
11AM-12PM	
12PM-1PM	
1PM-2PM	
2PM-3PM	
3PM-4PM	
4PM-5PM	
5PM-6PM	
6PM-7PM	
7PM-8PM	
8PM-9PM	
9PM-10PM	
10PM-11PM	
11PM-12AM	
12AM-1AM	
1AM-2AM	
2AM-3AM	
3AM-4AM	

ANNEX 4: SAMPLE TOOL FOR WEEKLY ACTIVITY SCHEDULE

WEEKLY ACTIVITY SCHEDULE							
			ACTIVITY				
TIME	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**	**FRIDAY**	**SATURDAY**	**SUNDAY**
4AM-5AM							
5AM-6AM							
6AM-7AM							
7AM-8AM							
8AM-9AM							
9AM-10AM							
10AM-11AM							
11AM-12PM							
12PM-1PM							
1PM-2PM							
2PM-3PM							
3PM-4PM							
4PM-5PM							
5PM-6PM							
6PM-7PM							
7PM-8PM							
8PM-9PM							
9PM-10PM							
10PM-11PM							
11PM-12AM							
12AM-1AM							
1AM-2AM							
2AM-3AM							
3AM-4AM							

VACANCY FOR MENTORS (COMMUNITY VOLUNTEERS) FOR OUT OF SCHOOL GIRLS' (OSG) SAFE SPACES

BACKGROUND:

The Educating Nigerian Girls in New Enterprises (ENGINE) program aims to improve the lives of 18,000 girls aged 16 – 19 in Kano, Kaduna, FCT and Lagos. ENGINE plans to engage and train mentors (Community Volunteers) who will be trained to facilitate training of girls on life skills, savings manual and business skills for a period of 9 - 12 months.

GENERAL POSITION SUMMARY:

The mentors will be responsible for conducting two (2) hour sessions on life skills curricular, financial education and business training, coordinating savings group meetings with 25 girls once a week and also coordinate other community level interventions for a period of 9 – 12 months.

ESSENTIAL DUTIES:

Community Engagement

The mentor will enroll and follow up with 25 girls in her community for a period of 9-12 months, coordinate the girls in savings group and conduct sessions on life skills curricular, savings manual and financial education manuals.

Monitoring and Evaluation

The mentor will take attendance of girls after weekly sessions, submit monthly reports (1 attendance summary, at least 4 copies of attendance register and 1 savings monthly summary forms) and give update at monthly review meetings. The mentor will support the girls to complete questionnaires at the beginning and at the end of the cycle. She will also support the 25 girls complete a form to ascertain what kind of work/business they like doing during the 1st month and 4th month of learning. These forms will be submitted to partner staff immediately they are filled.

Sustainability

The mentor will support and group girls into savings group and coordinate them to form girl fora and support them in in choosing a business opportunity they will want to go into. The mentor will also work with partner staff to conduct other community activities and engagements such as champion days, formation and strengthening of Committees Development Committees/Community Action Committees among others.

QUALITIES AND CRITERIA FOR SELECTION:

1. Role models in the communities
2. Proficiency in the use of English, Hausa (Kano and Kaduna), Yoruba/Pidgin (Lagos)
3. Must be resident within the community of intervention
4. Must be able to relate well/mentor girls

HOW TO APPLY:

Interested women should submit application letter and CV with the name of the community they reside clearly written on an envelope e.g. Kudenda. All applications should be submitted on or before (date) at (drop point).

VACANCY FOR MENTORS (TEACHERS) FOR IN SCHOOL GIRLS' (ISG) SAFE SPACES

BACKGROUND:

The Educating Nigerian Girls in New Enterprises (ENGINE) program aims to improve the lives of 18,000 girls aged 16 – 19 in Kano, Kaduna and FCT. ENGINE plans to engage and train mentors (Teachers) who will be trained to teach girls on academic curricular, life skills, savings manual and business skills for a period of 9 – 12 months. The mentors should have experience in teaching Maths, English, Physics, Chemistry, Biology/ Basic Science and Hausa.

GENERAL POSITION SUMMARY:

The mentors will be responsible for conducting two (2) hour sessions on academic, life skills curricular, financial education and business training, coordinating savings group meetings with 25 girls once a week and also coordinate other community level interventions for a period of 9 – 12 months.

