

PART I

# Girl Shine

## Advancing the Field

Designing Girl-Driven Gender-Based Violence  
Programming in Humanitarian Settings





# TABLE OF CONTENTS

## Girl Shine Part I

<b>Acknowledgements</b>	<b>7</b>
<b>Glossary</b>	<b>8</b>
<b>Acronyms</b>	<b>12</b>
<b>Foreword</b>	<b>13</b>
<b>Introduction</b>	<b>14</b>
<b>CHAPTER 1</b>	<b>18</b>
<b>The Girl Shine Program Model &amp; Resource Package</b>	
1. Who is the Girl Shine Program Model & Resource Package for?	<b>19</b>
2. Who Should Use Girl Shine?	<b>19</b>
3. About the Girl Shine Program Model	<b>21</b>
4. About the Girl Shine Resource Package	<b>23</b>
5. The Girl Shine Theory of Change	<b>23</b>
<b>CHAPTER 2</b>	<b>26</b>
<b>Designing Your Girl Shine Intervention</b>	
1. Best Practices for Girl Shine Program Design	<b>27</b>
2. The Design and Development Process	<b>27</b>
a. Assessing Risk & Opportunity	28
b. Finding Girls in the Community	30
c. Setting Program Details	31
d. Securing Information	39
e. Determining Content & Sequence	41
f. Contextualizing & Adapting Content	45
g. Developing a Monitoring & Evaluation Plan	46
h. Launching the Program	47
i. Ending the Program	48
3. Budget Considerations	<b>51</b>
<b>CHAPTER 3</b>	<b>54</b>
<b>Building the Girl Shine Life Skills Curriculum Groups</b>	
1. The Girl Shine Life Skills Curriculum Groups	<b>55</b>
2. The Girl Shine Mentors	<b>63</b>
3. The Girl Shine Staff Facilitators	<b>68</b>

<b>CHAPTER 4</b>	<b>70</b>
<b>The Girl Shine Female &amp; Male Caregivers</b>	
1. Why Involve Female and Male Caregivers?	71
2. Level of Female and Male Caregiver Engagement	71
3. Planning for Safe Female/Male Caregiver Involvement in the Girl Shine Caregiver Support Groups	78
4. Facilitators for Girl Shine Caregiver Curriculum Groups	79
5. Content for the Girl Shine Caregiver Curriculum	80
<b>CHAPTER 5</b>	<b>82</b>
<b>The Girl Shine Community</b>	
1. Who is the Community?	83
2. Benefits of Engaging the Community	83
3. When to Engage the Community	84
4. When to Limit Community Engagement	85
<b>CHAPTER 6</b>	<b>87</b>
<b>Contextualization &amp; Adaptation</b>	
1. Planning for Contextualization & Adaptation	88
2. Areas of Contextualization & Adaptation	88
3. Maintaining the Girl Shine Message	97
<b>CHAPTER 7</b>	<b>98</b>
<b>Understanding &amp; Engaging Adolescent Girls in Humanitarian Settings</b>	
1. The Stage of Adolescence	99
2. Adolescent Development & Engagement Strategies	103
3. Addressing Traditional Social and Gender Norms	107
4. Crisis Management During Adolescent Girl Life Skills Sessions	108
<b>CHAPTER 8</b>	<b>112</b>
<b>Addressing Complex Issues Faced by Adolescent Girls in Humanitarian Settings</b>	
1. Harmful Traditional Practices	113
2. Female Genital Mutilation	114
3. Early Marriage	116
4. Receiving Disclosures & Making Referrals	119



## Appendix A

123

A1.	Appendices Summary & Description	123
A2.	Girl Shine Ranking Tool	126
A3.	Identification of Adolescent Girls in the Community Tool	128
A4.	Focus Group Discussion Tool for Female/Male Caregivers	131
A5.	Assessment Tool for Adolescent Girls	134
A6.	Safety Mapping & Planning Tool	138
A7.	Assessment Output Tool	142
A8.	Explaining Services to Girls and Female/Male Caregivers	146
A9.	Safe Space Checklist	150
A10.	Roles & Responsibilities of a Girl Shine Focal Point	152
A11.	Roles & Responsibilities of a Girl Shine Facilitator	153
A12.	Memorandum of Understanding for Mentors	154
A13.	Coverage Exercise Tool	156
A14.	Introducing Female Caregivers to Adolescent Sexual and Reproductive Health Topics	158
A15.	Memorandum of Understanding for Female/Male Caregivers	161
A16.	Community Leadership Tool	163
A17.	Planning Community Conversations	164
A18.	Determining Assets for Girls	166
A19.	Piloting Content Samples	170
A20.	Contextualization & Adaptation Tool	173
A21.	Focus Group Discussion Tool for Male Decision-Makers of Married Girls	180
A22.	Focus Group Discussion Tool for Female Decision-Makers of Married Girls	183
A23.	Emergency Response Sessions	186
A24.	Audio Program Design Case Study	193
A25.	Materials for Girl Shine Life Skills Curriculum	195

## Appendix B

199

### Monitoring & Evaluation Tools

B1.	Attendance Form	199
B2.	Girl Shine Knowledge Check-In Tool	202
B3.	Caregivers' Attitude & Beliefs Check-In Tool	216
B4.	Mentor/Facilitator Supervision Tool	220
B5.	Session Insights Tool	222
B6.	Mentor/Facilitator Life Skills Session Notes	225
B7.	Girl Shine Caregiver Curriculum Facilitator Notes	227
B8.	Girls' Feedback Tool	229
B9.	Mentor Feedback Tool	238
B10.	Monitoring Opportunity Data Collection Tool	242



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# Glossary



Common terms and definitions used in this document are defined below. These terms and definitions are not legal definitions and are not intended as such.<sup>1</sup>

**Abuse** - To treat in a harmful, offensive or injurious way.

**Accountability** - An active process of identifying and challenging harmful ideas and norms in order to bring about social change.

**Adolescence** - The period between ages 10 and 19 years old. It is a continuum of development in a person's physical, cognitive, behavioral and psychosocial spheres.

**Adolescent Girl** - Girl between the ages of 10 and 19 years old.

**Adult** - Any person 18 years and older.

**Asset** - A store of value—a valuable thing—that adolescent girls can use to reduce vulnerabilities and make the most of opportunities.<sup>2</sup> Assets can be broken down into a number of categories. The most common ones referred to in this resource package are:

- Social Assets: Social connections, including networks, group membership, and relationships with peers and mentors.
- Human/Health Assets: Knowledge, skills, access and experiences related to health, education, safety and well-being.
- Economic Assets: Financial literacy, savings, and income.

**Attitude** - Opinion, feeling, or position about people, events, and/or things that is formed as a result of one's beliefs. Attitudes influence behavior.

**Belief** - An idea that is accepted as true. It may or may not be supported by facts. Beliefs may stem from or be influenced by religion, education, culture and personal experience.

**Caregiver** - A person who undertakes day-to-day care for another person. He or she can be a parent, relative, family friend, or other guardian. This term does not necessarily imply legal responsibility. Caregiver is a term that is used in this resource to describe a person who provides day-to-day care for adolescent girls.

**Case Management** - Gender-based violence (GBV) case management, which is based on social work case management, is a structured method for providing help to a survivor of violence. It involves one organization, usually a psychosocial support or social services actor, taking responsibility for making sure that survivors are informed of all the options available to them, and that issues and problems facing a survivor and her family are identified and followed up in a coordinated way, while providing the survivor with emotional support throughout the process

**Caseworker** - An individual working in a service-providing agency, who has been tasked with the responsibility of providing case management services to survivors. This means that caseworkers are trained appropriately on client-centered case management. They are supervised by senior program staff and adhere to a specific set of systems and guiding principles designed to promote health, hope, and healing for their clients. Caseworkers are also commonly referred to as social workers, case managers, among others.

**Child** - Any person under the age of 18. Children have evolving capacities depending on their age and developmental stage.

**Child Protection** - The protection of children from violence, exploitation, abuse, and neglect.

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<sup>1</sup> In an effort to ensure consistency, to the extent possible, some definitions have been taken directly from:

1. Inter-Agency Standing Committee. 2015. *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery* - <http://gbvguidelines.org>.
2. International Rescue Committee (IRC) and United Nations Children's Fund (UNICEF). 2012. *Caring for Child Survivors of Sexual Abuse: Guidelines for health and psychosocial service providers in humanitarian settings* - <http://gbvresponders.org/response/caring-child-survivors>
3. Gender-based Violence Information Management System (GBVIMS) Steering Committee. 2017. *Interagency Gender-Based Violence Case Management Guidelines: Providing Care and Case management Services to Gender-Based Violence Survivors in Humanitarian Settings* - [https://reliefweb.int/sites/reliefweb.int/files/resources/interagency-gbv-case-management-guidelines\\_final\\_2017\\_low-res.pdf](https://reliefweb.int/sites/reliefweb.int/files/resources/interagency-gbv-case-management-guidelines_final_2017_low-res.pdf)

2. Population Council. 2014. *What Are Assets?* - <http://www.popcouncil.org/news/what-are-assets>

**Community** - Individuals, groups, and institutions who share a defined geographical space. This space could be a camp, urban center, village, settlement, or a local administrative unit (for example, sub-county, boma, local government area, province, etc.).

**Confidentiality** - An ethical principle that is associated with medical and social service professions. Maintaining confidentiality requires that service providers protect information gathered about survivors and agree only to share information about a survivor's case with their explicit permission. Maintaining confidentiality means service providers never discuss case details with family or friends, or with colleagues whose knowledge of the abuse is deemed unnecessary. There are limits to confidentiality while working with adolescent girls.

**Disclosure** - The process of revealing information. Disclosure in the context of sexual abuse refers specifically to how a caregiver, teacher, trusted adult, facilitator, or helper learns about a child's experience with sexual abuse. Children disclose sexual abuse differently, and disclosure is often a process rather than a one-time event. Disclosure about sexual abuse can be directly or indirectly communicated, and given voluntarily or involuntarily.

**Early Marriage** - A formal marriage or informal union before age 18. Even though some countries permit marriage before age 18, international human rights standards classify these as child marriages, reasoning that those under age 18 are unable to give informed consent. Therefore, early marriage is also a form of forced marriage as children are not legally competent to agree to such unions. In this document, child, early, or forced marriage are referred to as 'early marriage.'

**Economic Violence/Abuse (deprivation of resources)** - An aspect of abuse where abusers control a person's access to resources, services, and opportunities. In the case of adolescent girls, this could include not allowing them to go to school or refusing to allow them to seek medical treatment because they are girls.

**Emotional Violence/Abuse** - Infliction of mental or emotional pain or injury. Examples include: threats of physical or sexual violence, intimidation, humiliation, forced isolation, social exclusion, stalking, verbal harassment, unwanted attention, gestures or written words of a sexual and/or menacing nature, destruction of cherished things, etc. It is one form of intimate partner violence.

**Empathy** - Attempting to see things from another person's point of view and share their feelings.

**Female Genital Mutilation (FGM)** - All procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.<sup>3</sup>

**Gatekeepers** - Individuals who hold a level of control over the decisions available to adolescent girls.

**Gender** - Widely shared ideas and expectations that define women and men. Such ideas include stereotypical feminine/female and masculine/male characteristics and abilities, and commonly shared expectations that guide the behavior of women and men. Gender is not defined by biological differences and is different than sex.

**Gender Equality** - When rights, responsibilities, and opportunities do not depend on whether individuals are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken in consideration and equally valued.

**Gender Inequality** - When one gender is not treated equally to others. For example, women within the home and in society are treated as inferior and second-class citizens, and their skills, experiences, and lives are not as valued as those of men.

**Gender-Based Violence (GBV)** - An umbrella term for any harmful act perpetrated against a person based on socially ascribed (i.e. gender) differences between men and women. It includes acts that inflict physical, sexual, emotional, or mental harm or suffering, threats of such acts, coercion, and other restrictions of opportunities and freedom. These acts can occur in public or in private spaces. Common forms of GBV include sexual violence (rape, attempted rape, unwanted touching, sexual exploitation, and sexual harassment), intimate partner violence (also called domestic violence, including physical, emotional, sexual, and economic abuse), early marriage, and female genital mutilation.<sup>4</sup>

**'Honor' Killings** - When a member of a family (usually a wife, mother, sister, daughter, niece), is killed by another member of the family (usually a man or boy), due to a belief that the victim has brought dishonor to the family.

**Host Community** - The country of asylum and the local, regional and national governmental, social, and economic structures within which refugees live. Urban refugees live within host communities with or without legal status and recognition by the host community. In the context of refugee camps, the host community may encompass the camp, or may simply neighbor the camp but have interaction with, or otherwise be impacted by, the refugees or internally displaced persons (IDPs) residing in the camp.<sup>5</sup>

3 World Health Organization. 2012. *Understanding and Addressing Violence Against Women: Female Genital Mutilation* - [http://apps.who.int/iris/bitstream/handle/10665/77428/WHO\\_RHR\\_12.41\\_eng.pdf?sequence=1](http://apps.who.int/iris/bitstream/handle/10665/77428/WHO_RHR_12.41_eng.pdf?sequence=1)

4 IASC. 2015. *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action* - <http://gbvguidelines.org>

5 United Nations High Commissioner for Refugees (UNHCR). 2011. *UNHCR-NGO Toolkit for Practical Cooperation on Resettlement. Community Outreach - Outreach to Host Communities: Definitions and FAQs* - <http://www.unhcr.org/protection/resettlement/4cd7d1509/unhcr-ngo-toolkit-practical-cooperation-resettlement-community-outreach.html>

**Humanitarian Worker** - An employee or volunteer engaged by a humanitarian agency to conduct the activities of that agency. A humanitarian worker can come from the country or community in which they are working, or can be recruited from another country.

**Informed Assent** - The stated willingness to participate in services. This applies to younger children who are by definition too young to give informed consent, but old enough to understand and agree to participate in services.

**Informed Consent**<sup>6</sup> - The voluntary agreement of an individual who has the legal capacity to give consent. To provide informed consent, the individual must have the capacity and maturity to know about and understand the services being offered and be legally able to give their consent. Parents are typically responsible for giving consent for their child to receive services until the child reaches 18 years of age. In some settings, older adolescents are also legally able to provide consent in lieu of, or in addition to, their parents. To ensure consent is "informed," service providers must provide the following information to the individual:

- Provide all the possible information and options available to the person so she can make choices. Inform the person that she may need to share her information with others who can provide additional services.
- Explain to the person what will happen throughout the process.
- Explain the benefits and risks of services to the person.
- Explain to the person that she has the right to decline or refuse any part of services.
- Explain limits to confidentiality.

**Internally Displaced Person (IDP)** - Persons or groups of persons who have been forced or obliged to flee or to leave their homes, but have not crossed an internationally recognized state border. IDPs often flee in order to avoid the effects of armed conflict, situations of violence, violations of human rights or natural or human-made disasters.

**Intimate Partner Violence (IPV)** - Violence occurring between intimate partners (married, cohabiting, boyfriend/girlfriend or other close relationships), defined as behavior by an intimate partner or ex-partner that causes physical, sexual, or psychological harm, including physical aggression, sexual coercion, psychological abuse, and controlling behaviors. This type of violence may also include the denial of resources, opportunities, or services. Intimate partner violence is sometimes referred to as domestic violence.

**Life Skills** - A large group of psychosocial and interpersonal skills that can help people make informed decisions, communicate effectively, and develop coping and self-management skills that may help them lead a healthy and productive life.<sup>7</sup>

**Mandatory Reporting** - State laws and policies which oblige certain agencies and/or persons in certain helping professions (teachers, social workers, health staff, etc.) to report actual or suspected child abuse (for example, physical, sexual, neglect, emotional and psychological abuse, unlawful sexual intercourse). While many of these professions provide confidentiality to the children they are working with, in the case of actual or suspected abuse, they are required to take certain actions.

**Mentors** - Young women from the community with whom girls can identify. In addition to implementing the curriculum, mentors serve as role models for the girls. Mentors are slightly older than the girls in the program.<sup>8</sup>

**Parent** - A girl's mother or father. Note that in some societies it is common for girls and boys to spend time with other members of their extended family and sometimes with unrelated families. Throughout this resource, the term "parent" generally refers to the biological parent. In some cases, it may refer to the person or persons who assume the child's care on a permanent basis, such as foster or adoptive parents, or extended family members providing long-term care.

**Patriarchy** - A social system where the male is the primary authority figure and holds a central role in the home and community.<sup>9</sup>

**Perpetrator or Offender** - A person who directly inflicts violence or supports violence or other abuse against another.

**Physical Assault** - An act of physical violence that is not sexual in nature. Examples include: hitting, slapping, choking, cutting, shoving, burning, shooting, use of any weapons, acid attacks, or any other act that results in pain, discomfort, or injury. Physical assault is one form of intimate partner violence.

**Power** - The ability to do something or act in a particular way in the world, and/or to control or influence other people and/or resources.

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6 IRC and UNICEF. 2012. *Caring for Child Survivors of Sexual Abuse* - <http://gbvresponders.org/response/caring-child-survivors>

7 Women's Refugee Commission. 2014. *I'm Here: Adolescent Girls in Emergencies: Approach and Tools for Improved Response* - <https://www.womensrefugeecommission.org/images/zdocs/I-m-Here-report-FINAL.pdf>

8 Population Council. 2011. *Creating "Safe Spaces" for Adolescent Girls* - [http://www.popcouncil.org/uploads/pdfs/TABriefs/39\\_SafeSpaces.pdf](http://www.popcouncil.org/uploads/pdfs/TABriefs/39_SafeSpaces.pdf)

9 IRC. 2013. *Engaging Men in Accountable Practice* - <http://gbvresponders.org/prevention/emap-tools-resources>

**Protective Factors** - External factors that are supportive for a girl, reduce her risk of experiencing violence, and encourage the development of resilience or coping mechanisms. These factors include mechanisms at the family and community levels (connectedness to family or adults outside the family, encouragement to participate in community activities), conditions such as socioeconomic status (increased economic opportunities), and proximity to services and other people (positive social connections and membership in peer groups).

**Psychosocial** - A term used to emphasize the interaction between the psychological aspects of human beings and their environment or social surroundings. Psychological aspects are related to our thoughts, emotions, and behavior. Social surroundings concern a person's relationships, family and community networks, cultural traditions and economic status, including life tasks, such as school or work.

**Refugee** - Someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.<sup>10</sup>

**Safe Space** - A formal or informal place where women and girls feel physically and emotionally safe. The term "safe," in the present context, refers to the absence of trauma, excessive stress, violence (or fear of violence), or physical or psychological abuse or harassment.<sup>11</sup>

**Self-harm** - Intentional injury or poisoning to one's self, irrespective of the motivation or degree of suicidal intent. Self-harm includes both suicide attempts and acts of violence towards one's self with other intentions (e.g. self-cutting).<sup>12</sup>

**Service Provider** - Individuals working in fields of health or psychosocial services who are charged with providing direct services to survivors of GBV. These professionals include caseworkers, social workers, health workers, child protection workers, etc.

**Sex** - Sex is the difference in biological characteristics between males and females, determined by a person's genes. Sex is not the same as gender.

**Sexual Violence** - Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic a person's sexuality, that use coercion, threats of harm or physical force, or that are without a person's express consent. Sexual violence can be perpetrated by anyone, regardless of relationship to the victim, in any setting, including but not limited to home and work. Sexual violence includes, rape/attempted rape, sexual abuse, and sexual exploitation.

**Sexual Exploitation** - Any actual or attempted abuse of a person's vulnerability, lack of power, or trust for sexual purposes. This includes, but is not limited to, profiting monetarily, socially, or politically from the sexual exploitation of another.<sup>13</sup>

**Social Norms** - The informal rules that guide a group's values, beliefs, attitudes, and behaviors.

**Survivor/Victim** - A person who has experienced gender-based violence. The term "victim" and "survivor" can be used interchangeably, although "victim" is generally preferred in the legal and medical sectors, and "survivor" in the psychological and social support sectors.

**Trauma** - A disturbing or distressing experience that produces psychological injury or pain. A trauma may have long-lasting effects on a person.

**Violence Against Women and Girls (VAWG)** - Any act of gender-based violence that results in, or is likely to result in, physical, sexual, or mental harm or suffering to women. This includes all forms of violence, threats of violence, coercion, or arbitrary deprivation of freedom, whether occurring in public or in private life. Individuals, family members, community members, and members of a government can perpetrate sexual violence.<sup>14</sup>

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10 UNHCR. 2010. *Convention and Protocol Relating to the Status of Refugees* - <http://www.unhcr.org/3b66c2aa10.pdf>

11 The United Nations Population Fund (UNFPA). 2015. *Women & Girls Safe Spaces: A Guidance Note Based on Lessons Learned from the Syrian Crisis* - <http://www.unfpa.org/sites/default/files/resource-pdf/woman%20space%20E.pdf>

12 British Association for Counselling and Psychotherapy. 2015. *Suicide and Self Harm: Psychological Therapies, Prevention and Risk Factors* - <https://www.bacp.co.uk/media/2128/bacp-suicide-self-harm-briefing-oct15.pdf>

13 United Nations Secretariat, Secretary General's Bulletin. 2003. *Special Measures for Protection from Sexual Exploitation and Abuse* - <http://www.unhcr.org/uk/protection/operations/405ac6614/secretary-generals-bulletin-special-measures-protection-sexual-exploitation.html>

14 WRC. 2014. *I'm Here: Adolescent Girls in Emergencies: Approach and Tools for Improved Response* - <https://www.womensrefugeecommission.org/images/zdocs/I-m-Here-report-FINAL.pdf>

## Acronyms

**AIDS** - Acquired Immune Deficiency Syndrome

**ASRH** - Adolescent Sexual and Reproductive Health

**BCC** - Behavior Change Communication

**CAG** - Coalition for Adolescent Girls

**CBO** - Community-Based Organization

**COMPASS** - Creating Opportunities through Mentoring, Parental Involvement and Safe Spaces

**CFS** - Child Friendly Spaces

**CP** - Child Protection

**FGD** - Focus Group Discussion

**FGM** - Female Genital Mutilation

**GDP** - Gross Domestic Product

**GIE** - Girls in Emergencies

**GBV** - Gender-based Violence

**HIV** - Human Immunodeficiency Virus

**HTP** - Harmful Traditional Practice

**IDP** - Internally Displaced Person

**IEC** - Information, education and communication

**IPV** - Intimate Partner Violence

**IRC** - International Rescue Committee

**MOU** - Memorandum of Understanding

**NFI** - Non-food Item

**NGO** - Non-government Organization

**PHC** - Primary Health Center

**STI/STD** - Sexually Transmitted Infection/Sexually Transmitted Disease

**TOC** - Theory of Change

**TOT** - Training of Trainers

**WASH** - Water, Sanitation and Hygiene

**UN** - United Nations

**VSLA** - Village Savings and Loan Association

**YFS** - Youth Friendly Space

**VAWG** - Violence Against Women and Girls

**WPE** - Women's Protection and Empowerment



# Foreword



Adolescent girls are an untapped resource in almost every country in the world. They represent hope, opportunity, and change. Yet, when conflict and disaster strike, their promise and potential are often the first to be sacrificed and the last to be restored, making them one of the most marginalized populations within an already vulnerable group of refugees and internally displaced people.

In many contexts around the world, adolescence is a time when boys' worlds begin to expand and girls' worlds start to shrink. This is the time when adolescent girls' choices and aspirations start being shaped by harmful gender norms and the threat, or way too often, the experience of gender-based violence. Navigating these challenges is immensely difficult, and for more than 500 million adolescent girls living in countries affected by conflict and displacement, they are even further exacerbated. In places where humanitarian actors work, insecurity and extreme poverty significantly increase girls' exposure to gender-based violence and exploitation. Belief that girls have less value and are less capable than boys results in denial of education and marriage at an early age. Adolescent girls, because of their sex and age, are also particularly susceptible to rape, sexual exploitation and abuse, and trafficking and abduction during the immediate aftermath of a natural disaster or conflict.

While girls facing the crisis of an emergency can fall further, evidence shows that with critical support and resources, they can also fly higher. Investing in adolescent girls must continue during times of crisis, displacement, and violence, not only to increase girls' protection and reduce risk, but to utilize windows of opportunity that may open up for girls because of new realities and circumstances. There may be new chances for girls to engage with their world and take on new roles in their community that might not have existed or would have been more difficult to obtain in their community of origin. While an emergency is not a desired outcome for any population, there may be opportunities for the empowerment of girls that were not there before.

For the past five years, the International Rescue Committee has invested heavily in adolescent girls in humanitarian settings—carrying out research on the nature of violence against adolescent girls, as well as developing and testing programs to understand what works to promote their safety, health, and empowerment, and protect them from violence. The Girl Shine Program Model & Resource Package represents the culmination of our learning. It aims to build upon girls' potential and empower them to be the designers of their own lives and ambitions.

This resource is intended to provide humanitarian actors with the necessary guidance and tools to design and deliver adolescent-girl centered programming in diverse humanitarian settings. It includes:

- ▶ **Part One - Designing Girl-Driven Programming for Adolescent Girls in Humanitarian Settings.** This provides a detailed overview of how to design effective adolescent girl programming in a variety of humanitarian settings.
- ▶ **Part Two - Girl Shine Life Skills Curriculum.** This is the core curriculum for working with adolescent girls. It focuses on six topic areas and up to 51 sessions for life skill group meetings.
- ▶ **Part Three - Girl Shine Caregiver Curriculum.** This is a curriculum that can be used when working with female and male parents and caregivers of unmarried adolescent girls to address harmful gender norms that impact adolescent girls' lives.
- ▶ **Part Four - Girl Shine Mentor and Facilitator Training Manual.** This is a resource that can be used with young female mentors and facilitators of the adolescent girl core curriculum to help strengthen the capacity of those working directly with girls.

We hope that Girl Shine will generate greater investment in adolescent girls across humanitarian settings, such that even in emergencies adolescent girls can shine brightly in their homes, schools, and communities.

**Nicole Benham**

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# Introduction



The Girl Shine program model builds upon the potential and power of girls, supporting them to be the drivers of their lives and futures. First, it is important to understand the context in which many girls live, the beliefs and attitudes they face, and the dangers they navigate, particularly in situations of conflict or natural disaster.

Adolescent girls are among the most marginalized within vulnerable populations around the world. In places where humanitarian actors work, conflict and extreme poverty significantly increases a girl's exposure to exploitation and abuse. During adolescence, while boys' worlds begin to expand, girls' worlds start to shrink. Girls' expected position in households and communities forces them to work long hours and they are often the last to have access to health care and food. It is easy for girls to become isolated within their immediate families, with no opportunities to make friends, seek mentors, explore possibilities, develop important skills and build support networks. In communities around the world, the future for adolescent girls is limited by economic instability and restrictive ideas about the roles of women in society.

## Factors Specific to Girls by Age 12<sup>15</sup> (Bruce, J. 2010)

Outlined below are some of the health and social risks adolescent girls experience, sometimes exclusively and often disproportionately:

- Social isolation at onset of puberty
- Limited knowledge about sexual health, needs, maturation, and menstruation
- Rigid, confining expectations of roles and opportunities because of sex and age
- Disproportionate burden of household work, caregiving
- Withdrawal from, and lack of safety in, public spaces
- School drop-out limited life and/or vocational skills
- Sexual and gender-based violence
- Harmful traditional practices, for example, early marriage, female genital mutilation
- Migration for work, limited opportunities to earn and save income



### Why Girls

- 600 million adolescent girls live in the developing world.
- Global estimates indicate that one in five girls in the developing world are married before the age of 18. Meanwhile, only 5% of males marry before their 19th birthday.<sup>a</sup>
- Adolescent girls are one of the most at-risk groups when it comes to sexual violence, abuse, and exploitation. Risks for girls include rape, sexual exploitation, early marriage, and unintended pregnancy.<sup>b</sup>
- 1 in 3 women have experienced physical or sexual violence by an intimate partner, or sexual violence by a non-partner, in their lifetime.<sup>c</sup>

a. Thompson, Hannah. 2015. A Matter of Life and Death. Cited in Plan. 2016. *A Time of Transition: Adolescents in Humanitarian Settings* - <https://plan-international.org/publications/time-transition-adolescents-humanitarian-settings>.

b. ibid

c. World Health Organization. 2017. *Violence Against Women* - <http://www.who.int/mediacentre/factsheets/fs239/en/>

15 Bruce, J. 2010 as cited in WRC, 2014. *I'm Here: Adolescent Girls in Emergencies: Approach and Tools for Improved Response* - <https://www.womensrefugeecommission.org/images/zdocs/I-m-Here-report-FINAL.pdf>



## Why Girls

- Girls are highly susceptible to violence within the home. Globally, intimate partners or family members cause just under half (47%) of all female homicides, compared to only 6% for men.<sup>d</sup>
- Childbirth is the second leading cause of death among adolescent girls ages 15-19 in low- and middle-income countries.<sup>e</sup>
- Out of the world's 130 million out-of-school youth, 70% are girls.<sup>f</sup>
- 98% of the estimated 4.5 million people forced into sexual exploitation are women and girls. 55% of the estimated 20.9 million people forced into labor are women and girls.<sup>g</sup>
- Families in many societies still send their sons to school before their daughters.<sup>h</sup>
- Gender differences in loss of lives due to natural disasters are directly linked to women's and girls' economic and social rights.<sup>i</sup>

d. UNICEF. 2014. *Hidden in Plain Sight: A Statistical Analysis of Violence Against Children* - [https://www.unicef.org/publications/index\\_74865.html](https://www.unicef.org/publications/index_74865.html)

e. World Health Organization. 2014. *Adolescent Pregnancy Fact Sheet* - [http://apps.who.int/iris/bitstream/handle/10665/112320/WHO\\_jsessionid=8C39AB073473EFB8F763FC1BBB2DB314?sequence=1](http://apps.who.int/iris/bitstream/handle/10665/112320/WHO_jsessionid=8C39AB073473EFB8F763FC1BBB2DB314?sequence=1)

f. The Guardian. 11 Oct 2013. *Adolescent girls: the key to ending poverty?* - <https://www.theguardian.com/global-development-professionals-network/2013/oct/11/adolescent-girls-key-to-ending-poverty>

g. Plan International. 2015. *Because I am a Girl: The State of the World's Girls 2015 –Unfinished Business* - <https://plan-international.org/publications/state-worlds-girls-2015-unfinished-business>

h. UNFPA. 2014. *The Power of 1.8 Billion: Adolescents, Youth and the Transformation of the Future: The State of World Population 2014* - [https://www.unfpa.org/sites/default/files/pub-pdf/EN-SWOP14-Report\\_FINAL-web.pdf](https://www.unfpa.org/sites/default/files/pub-pdf/EN-SWOP14-Report_FINAL-web.pdf)

i. Plan International, Swarup, A., Dankelman, I., Kanwal, A., Hawrylyshyn, K. 2011. *Weathering the Storm: Adolescent Girls and Climate Change* - <https://plan-international.org/publications/weathering-storm>

This is precisely why engaging girls is important - not only to reduce their exposure to harm, but also to expand the vital role they can play in actively shaping their own lives and their communities.

## Adolescent Girls in Humanitarian Settings

In most settings where humanitarian actors respond to crises, adolescence is when girls begin taking on adult roles, but without some of the key capabilities and skills they need. Because of their sex and age, adolescent girls are also particularly susceptible to exploitation and violence—including rape, sexual abuse, early marriage and abduction—during the immediate aftermath of a natural disaster or conflict.<sup>16</sup>

The frequency and intensity of humanitarian disasters is growing around the world. These emergencies threaten entire communities and whole countries, often with global implications. Many of these crises grow into long-term and permanent situations. The average length of displacement for refugees is almost 20 years. For too many girls worldwide, an emergency starts as a single “event” and transforms into a lifetime of displacement, impacting their education, health, safety, livelihoods, and futures.

While support and attention to adolescent girls is growing within the development sphere, less focus has been paid to the needs and realities of girls in humanitarian settings. Before an emergency, adolescent girls are often already at a triple disadvantage because of their age, gender, and economic status. Without a strong support network of friends, access to safe public spaces and schools, girls are made even more vulnerable by displacement.<sup>17</sup> Destruction, flight, and upheaval grind down any level of protection for women and girls, and the violence against them escalates.

When the humanitarian system responds to a crisis, the “starting line” is not the same for everyone affected by the disaster. Almost everyone has a head start compared to adolescent girls.<sup>18</sup>

16 WRC. 2014. *I'm Here: Adolescent Girls in Emergencies: Approach and Tools for Improved Response* - <https://www.womensrefugeecommission.org/images/zdocs/I-m-Here-report-FINAL.pdf>

17 Annals of Global Health. 2015. *The Girls in Emergencies Collaborative*. VOL. 81, NO. 3, *Statement and Action Agenda from the Girls in Emergencies Collaborative* - [https://academicworks.cuny.edu/cgi/viewcontent.cgi?referer=https://www.google.co.uk/&httpsredir=1&article=1448&context=cc\\_pubs](https://academicworks.cuny.edu/cgi/viewcontent.cgi?referer=https://www.google.co.uk/&httpsredir=1&article=1448&context=cc_pubs)

18 WRC. 2014. *I'm Here: Adolescent Girls in Emergencies: Approach and Tools for Improved Response* - <https://www.womensrefugeecommission.org/images/zdocs/I-m-Here-report-FINAL.pdf>



- The practice of early marriage increases in conflict, disaster, and emergency situations. Household economic pressures and families' fears of sexual abuse or harassment towards unmarried girls during conflict and displacement escalate, and often contribute to girls being married at a younger age.<sup>a</sup>
- Social norms travel with girls. On the one hand, girls are controlled under the guise of protection. On the other hand, girls' assets, labor, time, integrity, and safety, are used to provide for the needs of others in the family. They are often the last to access survival resources, but the first expected to provide them, as girls must actively seek out food, fuel, and water for their families.<sup>b</sup>
- Girls' vulnerability to sexual exploitation increases in emergencies. A girl's family may force her into marriage or short-term sexual liaisons in exchange for money for the family (and intermediaries).<sup>c</sup>
- Without a place to meet other girls and develop a voice and agency, girls may doubt their abilities or blame themselves for their circumstances.<sup>d</sup>

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- a. Save the Children. 2014. *Too Young to Wed: The growing Problem of Child marriage Among Syrian Girls in Jordan* - <https://www.savethechildren.org.uk/content/dam/global/reports/education-and-child-protection/too-young-to-wed.pdf>
- b. Annals of Global Health. 2015. The Girls in Emergencies Collaborative. VOL. 81, NO. 3, *Statement and Action Agenda from the Girls in Emergencies Collaborative* - [https://academicworks.cuny.edu/cgi/viewcontent.cgi?referer=https://www.google.co.uk/&httpsredir=1&article=1448&context=cc\\_pubs](https://academicworks.cuny.edu/cgi/viewcontent.cgi?referer=https://www.google.co.uk/&httpsredir=1&article=1448&context=cc_pubs)
- c. *ibid*
- d. *ibid*

Adolescent girls face new risks as they attempt to find safety and protection in humanitarian settings, whether that setting is a camp, informal settlement, or urban area.

Programming for girls in humanitarian settings often focuses solely on education, health, and/or building economic assets. Each of these interventions is important and helps to reduce girls' risks and broaden their opportunities. The one-size-fits-all approach that is commonplace in humanitarian settings bundles adolescent girls' needs and risks with those of younger children or adult women, and relies on misplaced assumptions (e.g. girls' access to public spaces is the same as boys' or adult women's) girls' access to services and their protection from violence.<sup>19</sup> Therefore, there needs to be explicit prevention and response efforts that target the violence experienced by women and girls in humanitarian settings, otherwise girls will be unable to access these other types of programming safely, if at all. Girl-specific and age-appropriate services across many sectors are crucial to protect girls from violence, ensure their well-being, and increase their capacity to survive and thrive during times of crisis and displacement.

## The Impact of Investing in Girls

Adolescence is a critical and consequential stage of life. The health, education, and social behaviors established during this pivotal developmental stage will have impacts over a lifetime. Investing in the protection, education, health, and financial literacy of adolescent girls contributes to a substantially better future for girls, their families, communities, and the world.<sup>20</sup> Adolescent girls have both the power and potential to achieve incredible things. They have the right to determine their own path in life. They have the right to be free from violence. They have the right to equitable opportunities and choices.

Investment in adolescent girls must continue during times of crisis, displacement, and violence, not only to increase girls' protection and reduce risk, but to utilize windows of opportunity that may open up for girls because of new realities and circumstances. There may be new occasions for girls to engage with their world and take on new roles in their community that might not have existed or would have been more difficult to obtain in their community of origin. While an emergency is not a desired outcome for any community, there may be new opportunities for the empowerment of girls that were not there before.

The Girl Shine model can help further this strategy and build the knowledge, assets, and skills that girls need to be safe, survive, and thrive.

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<sup>19</sup> *ibid*

<sup>20</sup> Center for Global Development. 2009. *Girls Count, A Global Investment and Action Agenda* - <https://www.cgdev.org/publication/girls-count-global-investment-action-agenda>



### **In emergencies, girls can fall further, but they can also fly higher.**

- When a girl in the developing world receives seven years of education, she marries four years later and has 2.2 fewer children.<sup>a</sup>
- Children whose mothers have no formal education are two times as likely to be out of school as children whose mothers have some formal education.<sup>b</sup>
- One additional year of primary education increases a girl's eventual income by 10-20%.<sup>c</sup>
- A woman will reinvest 90% of her lifetime income back into her family, compared to men who on average only reinvest 30-40%.<sup>d</sup>
- Closing the joblessness gap between girls and their male counterparts would yield an increase in GDP of up to 1.2% in a single year.<sup>e</sup>

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a. The Girl Effect. 2014. Fact Sheet - [http://www.mariposadrfoundation.org/docs/girl\\_effect\\_factsheet.pdf](http://www.mariposadrfoundation.org/docs/girl_effect_factsheet.pdf)

b. UNICEF. 2005. *Gender Achievements and Prospects in Education. The GAP Report Part 1* - <http://www.ungei.org/gap/educationJourney.html>

c. UNICEF. 2005. *Gender Achievements and Prospects in Education. The GAP Report Part 1* - <http://www.ungei.org/gap/educationJourney.html>

d. The Girl Effect. 2014. Fact Sheet - [http://www.mariposadrfoundation.org/docs/girl\\_effect\\_factsheet.pdf](http://www.mariposadrfoundation.org/docs/girl_effect_factsheet.pdf)

e. Nike Foundation. 2009. Cited in World Economic Forum. 2014. *The Global Gender Gap Index* - <http://reports.weforum.org/global-gender-gap-report-2014/report-highlights/>

# The Girl Shine Program Model & Resource Package



Photo Credit: Meredith Hutchison

The International Rescue Committee is delighted to present Girl Shine - a program model and resource package that seeks to support, protect, and empower adolescent girls in humanitarian settings. Girl Shine has been designed to help contribute to the improved prevention of and response to violence against adolescent girls in humanitarian settings, by providing them with skills and knowledge to identify types of GBV and seek support services if they experience or are at risk of GBV. Additionally, Girl Shine aims to build the social assets of girls to ensure they have someone they can turn to if they experience or are threatened by GBV. Girl Shine supports adolescent girls as they navigate a safe and healthy transition into adulthood, protected from GBV, supported by their caregivers and peers and able to claim their full rights. Girl Shine

provides adolescent girls with life skills that strengthen their social and emotional learning and information on adolescent sexual and reproductive health, critical to making healthy decisions.

## Chapter 1 includes the following sections:

- ▶ Who is the Girl Shine Program Model & Resource Package for?
- ▶ Who Should Use Girl Shine?
- ▶ About the Girl Shine Program Model
- ▶ About the Girl Shine Resource Package
- ▶ The Girl Shine Theory of Change



## I. Who is the Girl Shine Program Model & Resource Package for?

The Girl Shine Program Model & Resource Package can be used in multiple humanitarian settings, including conflict and natural disasters, as well as within the various phases of emergency response. It is based on the experience and knowledge gathered through years of the IRC's efforts to reach, protect and empower adolescent girls in humanitarian settings. It has been adapted to reflect the latest research findings on the experiences of adolescent girls in humanitarian settings, and the nature of GBV against adolescent girls. Girl Shine represents the culmination of IRC's learning, shaped by research findings, our technical expertise in working with adolescent girls and feedback from adolescent girls we work with and their caregivers.<sup>21,22</sup>

The Girl Shine resource package provides content on programming for girls aged 10 to 19 years old in humanitarian settings, who may be:

- Internally displaced persons or refugees
- Living in camps, urban environments, or border areas
- With or without parents or caregivers
- Part of the community hosting refugees or IDPs
- Unmarried, or at high risk of early marriage
- Married girls (see additional guidance)
- In school, periodically attending school, at risk of dropping out, or not going to school
- Living with a physical disability
- Traumatized, or living in situations of extreme stress
- With or without children, pregnant, or at high risk of pregnancy
- Primary caregivers for siblings and other family members
- At risk of violence

## 2. Who Should Use Girl Shine?

The Girl Shine Program Model is designed to be used by practitioners who provide protection from and support in response to emergencies, whether due to conflict or natural disaster and where **GBV services exist and are accessible to girls**.



**Girl Shine is designed for use by humanitarian professionals who engage with adolescent girls in a variety of humanitarian settings, especially:**

- Practitioners working in specialized areas of protection, including gender-based violence and women and child protection
- Emergency response teams working in other intervention areas in conflict and natural disaster settings
- Development professionals working in at-risk or displaced communities
- Other humanitarian service providers or program staff who deliver goods or services to female/male caregivers of adolescent girls
- Policy and advocacy professionals working in the field of protection

21 Research findings from IRC's COMPASS program for adolescent girls that fed into Girl Shine. IRC. 2017. *A Safe Place to Shine: Creating Opportunities and Raising Voices of Adolescent Girls in Humanitarian Settings* - <https://www.rescue.org/report/safe-place-shine>

22 Baseline findings from IRC's Girl Empower program for adolescent girls that fed into Girl Shine. Innovations for Poverty Action Liberia, Population Council, IRC. 2016. *Girl Empower intervention Baseline Survey* - <https://www.rescue.org/report/girl-empower-intervention-baseline-survey>



**Girl Shine can be used throughout all stages of humanitarian response, including:**

- In anticipation of conflict or violence in vulnerable communities
- At the onset of an emergency
- As girls and their families arrive and register at a refugee camp or settlement
- As girls are identified in urban areas or within host populations
- Together with girls from the host population
- As part of recovery in a post-conflict setting or natural disaster

The Girl Shine Resource Package has been designed to be used by country teams that work with adolescent girls, particularly on issues related to GBV. Below is guidance on which parts of the resource are relevant for certain humanitarian actors:

Girl Shine How-To Guide	Girl Shine Life Skills Curriculum	Girl Shine Caregiver Curriculum	Girl Shine Mentor & Facilitator Training Manual
<ul style="list-style-type: none"><li>• GBV actors</li><li>• Child Protection actors</li><li>• Education actors</li><li>• Health actors</li><li>• WASH actors</li><li>• Other actors with an interest in expanding their work with adolescent girls (see below)</li></ul>	<ul style="list-style-type: none"><li>• GBV actors</li><li>• Child Protection, Education &amp; Health actors who have been trained in GBV core concepts and have GBV services available for adolescent girls (or strong referral mechanisms to GBV services that are accessible to girls) and whose caseworkers have been trained in Caring for Child Survivors of Sexual Abuse<sup>a</sup> or similar approaches</li></ul>	<ul style="list-style-type: none"><li>• GBV actors who have been trained in GBV core concepts, have a strong understanding of gender equality, and have GBV services available for women and adolescent girls (or strong referral mechanisms to GBV services that are accessible to girls)</li></ul>	<ul style="list-style-type: none"><li>• GBV actors trained in Girl Shine</li><li>• Other actors (Child Protection/Education/Health) trained in GBV core concepts and Girl Shine, and have a strong understanding of gender equality</li></ul>

a. IRC and UNICEF. 2012. *Caring for Child Survivors of Sexual Abuse* - <http://gbvresponders.org/response/caring-child-survivors>

While the Girl Shine Life Skills Curriculum should be used by actors where GBV response services exist, the How-To guide can be used more widely and by a variety of actors. This is specifically the case in emergency settings, where the guidance and tools in the guide can help foster participation and care of girls within intervention areas in humanitarian settings. Some examples include:

- During needs assessments
- Identifying safety risks for girls
- Conducting girl-focused outreach
- Collecting feedback from girls on available services
- Adapting spaces to make them more girl friendly
- Gaining acceptance from parents and caregivers for girl-focused activities
- Training modules to help increase capacity of staff to work with girls
- Curriculum sessions that can be used as stand-alone information sessions



### 3. About the Girl Shine Program Model

This Girl Shine Program Model & Resource Package supports practitioners in designing, implementing, and monitoring a girl-driven intervention that:

- Engages with the most vulnerable and isolated adolescent girls
- Assesses for the most pertinent risks and dangers for adolescent girls in each context
- Involves adolescent girls in all aspects of program design and implementation
- Strengthens protective mechanisms that include the key stakeholders impacting the lives of girls
- Empowers girls to steer their own well-being and safety once the program is complete

The Girl Shine Program Model engages all key stakeholders in the protection of adolescent girls in humanitarian settings through a socio-ecological lens. It addresses the most common forms of violence experienced by adolescent girls at the interpersonal, family, and community levels. The Girl Shine Program Model also aims to empower girls through building critical life skills and assets, engaging support of parents and caregivers (referred to as female/male caregivers for the rest of this document), and establishing community accountability for the safety of girls.

Additionally, Girl Shine aims to establish critical peer networks that create solidarity among girls and women beyond the scope of the program.

The Girl Shine Program Model is built upon 10 core principles about adolescent girls in humanitarian settings, and five core programming components that not only engage girls, but their surrounding environment as well.

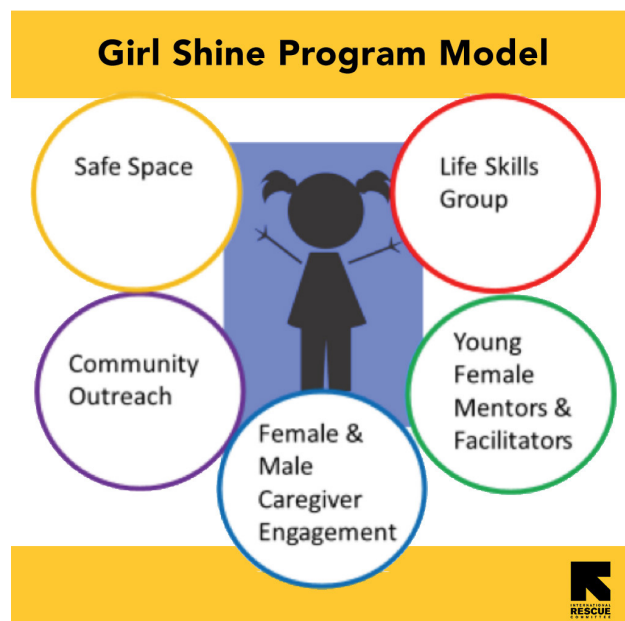
#### The Girl Shine 10 Core Principles



1. Girls are resilient, powerful, and resourceful. They are experts in their lives and in determining their future.
2. Girls face greater risks and dangers in humanitarian settings than boys of the same age.
3. Investment in girls increases the overall well-being of families and communities.
4. Core life skills and assets are critical to a girl's safe transition to adulthood, particularly during emergencies.
5. Girls have the right to attend school regularly and attain the highest education level available.
6. Girls must know about their bodies, puberty, and the facts about all aspects of adolescent sexual and reproductive health (ASRH).
7. Girls must be protected from harm including all types of violence and exploitation.
8. Girls must be believed if they report violence or exploitation, and all measures must be taken to ensure their safety and promote healing.
9. Early marriage and the traditional practices of female genital mutilation (FGM), as well as other harmful traditional practices (HTP), are grave risks to girls' physical, mental, and emotional health and must be abolished.
10. Female/male caregivers and the community are equally responsible for and must work together to keep girls safe from violence and exploitation, particularly in situations of conflict and emergencies.

## The 5 Girl Shine Program Model Components

- 1. The Girl Shine Safe Space.** A “girl-only” safe space allows for consistent access to programming and provides a trusted environment where girls can express and be themselves. These spaces provide girls with a safe entry point for services, where they will not face stigma for being a survivor of violence. Safe gathering points also offer girls an opportunity to engage with each other, exchange information, and strengthen support networks. In this way, safe spaces can be a key way of building girls’ social assets.<sup>23, 24</sup>
- 2. The Girl Shine Life Skills Curriculum Groups.** The Girl Shine Life Skills Curriculum groups are the heart of the program. Girls participate in a collection of learning sessions that have been tailored to their needs (age range, experience, and situation). The learning sessions help to build upon the existing assets<sup>25</sup> that girls have and equip them with key skills to prevent, mitigate, and respond to GBV. Through the groups, girls will develop and strengthen key skills focused on negotiation and decision-making, while also accessing essential information on adolescent sexual and reproductive health. Furthermore, the groups provide an opportunity for girls to voice what is important to them, explore their strengths and opportunities, and develop their leadership skills.
- 3. The Girl Shine Mentors and Facilitators.** Girl Shine encourages the recruitment of older adolescent girls or young women from the local community to facilitate the Girl Shine Groups. Young women as mentors will expand the safety network for the girls in their communities and allow for sustainability and ongoing solidarity. In some circumstances, older adolescent girls in the program can first be participants and then become mentors themselves for subsequent program implementation. Use of young mentors should be managed and supervised by professional staff. If eligible young women are not available, staff, including from partner organizations’ can serve in the mentor role. The aim is to create a connection between a girl and a “safe person” who can mentor her and contribute to her safety and well-being in the given context.
- 4. The Girl Shine Female/Male Caregiver Engagement.** Female/male caregivers should be engaged with Girl Shine whenever it is safe and possible. At a minimum, caregivers should be informed of the Girl Shine Program and provide consent for adolescent girls to participate. Where possible, they should be engaged in a parallel curriculum while adolescent girls are participating in the Girl Shine Life Skills Curriculum. This will help to ensure that girls are not put at greater risk for participating in the program, and that their new skills and knowledge will be supported and reinforced in their home environment. For guidance on how to deal with decision-makers in the lives of married girls, refer to Chapter 8.
- 5. The Girl Shine Community Outreach.** Community support for the program is essential to ensuring that girls who participate are safe. Staff are encouraged to create steering committees that include local stakeholders and key community leaders to assist with recruitment for the program, selection and protection of safe spaces, and assistance with social norm change elements. Additionally, health and psychosocial service providers should be linked to Girl Shine for needed referrals.



Most of the program components included in the Girl Shine Program Model are very similar to models used in adolescent girl empowerment programming in non-emergency contexts. The IRC developed Girl Shine specifically for use in humanitarian settings, which demonstrate a unique set of challenges and opportunities for adolescent girls. Programming designed for girls in more stable settings often does not anticipate the complexities of an emergency or allow for the flexibility needed to address changing needs and circumstances.

23 Department for International Development. 2013. CHASE Briefing Paper. *Violence against Women and Girls in Humanitarian Emergencies* - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/271932/VAWG-humanitarian-emergencies.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/271932/VAWG-humanitarian-emergencies.pdf)

24 Creating Opportunities through Mentorship, Parental Involvement, and Safe Spaces (COMPASS). 2016. *Multi-Country Study Protocol to Protect Girls from Violence in Humanitarian Settings* - <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-016-2894-3>

25 An asset is a store of value that is related to what a person can do or be (their “human stock”). Population Council. 2015. *Building Assets Toolkit: Developing Positive benchmarks for Adolescent Girls* - <http://www.popcouncil.org/research/building-assets-toolkit-developing-positive-benchmarks-for-adolescent-girls>

Specific challenges within humanitarian settings that are acknowledged and addressed through the Girl Shine Program Model & Resource Package are:

- Difficulty locating the most isolated and at-risk girls
- Ongoing risks of known and unknown violence that can change daily
- A high level of diversity of experiences among groups of girls- for example married and unmarried girls, girls from different ethnic groups, girls with a variety of caregiving situations- resulting in specific needs of girls not being met
- Increased competition for limited resources
- Hostility from host communities
- An inconsistent or unknown period of time to engage girls in programming
- Mistrust, inconsistent attendance, or wavering support of a new program from the girls and the community
- Difficulties keeping track of girls who may be moving or facing ongoing displacement
- Replication of existing political or social tensions that continue in a camp or settlement
- Increase in harmful traditional practices as a perceived means of ensuring safety and security of girls, as well as a means to continue cultural or national identities (for example, early marriage, FGM)
- Situations of chronic stress and trauma for girls as well as all community members

The Girl Shine approach attempts to address these issues in the following ways:

- Options for content, flexibility, and sequence of content delivery
- Guidance on contextualization and adaptations to different phases of emergency and cultural environments
- Emphasis on a girl-driven design process to ensure that the day-to-day realities of girls are clearly reflected
- Safety planning that reflects the realities of humanitarian settings
- A staged approach to delivery of content to best engage girls, female/male caregivers, and communities that are experiencing severe stress or trauma

## 4. About the Girl Shine Resource Package

This resource package is presented in four parts.

- ▶ **Part One** - Designing Girl-Driven Programming for Adolescent Girls in Humanitarian Settings. This provides a detailed overview of how to design effective adolescent girl programming in a variety of humanitarian settings.
- ▶ **Part Two** - Girl Shine Life Skills Curriculum. This is the core curriculum for working with adolescent girls that focuses on 6 topic areas and 51 sessions for group meetings.
- ▶ **Part Three** - Girl Shine Caregiver Curriculum. This is a curriculum that can be used when working with female/male caregivers of unmarried adolescent girls to address broader issues of gender inequality within the family structure.
- ▶ **Part Four** - Girl Shine Mentor and Facilitator Training Manual. This is a resource that can be used with mentors and facilitators of the Girl Shine Life Skills Curriculum (and Girl Shine Caregiver Curriculum) to help strengthen the capacity of those working directly with girls.

The four parts of the resource package have been designed to be used together, but can be referenced separately as well. The IRC strongly encourages application of the full Girl Shine program model whenever possible, but variations of the program can also be implemented depending upon resources and time available.

## 5. The Girl Shine Theory of Change

The Girl Shine Theory of Change (ToC) outlined below describes how the Girl Shine intervention can help contribute to the improved prevention of and response to violence against adolescent girls in humanitarian settings. And while one program alone cannot create the full extent of change needed to achieve girls' protection and empowerment, Girl Shine will introduce alternative ways of thinking, new information and skills, and suggestions for the replacement of harmful traditional practices and oppressive attitudes and beliefs that limit adolescent girls' choices and participation in decision-making.



### WHY Girl Shine?

The name Girl Shine was selected by the mentors and girls participating in a pilot program that informed Girl Shine in the Sudanese refugee camp of Tonga in Ethiopia. The concept of “shine” and the “sun” resonated with the girls and reflected how the program empowers girls to “shine” and be their very best. It reflects the brilliance that each girl brings to the program and focuses on their strengths and resiliencies.

Girl Shine is a tertiary GBV prevention intervention. Working with adolescent girls, it is essential not to imply that it is an adolescent girl’s responsibility to prevent GBV, but that girls will have increased knowledge to be able to identify whether they are at risk of or exposed to GBV, know how to access available GBV services, and have someone to turn to if they experience or are threatened by violence.

For the purpose of the Girl Shine intervention, Girl Shine engages female/male caregivers who strive to be a protective and positive influence for adolescent girls. Girl Shine is not, however, a perpetrator intervention, and therefore does not directly target female/male caregivers who are known perpetrators of sexual abuse or other types of GBV towards their daughters.

Furthermore, it is essential to ensure that GBV response services are available to adolescent girls participating in Girl Shine. While this is not a component of the Girl Shine intervention itself, it is an essential component of the ToC to support the outcome of improved prevention and response to GBV and is a fundamental prerequisite for the Girl Shine intervention.

**Adolescent girls are particularly susceptible to GBV, isolation, and neglect in humanitarian settings that to which, causes long-lasting physical and emotional harm.**

# The Girl Shine Theory of Change



# Designing Your Girl Shine Intervention

# 2

Photo Credit: Meredith Hutchison

Each Girl Shine intervention will look different depending upon the type and stage of emergency and the needs, wishes, and cultural background of the girls in the target communities. The Girl Shine Resource Package is designed to be flexible and adaptable to each context, so the steps and suggestions below should be considered and used as needed and appropriate.

- ▶ Best Practices for Girl Shine Program Design
- ▶ The Design and Implementation Process
- ▶ Budget Considerations



## I. Best Practices for Girl Shine Program Design

Along with the 10 core principles, each tailored design of the Girl Shine Program Model should aspire to the following best practices within each program component:

### For the girls

- Reach the most isolated and at-risk girls in the target area.
- Girls can safely and consistently access the Girl Shine safe space as needed.
- Girls participate directly in the program design.
- The content of the life skills curriculum reflects the day-to-day realities of girls in the program.
- Girls can choose the female/male caregivers who participate in the program.
- Girls are given guidance and space to learn and practice the skills that will help them identify types of GBV and seek support services if they experience or are at risk of GBV.
- Girls are empowered and leave the experience better able to direct the course of their own lives.
- Girls are allowed to create, dream, envision, and be themselves.

### For female/male caregivers

- Female/male caregivers are engaged with the development and implementation of the program and are aware of the program content and why the program content is important to the safety of their girls.
- Female/male caregivers learn and practice the key skills necessary to increase the safety of the girls in their care.
- Female/male caregivers are encouraged to give space for girls to practice new skills and knowledge at home.
- Female/male caregivers learn how to provide and are held accountable for the safety of their girls in the community.
- Female/male caregivers are encouraged to commit to gender equality in their own lives, through equal sharing of responsibilities by women and men and access to opportunities and resources.
- Sessions for female/male caregivers will be carried out separately to allow female caregivers to freely express themselves and discuss issues they are not able to tackle in front of male caregivers.

### For the community

- Communities are informed of the Girl Shine program and are included in its development.
- Communities learn about the benefits of investment in girls and the harm of traditional practices to girls' well-being.
- Communities understand their role in the protection of adolescent girls and reduce risks that lead to further violence.
- Health and psychosocial service providers are willing to support adolescent girls and have participated in training to strengthen their skills in providing girl-friendly services without judgment.

These best practices are further described in the design and development process outlined below.

## 2. The Design and Development Process

The proposed steps in the Girl Shine program design and development process include:

- |                                   |   |
|-----------------------------------|---|
| a. Assessing Risk & Opportunity   | f. Contextualizing & Adapting Content     |
| b. Finding Girls in the Community | g. Setting a Monitoring & Evaluation Plan |
| c. Setting Program Details        | h. Launching Girl Shine                   |
| d. Securing Participation         | i. Ending the program                     |
| e. Determining Content & Sequence |   |



Some steps may not be needed, depending on the circumstances and realities of each situation. For example, girls may already be readily accessible, so extensive mapping may not be necessary. Additionally, communities, families, and girls may already have a relationship of trust with the organization, and a significant amount of outreach and advocacy may not be required to have girls participate. Review the steps below and determine what makes the most sense for each situation.

It is also important to remember to return to the earlier planning steps if certain assumptions or data do not hold up during the initial stages of implementation. Maybe the girls in the focus group did not reflect the girls recruited for the program. Maybe the situation has changed in the setting and there are new dangers and risks to consider. Remain flexible and responsive to new realities and the needs and requests of the girls engaged directly in the program.

## a) Assessing Risk & Opportunity

**Best practice - The program reflects the day-to-day realities of girls.**

### Understanding the risks and opportunities

The planning process begins with an internal assessment of key questions that can help reveal the immediate risks and opportunities in the world in which girls are living. Country teams should first think about the following questions and consider what they know about the situation for adolescent girls. Based on the answers to these questions, they will be able to move ahead with exploring risks and opportunities with adolescent girls themselves.