ESSENTIAL DUTIES:

Community Engagement

The mentor will enroll and follow up with 25 girls in her school for a period of 9-12 months, coordinate girls in savings group and conduct sessions on academic curricular, life skills curricular, savings manual and financial education curricular.

Monitoring and Evaluation

The mentor will take attendance records after weekly sessions, submit monthly reports (1 attendance summary, at least 4 attendance register and 1 savings monthly summary forms) and provide feedback during monthly review meeting. The mentor will support the girls to complete pre/post-test questionnaire at the beginning and at the end of the cycle. This will be submitted to the partner staff immediately they are completed.

Sustainability

The mentor will support and form girls into savings groups and coordinate them to form girl fora. The mentor will also work with partner staff to conduct other community level activities and engagements such as champion days, formation and strengthening of School Based Management Committees among others.

QUALITIES AND CRITERIA FOR SELECTION:

1. Female teachers with at least three years teaching experience
2. She must have a minimum qualification of National Certificate of Education (NCE) or Diploma in Education.
3. Roles models in the schools
4. Proficiency in the use of English
5. Must be resident within the school of intervention
6. Must be able to relate well/mentor girls

HOW TO APPLY:

Interested women should submit application letter and CV with the name of the community they reside and preferred SUBJECT clearly written on an envelope e.g. Kudenda, BIOLGOGY. All applications should be submitted on or before (date) at (drop point).

ANNEX 7: SAMPLE SCREENING INSTRUMENT FOR ISG SAFE SPACES MENTORS (TEACHERS)

ENGINE SCREENING INSTRUMENT FOR TEACHERS

Section A: Personal Data (10 Points)

Instruction: Fill in your name and tick the appropriate box

Name: _____

Date of Birth: _____

Name of School where you teach (if applicable): _____

Post (if applicable):[39] _____

Sex: ☐ Male ☐ Female

Educational Qualification:

☐	B.A. Ed/B Sc Ed	= 5 Points
☐	B.A. /B Sc/ HND with PGDE	= 4 Points
☐	B.A. /B Sc/HND	= 3 Points
☐	NCE	= 2 Points
☐	Others (Specify)_____	= 1 Point

Teaching Experience:

☐	0 - 4 Years	=1 Point
☐	5 - 9 Years	= 2 Points
☐	10 - 14 Years	=3 Points
☐	15 - 19 Years	= 4 Points
☐	20 Years and Above	= 5 Points

Section B: Subject Matter (10 Points each)

Invited teachers/applicants will undertake written test in their subject expertise.

Section C: Media and Methods (30 Points)

Instruction: Answer all the questions. Write your answers in the spaces provided.

1. What do you understand by Instructional Objectives? Using a topic in your teaching subject give an example of Instructional Objectives. **(10 Points)**

    Expected responses:
    Instructional Objectives can be defined as the desired outcomes instructors (teachers/facilitators) want/expect their learners to achieve at the end of teaching learning process. Instructional objectives are very often derived from the curriculum (topic) under consideration. **(5 Points)** *(Any similar response(s) can be accepted).*

---

39   This item and the preceding ones do not require scoring. However, they can be useful for other decisions.

Examples of Instructional Objectives (5 Points)

Any response very similar to the example given below is acceptable

By the end of the lesson, the students should be able to:

a) *Identify living things*

b) *State the main characteristics of living things*

c) *Differentiate between animals and plants*

2. Define Instructional Materials? Identify 5 sources of Instructional Materials. **(10 points)**

   Expected responses:
   Instructional Materials can be defined as all the resources a teacher uses to facilitate the teaching and learning process. They (resources/instructional materials) help him/her (teacher) to explain the subject matter (topic/content) to the learner for better understanding. Instructional materials can be Visual, Audio and Audio-Visual. **(5 Points)**

   (Any similar response(s) can be accepted).