#### Key Questions

- What are the key risks faced by women and girls?
- Who are the primary gatekeepers of the girls?
- What are the potential obstacles to participation?
- What other contextual issues might hold back the girls from participating – culture, social norms, time, other?
- What are the opportunities that might increase participation in the program – culture, social norms, time, physical access to the program, other?
- What services are immediately available for girls?
- What key community leaders can be engaged safely in program design and development?

Risks and opportunities will be better understood once engaging with girls themselves. Understanding what we know first is important in leading the process of identifying risks and opportunities.

### Assessment Tools

There are a number of tools that can be used to assess the needs of girls. Decide on which tool or tools to use, according to how far along programming may be.

In the **A Appendices**, the following tools are available. They can be used during an assessment to understand the needs, risks, and opportunities for girls.

1. **Appendix A2: Girl Shine Ranking Tool** - developed to provide country teams with guidance on how to involve adolescent girls (but also caregivers and other relevant groups) in determining and prioritizing girls' needs.
2. **Appendix A3: Identification of Adolescent Girls in the Community Tool** - developed for use in the early programming stage to identify where adolescent girls are in the community and to get consent from decision-makers to talk to girls. (Also see details on Girl Roster below).
3. **Appendix A4: Focus Group Discussion (FGD) Tool for Female/Male Caregivers** - developed for country teams who are trying to gain trust and acceptance from female/male caregivers as well as an understanding of their perspective on girls' risks and opportunities.



4. **Appendix A5:** *Assessment Tool for Adolescent Girls*<sup>26</sup> - developed for country teams who have permission to gather girls alone in an approved safe space to understand their needs and opportunities.
5. **Appendix A6:** *Safety Mapping and Planning Tool* - developed for country teams who have permission to gather girls alone in an approved safe space to understand their risks and help them develop a safety plan related to these risks, especially in relation to accessing the safe space. Note, this tool is not recommended to use in new locations or where the community is very closed or suspicious of program activities. Safety Mapping and Planning is also addressed in the Girl Shine curriculum, so it can be implemented once trust has been built.
6. **Appendix A7:** *Assessment Output Tool* - developed to support country teams to translate findings into outputs.

## How to conduct the assessment

### Before the assessment:

- Identify a minimum of two staff members to conduct the assessment with the focus groups.
- Allocate roles in advance, ensuring that one staff member is the designated note-taker while the other facilitates the assessment with the focus groups.
- Ensure that the assessment tools have been adapted so that the language used is the most accessible to girls.
- If translators are being used, ensure that they have been briefed in advance and understand their role and ethical obligations.
- Copy or print multiple copies of the assessment forms that have been adapted by the team in advance.
- Make sure country teams have pens and a notebook and all of the materials needed for the focus groups, for example, the safety mapping tool requires specific colored markers and flip chart paper.
- Be prepared with relevant referral information in case issues arise during the assessment from focus group participants. Take all relevant Information, Education and Communication (IEC) materials at the end.
- Bring snacks and refreshments for the focus group participants if possible.

### During the assessment focus groups:

- During the focus groups, it is important to always start with an introductory activity that makes the participants feel comfortable. Interactive icebreakers are highly recommended to use with girls.
- Introduce the staff leading the facilitation and explain the purpose of the group. For girls, ask them to set group agreements for the session.
- Explain that participation in the focus group is voluntary and participants can leave at any time.
- Be sure to check that the questions are fully understood, rephrase and give examples as necessary.
- Explain that there are no right or wrong answers and the goal is to simply understand their perspective, as they are the experts in their own lives.
- Do not probe if girls (and caregivers) do not seem comfortable. Come back to what seems like a challenging question later if appropriate, or explain that girls can talk to staff after the assessment is over.
- If it seems like girls (or caregivers) are getting tired, take a break and return to the questions once they are reenergized.

### End of the assessment focus groups:

- It is important to explain to focus group participants what will happen with the information they provided.
- Explain what the next steps are and when staff will be in touch with them again.
- If issues arose during the assessment, provide girls with necessary information related to services.
- Build in time at the end of the focus group to be available in case a girl wants to speak privately.
- Explain to girls how can they reach staff if they have any further questions.

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26 Adapted from IRC Lebanon. 2016. *Early Marriage Tailored Life Skills Package* - <http://emt.ircwpelebanon.org/>

### How to use assessment findings:

Once the assessment has taken place, use the Assessment Output Tool to determine the next steps. This will help country teams understand how to move forward with program planning, which topics need to be addressed with girls and caregivers, and the duration and content of the program implementation.

It is also important to ensure that the findings from the assessment are shared with the girls if this is possible to do. This will help girls to understand how the information they provided was used in the program.

### The Girl Roster<sup>27</sup>

As an alternative to the Identification of Adolescent Girls Tool, country teams may decide to pilot *The Girl Roster* tool. The Girl Roster was developed by the Population Council and the Women's Refugee Commission (WRC), with input from the Girls in Emergencies Collaborative (GIE). It is a practical programming tool to help increase girls' access to vital resources, facilities, and services. It consists of two parts:

1. A household questionnaire that provides a snapshot of how many girls are in the program area; and
2. A rapid analysis tool that breaks girls into meaningful segments by age, schooling, and marital, childbearing, and living-arrangement status.

The tool is useful for program managers starting work in a new area and for those wanting to assess and improve their current coverage. It assists program managers in recognizing the full composition (universe) of girls in a program area by segment, and through appropriate community engagement, increasing girls' access to a fair share of community resources.

 **Note:** The Girl Roster is not intended as a research or monitoring and evaluation tool.

The tool can help programs reach those most in need, and was developed to reduce exclusion, recognizing that even with the most equitable intentions some programs do not apply targeted, evidence-based practices to reach girls and therefore engage fewer girls than they could. Experience consistently shows that some programs "capture the elite," where the majority of the benefits go to girls who are relatively "on-track" to a safe transition to adulthood, and not those most "off-track."

For country teams that are interested in piloting The Girl Roster, it is freely available from the Population Council. After accessing the tool, the Population Council or its partners provide assistance to program staff so they can use The Girl Roster using an Android phone (or in some cases, pencil and paper). It is user-friendly, easy to implement, and has already been applied in approximately 20 diverse settings.

## b) Finding Girls in the Community

### Best practice - Recruitment reaches the most vulnerable girls in the target program area.

The Girl Shine program is designed to reach the girls most in need of Girl Shine programming in a given community or humanitarian context. Finding these girls can present unique challenges to program start-up. Girls are often further isolated when displaced, as a perceived means of keeping them safe. Refugee and IDP camps are often interpreted as dangerous and unpredictable, as they are outside of the community structure and environment that people are familiar with. Urban areas of settlement offer their own specific risks and dangers for girls.

Through the Identification of Adolescent Girls Tool or The Girl Roster, country teams can identify and map the adolescent girls within a specific community. With this information, they will be able to determine the most vulnerable or at-risk girls and tailor recruitment to meet the needs of these girls.

### Obstacles to reaching girls in humanitarian settings include:

- Girls' time is significantly taken up by household responsibilities
- Restricted mobility due to the perceived need to protect girls from safety and security concerns
- Resistance from female/male caregivers due to low value placed on psychosocial (PSS) activities
- Lack of interest by girls in activities, as they are perceived as being for children

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27 Population Council. 2016. *Building Girls' Protective Assets: A Collection of Tools for Program Design* - [http://www.popcouncil.org/uploads/pdfs/2016PGY\\_GirlsProtectiveAssetsTools.pdf](http://www.popcouncil.org/uploads/pdfs/2016PGY_GirlsProtectiveAssetsTools.pdf)

- Lack of prioritization of the needs of girls
- Lack of information about the locations of girls when designing response efforts
- Limited presence of women in camp management committees and decision-making bodies to communicate the needs of women and girls in humanitarian response efforts
- Limited ability to reach women and girls through the delivery of other humanitarian services including food, non-food items, nutrition, health, and livelihoods
- Fear of deportation or arrest if refugees access services outside their country of origin
- Distrust in allowing girls to participate in something new and/or on their own

#### **Things to consider when identifying the potential pool of girls for program recruitment:**

- Train staff on how to explain the purpose of the program and available services to female/male caregivers, preparing them to deal with frequently asked questions.
- Train staff on how to explain the purpose of the program and available services to girls using girl-friendly techniques.
- Include older girls and women in outreach. This can include refugees and IDPs themselves or women from the host community. Involving women and girls from the local community will help build trust for Girl Shine activities.
- Consult with parent/teacher committees to identify girls they know who may not be accessing school or that recently dropped out. Involve the committees in disseminating information about Girl Shine activities. Having supporters who are already known in the community will help build trust for the program.
- Speak to other service providers that have boys actively engaging in child or youth friendly spaces who might have sisters that are not accessing services or activities. Share information about Girl Shine activities in these spaces and ask boys to inform their sisters, female/male caregivers, etc.
- Speak to service providers that work with men and share information about Girl Shine activities in these spaces and ask men to inform their female relatives.
- Speak to community leaders, explain the purpose of the activities and how they can benefit the targeted girls and their families. Ask community leaders to spread messages about the services to female/male caregivers of adolescent girls

While these immediate efforts can help with initial mapping of the number of girls (that are the most vulnerable) in a target area, it is strongly recommended to expand the search beyond what is most readily apparent. The most vulnerable girls will often not be engaged in services for the general population, including programs that target youth. Additionally, families will often prioritize bringing boys or older girls to family programming and not allow younger girls to leave the house.

Please refer to **Appendix A3: Identification of Adolescent in the Community Tool** & **Appendix A8: Explaining Services to Girls and Female/Male Caregivers** for further guidance.

## **c) Setting Program Details**

**Best Practice - The program reflects the day-to-day realities of the girls. Girls can safely and consistently access the Girl Shine safe space as needed. Girls can choose the parent or caregiver who participates in the program.**

Once the universe of girls is mapped, determine 'the where', 'the how', and 'the who' of your team's implementation of Girl Shine.

### **\* Safe Spaces**

Many girls living in humanitarian settings will not have access to a safe public space just for adolescent girls, and may have never had one before in their lives. Provision of the safe space alone can be empowering and provide critical protection for girls living in fragile environments. Having a special space for girls will help the girls feel comfortable about participating, build trust with female/male caregivers, and send a message to the community about the value and worth of girls.

Access to a girl-only space can reduce isolation, link girls to critical assets, and ensure that there is a safe space to access when help is needed.<sup>28</sup>

A girl-only safe space component is critical for meeting program objectives, and safe space selection should be one of the first steps to establishing a Girl Shine program. It is important to note that safety is considered not only in the physical space, but also the emotional, psychological and imaginative space needed for the girls to feel comfortable and to fully participate in the program.

It is crucial to involve girls in the safe space planning and implementation, and systematically collect their feedback and implement their suggestions regarding the space, to ensure that they feel they have ownership of the space. “A safe space should be women- and girl-led and offer an inclusive and empowering environment for them.”<sup>29</sup> In humanitarian settings, there may be a number of examples of spaces that already exist and that are open to girls (for example, women’s centers, child friendly spaces, youth friendly spaces, etc.). However, the different spaces that exist may only be reaching girls from a specific segment of the population (for example, younger adolescent girls accessing child friendly spaces and older adolescent girls accessing women’s centers with middle adolescent girls falling between the gaps). If these existing spaces will be used to provide dedicated adolescent girl programming, a number of factors need to be taken into consideration (outlined below) to ensure that they offer a safe space for girls. Where possible, girl-only safe space options should ensure that there are GBV response services available for girls that they can easily access and where service providers have been trained in adolescent-girl-friendly service provision. If GBV response services are not available within the safe space, they should be located nearby with strong referral mechanisms established to ensure that girls receive timely and adolescent-girl-friendly response services. If GBV response services are not available, provisions should be made to ensure girls have access to trained individuals who can handle adolescent girl GBV cases.

#### **Some examples of possible safe spaces include:**

- Women’s counseling centers, such as those managed by international, national or local actors
- Children- or youth-friendly spaces
- Outdoor areas that can be protected in inclement weather and are deemed safe by girls in the community
- Rooms or areas in schools or other community accessed facilities that can be reserved for the program
- Specially built, but easy to assemble, structures that are specifically for the program

#### **Identifying a safe space for the first time:**

Suggestions for beginning the process to identify possible safe spaces include:

- **Gather basic information.** An important first step is to gather basic information about girls’ needs, preferences, constraints, and assets so that they are able to access and participate in programs. A good starting point would be to gather data from assessments that have already taken place across sectors and clusters. This will provide country teams with a good foundation to build their assessment upon.
- **Safety and Security:**<sup>30</sup> Girls and the community should be consulted in order to understand the security risks in the community, and the types of community support systems that existed for girls before the crisis. This part of the assessment will help to determine the need for such a center and/or the type of work/resources it may take to engage the community and ensure community buy-in for the initiative. Other questions focusing on groups of girls that are most vulnerable, as well as their location, will provide useful information about security considerations before setting up a safe space (refer to **Appendix A5: Assessment Tool for Adolescent Girls** and **Appendix A6: Safety Mapping and Planning Tool**).
- **Location:**<sup>31</sup> Establishing a safe space does not necessarily mean building a new structure. It means identifying a space that is safe for women and girls to use. This can range from a health center, to a school, to a community center, to a trusted person’s house, to an open space. In the case of refugee camps where it might be necessary to identify a safe space before the population arrives, consultations can still be held with women attending services elsewhere in the location/country, at least to gather some guidance.

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28 Creating Opportunities through Mentorship, Parental Involvement, and Safe Spaces (COMPASS). 2016. *Multi-Country Study Protocol to Protect Girls from Violence in Humanitarian Settings* - <https://bmcpublihealth.biomedcentral.com/articles/10.1186/s12889-016-2894-3>

29 UNFPA. 2015. *Women & Girls Safe Spaces: A Guidance Note Based on Lessons Learned from the Syrian Crisis* - <http://www.unfpa.org/sites/default/files/resource-pdf/woman%20space%20E.pdf>

30 ibid

31 ibid

In all cases, those planning to establish a safe space, in consultation with girls, women, and community leaders should consider the following when choosing a location for a safe space:

- **Be clear on the purpose of the safe space.** While the physical space of a safe space can be organized in different ways, it is important to consider the range of activities planned when selecting a location. If your activities involve lots of movement (for example, sport activities), the selected safe space should be large enough to accommodate these activities.
- **Coordinate with key community stakeholders.** Find out the options for where a space can be designated for use by girls and only girls for Girl Shine programming. Consult with key community members to support the identification process. If a space is identified, create an Memorandum of Understanding with these stakeholders and any other relevant parties so the organization, the girls, and the community are well aware of the purpose and use of the safe space, and each stakeholders' role and responsibilities are clearly specified.
- **Pursue more than one option.** For some areas, a safe space may be readily available and can be immediately located in a women's center, school setting, or other area already managed by a humanitarian organization. In areas where this is not an option, it is recommended to have three to four options to compare for appropriateness of program implementation and to fall back on if the initial selection falls through or becomes unsafe. Refer to **Appendix A9: Safe Space Checklist** for further guidance.

## Safe space structural considerations:

### Inside structure:

- A spacious activity room with the capacity to accommodate approximately 15-20 people;
- A private room for provision of case management and individual counselling services;
- A day care area for children accompanying mothers; and
- A structure that is accessible for women and girls with disabilities.

### Outside structure or area:

- Should have a privacy fence or wall to ensure privacy and safety. Discuss with girls how enclosed the space should be.
- Should preferably have a shaded space around the site to allow for outdoor activities or socialization.

## Using the space outside of the Girl Shine Life Skills Curriculum

- If a space has been specially built for the program, provisions should be made to ensure that girls participating in Girl Shine can access the space outside of the Girl Shine Life Skills Curriculum.
- Girls participating in Girl Shine should feel ownership of the space. Country teams should empower them to use the space for other activities that they would like to participate in. Country teams, where possible, should provide additional materials (art supplies, stationary, etc.) to allow girls to establish additional activities.
- Girls who have been through the Girl Shine program may decide to use the space to continue meeting or to organise activities for other girls in the community.
- Where an existing space is being used for Girl Shine activities, country teams should try to negotiate for this space to be made available to girls after the Girl Shine program has ended so that they continue to meet and have a space dedicated to them.

## Ensuring Existing Safe Spaces are Girl-friendly<sup>32</sup>

Aside from structure and location of the safe space, there are other considerations to be aware of that will help transform the safe space into a girl-friendly safe space. This especially relates to existing safe spaces that other segments of the population may be accessing, and where the country team wants to increase girls' access to that space. Already established safe spaces include women and girls' community centers, child-friendly spaces, and youth-friendly spaces.

### Child- and Youth-friendly Spaces:

If existing spaces are set up that will be used to implement Girl Shine, some of the things to consider are:

- ▶ Are dedicated hours available for adolescent girls where there are no boys attending activities? This could be a half day or a full day where it is 'girls only.'
- ▶ Is there an all-female team available to support this process, and ensure that the space truly remains a safe space for girls?
- ▶ Is there representation of female staff from a wide age range (including those who are between 18-35 years old)?
- ▶ Have staff been trained in girl-friendly facilitation techniques?
- ▶ Have girls been asked if they feel comfortable coming to the space? Conduct safety mapping exercises with the girls.
- ▶ Have girls been involved in how the space can be more accessible and friendly for them?
- ▶ Can sessions be split by age groups so that the girls feel comfortable (for example, 10-14 and 15-19)?
- ▶ Can girls decorate the space with posters, drawings, and other materials to personalize the space?

### Women's Centers:

- ▶ Are women and girls able to be separated during activities?
- ▶ Is there representation of female staff from a wide age range (including those who are between 18-35 years old)?
- ▶ Are staff trained on girl friendly facilitation techniques so that girls feel comfortable with them?
- ▶ If space and staff capacity are lacking, can specific days or hours be allocated for girls, depending on their availability?
- ▶ Is there an opportunity for girls to attend, even when they are not registered for courses (i.e. open sessions or drop-in center)?
- ▶ Have girls been asked if they feel comfortable coming to the space? Conduct safety mapping exercises with the girls.
- ▶ Have girls been involved in how the space can be more accessible and friendly for them to be able to attend?
- ▶ Can sessions be split by age groups so that the girls feel comfortable (for example, 10-14 and 15-19)?
- ▶ Can girls decorate the space with posters, drawings and other materials to personalize the space?

## Considerations for Girls with Disabilities

It is important to consider how accessible the identified safe spaces are for adolescent girls with disabilities. Below are some considerations:

### How accessible is the space to:<sup>33</sup>

- |  |   |
|--|---|
| • Those with difficulty moving and walking | • Those with intellectual disabilities                        |
| • Those with difficulty seeing             | • Those with mental disabilities and mental health conditions |
| • Those with difficulty hearing            | • Those with multiple disabilities                            |

32 UNICEF and UNFPA. 2016. *The Adolescent Girls Toolkit for Iraq* - [https://www.unicef.org/iraq/toolkit\\_English.pdf](https://www.unicef.org/iraq/toolkit_English.pdf)

33 Women's Refugee Commission and International Rescue Committee. 2015. *Building Capacity for Disability Inclusion in Gender Based Violence Programming in Humanitarian Settings* - <https://www.womensrefugeecommission.org/resources/document/945-building-capacity-for-disability-inclusion-in-gender-based-violence-gbv-programming-in-humanitarian-settings-overview>

Although Girl Shine may not be the appropriate intervention for some of the groups mentioned above, country teams may decide to include girls from some of the groups above, or may want to engage girls from the groups above in other activities that may be more relevant to their needs.

Therefore, when identifying safe spaces and understanding issues related to accessibility, it is important to include adolescent girls and their caregivers in the initial assessments, to understand their needs, perspectives, priorities, and barriers.<sup>34</sup> It is important to understand how the safe space can be made accessible to these groups, taking into consideration physical barriers that may exist, but also addressing barriers that may affect their participation (for example, provision and space for caregivers to participate, staff trained on disability inclusion, etc.).

### **Considerations for accessibility:<sup>35,36</sup>**

- Do girls with disabilities also go to these places where their peers are going? Why/why not?
- What types of barriers do they experience?
- Are these barriers different depending on the type of disability? (for example, physical versus intellectual disability).
- Safe spaces and activities are accessible: for example, construct ramps for girls with disabilities to access activity rooms and latrines.
- Special efforts are made to identify, locate, register, and follow up with girls with disabilities.
- Specific data on their needs is collected in the needs assessment process.
- They are included in community participation and decision-making activities.
- All information provided is accessible to all persons, including those with visual or auditory impairments.

### **Identification of Mobile Safe Spaces<sup>37</sup>**

Country teams may decide to implement Girl Shine through mobile safe spaces. Mobile safe spaces may be set up to complement existing services that are located in permanent centers. Mobile safe spaces are there to cater to girls who cannot access existing services, whether due to limited mobility, distance to services, insecurity, or other obstacles.

#### **1. Selecting a site/location:**

##### **Selection criteria for a site/location:**

- Reports of high GBV risks or incidents
- Girls unable to reach safe space centers due to distance, movement restrictions, or other reasons
- Acceptance of program services in the area/location
- Security situation is stable enough for intervention
- Referral from within program, program partners, UN agencies, other humanitarian actors or Government officials, or through sectoral working groups
- Specialized GBV services are available or planned in conjunction with Girl Shine curriculum

#### **2. Identifying safe space:**

##### **Selection criteria of safe space:**

- Location and accessibility: the space should be convenient to get to, not isolated, or close to women's and girls' gathering points. It needs to be accessible by foot.
- Structure: One to two rooms for activities and one room for case management and focused psychosocial activities (if offering these services). Ideally, there would be a dedicated room for girls, but this is not always available.

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34 Women's Refugee Commission and Child Fund International. 2016. *Gender-Based Violence against Children and Youth with Disabilities: A Toolkit for Child Protection Actors* - <https://www.womensrefugeecommission.org/populations/disabilities/research-and-resources/1289-youth-disabilities-toolkit>

35 WRC and IRC. 2015. *Building Capacity for Disability Inclusion in Gender Based Violence Programming in Humanitarian Settings* - <https://www.womensrefugeecommission.org/resources/document/945-building-capacity-for-disability-inclusion-in-gender-based-violence-gbv-programming-in-humanitarian-settings-overview>

36 Adapted from International Rescue Committee. 2016. *Safe Healing and Learning Spaces Toolkit* - <https://www.rescue.org/resource/safe-healing-and-learning-spaces-toolkit>

37 Adapted from International Rescue Committee. 2016. *Mobile Approach to GBV Service Provision and Community Mobilization in Lebanon* - <http://www.refworld.org/pdfid/5a38e0ec4.pdf>



- If offering case management, the room should be located near the activity rooms so that it can be accessed without notice.
- Safety and confidentiality:
  - » Ensure that men do not congregate around the safe spaces
  - » Secure location (no military presence, etc.)
  - » The rooms are confidential or can be made confidential (installing doors, curtains, etc.)
  - » Separate entrance that is securable with a lock
  - » Simple furniture available (tables, chairs, etc.)
  - » Accessible bathroom
  - » In the case of usage of tents or other community-based solutions, the room is not used by male refugees (as residence or for other activities)
- Public/common space: it is better to use a public/common place for the activities for two reasons:
  - » Girls can use this space after program closure to continue meeting.
  - » Rehabilitating or providing supplies for the space is a form of giving back to the community and creates acceptance with the community in general.

#### Possible safe spaces:

- Local NGOs/women's associations
- Schools
- Family halls used for weddings and funerals
- Municipality halls
- Public library
- Hall in Primary Health Center
- Hall in religious spaces

## ✱ Staff Structure

The Girl Shine program can be implemented in a variety of humanitarian settings and stages with a varying range of resources available. It is highly recommended that staff wanting to use the Girl Shine resource identify a point person or team to develop and manage the primary program components. Ideally, a country team implementing the full Girl Shine program would include:

- **An overall Girl Shine Focal Point/Officer:** someone from the country team who has the capacity and skills to oversee the implementation of Girl Shine. This can also include an officer, manager, or coordinator of an existing program with experience in GBV or protection. This person will be the designated focal point for mentors and staff facilitating the curriculum. This can also be a dedicated Girl Shine Officer, recruited specifically to oversee Girl Shine. Refer to **Appendix A10: Roles and Responsibilities of a Girl Shine Focal Point** for further details on what the roles would consist of.
- **Mentor or facilitator of curriculum:** country teams will either select a mentor or staff to facilitate the curriculum. The selection will depend on a number of factors, including program environment and availability of mentors and staff. See below diagram for further details. Refer to **Appendix A11: Roles and Responsibilities for Girl Shine Facilitator** and **Appendix A12: MOU for Mentors** for more information regarding their roles and responsibilities.
- **Parent and caregiver point person:** ideally there will be dedicated staff who can facilitate the sessions with female/male caregivers in the Girl Shine Caregiver Curriculum. However, if this is not possible, as mentioned above, existing staff can take on the facilitator role.
- **Community outreach person:** someone who has been trained on explaining Girl Shine to the community and who can provide information to girls about services available. This person can be an existing member of the team who already provides outreach, with dedicated time allocated specifically to Girl Shine outreach.
- **It is also essential to ensure that trained caseworkers are available to provide GBV case management to adolescent girls before implementing Girl Shine.** Caseworkers should be trained in the Interagency Case Management guidelines (including modules dedicated to adolescent girls), *Caring for Child Survivors of Sexual Abuse*, understand girl-friendly approaches and have a strong understanding of determining the best interest of the child and mandatory reporting.



## Mentor vs. Staff Facilitator

Country teams will need to decide whether they will use mentors or staff facilitators for the implementation of Girl Shine. Below are some points for country teams to consider.

**Does the programming environment meet the criteria set out below?**

>>>  
**If No**

**Does the programming environment meet the criteria set out below?**

### Programming Environment:

- **Stable environment** where programming can be implemented over time
- **Existing programming** present that can be built upon
- **Funds available** to recruit dedicated staff or provide stipend to mentors
- **Limited chance of disruption to program activities**
- **Regular availability** of girls to attend activities
- **Availability of women** who fit mentor profile

>>>  
**If Yes**

### Programming Environment:

- **Unstable environment** with ongoing displacement, influx of new arrivals, protracted crisis
- **New programming**, unfamiliar to the local community
- **Lack of time** to identify and recruit mentors
- **Restricted funding** for dedicated program staff
- **Lack of women** who fit mentor profile or lack of understanding of where to find them
- **Immediate need** to provide critical information to girls
- **Short-term emergency programming**
- **Acute intervention** due to identified risk with no long-term programming planned

>>>  
**If Yes**

**Are you able to identify women who fit the criteria set out below?**

>>>  
**If No**

**If you are unable to identify & recruit mentors due to the programming environment or because of the lack of qualified mentors, consider using staff facilitators if they meet the criteria set out below**

>>>

>>>

### Mentors:

- Availability of young, literate females in the community
- Stable living situation, with a reduced chance of leaving current location
- Willingness to travel to Girl Shine safe spaces
- Commitment to facilitating sessions and providing support to girls
- Willingness to volunteer or receive stipend
- Motivation and passion to work with adolescent girls
- Attitudes and beliefs are aligned to Girl Shine messages
- Openness to learning new information
- Good communication skills

### Staff Facilitators:

- Availability of staff for the proposed intervention (for example, 2 hours per week, full Girl Shine day, etc.)
- Female, literate staff with training in GBV
- Motivated and passionate about implementing activities with girls
- Good communication skills
- Openness to learning new information
- Good cultural and contextual understanding of the community
- Interested in developing capacity and skills in Girl Shine programming

## \* Selecting girls for the Girl Shine intervention

Once the girls are identified and their immediate risks understood and mapped, teams should determine the specific criteria for recruitment into the program. If there are more girls than resources available, or too many to accommodate in one program cycle, determine a priority list of possible criteria for selection. Questions to consider in the process include:

- Who are the most vulnerable in relation to social status, economic context, or living situation?
- Who are at the greatest risk of violence in relation to age, ethnicity, disability, socio-economic status or location?
- Who is not attending school or accessing any services?
- Who can access the safe space consistently and safely?

If setting up an adolescent girls program for the first time, it is likely that the program will engage girls who are more accessible and available to participate. Although it is still important to identify girls who are particularly vulnerable, this can also be prioritized for the next scheduled program cycle, once trust has been built in the community. Selection criteria to consider:

- Age range
- Married or unmarried
- With or without children
- Orphaned or head of household
- With/without female/male caregivers
- In school or out of school

If an adolescent girls program in the implementing organization already exists, it is important to:

- Understand which girls will be targeted for the Girl Shine program (who are the most vulnerable).
- Understand who the girls are that are currently not being reached through existing programs (are they in school, married, adolescent mothers, etc.)?
- Establish whether the girls being accessed are the girls targeted for Girl Shine.
- Develop an outreach strategy to engage the targeted girls for the program.

**Coverage Exercise Tool:** To understand the girls currently reached, carry out a coverage exercise – a tool developed by Population Council<sup>38</sup> that can be found in **Appendix A13: Coverage Exercise Tool**. This tool describes and counts who is being reached by an existing service within a particular location and helps determine if a large number of eligible girls or young women have been excluded. The exercise is used to collect information on a variety of characteristics of beneficiaries of a program or service, which enables program staff and managers to look systematically at which services they are providing, to whom and where, and whether program beneficiaries are repeat participants or not.<sup>39</sup>

By identifying the segment of girls targeted, it will be easier to tailor the program and life skills curriculum. This will enable country teams to conduct life skills sessions with girls based on their situation and experience. For example, providing 'Adolescent Sexual and Reproductive Health sessions to a group of girls who are all married will allow country teams to delve into ASRH information that they would not be able to discuss with a mixed group of married and unmarried girls.

## How many girls to include in the program?


Determine the number of girls in the target area and then set how many girls, mentors/facilitators, and female/male caregivers can be managed with the staff and resources available. Teams should aim for the following:

- Five to 15 girls per life skills group
- One to two mentors/facilitators per life skills group
- Up to 15 female caregivers per support group and 15 male caregivers per support group

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38 Population Council. 2010. *Girl Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs* - <http://www.popcouncil.org/research/girl-centered-program-design-a-toolkit-to-develop-strengthen-and-expand-ado>

39 Population Council. 2016. *Building Girls' Protective Assets: A Collection of Tools for Program Design* - [http://www.popcouncil.org/uploads/pdfs/2016PGY\\_GirlsProtectiveAssetsTools.pdf](http://www.popcouncil.org/uploads/pdfs/2016PGY_GirlsProtectiveAssetsTools.pdf)



Some teams may only be able to manage one group of girls and a group of female and a group of male caregivers. Others may be able to manage and provide oversight for multiple groups. It is recommended that one staff person manage no more than five life skills groups, including the mentors needed and the female and male caregivers in the adjacent support groups.

## d) Securing Information

### **Best Practice – Female/male caregivers are engaged with the development and implementation of the program and are aware of the program content and why the program content is important to the safety of girls.**

In some situations, girls will be excited to participate in the program, while others may not be interested in participating. Girls may not see the benefit of such a program, they may prefer to participate in vocational training or other skill-building or recreational activities. Therefore, it is important to think about how to present the program to girls. The way in which the program is explained to girls can significantly impact whether they are interested in attending. This applies to explaining any service to girls. See [Appendix A8](#) for further details on how to explain the program to girls.

In some contexts, there may be challenges to securing girls' participation in a program that is new, not normally available to girls, and operating in a situation of crisis and conflict. Families may have concerns about safety, girls may be forbidden to leave their household or childcare responsibilities, and communities may have issues with girls participating or receiving resources, particularly if the program is perceived as a low priority in the eyes of the families or the communities. In many contexts, female/male caregivers may be hesitant to allow their girls to participate in a new program run by an organization that is unknown to them. Nevertheless, it is important to seek female/male caregiver consent for girls' participation in Girl Shine. Several outreach methods can be used to increase the trust and communication with female/male caregivers and the community:

- **Create steering committees or advisory groups that involve local community leaders, stakeholders, and female/male caregivers.** Involving female/male caregivers and community members in the introduction of the program will build trust and transparency within areas of crisis and conflict. Spend the time necessary to cultivate buy-in from communities to avoid disruption of the program once started.
- **Conduct targeted outreach and program marketing to female/male caregivers.** Reach out to female/male caregivers about the program to build trust and confidence in programming. Inform them about the purpose of the Girl Shine program and invite them to participate in meetings to give them an overview of Girl Shine and what it is designed to do and not do. They can also be invited to participate in the Girl Shine Caregiver Curriculum, if being offered as part of the program. In situations where female/male caregivers are resistant to the life skills groups, they can be invited to participate in the Girl Shine Caregiver Curriculum before girls are engaged in the program. This could be an entry point to encourage them to involve their girls in the life skills groups. Girls should be consulted to ensure that they feel comfortable with the female/male caregivers that have been selected for the program. If they are not comfortable, they should be given the opportunity to identify a trusted person to participate.
- **For girls who are alone or heading households, participation should be secured via the principles of informed consent/assent.** Safety of access and care of other children at home should be explored and childcare provided at the safe space, if possible. For further information on this, refer to the *Caring for Child Survivors of Sexual Abuse Guidelines*, which provides an outline on consent and assent for health and psychosocial service providers working with children.

# Snapshot of informed consent/assent guidelines

(adapted from CCS Guidelines)<sup>40</sup>

Age Group	Adolescent Girl	If no caregiver or not in girl's best interest	Means
10-11	Informed assent	Other trusted adult's informed consent	Oral assent, written consent
12-14	Informed assent	Other trusted adult's or girl's informed assent. Sufficient level of maturity (of the girl) can take due weight.	Written assent, written consent
15-18	Informed consent	Girl's informed consent and sufficient level of maturity takes due weight	Written consent

- **If a girl is already married, contact may need to be made with her husband or husband's family,** to secure her participation in the program during the outreach phase. However, the Girl Shine Caregiver Curriculum is not tailored to husbands of adolescent girls. For further guidance, refer to Chapter 8.
- **Make participation as easy and convenient as possible.** Make it easy for families to enroll their girls in programming. Offer other meetings or opportunities for female/male caregivers who bring their girls to the program. Take community outreach to them via mobile recruitment. Work with families to create a programming schedule that meets their needs and reduces inconvenience related to childcare or work.
- **Provide an incentive for participation.** Build in incentives for female/male caregivers to enroll their girls in the program if required.
- **Include small-scale activities for girls in parallel to other programming being accessed by female/male caregivers.** Offer an hour for girls to do art or play games while female/male caregivers are accessing cash transfers, food, or other programming. This will allow access to girls and to begin engaging them with activities, with the intention of introducing them and their female/male caregivers to adolescent girl programming at a later date.

Securing participation can be difficult and it is important for staff to remember not to give up at the first hurdle. It is possible that female/male caregivers are resistant at first to allowing girls to attend. It is important to continue building trust with them and finding strategies that will allow girls to participate. There may be certain barriers that need to be addressed such as timing of sessions, misunderstanding of content of sessions, etc.

## Consider the following:

- Hold open days at the center so female/male caregivers can meet the staff and get a better understanding of the activities held at the safe space.
- Organize non-formal gatherings with mothers and fathers in the community (for example, tea and coffee sessions) to build trust if possible.
- Ask female/male caregivers about the availability of girls, identify the reasons why girls are not available, and work to address these.
- For example, if girls have household responsibilities, try to negotiate time in the girls' day to participate in activities.
- Check to see if there are certain days where girls have more free time.
- If girls have to take care of younger siblings, is the program able to offer child care for younger siblings?
- If girls need to be accompanied to the safe space, see if it is possible to organize parallel sessions for mothers.
- If female/male caregivers are still resistant to girls attending, check in with them to see if there is anything the country team can do to secure the girl's engagement. Don't give up. Although it may not be possible to secure engagement for some girls in the Girl Shine curriculum, country teams should check in with the female/male caregivers and girls (if possible) to let them know they haven't been forgotten and that they can access services anytime.

40 IRC and UNICEF. 2012. *Caring for Child Survivors of Sexual Abuse* - <http://gbvresponders.org/response/caring-child-survivors>



## Reaching Married Adolescent Girls in Lebanon

The IRC's Women's Protection and Empowerment (WPE) team realized that the number of married adolescent girls they were reaching was low and additional efforts were needed to be done to understand the issues and address the barriers that were limiting their participation. The team carried out a number of assessments and focus group discussions in the Bekaa Valley region of Lebanon to help them understand why married adolescent girls were not attending the activities and services being provided by the WPE team. These findings were incredibly valuable, and the team began taking some key steps to help them better reach married girls. This included doing the outreach visits at different times than what had traditionally been done. Based on feedback, the team was informed that visits done after lunch suited married girls better as they were occupied with household and childcare responsibilities in the morning. This change in the scheduling of outreach visits allowed the WPE team to reach more married girls.

The approach to engaging with the community also changed based on assessment findings. The WPE team would now spend more time engaging the community as a whole, through non-formal gatherings to help them build trust. This included providing information about services outside of WPE (such as information sessions on legal issues like birth registration, marriage registration, work permits, etc.) and supporting in making these referrals. From there, the team would then carry out more targeted and focused gatherings with women to understand the needs of married girls from their perspective. They would then ask permission to sit with the married girls alone. If requested, or seen as essential to securing their participation, the team would ask the married girls for permission to speak to the men in the community. Through reaching out to male and female in-laws, the team noticed that the number of married girls participating in activities increased.

Aside from the barriers presented by in-laws and other decision-makers in the married girls' lives that prevented them from attending, there were also barriers at the safe spaces that limited their participation. This included not having access to childcare, which meant that the married girls were unable to focus on the sessions and activities. This led to many married girls dropping out of sessions. The WPE team provided a childcare volunteer so that married girls were able to meaningfully participate in activities. In many safe spaces, this included a separate room for the children to play in. However, in smaller spaces, this was also done by allocating a space or corner within the existing room for childcare activities.

The other barrier that married adolescent girls faced was only being able to access the safe space if their mothers-in-law were participating in activities or if they attended with their sisters-in-law. Therefore, the team tried, where possible, to ensure there were parallel activities for the married girls and their mothers-in-law, allowing girls to finish a full cycle of an activity. Or if a girl was attending with a sister-in-law, to engage the sister-in-law in a parallel activity, allowing the married girl to fully participate in activities and freely express herself in a confidential space.

The WPE team thoughtfully considered and addressed the needs of married adolescent girls, and while this may have been a long process, requiring time and commitment to ensure the needs of these married girls were met, the impact has been considerable. Through this approach, the number of married girls being reached has increased significantly.

Married girls now have access to dedicated, tailored sessions to meet their various needs, including content, timing, and considerations for childcare and the male and female decision-makers in their lives.

## e) Determining Content & Sequence

### **Best Practice - Girls participate directly in the selection of Girl Shine content and the content sequence of the life skills curriculum.**

The assessment findings, initial Girl Shine curriculum sessions, and feedback collected from girls and the community will provide country teams with the information they need to set the sequence and duration of the life skills curriculum.

You can review Part 2 of Girl Shine—life skills curriculum—and select the appropriate content and sequence for the particular group(s) of girls who will participate in Girl Shine. Be mindful that as the girl groups progress, they may want to add additional topics to their sessions- so be sure to check in with them throughout the implementation of the curriculum, not just at the beginning.

Based on the information gathered, country teams can consider a few questions to help them decide which sessions to include and in what order:

- What have girls said they need most immediately to decrease risk and increase safety? A safe person? A safety plan?
- What skills are the girls in most need of?
- Are they quiet and shy, hesitant to participate, or active and enthusiastic with lots of things they want to share with the group?
- What are the girls most interested in? What will get them to the program and keep them coming?
- How will age affect the choice of content and the extent of the group's attention span?
- What existing trauma and stress may impact how girls respond to the material?
- Is there a specific risk that has been identified that needs to be dealt with during the life skills sessions (for example, sexual harassment to and from school)?
- Is there a specific information gap that has been identified that needs to be dealt with early in the curriculum (for example, related to ASRH)?

Teams should expect that changes and updates to the content and sequence will be made as the program progresses and as mentors and staff learn more about the girls in each group. If something doesn't seem to be working or a session needs to be repeated, do not hesitate to do what works best for each situation. This requires ongoing assessment and observation as well as space and receptivity to acting upon feedback from the girls themselves. There is a set of monitoring tools in the **Appendix A26** that can help support this process, for example, the *Mentor Feedback Tool*, the *Girls Feedback Tool*, and the *Mentor and Facilitator Session Notes Tool*, as well as tools to use with female/male caregivers.



## Emergencies Consideration

In emergencies, there may not be time or capacity to meet with girls a number of times prior to implementation of the program. Depending on the situation and context, gather this information from existing assessments and through talking to local staff. You may be able to secure one meeting with the girls and their female/male caregivers prior to starting. This should be enough to get a broad idea of what the issues are. Through the curriculum, staff will gain a deeper understanding of the issues affecting girls and can adapt as they make their way through the curriculum. For acute emergency situations whereby mentors/facilitators will only have one opportunity to meet with girls or their female caregivers, there is a 'one off' session that can be carried out with them. The session has been adapted from the *UNICEF/UNFPA Adolescent Girls Toolkit*,<sup>a</sup> which was developed specifically for emergency response in Mosul, Iraq and can be found in **Appendix A23**.

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a. UNICEF & UNFPA. 2016. *The Adolescent Girls Toolkit for Iraq* - [https://www.unicef.org/iraq/toolkit\\_English.pdf](https://www.unicef.org/iraq/toolkit_English.pdf)

## \* Scheduling

It is important to determine the schedule for both the Girl Shine Life Skills Curriculum and the Girl Shine Caregiver Curriculum groups. The schedule will influence how the curricula contents are selected and sequenced. The key questions country teams need to answer when deciding on scheduling are:

- When are participants available to participate in the Girl Shine Life Skills and Girl Shine Caregiver Curriculum groups?
- When is it safest for participants to attend these activities?

- How many sessions can realistically be scheduled considering of safety, predicted movement, or availability of the participants for both the Girl Shine Life Skills and the Girl Shine Caregiver Curriculum groups?
- When is the safe space available for the life skills curriculum and for how long?

Country teams would have collected information related to this during the assessment and consultation phase with girls and female/male caregivers.

#### **Options for scheduling the curriculum include:**

- Once or twice a week – Girl Shine is ideally a once or twice a week program. This allows girls to attend regularly while having space to consider and practice their new skills at home and in the community.
- Every weekday – Girl Shine can be attached to other educational programs that meet on a regular school schedule, for example after school for an hour, or during the break. Girl Shine can be provided alongside vocational training or skill-building activities. The Girl Shine Life Skills Curriculum can be combined with other recreational activities, for example, holding discussions during art sessions.
- Girl Shine Day – The Girl Shine day is a single day where staff lead multiple sessions with adolescent girls who cannot participate in ongoing sessions. It has been designed for emergency contexts, where there is ongoing displacement or where girls are unable to regularly gather due to other commitments (described in more detail below).

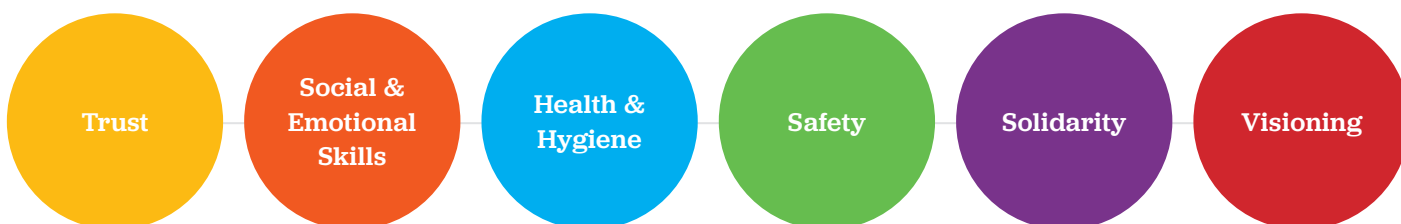
### **\* Options for content of Girl Shine Life Skills Curriculum**

The Girl Shine curriculum has been designed in a way to be accessible and flexible, with the ability to adapt to varying contexts. However, there are some standards that need to be considered to ensure country teams do no harm and cover some key topic areas.

In protracted emergency settings, early recovery, or in settings that are somewhat stable, with limited ongoing displacement, country teams may be able to implement the full Girl Shine Life Skills Curriculum. While in the initial emergency stages, for example, when there is limited time to work with a specific group of girls due to ongoing displacement or specific risks that could impact longer term attendance, limited access, or competing priorities, country teams may decide to implement a shorter intervention.

It is important to note, however, that if the curriculum is shortened, the overall impact of the program will be reduced. Where possible, country teams should implement the entirety of the Girl Shine Life Skills Curriculum or make minimal context-specific adaptations. However, when this is not realistic given the context, country teams should revise expected program outcomes and impact, and all related indicators and targets.

In all cases, there are certain standards that need to be applied, especially in terms of sequencing. The Girl Shine Life Skills Curriculum is made up of six modules, highlighted in the diagram below (and discussed in more detail in Chapter 3). The sequence of the modules as outlined in the Girl Shine Life Skills Curriculum should be maintained. For example, it is important to always start with a session from the Trust module, and it is essential that visioning sessions come after the other modules. There are some exceptions to this, which are discussed in further detail below.



#### **Sequencing Standards**

- ▶ All program cycles should begin with sessions from the Trust module. This is important for girls to feel comfortable when moving into the content for subsequent sessions.
- ▶ Sessions on Social & Emotional Skills, Health & Hygiene, Safety, and Solidarity must be carried out according to the sequence outlined above. Each module has been designed to build upon skills gained in previous modules, so the sequence is important. There are some exceptions to this, but only when implementing an emergency intervention (outlined below).



- All program cycles must be completed with the Visioning module, allowing girls to prepare for the end of the program cycle and think about their next steps. For shorter, emergency interventions, the closing activity from the Visioning module can be completed if there is no time for all of the visioning activities (see below for more details).

## Minimum Package

While there is flexibility in the scope of the Girl Shine Life Skills Curriculum and interventions can be tailored based on each context, it is important that country teams who decide to use the Girl Shine Life Skills Curriculum adhere to the minimum package. The minimum package is a set of sessions that must be completed with each girl group. It can be used as a foundation to build from, where sessions can be added to the minimum package. The minimum package has been laid out in the example below for a Girl Shine day – which is the absolute minimum required for a Girl Shine Life Skills Curriculum intervention. The contents for the Girl Shine Day have been developed for contexts in which there is extreme instability and where it is not possible to engage girls in the Girl Shine Life Skills Curriculum over an extended period of time. This approach may be relevant for contexts in which there is an acute emergency or where girls are experiencing ongoing displacement. It may also be used to engage girls who aren't able to commit to regular sessions (for example, girls involved in labor). This will give an opportunity to provide girls with critical, life-saving information, tailored to their specific needs. While country teams may decide to implement this over the course of a few weeks or months, with the inclusion of additional sessions on a weekly basis, the minimum package allows for an intervention as short as one day.

It is important to remember that implementing the minimum package aims to address adolescent girls' immediate needs and gain access to this often marginalized population, but will not lead to results at the outcome or impact level in the Girl Shine Theory of Change, including exposure to violence, social networks, attitudes, or skills.

## Girl Shine Day

Time allocation is an approximation. Country teams may decide to shorten the length of activities to fit the day. Please note that the full activities as outlined in the Girl Shine Life Skills Curriculum are longer than the timings indicated here. These have been shortened to fit a day's worth of activities.

<b>T</b>	<b>Trust Building Activities (1 hour)</b> Session 1: Intro to Girl Shine
<b>S</b>	<b>Social &amp; Emotional Skills (1 hour)</b> Session 2: Decision-Making
<b>H</b>	<b>Health &amp; Hygiene (1 hour)</b> Session 3 (younger girls): I Am Changing Session 3 (older girls): Our Monthly Cycle
<b>S</b>	<b>Safety (1 hour)</b> Session 4 (younger girls): Comfortable/Uncomfortable Touch Session 4 (older girls): Types of Violence
<b>S</b>	<b>Safety (1.5 hours)</b> Session 5: Safety Mapping and Planning
<b>V</b>	<b>Visioning (1 hour)</b> Session 6: Closing Activity

## Emergency Settings

There may be certain situations that arise whereby an emergency intervention is necessary. For example, country teams identify a specific safety risk girls are facing, or there has been a number of reported cases of early marriage in a community. The girls that are at risk may not necessarily be participating in a Girl Shine group, however, they can still benefit from the information presented in Girl Shine. Country teams may decide to provide information sessions to girls, using the information from the Girl Shine Life Skills Curriculum.

## Emergency Interventions

- ▶ **First Session:** From the Trust module
- ▶ **Content Sessions:** Include content related to the issue addressed, using the sequence (examples below)
- ▶ **Last Session:** Closing activity from Visioning module

**Examples of how to use Girl Shine for emergency interventions:**

Safety Issue	Early Marriage	Health & Hygiene	Basic PSS
<ul style="list-style-type: none"><li>• Trust Activity</li><li>• Safety Mapping/ Planning</li><li>• Closing Activity</li></ul>	<ul style="list-style-type: none"><li>• Trust Activity</li><li>• Decision-Making</li><li>• Healthy/Hygiene</li><li>• Safety Network</li><li>• Closing Activity</li></ul>	<ul style="list-style-type: none"><li>• Trust Activity</li><li>• Health/Hygiene</li><li>• Health/Hygiene</li><li>• Closing Activity</li></ul>	<ul style="list-style-type: none"><li>• Trust Activity</li><li>• Trust Activity</li><li>• Social/Emotional Skills</li><li>• Closing Activity</li></ul>

## The Case for Flexibility

In emergency settings, country teams should be prepared to be flexible to meet the needs of girls. They should consider that while the information provided within Girl Shine is critical to the safety and well-being of girls, the girls themselves may not be ready to fully engage in these activities.

They may be more interested in participating in recreational activities, or other PSS or skill-building activities. Country teams should give girls the space to decide what they want to do. Options for integration could include the following:

- Integrate Girl Shine Life Skills Curriculum sessions into recreational activities, splitting the time between the two activities within the session.
- Have sessions twice a week, one dedicated to Girl Shine, one dedicated to recreational activities.
- Take key information from Girl Shine Life Skills Curriculum content and adapt into general discussion to include in recreational activities gradually.

It is important to remember that, while the content and sequencing of the curriculum is somewhat flexible, there are specific requirements to consider as outlined above.

Refer to **Appendix A7: Assessment Output Tool** which can be adapted to guide country teams in developing the content and sequence.

## f) Contextualizing & Adapting Content

**Best Practice - The content of the Girl Shine Life Skills Curriculum reflects the day-to-day realities of girls in the program.**

Contextualization and adaptation are critical to the success of Girl Shine. The basics of the curriculum content (the topic areas, the concepts, the skills) are designed to have global applicability and reflect the most common experiences of girls in humanitarian settings. However, each team will need to review and make updates to the content to some degree so that it is as relevant to the girls' lives as much as possible. Contextualization and adaptation take into consideration multiple factors including age, developmental stage, culture, and social experience. Chapter 6 is dedicated to contextualization and adaptation. Country teams should refer to this for more in-depth guidance on how to contextualize and adapt the Girl Shine Life Skills Curriculum.

## g) Developing a Monitoring & Evaluation Plan

IRC strongly encourages that organizations using the Girl Shine Program Model develop a monitoring and evaluation plan so learning can be transferred to future program cycles as well as shared with other teams implementing Girl Shine in other countries. A built-in monitoring and evaluation component is included in each session of the life skills curriculum through the form of a question or invitation to share information, as depicted below:

**Example:**

5

### Check-in

Name three Dos and three Don'ts for staying safe in our community. Most importantly, who is responsible if someone harms us?

M

In addition to this, there are other activities in the curriculum that can be used to monitor the girls' acquisition of knowledge and development of skills. These are highlighted within the Girl Shine Life Skills Curriculum itself as a '**Monitoring Opportunity**'. These activities can be used throughout the delivery of the curriculum to assess what girls have learned and are indicated below as integrated monitoring activities. In the **B Appendices**, there is guidance, including **Appendix B10: Monitoring Opportunity Data Collection Tool** on how to collect this data during the integrated activities.

There is also a set of standalone monitoring tools which can be found in the **B Appendices** at the end of this guide, to help capture learning from the program more broadly.

Tool	Activity	Module	Monitoring Component	Suggested Use
B1- Attendance for girls and caregivers	N/A	N/A	Monitor attendance trends among girl & parent caregiver	Essential use for each session conducted with girl groups
B2- Girl Shine knowledge check-in tool	N/A	N/A	Measure girls' overall knowledge and skills per module	Beginning and end of each module
B3- Caregivers attitudes and beliefs check-in tool	N/A	N/A	Measure female/male caregivers' attitudes and beliefs towards adolescent girls (and women)	Beginning, midway (optional), and end of curriculum
B4- Mentor & facilitator supervision tool (Can be adapted for facilitators of Girl Shine Caregiver Curriculum)	N/A	N/A	Support mentors/facilitators to strengthen their skills and techniques	For use throughout curriculum implementation. Can vary from weekly to monthly depending on mentor/facilitator capacity
B5- Session insights tool	N/A	N/A	Measure facilitators' mentors' facilitation technique and approaches during session implementation	Used for each session by mentor/facilitator for self-evaluation and by supervisors for observation
B6- Mentor & facilitator life skills session notes	N/A	N/A	Keep track of action points and girls' response to 'Check In' monitoring activities	Used for each session by mentor/facilitator to document action points and capture key information
B7- Caregiver sessions: Facilitator notes	N/A	N/A	Keep track of action points and caregivers' response to 'Take Away' tasks	Used for each session by mentor/facilitator to document action points and capture key information

Tool	Activity	Module	Monitoring Component	Suggested Use
B8- Girls' feedback Tool	N/A	N/A	Measure girls' perceptions of relevance, appropriateness, and impact of the intervention	Depending on length of intervention, should be implemented at key points during and at the end of the intervention
B9- Mentor Feedback Tool	N/A	N/A	Understand mentors' perception & satisfaction with the program and the impact it has on them	Depending on length of intervention, should be implemented at key points during and at the end of the intervention
B10- Monitoring Opportunity Data Collection Tool	N/A	N/A	Provides guidance to staff on how to implement and collect data for the integrated monitoring activities	Use as guidance when implementing the activities outlined below (for M&E purposes)
Integrated monitoring activity	Who am I	Trust/ Visioning	Measure girls' social networks and confidence	Beginning and end of intervention
Integrated monitoring activity	I am, I have, I can	Trust	Measure girls' confidence	Beginning and end of intervention
Integrated monitoring activity	Trust Flower	Trust	Measure girls' support network	Beginning and end of intervention
Integrated monitoring activity	Safety Planning	Trust	Measure girls' sense of safety in their community	Beginning of intervention and during safety sessions
Integrated monitoring activity	Our Network Maps	Visioning	Measure girls' understanding and access to services	Beginning and end of intervention
Integrated monitoring activity	What are our Rights	Health & Hygiene	Measure girls' understanding of their basic rights	Before and after H&H module
Integrated monitoring activity	Stand Up, Sit Down	Health & Hygiene	Measure girls' understanding of reproductive health and myths	Before and after H&H module
Integrated monitoring activity	Stand Up, Sit Down	Safety	Measure girls' understanding of gender norms and stereotypes	Before and after Safety module
Integrated monitoring activity	Creative Summary	Visioning	Measure girls' knowledge of a specific subject or module	End of each module

## h) Launching the Program

Implementation can begin after the primary planning points are confirmed as follows:

- ▶ Staff is assigned to Girl Shine team and trained as needed (for existing programs).
- ▶ Safe space is selected and deemed safe for program operations and schedule set.
- ▶ Girls and mentors/facilitators are recruited and trained.
- ▶ Girls and mentors/facilitators are assigned to Girl Shine Life Skills Curriculum groups.
- ▶ Time, day, and frequency of life skills groups are set.
- ▶ Female/male caregivers are assigned to their groups if applicable.
- ▶ Key community stakeholders are engaged and supportive of the program.

Additionally, teams will want to have policies and protocols set up prior to starting the Girl Shine program (there is additional guidance on this in Chapter 8). These could include:

- Addressing self-reports or suspected abuse of girls in the program
- Linking girls to health or psychosocial support services
- Supporting girls at threat of early marriage or FGM

## Enrolling girls<sup>41</sup>

It is possible that through the process of securing the participation of girls, there will be too many girls who wish to participate, or not enough girls (which is possible when trying to select girls most in need of the Girl Shine program). Adaptations to the program may need to be made after the launch of Girl Shine to address this.

## Be flexible

### If enrolment and participation is low:

- **Ask girls how to make programs more accessible or interesting.** If enrolment is low among certain groups of girls, consult girls from those groups directly to learn why, and seek their suggestions for improving the situation.
- **Engage girls in finding others.** Girls often know better than adults who and where their peers are. They can motivate other girls to attend activities, and come up with creative ideas for overcoming barriers to participation.
- **Consider changing the time, location, or nature of activities,** so that they are more accessible or interesting to girls.
- **Raise more awareness in the community.** Try to raise more awareness about interventions, particularly among newly arrived community members. Gain the support of community leaders to increase enrolment. Identify barriers for specific groups of girls.

### If enrolment and participation is high:

- **Be flexible:** If large numbers of girls want to participate in activities, it is important to try to welcome everyone who turns up. If possible, organize parallel recreational activities or open days for girls not enrolled in Girl Shine.
- **Explain the Girl Shine Life Skills Curriculum to girls:** If girls are fully informed about the activities and are aware of the commitments to participate in a specific number of sessions from the beginning, they will be able to make an informed decision about whether they want to participate.

## i) Ending the Program<sup>42</sup>

When a project, activity, or program comes to an end, it is important to make sure this is planned and prepared for. Adolescent girls will have been part of a group for a particular length of time and they need to be prepared for the end of the activities, and will need to think about ways to move forward and apply their learning and skills.

## Things to consider for the end of a Girl Shine Life Skills Curriculum

- From the beginning of the intervention, girls should be made aware of the length of the intervention so that expectations are successfully managed.
- Prepare girls: Support girls to plan how to continue working together after the end of the activity/project cycle (if they want to), and emphasize that the only requirements are their energy, creativity, and commitment.
- Celebrate achievements and provide closure: Take steps to recognize and celebrate the girls' accomplishments and to provide a sense of closure, through certificates, booklets, or small gifts (if the budget allows).
- Encourage girls to present their work through a final celebration, art exhibition, or performance. Give girls the opportunity to plan and organize the celebration themselves (if they want to). They can invite their female/male caregivers, family, or community members to see what they have been learning about.

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41 UNICEF. 2015. *The Adolescent Kit for Expression and Innovation*. <http://adolescentkit.org/>

42 UNICEF & UNFPA. 2016. *The Adolescent Girls Toolkit for Iraq* - [https://www.unicef.org/iraq/toolkit\\_English.pdf](https://www.unicef.org/iraq/toolkit_English.pdf)

- Encourage girls to think about the issues that have really touched them during the curriculum, especially in relation to early marriage, or harmful traditional practices such as FGM. They could consider one of these topics as a focus for their community event to raise awareness of the issues if deemed safe to do so.
- Use the sessions in the Visioning module of the curriculum that will help guide their projects.
- Invite girls to review and evaluate their intervention. Use their feedback to shape other programs and interventions for adolescent girls in the future. Involve them in Girl Shine Engagement Groups for the next curriculum cycle (more information below).
- Invite adolescent girls to establish adolescent girl committees, to facilitate participation at the community level. They can use this committee to bring issues to the attention of staff, represent girls and the activities/ services they want, volunteer or be part of specific sessions, share their acquired information with other girls or gatekeepers.
- Encourage girls to provide information and support to their peers.