   Sources of Instructional Materials (Any five, 5 Points)

   a) *Collecting items from the immediate locality*

   b) *Production process by teachers and students (Improvisation)*

   c) *Distribution to schools by Governmental and Non-Governmental Organizations*

   d) *Donation from several sources (PTA, Community, Corporate Bodies, Alumni etc)*

   e) *Distribution/Loan from Educational Resource Center (ERC)*

   f) *Direct Purchase by school authority*

   g) *Contribution/Distribution of production by students in tertiary institutions.*

3. Outline the main components of a Lesson Plan **(10 Points)**

   Expected responses

   a) *Time/Period* **(1 Point)**

   b) *Subject* **(1 Point)**

   c) *Topic* **(1 Point)**

   d) *Behavioral/Instructional Objectives* **(1 Point)**

   e) *Entry Behavior/Previous Knowledge* **(1 Point)**

   f) *Instructional Materials* **(1 Point)**

   g) *Introduction* (**1 Point)**

   h) *Presentation* **(2 Points)**
      Steps 1, 2, 3, etc.
      Activity

   i) *Conclusion* (**1 Point)**

   NB: A brief (at least one sentence) explanation is required for each component

ANNEX 8: SAMPLE PRE-ENROLLMENT FORM

1. Country:
☐ Haiti
☐ Kenya
☐ Uganda

2. State/County/District: (Provide list [instruction for coder; cascade by country])

Kenya: Wajir, Isiolo, Turkana, Garissa and Marsabit.

Uganda: Amudat, Kaabong, Kotido and Moroto.

Haiti: Port au Prince and Cap Haiten

3. Provide the sub-county or ward by country:

Uganda
☐ Amudat – Amudat, Karita, Loroo
☐ Kaabong – Kalapata, Kawalakol, Kaabong East, Kaabong West, Kakamar, Sidok, Lotim, Lodiko, Kamion, Lolelia, Kathile South, Kathile, Sangar, Kapedo, Lokori, Karenga, Lobalangit
☐ Kotido – Nakapelimoru, Panyangara, Rengen, Kacheri, Central Division, Southern Division, Western Division, Northern Division
☐ Moroto – Nadunget, Northern Division

Kenya
☐ Isiolo – Ngare Mara, Burat, Oldonyiro,
☐ Marsabit – Obbu/Golbo/Moyale, Maikona, Loiyangalani
☐ Turkana – Turkwel, Kanamkemer, Songot, Lokichoggio, Kaleng/Kaikor, Lake zone, Katilu, Lapur
☐ Garissa – Dadaab, Labasigilae, Abasigale, Masalani, Kotile, Ijara
☐ Wajir – Bute, Hadado, Habaswein, Arbahjan, Gurar

Haiti
☐ Port au Prince – Carrefour Feuilles & Canaan
☐ Cap Haiten – Bas Ravine & Petite Anse

4. Date of Registration: _____

5. Name (Surname, First Name, Middle name,)

6. Date of Birth (MM/DD/YYYY): _____
(Not a compulsory question)

7. Age: _____ (App to calculate based on DoB if entered)

8. Descriptive Address: _____
_____ [contextual training]

9. Do you have a phone which you can be accessed with? –If "no" jump to question 14.
☐ Yes
☐ No

10. Phone No (if applicable): _____

11. Ownership of the phone
☐ Personal
☐ Parent
☐ Friends
☐ Relative
☐ Spouse

12. What days of the week can you have access to the phone (if not personal)?
☐ Mondays
☐ Tuesdays
☐ Wednesdays
☐ Thursdays
☐ Fridays
☐ Saturdays
☐ Sundays

13. Type of Phone
☐ Android
☐ iPhone
☐ Feature Phone
☐ Non smartphone

14. Sex:
☐ Female
☐ Male

15. Language Spoken (Multiple choice allowed):_____
☐ Creole
☐ English
☐ French
☐ Luganda
☐ Swahili
☐ Somali
☐ Turkana

16. Marital Status: _____
☐ Married
☐ Single
☐ Divorced
☐ Widow/Widower

17. Do you have a child/children:
☐ Yes
☐ No (skip to 20)

18. Number of Children: _____

19. No of persons in the household: _____

20. How many persons within the household are aged:

Below 5_____

5 to 13_____

14 to 17_____

21. Marginalization Criteria No: _____

☐ Pregnant, has a child or children

☐ Never attended any school or dropped out

☐ Child headed household

☐ Has a disability

☐ Married before age 18

22. Have you participated in any Mercy Corps adolescent intervention? If yes, tick all that applies

☐ GIRL

☐ LMS

☐ Apolou

☐ Others – Please specify

23. Have you ever attended school?

☐ Yes

☐ No

24. Are you currently attending school?

☐ Yes

☐ No

26. Highest level of education completed?

☐ Madarasa

☐ Primary school (incomplete)

☐ Primary school (complete)

☐ Secondary (incomplete)