## Program Cycle Closure in Ethiopia

During a program cycle closure for IRC's Creating Opportunities through Mentorship, Parental Involvement, and Safe Spaces (COMPASS) program in Ethiopia, 1,938 adolescent girls living in Sherkole, Bambasi, and Tongo refugee camps graduated in two cycles in 2016 and 2017. At the end of the program cycles, girls participated in graduation ceremonies where they had the opportunity to wear graduation caps and gowns, and were given certificates to help encourage and motivate them to aspire to complete higher education. Girls, their families, and the wider community were invited to participate in this celebration. Giving girls the opportunity to celebrate their achievements was very powerful as it showcased their accomplishments to the entire community and made girls feel valued and important. This really inspired them and gave them the confidence to believe they could go on to achieve their goals.

As part of the closure of the COMPASS program cycle, adolescent girls were also encouraged to organize a community action event. This event provided girls with the opportunity to highlight issues important to them and raise awareness in the community. The girls organized art exhibitions on World Refugee Day where they presented powerful images of themselves (and what they aspire to become when they are older), art work, and handicrafts to the community. Approximately 5,000 community members participated in the graduations in 2016 and 2017. This gave girls the opportunity to voice their opinions and knowledge confidently, practice their communication skills, and creatively engage the community in challenging the deeply entrenched gendered stereotypes that exist about girls. They touched upon many themes, including safety, friendships, problem solving, and the aspirations of adolescent girls. This event provided girls with the opportunity to celebrate all they had achieved, gave them closure, while also inspiring them to continue to achieve their goals.

## Things to consider for Girl Shine program site closure<sup>43</sup>

### Inform beneficiaries:

- Girls, female/male caregivers, and the wider community should know that the organization's presence in the area is limited to a specific time-frame from the outset of the program (if known), and be reminded each month from at least 6 months before planned closure.
- During the last month, girls and their female/male caregivers should be reminded on a weekly basis.
- During the last week, the reminder should be done daily.

43 Adapted from IRC. 2016. *Mobile Approach to GBV Service Provision and Community Mobilization in Lebanon* - <http://www.refworld.org/pdfid/5a38e0ec4.pdf>

### **Prepare community:**

- Country teams should set a plan, in collaboration with local authorities, municipalities, local NGOs, and partners, on how activities can be continued or handed over once the organization exits. These discussions should begin at the outset of any intervention, with regular follow-ups taking place at least six months before the organization exits. The context, the length of the program, and factors such as local capacity etc., will determine who the organization works with to ensure that the girls are still able to access services.
- From the outset, it is important to start identifying potential community focal points and ensure they receive training on GBV basic concepts, Psychological First Aid (PFA), and GBV risk assessment, as well as training on adolescent- girl-friendly techniques that address attitudes and beliefs towards adolescent girls (GBV and other protection actors will have training materials that can be rolled out or may be providing external training that is accessible<sup>44</sup>). Ideally, community-based advocacy and safety planning training. Training should be conducted with enough time for ongoing coaching and mentoring to ensure focal points are ready to provide support to the community once the organization exits.
- If mentors/facilitators for future Girl Shine Life Skills Curriculum cycles are identified, ensure they have participated in the required training and capacity building.

### **Follow up on any outstanding issues and conduct a final assessment of needs, which should include:**

- Referrals (individual and/or community if needed and/or requested)
- Follow-up session(s) on any relevant topic delivered for girls, female/male caregivers, or the community
- Follow-up on safety plans for girls and female/male caregivers, if relevant
- Follow-up/refresher on sessions delivered in the trainings for the community focal points (PFA, risk assessment, Girl Shine training etc.), if needed and requested

### **Provide relevant contact information:**

- Prepare a document that contains all the contact information of service providers and a description of their services. This should be put up in the hall and distributed around to community focal points for later reference.
- Make sure that girls have information about the hotline number (if one exists) and IEC materials. Inform girls of who they can contact if any kind of risk is identified.

### **‘What’s next’ sessions:**

- ‘What’s next’ sessions can be facilitated with different groups to prepare an action plan for how girls would continue to meet after the organization exits. Focal points should take a role in this process.
- Country team should document the contact information of the community focal points, community leaders, municipalities, etc., as well as challenges, major GBV risks reported, action plans, etc., to be used as a reference document.

### **Celebration:**

- Organise an event with the girls, female/male caregivers, and the community to celebrate their achievements, the knowledge they have gained, and the progress they have made.

## **Establishing Girl Shine Engagement Groups**

The Girl Shine program strongly encourages direct engagement of girls in program design, delivery, and evaluation. Girl Shine Engagement Groups can be set up after girls have participated in a full curriculum cycle. These groups will be able to inform future iterations of programming through their feedback and suggestions regarding content and broader program-related issues.

44 Contact IRC to get further information on GBV training materials (VPRUMailbox@rescue.org )





## Emergency Consideration

While Girl Shine Engagement Groups may only be possible in relatively stable settings, it is still possible to ensure the engagement of girls and collect feedback outside of these groups in less stable settings. This can be achieved by:

- Building time into the first session of the Girl Shine Life Skills Curriculum to discuss the topics and get girls' feedback on what they want to do.
- Building reviews into the Girl Shine Life Skills Curriculum on a weekly/monthly basis (depending on length of program) to allow girls space to shape the curriculum and the program more broadly.
- Collecting feedback from girls throughout the Girl Shine Life Skills Curriculum, but also systematically at certain points during the curriculum cycle (for example, middle and end, before ASRH sessions and GBV sessions etc.)
- More guidance on how to do this is available in the M&E Tools: Girls' Feedback Tool
- Information collected from risk and needs assessment will also feed into program design and implementation.

## Conclusion

This section has reviewed the nine steps to setting up a Girl Shine program in a humanitarian setting. Each step will look different in each context depending upon the girls, the phase of the emergency, and the resources available. It is strongly recommended that each team take a look at each step and ensure the various points are reviewed and included in the final design and implementation plan.

## 3. Budget Considerations

When developing a budget for the Girl Shine program, there are certain considerations that country teams need to be aware of. Each country program will be different, and the budget will depend on existing available resources and change to. Some examples include: whether country teams decide to use mentors or country staff, if there is an available existing safe space or one needs to be constructed, or if expanded training to service providers is needed or if only internal staff need to be trained, etc. The guidelines below should assist country teams in thinking through the budget for their particular intervention.

### 1. Adolescent Girls Safe Spaces:

- a. Constructing the safe space and toilet within existing women's centers has reduced costs in some locations (fencing, guards not needed) and ensured the space was safe and accessible for girls.
- b. Plan to decorate the space (see photos below) to make it girl-friendly and fun.
- c. Budget for supplies including posters, arts and crafts, sports equipment, and other materials related to activities girls are interested in. [Appendix A25](#) has a list of materials needed for each of the Girl Shine Life Skills sessions. In some sites, homework support classes, sports activities, music classes, and sanitary pad production has been included.



Photo Credit: Sarah Cornish



Photo Credit: Sarah Cornish

## 2. If using mentors, recruit, train, and support young women mentors:

- a. Recruit young women mentors from existing local women's groups and organizations so mentors have gender transformative attitudes towards adolescent girls' rights and GBV.
- b. Conduct training for mentors. The number of trainings depends on capacity and available resources (see training package for more details). It is important to make sure costs, such as venue hire (if applicable), training materials, per diems, translator/interpreter costs (if applicable), etc. are covered.
- c. For monthly supervision meetings, budget for mentor refreshments and travel allowances so they can meet in small groups.
- d. Budget payment for part-time or full-time mentors. Mentors work in pairs, so two mentors for each group of 15 girls are needed. Consider whether having full-time mentors running groups four days a week enables the hiring of women who have higher levels of education (who may not be available for part-time work as they are looking/have full-time work). Pay them to; mentors are the heart of making this approach a success.
- e. If possible, provide in-kind support, including branded t-shirts, bags to carry the Girl Shine curriculum, bicycles, gum boots, raincoats, etc., as needed.
- f. If possible, provide business skills training. Some country teams have provided business skills training to mentors to encourage them to a) set up small business projects and b) invest and get a return on the money earned as a mentor.

3. **Training for country teams (or external service providers):** Capacity building cost for activities might include training materials, curricula, venue hire (if applicable), refreshments, per diems, transportation, translator/interpreter, etc.
4. **Girl Shine staff:** Budget for dedicated Girl Shine staff if country teams decide this is a requirement, for example, recruiting a dedicated Girl Shine Officer to oversee the program and provide capacity building and support to mentors/facilitators.
5. **Girl Shine Caregiver Curriculum groups:** Budget for both female/male caregivers (if applicable) to attend to maximize impact for girls. There will be separate groups for female/male caregivers to create space for women's voices, and then groups will be brought together where culturally possible, with the option of bringing them together for the final session. This will double the number of groups – so ensure budget for staffing and refreshments is sufficient.
6. **Community events:** These can be especially important for the opening and closing of the program. Money should be set aside for refreshments. Depending on contexts, other costs may include transportation, materials, etc.
7. **Translation and design cost:** Costs may include curriculum translation and design (if applicable), poster translation, design and printing, design of other visual resources, and printing, as well as curriculum copying and printing for mentors/facilitators.
8. **Girl Shine-related equipment:** Examples of related equipment include a camera for group photos or photo activities, and a projector/laptop to show videos, animations, or presentations relevant to the Girl Shine Life Skills Curriculum. Other multi-media equipment, if considering the use of alternative learning methods, may include a television, speakers/audio player, etc. This is in addition to all materials related to the implementation of the curriculum (list of materials in [Appendix A25](#)).
9. **Project data collection:** Some country teams may decide to carry out comprehensive baseline and endline assessments, mentors' skills assessment, and service providers' knowledge assessment. Country teams should factor in any additional costs related to this (for example, recruitment of data collectors at baseline and endline).
10. **IEC Costs:** Community outreach materials: Examples could include IEC and Behavior Change Communication (BCC) design and printing.
11. **Livelihood activities for female/male caregivers:** If considering a livelihood intervention for female/male caregivers such as VSLA, livelihood skills, cash/in-kind business startup support, then the budget should reflect additional costs related to gender discussion sessions (it is recommended to budget for eight sessions). Improved gender equality between female/male caregivers will support gender equitable outcomes for girls.
12. **School supplies:** Budget for out-of-school girls and female/male caregivers attending Girl Shine who want to (re)start school. Map out the financial barriers. For example, do they need uniforms, books, enrolment fees, etc.? If targeting 50% out-of-school and 50% in-school - this amount is needed for 50% of the girls.

- 13. Group closure:** Country teams should set aside a budget for the end of the Girl Shine Life Skills Curriculum. Some suggestions include money for certificates at the end of the curriculum, thank you cards, supplies for girls to organize a small group project (for example, exhibition, open day), small gifts (for example, t-shirts, booklets). If not organizing a community event, budget can be set aside for a small closing celebration for girls.
- 14. Sustainability plan:** When closing a program in a community, money could be set aside for a sustainability plan development workshop. The budget could also include money for the dissemination of the sustainability plan.

# Building the Girl Shine Life Skills Curriculum Groups

3

Photo Credit: Meredith Hutchison

In this chapter, there is detailed guidance on preparing the core components of the Girl Shine Program Model.

## The components include:

- ▶ The Girl Shine Life Skills Curriculum Groups
- ▶ The Girl Shine Mentors
- ▶ The Girl Shine Staff Facilitators

## I. The Girl Shine Life Skills Curriculum Groups

The Girl Shine Life Skills Curriculum contains a wide range of engagement methods and activities that will be used throughout implementation. All of these are designed to establish safety for the girls, emphasize group cohesion, and build needed skills and knowledge.<sup>45</sup>

### Core Modules

The Girl Shine Life Skills Curriculum found in Part 2 focuses on six key modules. From IRC's experience in the field, these six areas have been the most critical for building safety and protection for girls, and represent the information most requested by girls participating in current adolescent girl programming. Feedback from girls participating in IRC's adolescent girl-centered programming (COMPASS and Girl Empower) indicated that adolescent girls found sessions on safety, adolescent sexual and reproductive health, problem solving, goal setting, and communication skills most useful. Through regular knowledge check-ins, it was evident that girls retain information from such modules.<sup>46,47</sup> Furthermore, findings from the COMPASS baseline study found that adolescent girls had experienced high levels of sexual and physical violence, overwhelmingly perpetrated by intimate partners and female/male caregivers, and expressed inequitable gender attitudes, and acceptance and normalisation of violence in the home. They also had limited belief in their aspirations for their future or capacity to achieve their goals. The modules included in the Girl Shine Life Skills Curriculum (and the Girl Shine Caregiver Curriculum discussed in Chapter 4) seek to address these critical issues adolescent girls face. They are:

#### Trust

This module helps lay the foundation for the group to be able to move on to more challenging topic areas, while also addressing some immediate issues related to safety.

#### Social & Emotional Skills (SES)

This module provides the foundation for building a positive sense of self and the ability of the girls to successfully interact with each other and their communities.

#### Health & Hygiene

This module gives girls the opportunity to learn critical information related to their bodies, in a period where they are going through significant changes. They can explore issues related to hygiene, puberty, and sexual health in a safe space, where they are provided accurate information.

#### Safety

This module focuses on the concepts and skills girls need for preventing, mitigating, and responding to gender-based violence.

#### Solidarity

This module helps girls to slowly start preparing for the end of the program cycle, working to strengthen their support networks so that they will continue to nurture these once the curriculum finishes.

#### Visioning

This module is designed to strengthen the social and emotional skills of perseverance, as well as to create hope and carry out concrete planning for the future.

45 Creating Opportunities through Mentorship, Parental Involvement, and Safe Spaces (COMPASS). 2016. *Multi-Country Study Protocol to Protect Girls from Violence in Humanitarian Settings* - <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-016-2894-3>

46 IRC. 2017. *COMPASS Pakistan Learning Cycle 2 & 3 Report*.

47 IRC. 2017. *COMPASS Ethiopia Learning Cycle 1 Report*.

## Structure of Sessions

Each session is laid out in a six-point road map that is designed to keep the mentor or facilitator on track for the estimated 1.5-hour session, help deliver the content in a consistent way, as well as weave all the sessions together into a cohesive program. When mentors or facilitators are trained on how to facilitate the life skills sessions, significant time should be spent discussing the rationale of the six-point session road map, why each point is important to content delivery, and allowing time to practice this model of facilitation. The actual time needed for each session may vary depending on the age of the girls, previous familiarity with relevant concepts, and the pace at which the group is able to move. Each session of the six-point roadmap is described in more detail below.



- 1. Welcome & Review (10 minutes)** - The opening of each session establishes consistency and safety for the girls every week. Each group may decide to open their sessions with a song, a poem, or some other ritual that indicates the beginning of the session. To encourage the girls to design their own opening, an activity has been included in the Introduction to Girl Shine session for this purpose. Additionally, the questions included in the Welcome & Review section are to connect the girls to what they learned the previous session and to hear how they practiced or used their new skills at home and in the community.
- 2. Story Circle (5 minutes)** - Following the Welcome and Review, each session starts with a story of a girl named Sara. The story can be contextualized for location, culture, and setting as appropriate. The story is meant to introduce session content in an accessible and safe way and provide the girls with a less personal way to consider the theme or new skill that will be introduced in that session.
- 3. Let's Explore (10 minutes)** - The Let's Explore or "teaching" part of each session should be the shortest. It gives just enough time for the mentor to deliver basic concepts or ideas in a short and concise manner.
- 4. Activities (35-45 minutes)** - The activities are meant to be at the heart of each session. The activities are where the girls have time to explore new concepts and ideas and actively practice new skills. The activities included for each session represent the easiest or most basic activities that reinforce concepts and skills while allowing the girls to have fun and engage with each other. There are also optional activities included to allow facilitators to go deeper into specific topics if time allows, or if the group requires more in-depth information. Mentors/facilitators can also choose other activities not listed that may be more culturally relevant, as long as they support the overall session objective.
- 5. Check-in (10 to 15 minutes)** - The closing check-in provides an opportunity for the mentor/facilitator to check in on how the girls are understanding the curriculum content and clarify any remaining questions or misconceptions. This should be an open space for girls to discuss key themes arising from the session content. Mentors/facilitators can use this as a way to observe how the girls are learning and what additional attention may be needed for certain topic areas.
- 6. Takeaway (5 minutes)** - The take away encourages the girls to share or practice new learning or skills at home or in the community if safe to do so. Mentors/facilitators should invite girls to share their experiences at the review in the next session.





### TRUST

## Communicating Without Words

#### Session Objectives:

- ▶ Girls build trust among themselves.
- ▶ Girls feel more comfortable with the mentor/facilitator and one another.

**Skills:** Creativity, communication, trust building

**Build From:** Introduction to Girl Shine

**Materials:** Art Box



### Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home or in the community?



### Story Circle

#### Sara

Sara was meeting many new people in the place where she was living. They were all different, some were very welcoming, others were shy, some were happy, others looked angry. Sara didn't notice these things because of what people said to her, a lot of it was because of how they behaved. Sara wanted to explore this idea more!



### Let's Explore

#### Speaking Without Words



**Ask:** Can we speak to each other without using words? How do we do it? (For example, smiling, talking, laughing, waving, signing with hands, writing, singing, etc.)



**Explain:** A lot of our communication (how we speak to each other), we do without using words, and this can express many different feelings and emotions.



**Ask:** How can understanding the ways we speak to each other affect our relationships with people?



**Say:** When you understand the different ways we speak to each other, you will be able to see when someone is feeling sad or happy. We will be able to see when is a good time to approach them for something or when to wait.

44

## Trust

### The sessions included in the Trust module are:

- Our Safe Space
- Communicating Without Words
- People I Trust
- My Safety Map
- Our Support Services

Building trust within the girls' groups is critical to its success. Girls will consistently attend their group when they feel comfortable expressing themselves, receive kindness and care from mentors and each other, and enjoy a consistent and nonjudgmental welcome. The Trust module provides guidance for girls to create external support that they can access throughout the program and beyond. The Trust module includes a number of sessions related to safety, which give mentors and program staff insight into what safety means to each girl, and what risks they may be immediately facing at home and in the community. All iterations of Girl Shine must begin with the Trust module. The sessions within the module can also be repeated at various points throughout the program if the need arises. For example, if during the Check-in it is evident that the girls have not understood key learning, or if an issue arises around a specific safety issue and there is a need to go back to remind girls of key safety strategies, etc., sessions can be repeated.



# S

## SOCIAL & EMOTIONAL SKILLS Listening Skills

### Session Objectives:

- ▶ Girls discuss and practice interpersonal communication skills.
- ▶ Mentors/facilitators observe interpersonal communication capacities of the group and determine where practice is needed.

**Skills:** Focusing, listening, participation, teamwork, planning

**Build From:** Safe Space

**Materials:** Drama Bag, Listening Tip Sheet

### 1 Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

### 2 Story Circle Sara

Sara's friend approached her one day about a problem she was having. Sara was trying to listen to her friend but she was so tired! She was only half listening. Sara's friend got annoyed and told her she was upset that Sara was not listening to her.

**What are some things Sara could have done to help her focus and listen more successfully?**

### 3 Let's Explore Listening Skills

- Say:** Listening happens with our ears, our bodies, and our minds.
- Ask:** How can listening help us in our everyday life?
- Explain:** It is a very important skill that helps us to learn and also make friends. It means we can also be helpful to the friends we already have and hear everything that is going on. It helps us to develop our hopes and dreams. It also helps us to stay safe.
- Ask:** What makes listening difficult? (Think about what made it hard for Sara to listen).
- Explain:** Often, when we're stressed, overwhelmed, tired, or having strong feelings about something (even if we are too excited) it can be hard to listen and communicate.

66

## Social & Emotional Skills

The sessions included in the Social & Emotional Skills module are:

- Listening Skills
- Friendships
- Expressing Emotions
- Managing Stressful Times
- Communicating Our Choices
- Resolving Disagreements
- Family Relationships
- Being Confident
- Decision-Making

The core skills girls learn during the Social & Emotional Skills module will help foster successful participation in all aspects of the Girl Shine program as well as in other life areas including education, future employment, or income-earning opportunities. It is recommended that groups return to practice these skills as needed throughout the program so they leave with a certain level of mastery that can be applied to other areas in their lives.



## HEALTH & HYGIENE

### Staying Healthy

#### Session Objectives:

- ▶ Girls reduce the risk of communicable diseases in group and at home.
- ▶ Mentors/facilitators observe the level of knowledge girls have about basic hygiene and set practices for keeping healthy in group.

**Skills:** Hygienic practice, creative safety, team work

**Build From:** Intro to Girl Shine, Our Safe Space

**Materials:** A visit from a health professional, Art Box, H&H handouts, Drama Bag



### Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?



### 2 Story Circle

Sara

Sara noticed that many people around her were getting sick. Members of her own family/group were complaining about being hot, having headaches or stomachaches, and feeling very tired. She also noticed that sometimes there wasn't enough water around to wash her hands or clothes. People had to wait in long lines to take a shower. She wondered if this had something to do with it.

**Why do you think people were getting sick?**



### 3 Let's Explore

#### Personal & Environmental Hygiene



**Say:** Today we are going to learn about personal and environmental hygiene. Human beings need to live in a clean and safe environment to be healthy.

- Hygiene is the practice of keeping ourselves and our surrounding environment clean, especially to prevent illness or the spread of diseases.
- Personal hygiene is the practice of keeping our bodies clean and healthy (inside and out) as well as our clothes, hair, and the personal items we use for grooming.
- Environmental hygiene is the practice of clean water provision, disposing of waste, and keeping the areas where we live clean and safe.



**Explain:** Keeping healthy can sometimes be challenging, especially when we travel or stay somewhere that is not our permanent home. Today, let's think about ways to keep ourselves healthy here at group, and maybe we can use some of these ideas at home.

154

## Health & Hygiene

The sessions included in the Health & Hygiene module are:

- Our Rights
- Staying Healthy
- I Am Changing (younger adol.)
- Our Bodies (younger adol.)
- Our Bodies (older adol.)
- Our Monthly Cycle (younger adol)
- Our Monthly Cycle (older adol)
- Sexual Health (sensitive topic)
- Contraception (sensitive topic)
- Condom Use (sensitive topic)
- Sexual Decision-Making (sensitive topic)
- Sexual Intimacy (sensitive topic)

In the Health & Hygiene module, girls will learn about their bodies and how to keep their bodies healthy. When girls know their bodies and have core information about ASRH, they will be better protected from myths and misconceptions they may hear from friends, the community, and those who wish to do them harm. Some of the content in the Health & Hygiene module will likely be considered controversial and taboo in some cultures and settings as it empowers girls to know about their own sexual health and well-being. They may learn concepts that are not even talked about among close female family members or caregivers at home. To do these sessions well and safely, mentors/facilitators should take great care in the way they facilitate and deliver the content selected. Mentors/facilitators may also want to discuss the content with female/male caregivers first, before delivering it to girls. This could help prevent issues arising with female/male caregivers, who may be resistant to this information being given to adolescent girls. Refer to **Appendix A14: Introducing Female Caregivers to ASRH** for further guidance. There are some sessions marked for 'specific groups.' In some contexts, this information may be too sensitive to give to younger adolescents or girls who are not married. You can use these sessions for married girls, or engaged girls, or girls who specifically request this information, or in situations where it is safe to give this information (once trust is built with girls) and upon the request of girls.

# S SAFETY Healthy Relationships



## Session Objectives:

- ▶ Girls understand the difference between healthy and unhealthy relationships.
- ▶ Mentors/facilitators note girls' beliefs about relationships and their expectations of how girls should be treated in relationships.

**Skills:** Creating safe options, confidence, assertive communication, creating boundaries

**Build From:** Our Safe Space, People I Trust, Friendships, Our Bodies, What Makes a Girl

**Materials:** Art Box, scrap paper, Drama Bag

## Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

## 2 Story Circle Sara

Sara was worried about her friend, Mary. Mary was very interested in a boy who showed her a lot of attention. He wanted to be with her all the time and make sure no other boys spent time with her. But, he was also mean. He called her names and said things that nobody who supposedly "loved" somebody would say. One time, Sara saw him shove Mary into a wall. Mary said he was just stressed.

If you were Sara, what would you say to Mary about her relationship? As her friend, what should she do?

250

## Safety

The sessions included in the Safety module are:

- What Makes a Girl?
- Comfortable and Uncomfortable Touch (younger adol.)
- Healthy Relationships
- When Girls Are Hurt
- Who is to Blame?
- How Can Girls Respond to Violence?
- Setting Boundaries
- Early Marriage (specific groups)
- Female Genital Mutilation (specific groups)
- My Safety Map (to be done from Trust module)

Girls do play a role in increasing their own safety, but are not solely responsible nor are they ever to blame if they experience GBV. Reducing GBV is the responsibility of the perpetrators first and foremost, as well as female/male caregivers, and the larger community. These messages should be reinforced throughout delivery of the content of the safety module (and other modules) and linked tightly with the female/male caregiver sessions and community outreach, particularly around those issues girls most often have no control over, such as early marriage, FGM, and other traditional practices. Additionally, violence perpetrated against girls and women is often not recognized as a legitimate area of concern and stems from deeply rooted perceptions of girls and women, their choices, and their freedoms. Some sessions are indicated as optional, as the content may not be relevant in some country contexts (for example, countries where FGM is not practiced). However, if the session content is an issue experienced in the country context, the session should be considered part of the core curriculum. While there are some sessions specifically indicated for older and younger groups, they can also be done with both groups, depending on maturity level of the group, and life experience and interests (as with all sessions). Staff will need to make these determinations based on their assessment of the individual group.

# S SOLIDARITY Girl Facilitation

## Session Objectives:

- ▶ Girls have the opportunity to lead a session and build their confidence.
- ▶ Mentors/facilitators can assess the girls' knowledge and skills that the girls have learned during the curriculum.

**Skills:** Leadership, teamwork, presentation, confidence, planning, creativity

**Build From:** Our Safe Space, Positive Peer Power, Girl Solidarity

**Materials:** Art Box, Drama Bag, Nature Box, additional materials requested by girls

## 1 Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

## 2 Story Circle Sara

Today, Sara wants to hear a story from you!

Who would like to tell a story for Sara?

## 3 Let's Explore Girl Group Facilitation

**Say:** Today is your chance to lead the session, thinking about everything you have learned over the last few months.

- You will all have the chance to present something that is important to you. This could be looking back at a topic we already discussed or providing information or an activity on a new topic.
- Allow girls to form small groups with other girls who may want to present on the same topic and give them some time to prepare their activity.
- Ask the girl groups if they have any questions, support them with the materials they need.
- Remind the girls of the group agreements and for all girls to be respectful of one another and support each other during the activities.

317

## Solidarity

The sessions included in the Solidarity module are:

- Positive Peer Power
- Embracing Our Diversity
- Building a Movement of Girls
- We are All Role Models
- Girl Facilitation
- Sharing Solidarity

The Solidarity module, while helping girls prepare for the end of the program cycle, also aims to bridge differences that girls may bring to the group and help friendships continue once the group is over. Additionally, a core tenet of the Girl Shine Program Model is that solidarity is critical for building positive gender identity and increasing girls' safety through a shared concern for and support of each other.

## S VISIONING My Life Goals

### Session Objectives:

- ▶ Girls understand short-term and long-term goals and explore their personal short-term and long-term term goals.
- ▶ Mentors/facilitators note how comfortable girls are with setting goals and encourage practicing goal setting in daily life.

**Skills:** Goal setting, team work, positive social support

**Build From:** Our Safe Space, Being Confident, We Are All Role Models

**Materials:** Art Box, Goal Setting Resource Sheet

### 1 Welcome & Review

What was one thing/skill we learned last week? How did you use this new info/skill at home?

### 2 Story Circle Sara

Sara was inspired by her mentor and girls in her girl group. They all shared ideas and future dreams. It was hard to think about the future, especially since she wasn't sure if she could ever go back to her home country. But Sara thought about maybe being a mechanic. She loved cars and was fascinated about how they work. She knew there were some courses on how to be a mechanic, but she wasn't sure how to join. It was overwhelming to even think about how to become a mechanic, especially given her situation, where she lived, her responsibilities, etc. Plus, many people told her it would not be possible because she is a girl and girls don't usually do this job.

**What advice would you give Sara to help her realize her ambitions? How could goal setting help her?**  
Do you think being a girl means she cannot do this job? (*She can do anything she sets her mind to.*)

323

## Visioning

The sessions included in the Visioning module are:

- My Life Goals
- Why Save?
- My Wants, My Needs
- Making Spending Decisions
- My Life Journey
- Preparing for our Girl Shine Community Event
- Our Girl Shine Community Event
- My Girl Shine Experience

This module gives girls creative space to think about their futures in a safe environment and build upon small and immediate successes to longer-term hope and visioning. Often, adolescents who have experienced extreme stress and trauma find it difficult to imagine a positive future or a future at all given the risks and dangers faced in the present. The activities provided in the Visioning module target the thinking needed to even imagine a future, and provide some control over what that future might possibly look like.

Materials needed for each session can be found in **Appendix A25: List of Materials for Girl Shine Sessions.**

## 2. The Girl Shine Mentors

The use of locally based mentors is a fundamental element of the Girl Shine program. Mentors are recruited and trained to facilitate the Girl Shine Life Skills Curriculum, but more importantly, to serve as role models, connectors, and enablers for girls who may never have had female support outside of their families.

The goal of mentoring is the establishment of an “enduring relationship, with lasting benefits.”<sup>a</sup> The idea of mentoring is that through a supportive and caring relationship mentors can guide girls onto positive developmental paths related to social-emotional skills, cognitive skills, role-modeling, and positive identity development.<sup>b</sup> Mentoring is a journey and requires building a relationship of trust over a long period of time. Growing up can be hard for anyone, and in many places, growing up is even harder for a girl. Mentors who share similar experiences with other girls, can provide an opportunity to learn from their similar experiences.

a. First Do No Harm: Ethical Principles for Youth Mentoring Relationships, Liang & Rhodes, 2007, <http://rhodeslab.org/files/EthicsAPA.pdf>

b. Zand, D. H., Thomson, N., Cervantes, R., Espiritu, R., Klagholz, D., LaBlanc, L., & Taylor, A. (2009). The mentor-youth alliance: The role of mentoring relationships in promoting youth competence. *Journal of Adolescence*, 32, 1-17. doi:10.1016/j.adolescence. 2007. 12.006

Mentors themselves will gain multiple benefits from the experience as well. In humanitarian settings, most people’s lives will have been disrupted and many are looking for opportunities to participate in something positive until life goes back to some form of normality. Young women participating as mentors can gain:

- Specialized training and supervision from professional humanitarian staff culminating in a “graduation” from the program and a certificate of achievement
- Leadership, facilitation, and group work experience
- Experience in providing psychosocial support
- Networking with others who may have future work opportunities
- Letters of reference from the host NGO reflecting their participation in the program
- Connections to cultivate solidarity and relationships with girls like themselves
- Respect, confidence, and a stronger voice within their families and their communities

Mentors should be treated with respect and professionalism, and be compensated in some way, if possible. Country teams should actively demonstrate their appreciation and recognition of the work and value that mentors add to the program and the lives of the girls. More information about training and supervising mentors can be found in the Girl Shine Mentor and Facilitator Training Manual in Part 4.

Country teams should consider the following four areas for developing a plan for mentor recruitment, training, and supervision:

- ▶ The Mentor Profile & Criteria
- ▶ The Mentor Recruitment & Selection Process
- ▶ The Mentor Training & Supervision Plan
- ▶ Guidelines for Addressing Challenges and Complex Issues with Mentors

## ✧ The Mentor Profile & Criteria

Teams need to determine if there are suitable candidates to be mentors for each group they will implement, or if staff will need to facilitate the Girl Shine Life Skills Curriculum. The recruitment of distinct mentors is strongly recommended so that relationships between the mentors and the girls can continue after the program ends.<sup>48</sup>

- **A mix of locally recruited mentors and staff.** If mentors need ongoing assistance, professional staff can co-facilitate with mentors until they are ready to facilitate independently. This is a good option for situations where mentors have little to no literacy or are on the younger side of adolescence.
- **Staff only.** In some contexts, the availability of qualified mentors may be limited due to low capacity or because the context is unstable, making recruitment and retention difficult. While it is not ideal, staff can facilitate the groups and/or mix in with the mentors to meet the program needs. For more information on using staff facilitators, see page 68.

Country teams **should avoid** recruiting mentors from the following groups:

- **Female/male caregivers, or relatives of the girls in the group.** The mentor will need to withhold judgment of the girls, hold their confidence, and be an objective source of support in the girls' lives.
- **Teachers.** They have the propensity to retain an authority over girls and may find it difficult to engage in participatory techniques, relying heavily on traditional teaching methods.
- **Older women.** While older women can be excellent mentors to younger girls, for the purposes of Girl Shine the mentor relationship is designed to be between girls and women close in age who are more likely to share similar experiences and who girls can identify with. This includes: girls and young women between the ages of 18–30.<sup>49</sup>

Country teams **should not** recruit mentors from the following groups:

- **Men.** Men often serve as facilitators or mentors for mixed gender groups of adolescents. However, Girl Shine is designed to offer a girl-only experience which includes the use of female-only mentors. This is recommended for reasons of solidarity as well as safety.
- **Anyone who could be considered unsafe or untrustworthy.** During the risk and opportunity assessment phase of program design, country teams should assess if there are any individuals that the girls would deem unsafe or be uncomfortable with in a group due to specific experiences or past interactions in the target community.

The choice of appropriate mentors is critical to program success. Recruitment should be done prior to or in parallel with recruitment of the girls so there is a good match between the location of the mentors and girls. The mentor profile and pool of candidates will look different for each Girl Shine program. The mentor role is essentially a volunteer role, although some IRC adolescent girl programs have compensated mentors via stipends or salary, depending upon the resources available.

### Questions to consider before choosing an appropriate mentor include:

- How many life skills groups will there be in one program cycle?
- How many times will the mentor need to meet with the group?
- How many groups will there be? One? Five? Or more?
- How many mentors are needed to run each group? The recommendation is two mentors per group of 15 girls.
- Who can be consistently available throughout the program cycle when the groups meet?
- Who might be able to provide additional support to the girls outside of the group meeting times as needed?
- Who can be available for initial and ongoing training and peer support and supervision throughout the program?
- Who has enough time to fully participate as a dedicated mentor to the program?
- Who speaks the same language(s) as the girls participating in the program?

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48 Population Council. 2010. *Girl Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs* - <http://www.popcouncil.org/research/girl-centered-program-design-a-toolkit-to-develop-strengthen-and-expand-ado>

49 Karen Austrian, Population Council. 2012. *Girls First! Girls' Leadership and Mentoring* - [http://www.popcouncil.org/uploads/pdfs/2012PGY\\_GirlsFirst\\_Leadership.pdf](http://www.popcouncil.org/uploads/pdfs/2012PGY_GirlsFirst_Leadership.pdf)



Mentors will ideally have had similar life experiences as the participating girls. Often, they are between 18 and 30 years of age, so they have completed most of the phase of adolescence, but are close enough to have their experiences and memories easily accessible. Mentors will be asked to facilitate the weekly sessions, deliver the life skills content, and participate in unstructured relationship-building time with the girls. Recruitment criteria can include:

- Good emotional instincts (for example, ability to empathize with girls who have experienced abuse, be nonjudgmental, maintain confidentiality as needed)
- A desire and belief that they can be a role model
- The confidence to facilitate group work
- A basic level of literacy and numeracy
- The desire to learn new skills through mentor training and ongoing collaboration with staff

Although recruitment criteria are needed, country teams should not set criteria that are so strict that it makes it incredibly difficult or even impossible to find candidates in the target area. For example, it may be ideal to choose mentors who have finished some level of schooling. However, this might not be possible depending upon the opportunities offered or not offered to women and girls in the target area. Some mentors may have low or no literacy and may need to facilitate the content of the program in a different and more visual way. There are strategies to use in the training and supervision of mentors to address challenges like these and build off alternative strengths.



**The key objective for mentors is to give girls the opportunity to connect with someone like themselves who can understand how they feel and know what they are experiencing as women and girls living similar lives.**

Additionally, mentors may bring with them the dominant beliefs and perspectives of gender and adolescent girls from their culture. If they are from the host population, they may express prejudices toward the refugee population, and that could interfere with their ability to connect with girls. The training component will engage mentor candidates to determine where there may be a need to focus on breaking down some of those prejudices or limiting recruitment of candidates with these limitations. Country teams should share the guiding principles of the program with the mentors before finalizing selection so the mentors can assess if they are able to actively uphold and support the program philosophy. The mentor training should be part of the recruitment process, where attitudes and beliefs can be assessed for harm.

**Mentors should be willing and able to maintain the operational tasks of the mentorship, including:**

- ▶ Facilitating life skills group sessions
- ▶ Being available before and after sessions for one-on-one time with girls
- ▶ Providing homework assistance if requested
- ▶ Setting up and managing additional activities
- ▶ Opening and locking up safe space if needed
- ▶ Taking attendance
- ▶ Attending bi-weekly mentor supervision sessions
- ▶ Coming prepared for each session

## \* The Mentor Recruitment & Selection Process

Once criteria are set, country teams can begin the recruitment and selection process.

### **Options to generate candidates for recruitment include:**

- Community events and outreach outlining the program, its commitments, and benefits
- Selected recruitment through recommendations from key community stakeholders such as teachers, employers, or trusted leaders
- Reaching out to young women already participating in existing humanitarian programs
- Social workers, and other service professionals within the refugee, IDP, or host population
- Local university programs for education, social work, and other service-oriented fields
- Older sisters or relatives of girls participating in Girl Shine (however, it is recommended that relatives of girls who serve as mentors facilitate an alternative group to that of their younger girl relative)
- Asking girls themselves to suggest women they know in the community who could be potential mentors

### **Once the map of potential mentors is set, determine how the final list of mentors will be selected. Options for selecting final candidates include:**

- Including girls in the selection process
- Interviews
- Observation of candidates in practice sessions
- Recruiting for the training first and then selecting final candidates based on strengths and performance

Determine what additional information should be provided by each candidate, such as a resume if available, or references. The process can be very short and informal or more structured depending upon the size and length of the total program and the number and expertise of mentors needed.

## \* The Mentor Training & Supervision Plan

Mentoring is a process that requires training, supervision, and consistent feedback. IRC's work in other countries indicates that the following elements contribute towards the success of a mentoring program. These include, but are not limited to:

- Intensive and participatory mentor training
- Memorandum of Understanding (MOUs) signed between mentors and the organization
- Bi-weekly peer group supervision
- Weekly check in with a professional staff person from the organization (by phone or in person)

Training and guidance from professional staff are strong factors in the success of a mentor program. The mentor training should be planned after a careful review of the needs of the mentors and the areas that require particular emphasis for building skills and knowledge.

Mentors and facilitators should receive the following:

**Basic Training:** The Girl Shine Mentor and Facilitator training in Part 4 covers basic facilitation skills, best practices, and approaches to use during the Girl Shine program. The basic training gives mentors and facilitators an introduction to the Girl Shine Life Skills Curriculum and provides them with an opportunity to work on capacity building plans. They should also receive GBV training.<sup>50</sup>

**Refresher Trainings:** Refresher trainings should take place regularly depending on the curriculum implementation time frame and also the operating environment. For example, in locations where mentors and facilitators have a strong set of skills, refresher training may take place every three months for a long-term intervention, or monthly for a shorter intervention. Content for refresher trainings will be decided upon by country teams depending on the needs of training participants.

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<sup>50</sup> Contact in-country GBV or other protection actors that can support in the training of country teams.

**Coaching and Mentoring:** Coaching and mentoring is a key component of the capacity building of mentors. It is crucial that training participants have access to a focal point who will be able to set a capacity building plan with them, provide technical support in the implementation of the curriculum and follow up with any issues arising during the implementation.

**See Part 4:** See Girl Shine Mentor and Facilitator Training Manual and the mentor supervision tools **Appendix B6** for more details on mentor and facilitator training and how to put together a capacity building plan based on mentors' skills and experience. The Girl Shine Mentor and Facilitator Training Manual also has a number of appendices that can be used for training mentors and facilitators, including a Values Clarification Survey, self-reflection tool and training evaluation tools.

**Signing a Memorandum of Understanding (MoU) between the mentor and the organization that covers the roles and responsibilities and the code of conduct to follow, prior to beginning the sessions, can help formalize the relationship and make it more transparent, supportive, and accountable.** In some situations, country teams may need the female/male caregiver's formal approval to allow their daughters to work as a mentor. In this case, the MoU can also be shared and co-signed by an adult caregiver. However, this has to be each organization's own decision and reflect the best interests and safety needs of the mentor candidate.

A sample MoU is included in **Appendix A12**. This memorandum can be simplified, adapted, and translated to suit each organization's context and can be signed during the training, after it has been explained to the mentors.

**Mentor Supervision:** It is recommended that professional staff meet with mentors as a peer group every other week or connect with them individually on a weekly basis. These meetings will be used to check in with mentors about how the groups are going, any current problems or issues, and to prepare for upcoming sessions and activities. Additionally, staff should be available via phone (if available) for emergency needs that arise.

In order to provide effective support, supervision, and feedback to the mentors, a Session Insights Tool is also included in the M&E section. It can be adapted to provide mentors with feedback and support on all aspects of facilitation, content delivery, and group management. There are also a number of other tools that can help with mentor supervision in the **B Appendices**. Refer to Chapter 2 for a summary of the tools included.

#### **Supervision of the mentors should:**

- Be run by a Girl Shine staff person or nominated focal point within an existing staff structure
- Be on a weekly or bi-weekly basis
- Ideally be conducted as a mentor peer group, with four to five mentors per group. The idea of the mentor peer group is to provide mentors with an opportunity to learn from each other's success and challenges. However, if that is not a possibility due to the location of camps, individual mentor supervision meetings should be conducted.

There are some issues that need to be addressed on a one-to-one basis with mentors and not discussed during group supervision. These include:

- Talking about situations where a girl is in immediate risk, while maintaining confidentiality
- Facilitating crisis management
- Addressing any individual performance issues

### **\* Guidelines for Addressing Challenges and Complex Issues with Mentors**

Even after careful recruitment and training, some mentors may not have the qualities or fit the profile required. It is important for teams to discuss how issues with mentors will be addressed and establish strategies for bringing out the best in each mentor.

Some specific areas of concern with mentors include:

- Mentors don't show up
- Mentors don't deliver the content
- Girls don't like their mentor
- The mentors don't like their group
- Mentors are disciplinary or judgmental about the girls' experiences

- Mentors don't believe girls if they report abuse or violence
- Mentors fail to maintain confidentiality of their group
- Mentors don't maintain a professional relationship with girls
- Mentors will not uphold the philosophy and guiding principles of the Girl Shine program

Some recommendations for handling these situations include:

- **Identify which skills need to be further developed.** Determine what might be specifically holding the mentor back from success. Do they understand the content? Are they shy? Are they experiencing stress and challenges in their own lives? Do they need refresher training on specific facilitation skills?
- **Discuss the issues in the peer mentor group or in individual supervision.** This should be the first course of action before proceeding to more permanent consequences. Allow the other mentors to challenge their peer respectfully and work together to find solutions.
- **Develop an action plan for success.** Be very clear on where the mentor needs to improve. Build an action plan in cooperation with the mentor, building off her particular skills and resiliencies.
- **Meet more regularly and have staff join the facilitation of the group until the mentor is more comfortable.** Some mentors may need extra help getting started. If possible, staff can observe and help the group until the mentor has built confidence to do it on her own. This might not be available in all settings, but should be considered before moving to a more permanent solution.
- **Put the mentor on a probationary period.** If issues are still not resolved via the methods above, assign the mentor to a probationary period where she will need to employ possible solutions before removal from the program. Give the probationary period a specific timeframe in which the mentor needs to apply the points in her personal action plan for success.
- **Move mentors to another group or switch groups with another mentor.** Sometimes personal dynamics are no one's fault but can hamper group cohesion and success. Other troubleshooting options should be attempted first, but if all else fails, mentors may work better with other groups more suitable to their talents and personalities. Observe for any mentor issues as much as possible early on in the program so there is the least amount of disruption if a mentor needs to be transferred to another group. It is not recommended to move a mentor from one group to another if the mentor has been working with her group of girls for over two weeks.
- **Replace with a newly recruited mentor.** Some mentor programs will train more mentors than needed so a number can be available as back-up support, as substitutes when regular mentors can't make it, or to take over a group if a mentor has not improved performance.

### 3. The Girl Shine Staff Facilitators



#### Emergencies Consideration

In emergency response settings or for targeted short-term interventions, recruiting mentors may not be possible due to limited resources or due to the time sensitivity of the intervention. In such cases, staff may be allocated to the Girl Shine Life Skills Curriculum groups.

#### Identifying existing staff to facilitate and support the Girl Shine Life Skills Curriculum groups

- Is there a member of the team in a supervisory role that can provide support and capacity building to the staff facilitators? For example, a program manager, team leader, or a senior officer?
- Which staff members would be best placed to facilitate these sessions? Are there existing staff members that facilitate sessions with girls? Are there staff members that have expressed an interest in building their capacity to work with girls? For example, community mobilizers, outreach workers, volunteers, caseworkers, social workers, or PSS workers?

## **Integrating groups into the existing structure**

- The number of girl groups established will depend on staff availability. For example, if there is someone available twice a week for two hours, will they dedicate this time to one group or facilitate sessions for two separate groups? Are there existing recreational/PSS activities taking place that can be replaced at the end of a cycle to make space for the Girl Shine group sessions?
- Are staff available to facilitate sessions in another existing space if the need is identified by other actor- For example, in schools, community centers, etc.?

## **Training and capacity building for staff**

In addition to the training that existing staff members will be receiving, it will also be important for staff facilitating the groups (and the nominated supervisors) to participate in training related to the Girl Shine Life Skills Curriculum. Further details can be found in Part 4 of the Girl Shine Mentor and Facilitator Training Manual. Depending on staff availability, capacity, and immediacy of the intervention, the training can be adapted to meet the needs of the program.

It is important to ensure that the training and capacity building provided to staff is supportive and empowers them to identify their own gaps and encourages them to request support when they need it. Staff members will have existing skills and experience that they will bring with them, so it is important to draw on their strengths and enhance the skills that need more developing.

# The Girl Shine Female & Male Caregivers

4

Photo Credit: Meredith Hutchison

Engaging female and male caregivers of adolescent girls is a crucial component of the Girl Shine Program Model. Female and male caregivers should be involved in each step of the program intervention to ensure acceptance of girls' participation and to foster change. The level of engagement with female and male caregivers will depend on a series of factors, including existing capacity, level of trust already established within a specific community, and receptiveness of female and male caregivers to the program intervention. Engagement can range from explaining activities being offered to girls and obtaining the consent of female and male caregivers, to engaging female and male caregivers in a dedicated curriculum related to adolescent girls over an extended period of time.

- ▶ Why Involve Female and Male Caregivers?
- ▶ Level of Female and Male Caregiver Involvement
- ▶ Planning for Safe Female and Male Caregiver Involvement in the Girl Shine Caregiver Curriculum Groups
- ▶ Facilitators for Girl Shine Caregiver Curriculum Groups
- ▶ Content for the Girl Shine Caregiver Curriculum

## I. Why Involve Female and Male Caregivers?

Female and male caregivers are critical influencers in the lives of adolescent girls. They can be the gatekeepers, guides, protectors, and role models for adolescent girls. Their roles and influence in girls' lives can be somewhat dependent on the gender of the parent or caregiver. Their beliefs, attitudes, and behaviors will have a long-term impact on how girls see themselves, their choices, and their futures.

Without the buy-in of both female and male caregivers into the program, it will be challenging to work with girls. It could create safety risks for girls if female or male caregivers do not accept their participation in Grl Shine and it can lead to misconceptions about program objectives and intentions. Furthermore, working solely with girls and not addressing the specific issues girls face with their female and male caregivers can lead to frustration, especially in relation to attitudes and beliefs of female and male caregivers that may not be supportive of girls or of the information, skills, and knowledge they are gaining.

It is important to acknowledge that female and male caregivers traditionally hold different forms of power and play different roles in the lives of girls. In order to effectively foster change in the lives of girls, these differences need to be taken into account and addressed. Furthermore, understanding the gender and power dynamics between female and male caregivers towards each other, as well as towards their daughters and sons (and others they care for), is essential to the implementation of the Girl Shine Caregiver Curriculum.

Setting realistic expectations for female caregivers is key to avoid creating frustrations by asking women to make decisions about their daughters' lives they may not be empowered to make. Acknowledging and understanding that mothers and other female caregivers may be exposed to gender-based violence themselves, including intimate partner violence, and therefore have limited control over decisions made about them or their children, is essential, especially when implementing the Girl Shine Caregiver Curriculum. Giving women space to discuss the issues they also face and supporting them in developing strategies to keep themselves and their children safe will empower them to be able to support their daughters and girls they care for.

Simultaneously, it is important to acknowledge that men maintain significant control over women and girls, both within the home and in the wider community. In order to create change in the lives of girls, it is important to address the attitudes, beliefs, and behavior of male decision-makers, such as fathers and other male caregivers, while also building upon the positive attitudes and beliefs that they may already hold. While engaging men can be challenging in relation to programming focused on women and girls, it is important to consider if there are safe ways to do so given their position of power and influence over girls' lives and thus their potential to play a strong protective role.

In order to ensure that girls grow up with a strong family support network around them, these gender and power dynamics need to be understood and addressed by the intervention in a practical way that is led by the female and male caregivers in a non-prescriptive, supportive manner.

## 2. Level of Female and Male Caregiver Engagement

There are numerous ways female and male caregivers can be involved with the Girl Shine program, ranging from sensitization activities aiming at gaining their acceptance and consent for girls to participate in the Girl Shine Life Skills Curriculum, to their participation in the Girl Shine Caregiver Curriculum, or going on to become members of steering committees. This will depend upon the context of the program. In acute emergencies, it may be difficult to engage female/male caregivers in a comprehensive curriculum. Options for engagement are laid out below.





### Determining the level of involvement

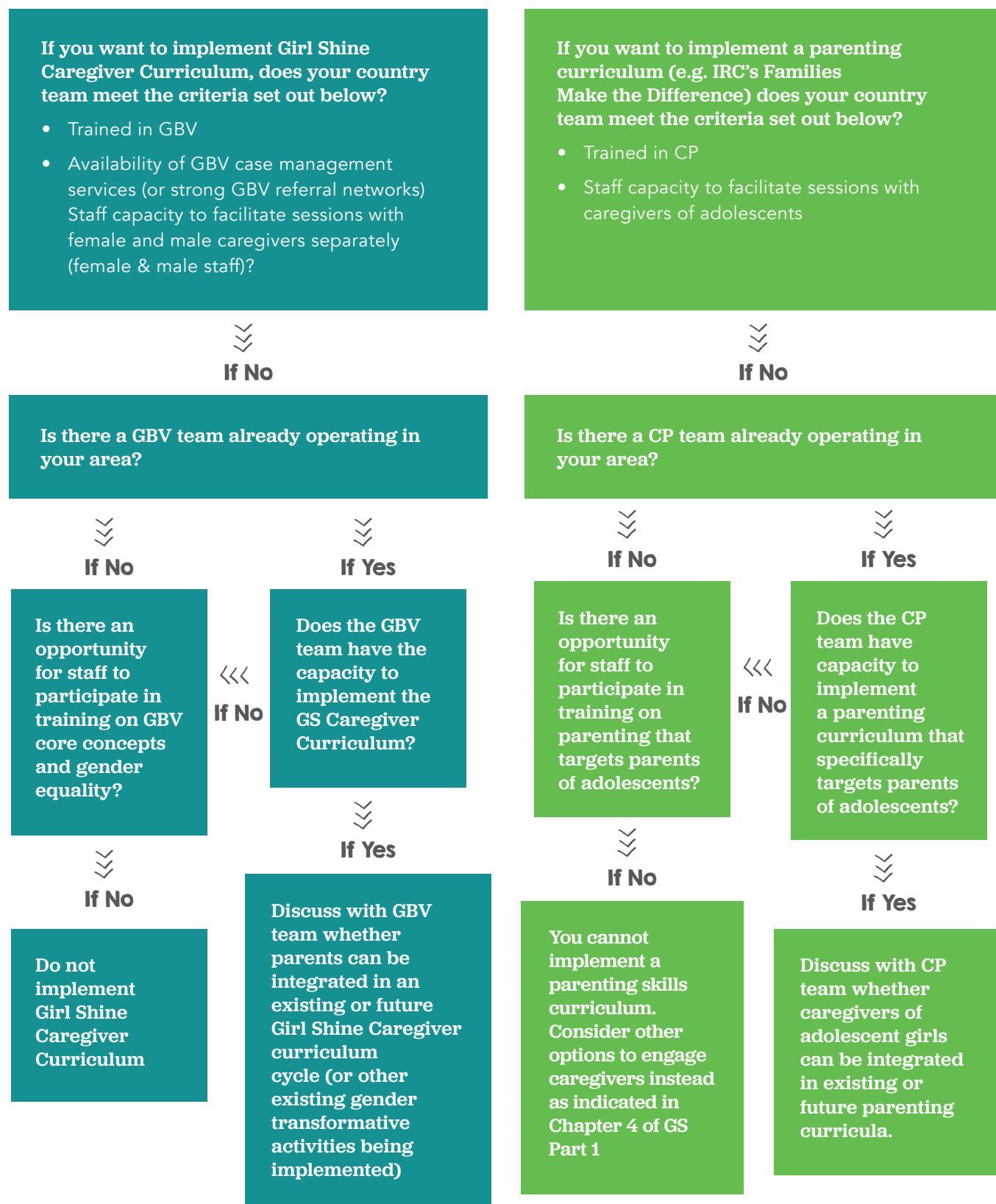
It is important to take into consideration the situation of female/male caregivers and adolescent girls when thinking about caregivers' level of involvement in the program. In deciding this, teams should consider the following:

- Have girls been consulted on the level of engagement they want their caregivers to have? What are their concerns or reservations about too much or too little engagement? What impact will engaging caregivers have on their daily activities? Will they have to take on additional responsibilities to account for the time caregivers will be engaged in activities?
- Have potential risks related to involving (or not involving) caregivers been identified (for example, through feedback from girls, risk assessment, etc.)?
- Do female/male caregivers have time to attend regular groups or meetings as scheduled? What are the best times for them? Is there a seasonal element?
- How do gender dynamics in the community influence the capacity of female/male caregivers to participate in group activities? Are there any restrictions on women's mobility or cultural norms that might prevent them from attending? Are there any implications or additional burdens that may fall to girls as a result?
- Do any of the female/male caregivers have chronic health or mobility issues that make frequent participation difficult?
- What are female/male caregivers' immediate priorities at this particular moment in time? Some families may be at the beginning of their crisis or displacement and are operating in survival mode and may be completely focused on other priorities, i.e. applying for refugee status, looking for work, finding a permanent place to live. They might, however, be more open to participating in Girl Shine activities after a few months.
- Girls may be on their own or heading a household with no adult caregiver present.

Teams should attempt to make the program as accessible to female/male caregivers as possible and consider issues of access and ability to participate during the risk and opportunity phase of program design and development. Based on this, they can decide which level of engagement is appropriate for female/male caregivers.

## Determining whether the Girl Shine Caregiver Curriculum is the appropriate intervention

The Girl Shine Program Model includes the Girl Shine Caregiver Curriculum, which is designed to address inequitable gender attitudes held by female/male caregivers of adolescent girls, but can also be implemented in combination with other parenting skills interventions, depending on the most urgent needs identified by adolescent girls targeted by the program and the country team. Before programming starts, it is therefore important to determine what the objectives of caregiver engagement activities are, based on those, decide what the appropriate and relevant intervention is. The following graphic may be a helpful guide through the decision-making process:



## Engagement beyond Girl Shine

In addition to the Girl Shine Caregiver Curriculum, or other parenting skills interventions, female/male caregivers of adolescent girl participants should be encouraged to join other activities being offered in their community.

- For female caregivers, activities might include PSS and life skills activities in women's safe spaces or community centers. Engaging women in these types of activities will improve their own safety, health and social support, which will in turn improve their support and guidance to adolescent girls in their family.
- Engaging female caregivers in VSLA or other economic strengthening activities can also have a positive effect on adolescent girls who can benefit from increased household income.
- Where available, male caregivers can also benefit from engagement in gender transformative programming to help increase their support to adolescent girls.

### 1. Acceptance of girl-focused activities and Girl Shine Life Skills Curriculum groups

- As an entry point, female/male caregivers should be informed about Girl Shine Life Skills Curriculum groups. This can be done through outreach visits, open days, distribution of IEC materials. **Appendix A8** will provide country teams with guidance on how to introduce the program to female/male caregivers.
- It is possible that female/male caregivers may not immediately accept that girls attend these sessions, or there may be one parent in particular who is resistant. It is important to understand which caregiver doesn't accept and to think of ways with the adolescent girl to address this person.
- Be available to answer questions, where possible, and invite female/male caregivers to visit the safe spaces on allocated days and times. Follow up with female/male caregivers even if they are initially resistant to the idea of the Girl Shine groups.
- It is important to think about the messaging around the groups. Teams should be prepared in advanced with clear ideas and messages that they want to convey to female/male caregivers about the sessions being offered.
- Teams will need to consider how to adapt these messages for both female and male caregivers, as the messages may differ depending on their level of interest and perception of girls.
- Female/male caregivers may have specific concerns about ASRH information being given to girls. It is important to address these issues with them and provide them with detailed information about methodologies used during these sessions. Refer to **Appendix A14** which provides guidance on how to address ASRH with caregivers and tackling some of the frequently asked questions that may arise.
- Female/male caregivers who are accepting of the intervention can be involved in giving information to other caregivers of adolescent girls about the activities and Girl Shine Life Skills Curriculum groups.
- If working with married adolescent girls, it may be necessary at this stage to engage in-laws or husbands to secure girls' participation. **This is the only stage in which staff will work with in-laws or husbands during Girl Shine.** More guidance is provided in Chapter 8. You may also refer to **Appendices A21 & A22** for the *FGD Tool for Female and Male Decision-makers of Married Girls*.

## What happens when female/male caregivers don't accept the intervention?

There could be a number of reasons why female/male caregivers don't accept that girls attend the Girl Shine Life Skills Curriculum groups. Below is a list of possible reasons and the tools that can be used to address some of those issues, all of which are available in the **A Appendices**.

Barrier to Acceptance	Relevant Tool
Mistrust of program or they don't think the intervention is relevant; safety to and from the safe space	<b>Appendix A4:</b> <i>FGD Tool for Female/Male Caregivers</i> - takes into account their opinions and perspectives, which can help shape the program.
Unfamiliarity with program	<b>Appendix A8:</b> <i>Explaining Services to Girls and Female/Male Caregivers Tool</i> - has a sample script to help staff talk about the Girl Shine program in a way female/male caregivers may accept.
Concerns related to topics being taught	<b>Appendix A14:</b> <i>Introducing Female Caregivers to ASRH Topics Tool</i> - allows female caregivers to get more in-depth knowledge of the sensitive topics discussed and aims to get their approval and find ways to give this information to girls if they strongly oppose it.

If country teams still have difficulties in gaining female/male caregiver acceptance, they should not be deterred. While the tools have been proven to be effective, it sometimes takes time to build trust and acceptance. There are some things that country teams can do to build this trust:

- Hold open days for female/male caregivers to come and see the space and activities offered (on designated days and with approval from girls). While this will be more accessible for female caregivers, staff may organize the same for male caregivers outside of the activity hours.
- Hold tea and coffee sessions with female/male caregivers separately to give them space to ask questions about the program.
- Door-to-door visits should be conducted by the same staff/volunteers so that female/male caregivers can become familiar with the organization through one focal point. Staff should take into consideration different times of day when people may be at home to ensure that they have the opportunity to talk to both female and male caregivers.
- Be prepared with information on other services available, so staff can show they are well informed and can be trusted. Be aware of services that may be more relevant to female and male caregivers (as they may have different service needs) and ensure information is relevant for both.
- Ask community leaders to speak to female/male caregivers and disseminate information about the curriculum during community gatherings.
- Ask female/male caregivers who have girls participating in the curriculum to speak to those who are uncertain about sending girls.