☐ Secondary school (complete)

☐ Tertiary education

27. Occupation: _____
[list as per the DHS]

28. Do you have a national ID:

☐ Yes

☐ No

29. Do you have a formal bank account:

☐ Yes – Conventional banks

☐ Yes – Mobile banking

☐ No

30 Do you save using any of the following approaches:

☐ Conventional bank account

☐ Mobile banking

☐ Small savings groups (Chama)

☐ Large savings groups (SACCO)

Name of Household Head:_____

Phone No: _____ **Sex:** _____

Relationship to the beneficiary: [As per DHS] _____ **Age:** _____

Employed (if yes, type of employment): _____

Name of Caregiver: [FOR BENEFICIARIES BELOW 18] _____

Phone No: _____ **Sex:** _____

Relationship: _____ **Age:** _____

Employed (if yes, type of employment): _____

Consent: I _____ **agree and consent that**

my child/ward named _____ **should be enrolled to**

participate on the GIRL Program.

Name: _____ **Relationship to child:** _____

Signature: _____

Date: _____

ANNEX 9: SAMPLE ATTENDANCE SHEET

ATTENDANCE SHEET (FOR FACILITATORS)

DIRECTIONS: Facilitators should fill out this sheet after the session
FREQUENCY: Every session

FACILITATOR NAME:

| **SESSION** *(TICK ONE)* | ☐ Financial Education | ☐ Life Skills | ☐ Savings | ☐ SRH (Kenya alone) |

| **COUNTRY** *(TICK ONE)* | ☐ 1 Turkana | ☐ 2 Garissa | ☐ 3 Isiolo | ☐ 4 Wajir | ☐ 5 Marsabit |

NUMBER OF PARTICIPANTS | **AGE GROUP OF PARTICIPANTS** *(PLEASE TICK ONE)*

GIRLS: **BOYS:** | ☐ 10-14 ☐ 15-19 ☐ 22-24

DATE (DD/MM/YYYY): __/__/____ | **START TIME: _____:_____ END TIME: _____:_____**

VENUE

NO.	NAME	PHONE #	AGE	SEX	SIGNATURE	REMARKS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						

NOT FOR DIRECT USE, TO BE ADAPTED

UCSF Benioff Children's Hospitals
Oakland | San Francisco

REQUIRED DOCUMENT: Submit With Referral Form
DIVISION OF MENTAL HEALTH & CHILD DEVELOPMENT

RELEASE OF INFORMATION/ CONSENT FOR REFERRAL

747 52nd St., Oakland, CA 94609 • 510-428-8428 • www.childrenshospitaloakland.org

I HEREBY AUTHORIZE THE USE AND/OR DISCLOSURE OF MY HEALTH AND MENTAL HEALTH INFORMATION TO:

❑ UCSF Benioff Children's Hospital Oakland   and/or
Mental Health & Child Development Services
747 52nd Street
Oakland, CA 94609

❑ UCSF Benioff Children's Hospital San Francisco
1975 4th Street
San Francisco, CA 94518

After reviewing your referral, we may forward it to our specialty programs in San Francisco.

I agree to having the referral sent to San Francisco for consideration _____
Parent/Caregiver Initials

PATIENT INFORMATION

Patient's Name _____ Date of birth _____

PERSON/ORGANIZATION RELEASING THE PATIENT'S HEALTH AND/OR MENTAL HEALTH INFORMATION

Name/Organization _____

Street Address _____

City _____ State _____ Zip _____

PARENT/GUARDIAN/CAREGIVER AUTHORIZATION

Name of patient's legal representative (parent or guardian) _____

Signature _____

Phone _____ Date _____

Name of patient's personal representative (if applicable) _____

Relationship to patient _____

Signature _____

Phone _____ Date _____

I have the right to a copy of this authorization. Copy requested: No   Yes

This authorization shall be valid for one (1) year from the date above.

Sept 2018

Asd❑•❑

UCSF Benioff Children's Hospital
Oakland

MENTAL HEALTH & CHILD DEVELOPMENT REFERRAL FORM

747 52nd St., Oakland, CA 94609 • (510) 428-8428 • www.childrenshospitaloakland.org

> **All sections of the referral need to be completed so that we can process the referral as quickly as possible.**
> **Fax this form, the release of information/consent & all relevant paperwork**
> (i.e., IEPs, past testing, screening forms, Vanderbilts, etc) **to (510) 985-2202.**

1. PATIENT INFORMATION

Patient's First Name_____

Last Name _____

DOB _____/_____/_____ MR# _____

Age_____Gender _____

School _____

2. CAREGIVER INFORMATION

Caregiver Name _____

☐ Parent ☐ Legal Guardian ☐ Foster Family ☐ Adopted ☐ Other _____

Street Address _____

City_____State_____Zip _____

Phone (_____) _____

Interpreter needed? ☐ No ☐ Yes: ☐ Parent ☐ Patient

Language_____

3. INSURANCE INFORMATION

Subscriber Name _____

DOB _____/_____/_____ SSN _____

Subscriber ID _____

Patient's SSN _____

Medi-Cal ID _____

County _____

☐ Medi-Cal ☐ CFMG ☐ Other–Carrier _____

Insurance phone (_____) _____

4. REFERRER CONTACT INFORMATION

Referral date _____/_____/_____ Family informed of referral? ☐ Yes ☐ No

Referred by _____

Phone (_____)_____Fax* (_____)_____

Office name_____City _____

*Without your fax number, we will not be able to provide referral updates

5. PRIMARY CARE PROVIDER

☐ Same as referrer ☐ UCSF Benioff Children's Hospital Oakland

Provider Name _____

Clinic Name_____

Phone (_____)_____Fax (_____) _____

6. CURRENT CONCERNS & REASON FOR REFERRAL

_____
_____

7. SERVICES REQUESTED
☐ Mental Health Evaluation
☐ Psychiatric Medical Evaluation with MD/ NP
☐ Therapy: Child and/or Family

8. CURRENT SYMPTOMS/CONCERNS
Please check all that apply:
☐ Hurting themselves /self-harm
☐ Suicidal thoughts (If in imminent threat of harm, call 911)
☐ Psychiatric hospitalizations in last year
☐ Seeing or hearing things others don't / Psychotic symptoms
☐ Aggression towards self or others
☐ Eating disorder with medical complications
☐ Age inappropriate sexualized behaviors

☐ Significant parent/child attachment concerns (0-5 years old)
☐ Difficult to soothe / Excessive crying (0-5 years)
☐ Frequent Tantrums
☐ Trauma / Loss / Grief
☐ Separation/loss of primary caregiver
☐ History of neglect/Abuse
☐ Can't sit still / too active/impulsive
☐ Difficulty following directions or paying attention
☐ Withdrawn/isolative
☐ Anxious / Worried / Very Nervous
☐ Sad / Depressed
☐ Sleeping concerns
☐ Eating concerns without medical complication
☐ Parent/Child relationship interaction problems
☐ Not making friends / Poor social skills
☐ Not doing well in school / Poor attendance

☐ Not meeting milestones / Developmental delay*
　☐ Cognitive Delay ☐ Motor Delay
　☐ Nonverbal ☐ Learning disability
　☐ Trouble communicating / Speech-Language delay
　*All children with developmental symptoms must also have behavioral/emotional symptoms to be eligible for services

9. CURRENT SITUATION
Please check all that apply:
☐ CPS report in last 6 months
☐ Court dependent/ward of the court
☐ At risk of losing home/child care placement due to behavior
☐ Currently in out-of-home foster placement
☐ Juvenile probation supervision with current placement order

10. CURRENT SERVICES
☐ Regional Center Services
☐ Speech Therapist, OT, PT, SST/504/IEP
☐ Therapy: Provider _____
☐ Psychiatrist: Provider_____
☐ Developmental Behavioral Pediatrician:
_____

11. OTHER MAJOR MEDICAL CONCERNS ☐ None
_____
_____
_____
_____

SEPT 2018

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CONTACT

TECHNICAL SUPPORT UNIT
Young People and Protection (YPP) Team

The Young People and Protection Unit's mission is to help our global teams apply the most effective solutions to the world's toughest challenges. Our work increases and improves opportunities for young people, and adolescent girls in particular, to safely and meaningfully participate in building secure, productive and just communities.

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About Mercy Corps
Mercy Corps is a leading global organization powered by the belief that a better world is possible. In disaster, in hardship, in more than 40 countries around the world, we partner to put bold solutions into action — helping people triumph over adversity and build stronger communities from within.
Now, and for the future.

MERCY CORPS

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