The most important thing to remember when trying to reach girls most in need of the Girl Shine Life Skills Curriculum is to not give up at the first barrier. It can take time to convince female/male caregivers, and this should be considered when deciding upon outreach strategies and techniques.

There may be instances when girls in humanitarian settings participate in the program without parental or caregiver consent. This should be done carefully to provide the girl with services and the help she might need without overlooking any potential safe caregiving connections in her life. Every effort should be made to obtain caregiver participation and consent for girls' participation in the program, but only if it does not put the girl at risk of greater harm. If consent cannot be gotten (for example, if the girl is the head of household, or she refuses because she does not want her caregivers to know she is participating in the program, or because she may be at risk) informed consent/assent should be assessed to see whether the girl can participate without the consent of a caregiver. Best interest determination should also be taken into consideration, especially where a girl may be at risk of harm. Please refer to the snapshot of informed consent/assent guidelines (adapted from CCS Guidelines) on page 40. Further detail is provided in *Caring for Child Survivors of Sexual Abuse: Guidelines for health and psychosocial service providers in humanitarian settings*.<sup>51</sup>

## **2. Participation in key parallel Girl Shine Life Skills Curriculum activities**

- There are key points during the Girl Shine Life Skills Curriculum where female/male caregivers can be invited to take part in activities, for example, at the end of a curriculum cycle for a celebration. This type of engagement will provide girls with the opportunity to showcase their learning to their female/male caregivers. Girls should be the ones who decide whether they want their female and/or male caregivers to participate.
- Country teams may decide to hold FGDs with female/male caregivers at certain points during the program intervention to understand the change that they have noticed with girls or to understand any challenges that may be arising. They may decide to hold female and male groups together or separately depending on context and topics addressed, though if possible single-gender discussions are always recommended.
- Teams may decide to facilitate specific sessions with female/male caregivers (as opposed to the full Girl Shine Caregiver Curriculum) in situations where they are unable to commit to a full curriculum cycle (especially in emergency settings). For instance, teams may want to prioritize sessions on relationships with adolescent girls, safety, and adolescent girl development, depending on needs identified by the girls themselves. These sessions should be run in parallel to sessions taking place with girls (where possible).

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51 IRC and UNICEF. 2012. *Caring for Child Survivors of Sexual Abuse* - <http://gbvresponders.org/response/caring-child-survivors>

Some sessions may be done specifically for female/male caregivers depending on issues arising from the girl groups. For example, if girls highlight that it is male caregivers who do not allow girls to participate in decision-making, then a decision-making session can be done specifically with male caregivers.

### 3. Participation in Girl Shine Caregiver Curriculum

The dedicated Girl Shine Caregiver Curriculum has been designed to be implemented with both female and male caregivers of unmarried adolescent girls. It provides complementary support to the girls' life skills curriculum and is a critical component of the overall Girl Shine Program Model. The Girl Shine Caregiver Curriculum is not a parenting skills building program. Evidence-based parenting skills building programs are successfully being implemented in a number of countries (for example, IRC's Families Make the Difference Curriculum<sup>52</sup>). Yet, the Girl Shine Caregiver Curriculum aims to support female and male caregivers in recognizing and shifting gender inequitable attitudes and behaviors within the family structure, impacting adolescent girls' opportunities, ambitions, and experience of GBV inside and outside of home. See the decision-making tree on page 71 for more guidance.

The Girl Shine Caregiver Curriculum attempts to address power dynamics between female and male caregivers and adolescent girls, acknowledging and giving space to women to share their own experience of the limitations they face within the family structure and recognize the impact of internalized gender norms on their own life and that of adolescent girls in their care.

The curriculum provides a space for female and male caregivers to learn new skills and information related to adolescent girls they care for, as well as acknowledging the specific challenges they face as caregivers. Based on lessons learned from the field, the sessions have been developed to be carried out separately for female and male caregivers. Where feasible and considered safe by all participants, female and male caregivers can be brought together for specific sessions if they agree and think this will be of benefit to them (see Setting Up Safe and Accessible Female/Male Caregiver Groups below for more details).

The curriculum should ideally be implemented in full, as addressing gender norms requires long-term engagement and commitment by participants. However, if this is not practically feasible and the program has more limited objectives in terms of caregiver engagement, specific sessions can be implemented with caregivers to tackle specific topics (such as safety or adolescent development).

In order to help in the decision of which approach to adopt for the engagement of female/male caregivers, in addition to the decision-making tree on page 73, the below tools have been developed as a support (depending on time and capacity) and can be found in the **A Appendices**.

<b>Appendix A4:</b> <i>FGD Tool for Female/Male Caregivers</i>	Gain a deeper understanding of attitudes and beliefs of female/male caregivers in relation to adolescent girls and to inform selection of topics
<b>Appendix A5:</b> <i>Assessment Tool for Adolescent Girls</i>	Gain an understanding of the specific needs of adolescent girls to be able to select topics accordingly
<b>Appendix A7:</b> <i>Assessment Output Tool</i>	Tool to prioritize main needs and challenges of girls and core findings from assessment with girls and female/male caregivers
<b>Appendix A8:</b> <i>Explaining Services to Girls and Female/Male Caregivers</i>	Sample script to explain curriculum and secure participation
<b>Appendix A17:</b> <i>Planning Community Conversations</i>	Understand the attitudes and beliefs in relation to adolescent girls in the wider community

52 International Rescue Committee. 2014. *Families Make the Difference Toolkit* - <http://www.ineesite.org/en/resources/families-make-the-difference-toolkit>

## **There are situations where female/male caregivers SHOULD NOT participate in the Girl Shine Caregiver Curriculum (or other caregiver engagement activities).**

- The team suspects they might be sexually abusing children or girls in their care.
- Girls do not want caregivers to participate due to potential threats or risks that girls identify.
- Caregivers are threatening or aggressive towards program staff.

Some cases may not be clear, or risks may be identified after work with caregivers has already begun. These cases should be discussed with a supervisor and assessed on an individual basis. Examples include:

- Caregivers have been reported to be using the activities as an opportunity to reinforce or advance HTPs, for example, FGM or early marriage.
- Caregivers are using the program to share harmful messages and ideas with other caregivers.
- Tensions between caregivers could escalate and negatively impact the program, other caregivers, and adolescent girls.
- Girls have expressed their reluctance to engage caregivers. Mentors/facilitators need to understand the reasons behind this and determine if their engagement could benefit or harm girls.

## **Study and Contextualize the Girl Shine Caregiver Curriculum**

- In order to deliver a high-quality intervention, study the Girl Shine Caregiver Curriculum thoroughly and become familiar with the content of the sessions.
- Follow the guidance on adaptation and contextualization in Chapter 6 to help contextualize the curriculum.
- The curriculum has been written for households where there are female and male caregivers. If households are female-headed, single parent, etc., the curriculum should be adapted to ensure that these caregivers do not feel excluded. For example, if sessions refer to male caregivers' role, it could be adapted to look at other decision-makers in the family structure more broadly, such as an uncle, father, son, or female decision-makers such as mothers-in-law that hold more power than the caregiver participating in the curriculum.

### **4. Serving as a Peer Co-facilitator**

- Graduates from the Girl Shine Caregiver Curriculum can be selected to facilitate the next cycle of the Caregiver Curriculum.
- Female and male caregivers can be trained as facilitators for female/male caregiver groups alongside professional staff.
- Staff can either co-facilitate or then train and supervise female/male caregivers to facilitate additional or future groups.

### **5. Serving as Community Advocates**

- Female/male caregivers can also serve as advocates for girls in community outreach efforts, particularly around issues related to harmful traditional practices and issues identified and shared by girls in safety mapping and safety planning activities.
- It is suggested that female/male caregivers take on this role after they go through the Girl Shine Caregiver Curriculum, although they could also participate in community advocacy simultaneously if they demonstrate active support for the Girl Shine philosophy and approach.

### **6. Participating in Girl Shine Community Steering Committee**

- Girl Shine Community Steering Committees can collaborate with adolescent girls who have participated in the curriculum by listening to and responding constructively to their suggestions.
- The steering committee can help find opportunities for adolescent girls to engage in constructive dialogue with the broader community, to take action through the community events they have initiated, and to share their achievements.
- More information is outlined in Girl Shine Community Chapter 5, but female/male caregivers can add value to the committees and ensure that their perspective is included during program outreach and development.



### 3. Planning for Safe Female/Male Caregiver Involvement in the Girl Shine Caregiver Curriculum Groups

The following are recommendations for building the female/male caregiver support groups:

- a. Recruiting and selecting female/male caregivers
- b. Setting up safe and accessible female/male caregiver groups
- c. Establishing group operations and structure

#### a) Recruiting & Selecting Female/Male Caregivers

- **Ensure the girls trust the female and male caregivers participating in the program.** Ideally, a male and female caregiver will participate in the Girl Shine Caregiver Curriculum, to ensure the intervention is reaching relevant decision-makers in the lives of adolescent girls. Give girls an opportunity to choose their “safe” female and male caregiver for participation in the support groups. If this is not possible, support girls to identify someone they do trust (see below – multiple types of caregiver). Teams should also gauge how girls feel about the female/male caregivers who “self-select” and/or insist on participating in the program. If a girl’s first choice is not available or will not attend, the girls will have an opportunity to incorporate more than one person into a safety network that they build in the “Trust” module of the Life Skills Curriculum. Do not insist that a girl select a caregiver to participate in the program if she seems reluctant to do so. The priority is always ensuring that girls feel respected, comfortable, and safe accessing Girl Shine activities. As time progresses, it may become more clear what her concerns were, and caregivers could be engaged at a later stage.
- **Consider multiple types of “caregiver.”** The primary criteria for participation is that the girl trusts the female/male caregiver selected and that they play a direct role in the girl’s protection and ongoing care. These should ideally be individuals who have decision-making power and influence in the lives of adolescent girls. For those girls who do not have biological parents available, or do not trust their primary caregiver to participate, they may choose other caregivers or trusted adults who could include, grandparents, older siblings, and extended family. Each girl should be given the opportunity to identify both trusted male and female caregivers where possible to ensure that there is representation from both groups.
- **Husbands, boyfriends, or in-laws should not participate in the program.** Girls who are married are encouraged to participate in the program, but the Girl Shine Caregiver Curriculum has not been designed to target their husbands and in-laws. If married girls have female/male caregivers who are still part of their lives and both the girls and the caregivers agree on their participation, that would be encouraged. Female/male caregivers of married girls could especially be engaged when the girl has younger female siblings, to try to prevent the early marriage of her younger siblings. Another reason why engaging their female/male caregivers could be beneficial is because a married girl is still in need of the support system provided by her biological family even once she is married, especially given the increased exposure to GBV within the home. Mentors/facilitators should never judge a girl or exclude her from the program due to her marital status. Instead, country teams should see how best to work with girl, and if requested by girls and necessary to secure their participation. Please refer to Chapter 8 on page 116 for more guidance on engaging married girls.
- **Offer female and male caregivers multiple ways to participate in the program.** Some caregivers may be unable to attend groups because of work or household commitments. They should be given the opportunity to participate in Girl Shine and support their daughters in different ways, as described above in the levels of engagement for example, through participation in key Girl Shine group activities (this can be done through FGDs, parallel one off sessions regarding the Girl Shine groups, or participation in community level events).

#### b) Setting Up Safe and Accessible Female/Male Caregiver Groups

- **Require female/male caregivers to sign and/or review a Memorandum of Understanding.** This will allow the caregivers to understand and commit to the principles and content of Girl Shine and outline how issues or disruptions to the program will be addressed. Refer to the Girl Shine MoU Template in [Appendix A15: MoU for Female/Male Caregivers](#). It is important that caregivers understand:
  - » They need to commit to participating in the Girl Shine Caregiver Curriculum on a regular basis.
  - » The same female/male caregiver will need to participate throughout the sessions for consistency and to ensure that they receive comprehensive information.



- **Identify a separate space for/caregiver meetings.** Identify a safe space for the female/male caregiver groups. Preferably, female/male caregiver space should not take place in the safe space for the Girl Shine groups for adolescent girls. This will ensure that the girls' space is strictly designated for their use only, and female/male caregivers are less likely to intrude during girl group time. In many settings, space is difficult to find, and there may be only one space for all Girl Shine activities. If so, find ways to differentiate the space for each purpose (for example, invite the girls to create a Girl Shine banner and put it above the door when the Girl Shine groups are in progress). Where Girl Shine is being implemented in existing women's safe spaces, it is possible to host the support groups for female caregivers within those, however a separate space will need to be identified for male caregivers.
- **Ensure Girl Shine Caregiver Curriculum groups are gender-specific.** Groups should be gender-specific given the nature of the Caregiver Curriculum, to allow both men and women to reflect in a safe space on how gender roles have effected them and the way they relate to their adolescent daughters. Opportunities to bring groups together can be considered at certain points during the curriculum and if/when this happens, facilitators should ensure that female and male participants are given the opportunity to voice their opinions and ideas without a specific group dominating the conversations. In this case, there should be a particular focus on inviting women to lead group activities within the curriculum as appropriate. It is essential to have two facilitators, a woman and a man, to enable single-sex support groups.

### c) Establishing Group Operations & Structure

The Girl Shine Caregiver Curriculum is designed to run in the same cycle as the Girl Shine Life Skill Groups. There are 14 session topics that match certain life skill topics that can be scheduled on a weekly, bi-weekly, or monthly basis depending on length of the Girl Shine Life Skills Curriculum and availability of female/male caregivers. It is important to discuss with female/male caregivers what works best for them and how much time they can commit. Ideally, there should be no more than 15 participants per group. While it would be beneficial to implement all 14 sessions with a group, this may vary depending on the context (for example, it may not be feasible in an emergency context) and availability. Therefore, which key sessions to include and how they should be prioritized should be decided with groups in advance, once there is an understanding of how much time female/male caregivers are willing to commit.

## 4. Facilitators for Girl Shine Caregiver Curriculum Groups

Options for female/male caregiver groups include:

### First Cycle

- **Professional staff.** Professional staff with previous experience in facilitating discussions on violence against women and girls and gender norms in the field are the ideal candidates for facilitating the female/male caregiver groups. The caregiver participants may often be more challenging to engage and require a more qualified level of psychosocial support and care. If this is not possible, the Girl Shine Caregiver Curriculum may not be a suitable intervention to implement.

### Subsequent Cycles

Subsequent cycles of Girl Shine Caregiver Curriculum can be implemented by the previous group if they have participated in the first cycle and if there is ongoing support and coaching of staff, plus rigorous VAWG/GBV training undertaken by them.

- **Specially trained and supervised female/male caregivers** - During an initial program cycle, staff may wish to mentor caregivers who can then serve as the primary facilitators for future groups, once they have been trained on facilitating discussions on VAWG/gender norms.

### Other considerations

If options for facilitators are limited and cannot be identified from the groups mentioned above, consider involving women and men from the community, for example, community leaders or other locally based representatives, only if they undergo rigorous VAWG/GBV training and have significant support, coaching, and mentoring from trained staff.

Country teams **should not** ask mentors/facilitators from the Girl Shine Life Skills Curriculum groups to facilitate activities with female/male caregivers. The mentors should be solely connected with the girl groups and limit interaction with caregivers, in order to maintain objectivity and confidentiality. Mentors might have some interaction with caregivers but it should be done to help build trust and ensure girls are able to continue attending the Girl Shine Life Skills Curriculum.

It is essential that all facilitators have undergone training in GBV core concepts and have experience in facilitating sessions on VAWG/gender norms before facilitating the Girl Shine Caregiver Curriculum groups. They should also participate in relevant parts of the Girl Shine Mentor and Facilitator Training Manual - Part 4 of the Girl Shine Resource package (for example, introducing the resource package, Girl Shine Principles, etc.). The facilitators should be meeting regularly with their supervisor and with facilitators from other groups.

This is particularly important for parallel female/male caregiver groups. This will give the opportunity for facilitators to share broad themes arising from both groups.

## 5. Content for the Girl Shine Caregiver Curriculum

### Goals of the Girl Shine Caregiver Curriculum

- Aims to address broader issues of gender inequality within the family structure and how they impact adolescent girls' experience of GBV inside and outside of home.
- Aims to change norms and attitudes within the family structure so in the longer term the family is a more protective and equitable environment for adolescent girls.
- Attempts to address power dynamics between female and male caregivers and adolescent girls, acknowledging and giving space to women to share their own experience of the limitations they face within the family structure while also ensuring that the needs of adolescent girls remain at the center of the intervention.
- Is designed to improve female and male caregivers' understanding of the specific needs of girls and how to provide a supportive environment for girls during this period of transition.
- The content attempts to address harmful attitudes held by men and women about adolescent girls whilst building upon the positive attitudes that men and women may already hold.

### The Sessions

The Girls Shine Caregiver Curriculum sessions focus on exploring concepts related to gender norms and the limitations these place, particularly on girls, but also focusing on how these affect women, boys, and men, and how caregivers can address this to help improve the safety and well-being of adolescent girls. Topics focus on the challenges female and male caregivers face, especially in humanitarian settings, and provides practical skills and information that can be used to address some of these challenges.

**Session 1** - Introduction to the Girl Shine Program

**Session 2** - Stress Management

**Session 3** - My Experience as a Caregiver

**Session 4** - Adolescent Girl Development

**Session 5** - Positive Discipline

**Session 6** - Power in the Home

**Session 7** - The Family Environment

**Session 8** - Exploring our Relationships with Adolescent Girls

**Session 9** - Parenting for Equality

**Session 10** - Safety

**Session 11** - Violence Targeted at Adolescent Girls

**Session 12** - Responding to Violence towards Adolescent Girls

**Session 13** - Our Vision for the Community

**Session 14** - Moving Forward (opportunity for mixed sex groups)

### **Program Follow-Up**

Girl Shine teams should encourage continuation of the caregiver support groups after the end of the 14 sessions. Groups can continue on in an informal way and/or request review of different topics and inclusion of new topics of interest. Graduates of the caregiver curriculum could be considered as facilitators for the next round of caregiver groups, as outlined above.

# The Girl Shine Community

5

Photo Credit: Sara Hylton

The community represents the ecological environment within which the Girl Shine program operates. In humanitarian settings, the “community” is often fluid, diverse, temporary, and collectively managing the impact of conflict and displacement. Outreach and inclusion of the community can be critical to the successful operation of a Girl Shine program, but any involvement of specific actors should be considered with the safety and best interests of girls as the priority.

- ▶ Who is the Community?
- ▶ Benefits of Engaging the Community
- ▶ How to Engage the Community
- ▶ When to Limit Community Engagement

## I. Who is the Community?

Before working with the community, it is important to identify who the influential community members are, or which sectors are most influential in that community. This will provide a good entry point to begin the work with the community. Making sure that community leaders support the intervention will enable better engagement with the wider community.

### For the Girl Shine Program Model, the community may include:

- Leadership including representatives from political, religious, cultural, and other affiliates
- Community institutions, such as governing and oversight bodies, schools, health and social service agencies, businesses, and other special interest organizations
- Families and individuals living in the areas around where the Girl Shine programming is taking place, including individuals and families who know the program is taking place but are not directly involved
- Extended family and caregivers for the girl participants who are not themselves participating in the program but are in the girls' universe of influence
- Health, psychosocial, and other service providers who will serve in the referral network for girls who participate in Girl Shine

Girl Shine teams should use **Appendix A16: Community Leadership Tool** to identify those specific community actors that need to be engaged to ensure program buy-in, as well as those actors who should be engaged due to their support of the Girl Shine principles.

### Things to consider:

- Who is representing Girl Shine in the community? Take into consideration who will represent Girl Shine to community leaders, service providers, and the general community. Will this be the same person or different people depending on their respective roles and functions?
- Be mindful of the way in which Girl Shine is presented to the community. What aspects of Girl Shine should the community be familiar with, for example, girls' health, well-being, and futures?
- It is also a good idea to have the same staff member work with a group of leaders, instead of multiple staff members. This will enable consistency and will allow for the development of a richer relationship.

## 2. Benefits of Engaging the Community

Involving the community is essential to gain access to the most isolated girls. Community attitudes towards girls can result in heavy restrictions on the movement of girls and the roles they adopt in the community. Engaging the community is sometimes challenging, and working with the community requires a significant investment in time and significant trust building. Building trust in the community is the first step in accessing adolescent girls.

### Engaging the community can help

- **Secure community buy-in for program activities.** Community trust of the organization and/or a new program can have a significant impact on the Girl Shine program, particularly where the organization is new or in a community where programs do not often target girls for participation. It also ensures that the program is not perceived as secretly recruiting girls and imposing external values or viewpoints on the community.
- **Increase the safety of the program, including security and integrity of the safe space.** Communities will need to understand the importance of the safe space for the Girl Shine program and may often need to be part of the identification and selection process. This will help to ensure that the space, if used for additional purposes as well, can be secured for Girl Shine activities and that the community remains respectful of the girl-only safe space schedule.
- **Assist with identifying and securing participation from the most vulnerable girls.** Community members, if appropriate trust is built, can be an excellent source of identifying the most vulnerable girls. Teachers or healthcare providers can identify girls who do not attend school or services regularly, but are known in the community.

- **Give the girls a safe space to design and implement community event sessions in the curriculum.** If the community is already engaged with Girl Shine in the beginning, they will more likely support and attend the community event or action that the girls lead at the end of the life skills groups. Strong attendance will reinforce the importance of girls and allow girls to demonstrate their skills and capacities to the community audience.
- **Create more accountability of boys and men.** If the community is clear and supportive of the program as girls-only, they will more likely hold boys and men accountable for respecting the girls, their space, and the program activities.
- **Build a more receptive environment for social norm change to take place in the Girl Shine Life Skills and Girl Shine Caregiver curricula.** Shifting social norms is a sensitive process that will require sensitization of the program at the community level more broadly to gain acceptance. That coupled with a specific focus on girls and their immediate caregivers to participate in the program will in time foster a more receptive environment for deeper community engagement to take place.

## 3. When to Engage the Community

### Build Trust

Building trust with the community is really important in order to engage adolescent girls. Communities may sometimes feel defensive and believe that programs like Girl Shine are trying to change cultural traditions and norms by imposing external views and ideas onto them. The community may not be ready to address key issues related to adolescent girls. Therefore, building trust is an essential entry point to gaining access to girls. This is particularly important when setting up emergency programming, as new organizations will be largely unknown to the community.

#### Suggestions:

- Organize tea and coffee mornings/afternoons with community members
- Organize open days for community members to see the activities offered at the safe space/center
- Organize general discussions about topics suggested by them

### Exploring Views & Community Conversations<sup>53</sup>

It is important to understand the community's perception of adolescent girls. This will help to tailor awareness-raising efforts. Once trust has been built in the community, assessing views and perceptions can happen more effectively, which will enable a discussion of the issues that need to be addressed. At this stage, start preparing the community to think about issues related to girls. This can range from access to services, consequences of early marriage, or girls' role in society and the benefits of remaining in school.

The primary aim is to break the silence around issues related to adolescent girls and encourage community members to begin to question the legitimacy of some of their views and practices.

Aim to engage, convince, and inspire community members and leaders using positive messages. The approach is not to tell community members what to think, but to provoke discussion and challenge accepted thinking by providing relevant information. Encourage those within the group who hold positive beliefs about girls and their rights to be vocal. The community might be more likely to listen to someone else from their community.

See **Appendix A17: Planning Community Conversations** for further guidance.

### Girl Shine Community Steering Committee

Once the community has been involved in community conversations, it is important to identify key supporters of adolescent girls and involve them in facilitating a process of change and to become active supporters of adolescent girls.

- Establish a Girl Shine Community Steering Committee made up of community leaders, female/male caregivers, and teachers and other interested adults, both females and males from different social roles.

53 Adapted from Lori Michau and Dipak Naker, Raising Voices. 2003. *Mobilising Communities to Prevent Domestic Violence: A Resource Guide for Organizations in East and Southern Africa* - [http://raisingvoices.org/wp-content/uploads/2013/03/downloads/Innovation/Creating\\_Methodologies/MobilizingCommunitiestoPreventDomesticViolence/Introduction.pdf](http://raisingvoices.org/wp-content/uploads/2013/03/downloads/Innovation/Creating_Methodologies/MobilizingCommunitiestoPreventDomesticViolence/Introduction.pdf)



- Support them to collaborate with adolescent girl committees (who can be made up of girls who participated in the Girl Shine Life Skills Curriculum groups), and to listen and respond constructively to their suggestions.
- Work with the steering 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.

## 4. When to Limit Community Engagement

### When NOT to engage the community

- **If there is any chance that participation would cause further harm to girls.** There may be circumstances where the situation of girls (for example, restrictions placed upon them and violence they experience) is so dire that any perceived investment in their well-being will not be accepted by the community and may be looked at suspiciously or dealt with aggressively. Teams will be able to gauge acceptance of the intervention through initial community conversations about girl programming. If it becomes apparent that the community is very resistant to the intervention, country teams should assess whether this is the right intervention to implement in that specific location, or whether more trust building needs to be done before starting the intervention.
- **If communities are stretched and in survival mode.** The extent of community outreach and participation should depend upon the stage of the emergency and where focus needs to be for mere survival. Alternatives to working with the community in this situation could be to deliver life-saving information related to how the community can support girls in the form of one-off information sessions.
- **If there is a total lack of interest.** Some communities may not be at the same place of interest and excitement as the girls or even their caregivers. Other frameworks – cultural, religious, social – may dominate and require more long-term engagement even while the Girl Shine program progresses. As with communities that may actually harm girls that participate, disengaged or apathetic communities can be disheartening for girls and wear them down. Teams should consider the best way to engage communities like this and only engage where it is necessary to maintain direct programming with the girls.
- **If the program needs a high level of confidentiality** in order to operate, and bringing attention to it would do more harm than good. This would fall along the same lines of service provision for women and girls facing violence in the home, where keeping program details non-public and confidential is critical to not increasing harm towards participants. While programming can still go ahead, it is important to think about the type of information shared with the community in relation to the program.

### Engaging Men & Boys

Addressing the behaviors and attitudes of men and boys is key to the effort to increase protection and decrease risk for girls in humanitarian settings. As with the girls, adolescence is a critical time of growth and development where lifelong perspectives and behaviors toward girls and women in particular are learned and reinforced. Additionally, boys also face increased risks and challenges during emergencies and can be influenced by numerous factors that encourage greater violence and aggression toward vulnerable populations, including other boys. In emergencies, there may be new opportunities for boys to engage with their world in a more equitable way and take on new roles in their community that include renewed respect and protection of girls that might not have existed or would have been more difficult to obtain in their community of origin.

During implementation of Girl Shine, teams should be aware of available services for boys, and when necessary, direct boys to those services. This will create a safer and more equitable environment, not only for girls, but also for other vulnerable populations facing increased risk and violence in humanitarian settings.

While Girl Shine is designed as a girl-centered curriculum with content specifically for and driven by girls, teams should consider some level of outreach to men and boys to inform them of the program and get buy-in to help increase the safety and impact of the program.





## Engaging Men & Boys

### Suggested activities include:

**An informational meeting about Girl Shine just for boys.** A meeting with local boys and male siblings of girl participants can help answer questions and dispel myths about the program as well as initiate discussions about the benefits of gender equity to boys and men. It could also be an opportunity to inform boys about other services and activities that they can access.

**A special session for caregivers during program set-up to address their demands for male participation.** This session would focus on why girls need particular focus and programming in humanitarian settings and, as caregivers, how they can influence their boys to support the program by giving girls space to participate safely. Also use this as an opportunity to bring their attention to other programs and services accessible to boys.

**Direct boys to existing social and emotional learning programming in the community.** Girl Shine teams should coordinate with other actors and be aware of available services in the community. They should be prepared to refer boys to these services as necessary. They should also encourage other actors with the capacity to work with boys to provide activities to boys, and provide support/capacity building on how to integrate gender-equitable concepts and approaches into these activities. Many Child Friendly Spaces (CFSs) and Youth Friendly Spaces (YFSs) that target both boys and girls may be predominately reaching boys, as many girls will not be able to access these services because they are mixed. These spaces would be an appropriate place to refer boys to, and efforts should be made to coordinate with organizations managing these spaces.

**Boys and men do something for girls.** Additionally, during the “boys-only” introduction session, teams can brainstorm ideas with the boys about how they can support the program without direct participation. An example would be taking care of their sister’s household tasks while she attends the program. Create a competition for boys to demonstrate the most support for their sisters attending the program.

**Inviting boys to the community event.** Boys can attend and be recruited for indirect but supportive tasks like cleaning up upon suggestion and agreement and acceptance of the girls and their female/male caregivers. This will give them an opportunity to “walk in their sisters’ shoes,” doing a task that girls are normally required to do.

### When NOT to engage boys and men

There may be situations where it might not be possible or advisable to engage boys and men. For example:

- If girls do not want men and boys to be engaged or consulted
- If mothers do not want men and boys engaged or consulted
- If the program needs a high level of confidentiality in order to operate, and bringing attention to it would do more harm than good.

Girl Shine teams should remain fully focused on and committed to the girl-centered priorities of the program. However, addressing the realities of men and boys in some way during programming can be critical to the safety of the girls, program operations, as well as the desired shifts in social norms that necessitate community engagement. Although it is unlikely that the Girl Shine teams will be able to provide programming for boys, the teams can ensure that they are fully aware of existing services and activities available to boys and coordinate with other services that have the capacity to work with boys, and make referrals accordingly.

# Contextualization & Adaptation

6

Photo Credit: Meredith Hutchison

Girl Shine provides a core curriculum and recommended program structure for teams working with adolescent girls in humanitarian settings around the world. However, each country team should conduct a thoughtful contextualization and adaptation process for all content, guidance, and tools provided in this resource package. This will ensure that the content and methodologies selected speak to the individual needs, experiences, and realities of adolescent girls in the specific location and culture. Contextualization and adaptation should be an ongoing process that continues throughout design, implementation, and evaluation of an adolescent girl program.

- Planning for Contextualization & Adaptation
- Areas of Contextualization & Adaptation
- Maintaining the Girl Shine Message



## I. Planning for Contextualization & Adaptation

Each program setting will need to engage in some level of contextualization and adaption of the core content of the resource package. Each country team should use the recommendations and tools provided to ensure that the curriculum is the most relatable and applicable to girls in the given context. Country teams should implement the points outlined below to ensure that the contextualization process is effective and meets their program objectives:

- **Establish a team or point person** to facilitate the pre, mid, and post work for the process of contextualization and adaptation.
- **Read through the core curriculum content** carefully and identify where adaptations may need to be made, which information can remain as is, what needs to be updated, and what needs to be added.
- **Conduct activities to understand and prioritize assets (skills, knowledge information) with girls**, female/male caregivers, and communities with questions related to content choice and priorities. Guidance can be found in [Appendix A18: Determining Assets for Girls](#).
- **Pilot content samples** from the core content using a small group of girls who are representative of the target population. Country teams should pilot key sessions that will give them insight into the methodology used, content, and appropriateness for specific age groups. Further guidance is provided in [Appendix A19: Piloting Content Samples](#).

### “Contextualization” and “adaptation”

“Contextualization” refers to the overall assessment of the physical, cultural, and social environment in which the adolescent girl program will take place. “Adaptation” refers to the specific changes or updates made to the program design and content included in the core curricula.

These words are often used together because they complement each other.



### Emergencies Consideration

It may not be possible to do this in acute emergencies, but based on the first few sessions with girls, remaining sessions can be updated to reflect the feedback from girls.

## 2. Areas of Contextualization & Adaptation

As mentioned, the Girl Shine program is designed to be flexible and responsive to multiple settings where humanitarian country teams may be engaging adolescent girls. To do that, there is a tool for teams to use as they conduct their contextualization and adaptation process. The tool goes through the primary areas of contextualization and adaptation listed below and suggests updates and changes to the curriculum as needed. The tool can be found in [Appendix A20: Contextualization and Adaptation Tool](#).

Below are recommended areas of assessment to include in the process of contextualization and adaptation of Girl Shine:

- a. Age & Developmental Stage
- b. Literacy Level
- c. Safety & Sensitivity
- d. Gender & GBV
- e. Cultural Context
- f. Communication Styles
- g. Specific Vulnerabilities & Life Circumstances
- h. Physical Settings
- i. Additional Content Needed

## a) Ages & Developmental Stage

The Girl Shine content is divided into two age categories (younger adolescents: 10-14 and older adolescents: 15-19). However, depending on the groups country teams are working with, they may decide whether or not to use certain sessions based on the development stage or experience of girls. For example, if the country team chooses to work with girls between 13-16, they might choose a selection of sessions from both age, categories depending on the content of the sessions and relevance to the group (see Chapter 7 for more information).

Additionally, more guidance on age ranges and expectations is included in the Working with Adolescent Girls section of Chapter 7. Please note that age ranges and characteristics mentioned in that chapter are overall generalizations, and the representation of age and what it means in each context needs to be identified and considered in order to determine what is appropriate or not appropriate in each culture.

Extract from **Appendix A20: Contextualization and Adaptation Tool**

Age & Development Context		
Adaption Question	Answer	Suggestion
Age range of the girls		Use age-appropriate activities as indicated for each session in the curriculum.
Cultural or social perception of age		What are the responsibilities girls take on as they go through adolescence. How can these be taken into account?
Specific issues related to girls' experience at this age		<p>Go back to the assessment to check what the main issues were for girls within this age range and ensure content reflects this, for example, through stories and scenarios.</p> <p>The assets tool will help with an understanding of the age by which adolescent girls should have this information.</p>
<p>You may also address issues girls don't currently face, but may face in the future.</p> <p><b>Example:</b></p> <p><i>If facilitating a session on early marriage for a group 10-12 years old, in a place where it is only common for early marriage to take place among girls over 15 years old, adapt stories to reflect a scenario in which an older sister or cousin gets married. The issue can still be addressed, but the girls can relate to the situation in a more meaningful way.</i></p>		
<b>Adaption Summary:</b>		

## b) Literacy Level:

The literacy level of girls (or caregivers) and the mentor/facilitator will also need to be taken into consideration when going through the process of contextualization and adaptation.

For mentors or facilitators who are not literate or numerate, there are visual and/or audio ways to deliver the content in the curriculum.

This was piloted in Ethiopia through the IRC's Creating Opportunities through Mentoring Parental Involvement and Safe Spaces program<sup>54</sup>. See *Audio Program Design Case Study Ethiopia* in **Appendix A24**.

Extract from **Appendix A20: Contextualization and Adaptation Tool**

Literacy Level		
Adaption Question	Answer	Suggestion
Education levels - primary, secondary, none		Consider what older girls may have already learned and adapt the Let's Explore section of each session as needed to ensure it is not too simple/difficult for girls to understand.
Literacy levels - high, med, low, none		<p>For low or no literacy, use audio or visual suggestions for content delivery, or remove individual reading and writing activities.</p> <p>In situations where only some girls are literate, use group reading and writing activities.</p> <p>Include more creative arts activities (drawing, role-play, visualisation) as alternative learning methods.</p> <p>Include basic writing when facilitating, to cater to girls who are interested in increasing their literacy skills.</p>
Numeracy levels - high, med, low, none		For low or no numeracy, introduce numbers as part of the learning process and or use audio or visual material for content delivery.
Mentor/facilitator literacy level - high, med, low		<p>Simplify session language in collaboration with facilitators or mentors to ensure that the material is accessible to them.</p> <p>Break sessions down into manageable pieces, limiting content to one or two main learning points so it is more manageable.</p> <p>Include more visuals to support facilitators' understanding of session content and their ability to facilitate sessions.</p> <p>Adapt capacity building or training plans to support mentors and facilitators in the implementation of curriculum content (for example, check-ins before each session to go through session materials).</p>
<b>Adaption Summary:</b>		

54 For more information refer to IRC's GBV Responders Website - <https://gbvresponders.org/compass>

## c) Safety & Sensitivity

It is important to assess the content of the session material to ensure that it will not increase risk or harm toward adolescent girls. While one of the aims of Girl Shine is to initiate change of harmful social norms and traditions, we do not want to put the same girls at greater risk if the program content cannot be implemented safely. Country teams should consider which adaptations to the content need to be made to decrease potential risks to girls or to the program in general.

For example, it is likely that there will be resistance from female/male caregivers (or the community more broadly) in relation to information on ASRH. Country teams should assess how this information can be given, without causing harm to girls or the program. Assessments and FGDs that have already taken place with female/male caregivers will give the teams insight into their concerns and reservations in relation to sensitive topics such as ASRH. Country teams should already have a good idea about what caregivers will and won't accept.

Extract from **Appendix A20: Contextualization and Adaptation Tool**

Safety & Sensitivity		
Adaption Question	Answer	Suggestion
Is the approach used to discuss sensitive topics, such as ASRH or GBV, appropriate to the context?		<p>It is important to ensure that the language used is in line with what is commonly used in that specific context.</p> <p>In contexts where it is not possible to present certain information in a direct manner, an alternative could be to present it through scenarios.</p>
<p><b>Example:</b></p> <p><i>In some contexts, providing information on family planning to girls is frowned upon. An alternative could be to present scenarios about couples considering starting a family and then open a discussion about the pros and cons of waiting. This allows an initial discussion to take place, with the opportunity to refer girls to health providers for more specific information if necessary.</i></p>		
Is the information being provided at the appropriate time (for example, due to sensitivity of the topic, is it better to wait until more trust has been built)?		<p>It might be possible to deliver sensitive content to girls without any adaptation. The issue may be in relation to how comfortable girls feel and how much trust has been established within the group before dealing with these topics. Sequencing of sessions may need to be adapted to include these sessions later in the curriculum.</p> <p>Girls may be shy to receive certain information at the beginning of a program cycle, but checking in with them regularly (and building check-ins into the curriculum at key points, for example, week 5, week 10, etc.) will help country teams to gauge their interest level and acceptance. So adaptations can be made even after the curriculum starts.</p> <p>Even during a session, it is important for mentors/facilitators to ensure that girls are happy to move onto the next topic within that particular session. Build check-ins into each sensitive topic before proceeding to the next topic, to ensure girls are all in agreement.</p>

## Safety & Sensitivity

Are mentors/facilitators equipped with the necessary skills and attitudes to deliver sensitive information to girls?

Do they hold specific beliefs about limiting girls' access to this information or that contradict curriculum content?

Do they feel comfortable and equipped with the knowledge and skills to present this information?

If facilitators and mentors are not equipped to give sensitive information to girls, are there specialized staff who can deliver these specific sessions (for example, health workers, nurses, etc.)? If not, consider other options for delivering this information.

Adapt sessions based on the level of the mentors/facilitators. If country staff don't feel that mentors/facilitators are able to deal with complex questions that girls bring up, think about adapting questions in the sessions to ensure harm is mitigated. For example, do not include questions that ask girls about experiences of violence or questions that ask girls about sexuality if it could lead to mentors/facilitators sharing harmful beliefs.

Although issues with mentors/facilitators can be addressed through training, it can take a long time before mentors/facilitators are fully comfortable with providing this information, so ensure the curriculum is not overly ambitious in its assumptions about what a mentor/facilitator can do.

### Adaption Summary:

## d) Gender & GBV

Country teams should understand the experience of women and girls in the local context. Some questions are included in the contextualization tool for teams to consider in relation to the differences in women's and men's lives. The questions included in the tool will provide useful information to further contextualization of the content. Issues related to GBV should also be taken into consideration when contextualizing session content. Country teams should be aware of the main forms of GBV that are prevalent in the communities in which they are working and should ensure that these are addressed during the Girl Shine Life Skills Curriculum and through the sessions with caregivers.

Extract from **Appendix A20: Contextualization and Adaptation Tool**

## Gender & GBV

Adaption Question	Answer	Suggestion
<ul style="list-style-type: none"> <li>How are boys and girls treated differently in the family?</li> <li>What do boys have access to that girls do not? Vice versa?</li> <li>What roles and responsibilities do girls and boys have?</li> <li>Can girls make decisions at home?</li> <li>What are the different needs of girls and boys?</li> </ul>		<p>Use this information to address specific gender roles and dynamics with female/male caregivers during the Girl Shine Caregiver Curriculum.</p> <p>Adapt session content to ensure that questions addressing gender dynamics and gender roles are included in the Girl Shine Life Skills Curriculum, giving girls the space to recognize and discuss these issues.</p>



## Gender & GBV

What are the main types of GBV experienced in this context?

Although it is important to cover session material on all GBV related issues, time constraints may not allow for this, and some country teams may need to prioritize specific GBV sessions to ensure the material can be covered within the project cycle.

Country teams may also identify a specific form of GBV mid-way through a project cycle and may decide to revisit specific session material (such as safety mapping and planning) in relation to a new issue that has arisen in a community. Build in time at key points in the curriculum to go back and assess whether there have been changes in relation to experiences of GBV.

Country teams should make sure that the scenarios and stories used to discuss GBV are relevant to the context.

### Example:

*If the scenarios in the Girl Shine Life Skills Curriculum refer to FGM, but this is not an issue that girls face, the scenarios should be changed to better reflect the situation of the girls attending Girl Shine.*

Are the types of GBV experienced discussed quite openly, or is it taboo?

Think about sequencing and when it would be a good idea to start talking about these issues.

Perhaps it is better to focus on trust building activities to begin with before GBV sessions are introduced.

Adapt stories that introduce the topic indirectly or subtly to begin with, leaving them open for girls to fill in the details.

### Example:

*If there is a topic that is not discussed openly, start with a story that sets the scene. Give space for girls to answer questions related to the first introductory scene. Follow with the next scene, again pausing to ask questions about the situation and what the options are for the girl in the story. This will allow girls to work through the story step-by-step, while mentors/facilitators gauge their comfort levels in participating in the discussion. Girls may also volunteer information about the topic without the mentor/facilitator having to address it directly.*

Are there GBV services available to refer girls to if they disclose GBV?

If there are GBV services available, incorporate activities whereby caseworkers can come and speak to girls and explain case management themselves, allowing girls to become familiar with the service.

If not available, country teams should consider whether they move ahead with the GBV sessions, and if they do, whether they have included activities that will help girls identify what they can do in these situations, who they can turn to for help, etc.

### Adaption Summary:

## e) Cultural Context

Adapting the core content to the cultural context is one of the most critical components of program success. The current content included in the Girl Shine Life Skills Curriculum was designed based on programming developed for Ethiopia, Liberia, Pakistan, and the Democratic Republic of the Congo (DRC). These are all widely different cultures and countries, but do not even begin to include all of the various populations and geographic areas where Girl Shine could be implemented.

This type of intervention is designed to introduce potentially new information and useful concepts to all program participants. However, relevant aspects of local culture should be included to explain new content and put it in the local context. Additionally, attention should be paid to differences that may exist within one country or one area, particularly if participating girls will come from various local ethnic groups or different social or economic backgrounds.

Extract from **Appendix A20: Contextualization and Adaptation Tool**

Cultural Context		
Adaption Question	Answer	Suggestion
Are the names included locally used?		Update with names that reflect the specific nationality, ethnicity, or tribal realities that are most relevant to the girls.
Do the stories reflect the daily realities of the girls in the program?		Incorporate locally relevant stories, using examples mentioned by girls during assessments, FGDs, pilot sessions, Girl Engagement Groups, etc.
<b>Example:</b> <i>If stories refer to village life, but the groups live in urban settings, change this. Some stories may refer to farming, harvesting, etc., but this may not be relevant to the context of the girls. Stories may refer to girls going to school, but if it doesn't relate to girls in this context, update it to include places where these girls might go.</i>		
Do the terms used for formal definitions, such as body parts, resonate in the target community?		Use local vernacular in place of formal definitions where relevant. If implementing in very conservative contexts, scientific definitions may be more appropriate for acceptance.
Will the activities resonate with the girls in the particular context?		Include local games and activities identified during piloting sessions. Ask local mentors/facilitators to highlight some local games to include. Update activities based on receptiveness to drama, art, and discussion from pilot sessions. Include additional suggestions made by girls.
Are there current issues or challenges in the immediate environment that need to be addressed?		Refer to the sequencing component on page 43 for guidance on how to introduce certain topics earlier on in the curriculum. Check to see what information is required for girls to have before they reach the topic being introduced.
<b>Adaption Summary:</b>		

## f) Communication Styles & Expression

Contextualization should also include styles of communication and expression. Effective communication and expression is key to ensuring the Girl Shine Life Skills Curriculum is implemented successfully. The content has been developed using participatory approaches, and it is important to ensure that this remains throughout all country contexts.

Country teams should be aware of how mentors/facilitators communicate with girls. Is their natural leaning towards lecturing and establishing a formal setting within the Girl Shine Life Skills Curriculum, or do they feel comfortable letting girls take the lead and allowing girls to have more of a voice during sessions? These issues should be identified and addressed through the mentor/facilitator training and capacity building component found on page 66 of Part 4.

Country teams must be aware that dominant communication styles, particularly those based on gender, can often be oppressive and play a role in inequitable attitudes and violence toward women and girls. Teams should review those styles that might be considered “gender-specific” and how they might need to be challenged for the protection of girls. This, of course, should be done in a safe environment and practiced outside of the group only if considered safe. Coordination with the female/male caregivers will be critical to ensuring that girls can apply and practice their new skills in a safe and welcoming environment.

Extract from **Appendix A20: Contextualization and Adaptation Tool**

Communication Styles		
Adaption Question	Answer	Suggestion
How comfortable are mentors/facilitators with terminology being used?		Agree in advance about terminology that mentors/facilitators feel comfortable with, and include this in the curriculum, especially in relation to sex, pregnancy, rape, etc.
Are the communication techniques included in the curriculum appropriate for the context?		Techniques, such as visual or nonverbal communication, should be assessed to see how they complement or contradict the cultural context. Country teams should consider whether the suggested communication styles included in the Girl Shine Life Skills Curriculum could cause more harm to girls.
<b>Example:</b> <i>Could suggestions about “saying no” be more problematic for girls in their cultural context? What are some of the alternatives that could be added that will have the same outcome as “saying no”?</i>		
Does the structure of the session need to be adapted based on mentor/facilitator teaching techniques?		If mentors/facilitators tend to adopt traditional teaching methods that involve lecturing, adapt the session so that they are more participatory, or limit the number of sections that involve long explanations given by the mentor/facilitator.
<b>Adaption Summary:</b>		

## g) Specific Vulnerabilities & Life Experiences

Girls recruited for the program will inevitably come with a variety of life histories and experiences. Girl Shine is designed to engage the most vulnerable girls from humanitarian settings and should welcome the multiple living and family situations girls might find themselves in, either temporarily or permanently. These details should be captured during the *Coverage Exercise Tool* in [Appendix A13](#). These might include:

- Orphaned or unaccompanied girls
- Child-headed households, as the head of household or a member
- Married or in sexual relationships (consenting or non-consenting)
- Out-of-school or interrupted attendance
- No to low literacy and numeracy levels
- IDPs or refugees
- Homeless in urban areas
- Extremely traumatized and stressed

Some practices and questions to consider when contextualizing and adapting the curriculum for girls from multiple life circumstances:

- Include stories and examples that resonate for girls from a variety of relevant backgrounds.
- Include more than one example or story per session that will resonate with different girls within the group.
- Include references to all types of families, those with and without biological parents, those with alternative caregivers, those who are heading their own household.
- Tell stories that demonstrate success and celebrate qualities of girls from underrepresented backgrounds.
- Assume that there may be parts of a girl's story that are unknown but still critical to whether or not she will feel safe in the group.
- Repeat sessions as needed that focus on building solidarity and reducing discrimination of minority or historically discriminated against groups.

## h) Physical Settings

Girl Shine is designed to be used in a variety of humanitarian settings. Some of these include:

- **Refugee or IDP camps** where there is NGO or government oversight and where there may be more security for movement and program implementation.
- **Urban areas** where individuals are living alongside a host community, either in temporary or permanent living situations. This population would include girls living on the street as well.
- **Informal settlements** where housing is not compliant with current planning and building regulations and there is no governing body or oversight.

Within these humanitarian settings, services may be delivered through static spaces (for example, women's and girls' centers) inside camps or in urban areas, or through mobile delivery in urban areas or in informal settlements.

Each of these settings has its own risks and opportunities that should be considered during the contextualization process. Some examples may include:

- **Time:** Take into consideration how much time girls can dedicate to the session depending on their setting (for example, it may take girls longer in an urban setting to reach a static space and therefore they might only be able to dedicate an hour to the session).
- **Duration:** Think about how long it is possible to engage girls for. If there is ongoing displacement, girls may only be at a certain location for a short time. Adapt the intervention based on how stable the situation for girls is.
- **Privacy:** Is the space identified for the Girl Shine Life Skills Curriculum private enough to allow discussions to take place? If not, does content need to be adapted to make it less sensitive?
- **Space:** Is the identified space big enough for physical activities that might be included in the Girl Shine Life Skills Curriculum? If not, how can the activities be adapted to take up less space?
- **Safety:** Are there times of day when would be unsafe for girls or mentors/facilitators to go to and from the identified space for Girl Shine activities? If so, at what time should the groups meet and for how long?

## i) Additional Content Needed

Identify any additional content that might be needed. For example, in Liberia, Ebola created new challenges and risks for the girls in the target community. Because of this, sessions on Ebola awareness and prevention were added and incorporated into the program sequence as appropriate. Additionally, there may be harmful traditional practices that are not referenced in the Girl Shine Resource Package, but significantly impact the safety and well-being of girls. Teams should add the needed subject matter and consider when and how the new content should be delivered.

## 3. Maintaining the Girl Shine Message

While contextualization and adaptation are important, it is strongly encouraged that teams maintain the core messaging and principles of Girl Shine as much as possible. Country teams and mentors/facilitators may be tempted to skip sessions that might be uncomfortable or are completely new in some contexts. While this ultimately may be the decision, country teams should explore possible adaptations and alternative strategies before immediately removing challenging content. Some recommendations for doing this include:

- **Determine the core factors of resistance.** What are the key obstacles to delivering some of the more difficult components of the curriculum? Which pose a real threat and which are potentially more adaptable?
- **Consider how the community might react and proactively prepare engagement strategies.** Have they been challenged before, and if so, how did they react? Test some content with small pilot groups that represent the target community and notice how they react to the content as written. Connect with members of the community that already share the Girl Shine perspective and engage their help in addressing other community viewpoints.
- **Take content out if it poses a direct threat to the safety of the girls, mentors/facilitators, and staff, but think of alternative strategies for delivery whenever possible.** Are there any strategies for delivering new content in a way that maintains safety while still challenging harmful social norms or practices? For example, if talking about sexual intercourse with adolescent girls is not normally done in a given context, are there phased or alternative ways to introduce the core concepts so girls get the information they need to protect themselves?
- **Start with small challenges.** Consider the sequence of content and avoid beginning with the most challenging topic areas or sessions, such as those included in Gender and Protection. Engage the community with easier or less contentious information first, while building safety and trust with the design of the program.
- **Only challenge participants once a relationship of safety and trust is established.** In the Girl Shine Life Skills Curriculum, it is recommended that the topic areas and sessions in the Safety section be delivered first. The safety sessions are designed to “ready the ground” for the more challenging content that comes later in the program cycle.
- **Examine how sensitive topics can be adapted to ensure relevancy and appropriate delivery, while continuing to push boundaries towards change for women and girls.** From the IRC’s experience with adolescent girl programming in multiple locations, we conclude that programs targeting adolescent girls are not only culturally possible in difficult humanitarian settings, but can be integral in supporting a healthy and safe transition into adulthood for adolescent girls in such contexts.
- **Check the beliefs and perspectives of the country team and mentors/facilitators.** Are there concepts or areas in the curriculum that the country team or mentors/facilitators are personally uncomfortable or unfamiliar with? Does the target community share these beliefs, or do they reflect personal experience and background? Perhaps mentors/facilitators feel the information is too complex and are not confident in their capacity to deliver the content. Be sure to address this through training and capacity building.
- **Finally, maintain the core program areas of Girl Shine if possible.** Ensure that the empowerment of girls remains at the center of the program, and that the core pieces of the program are contextualized but remain faithful to the original aims. All adaptations and contextualization need to be done while being mindful of the minimum package requirements for Girl Shine. Adhering to this will help to ensure that the core pieces remain.

# Understanding & Engaging Adolescent Girls in Humanitarian Settings

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Photo Credit: Sara Hylton

There are 1.2 billion adolescents aged 10 to 19 worldwide<sup>55</sup>, with girls making up about half of today's youth generation. However, a "girl gap"<sup>56</sup> persists over the period of adolescence, with adolescent girls remaining an underserved, highly vulnerable age group that are often left out of humanitarian programming. They are either included in child protection programs or services for adults, neither of which takes into consideration their specific needs or developmental realities.

- The Stage of Adolescence
- Adolescent Development and Engagement Strategies
- Addressing Traditional Social and Gender Norms
- Crisis Management During Adolescent Girl Life Skills Sessions

55 UNICEF. 2011. *The State of the World's Children: Adolescence: An Age of Opportunity* - <https://www.unicef.org/sowc2011/>

56 *The Coalition for Adolescent Girls. Why Girls?* - <http://coalitionforadolescentgirls.org/about-us/why-girls/>



### Adolescent girls in humanitarian settings

- Adolescent girls account for an increasing proportion of displaced persons.
- Adolescence is a critical time—compared to their male peers and to adults, adolescent girls are less likely to have lifesaving information, skills, and capacities to navigate the upheaval that follows displacement.
- Adolescent girls face a unique set of violence-related risks, including sexual violence, harmful practices, and human trafficking.
- Research findings from the IRC's COMPASS program found that almost 40% of girls in the Democratic Republic of Congo (DRC) and 30% in Ethiopia reported having experienced GBV in the last 12 months; 52% in DRC and 33% in Ethiopia reported experiencing emotional abuse; over 40% in both DRC and Ethiopia reported feeling uncared for in the last 12 months. They are experiencing sexual violence at young ages. Girls as young as 10 have experienced sexual violence in their lifetime: 37% of girls aged 10–14 in DRC and 40% of girls aged 13–19 in Ethiopia reported experiencing unwanted sexual touching, unwilling sex, and/or coerced sex.
- Adolescent girls are forced to assume roles and responsibilities that restrict their mobility and visibility, increasing their isolation and breaking bonds with their peers and with other social networks.
- Adolescent girls remain widely misunderstood and excluded from the necessary services available to their younger and older peers, particularly in humanitarian settings. Therefore, it is important to have a deeper understanding of the key changes this group experiences, to be aware of specific considerations for adolescent girls, and to ensure that services provided are appropriate to their developmental stage and their adolescent experience.

## I. The Stage of Adolescence<sup>57</sup>

Although there is no internationally accepted definition of adolescence, the United Nations defines adolescence as “a period of growth and development that occurs after childhood and before adulthood between the ages of 10–19 for both males and females”.<sup>58</sup> Adolescence is difficult to define in precise terms, for several reasons. And while the biological determinants of adolescence are fairly universal, the duration and defining characteristics of this period may vary across time, cultures, and socioeconomic situations.

As girls and boys enter puberty, girls are encouraged to become more empathetic and passive and are increasingly viewed as objects of sexual attention;<sup>59</sup> boys, on the other hand, are expected to become more independent and display physical strength and dominance.<sup>60</sup> This results in girls' and boys' paths significantly diverging at the onset of puberty. While boys' worlds expand, girls' worlds shrink. Girls experience reduced access to the public sphere, with the intention of 'keeping them safe' and while this does not increase their perceived safety, it may instead limit their access to opportunities for human development.<sup>61</sup>

57 WRC. 2014. *I'm Here: Adolescent Girls in Emergencies: Approach and Tools for Improved Response* - <https://www.womensrefugeecommission.org/images/zdocs/I-m-Here-report-FINAL.pdf>


58 Creating Opportunities through Mentorship, Parental Involvement, and Safe Spaces (COMPASS). 2016. *Multi-Country Study Protocol to Protect Girls from Violence in Humanitarian Settings* - <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-016-2894-3>

59 UNICEF. 2011. *The State of the World's Children: Adolescence: An Age of Opportunity* - <https://www.unicef.org/sowc2011/>

60 World Health Organization. Maternal, Newborn, Child and Adolescent Health. *Adolescent Health* - [http://www.who.int/maternal\\_child\\_adolescent/topics/adolescence/dev/en/](http://www.who.int/maternal_child_adolescent/topics/adolescence/dev/en/)

61 Kaplan P. S. 2004. Cited in Hallman, K., Kenworthy, N., Diers, J., Swan, N., Devnarain, B. 2014. Global Public Health. *The Shrinking World of Girls at Puberty: Violence and Gender-Divergent Access to the Public Sphere among Adolescents in South Africa* - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4320002/>





*"Adolescence is a critical period, when a girl's future potential and opportunities can flourish through education, economic opportunities, and psychosocial support. Or, that potential can be stunted and stifled by the irreversible effects of early marriage, early pregnancy, HIV, and other preventable hardships. Fulfilling the rights of adolescent girls to health, education, and protection from violence and abuse ensures they have the chance to achieve their physical, emotional, and social potential, and can go on to become empowered women who can support their families, communities, and countries."*

- Coalition for Adolescent Girls

Outlined below are some of the factors that may affect the way girls experience adolescence, globally.

## Adolescent Girls and Puberty

Reference to the onset of puberty, which might be seen as a clear line between childhood and adolescence, cannot resolve the difficulty of definition. Puberty occurs at significantly different points for girls and boys, as well as for different individuals of the same sex. Girls begin puberty on average 12–18 months earlier than boys. Girls, however, can experience menstruation as early as 8 years old. Evidence shows, moreover, that puberty is beginning earlier than ever before—the age of puberty for both girls and boys has declined by three years over the past two centuries, largely due to higher standards of health and nutrition.


This means that girls in particular, but also some boys, are reaching puberty and experiencing some of the key physiological and psychological changes associated with adolescence before they are considered adolescents.

We know that girls' experience of adolescence significantly differs to that of their male peers, peers. Girls face increased risks, further isolation, and more limited opportunities. Girls are exposed to these changes much earlier than boys and are exposed to these risks and restrictions at an incredibly young age, further emphasizing the need to provide girls with programs tailored to their developmental stage and life experience.

Restrictions placed on girls in many contexts mean that their access to activities, sports, learning, etc., is also limited. Experienced-based learning is a key factor in brain development for adolescents. Restrictions on girls means that their brain development may also be influenced by the limitations placed on them.

## Adolescents Girls and the Law

Another factor that needs to be considered is the wide variation in national laws that set minimum age thresholds for participation in activities, including voting, marriage, military participation, property ownership, and alcohol consumption. A related idea is that of the 'age of majority': the legal age at which an individual is recognized by a nation as an adult and is expected to meet all responsibilities based on that status. Below the age of majority, an individual is still considered a 'minor'. In many countries, the age of majority is 18, but in some countries, this threshold varies.



*"Early marriage is a clear example of how girls are impacted by laws. Most countries around the world have laws that set a minimum age of marriage, usually at age 18. However, many countries provide exceptions to the minimum age of marriage, upon parental consent or authorization of the court. Other exceptions allow customary or religious laws that set lower minimum ages of marriage to take precedence over national law. Such exceptions undermine the efficacy of legal protections against [early marriage]."*

- Girls Not Brides

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Girls Not Brides. 2002 – 2018. *Do All Countries Have A Minimum Age Of Marriage?* <https://www.girlsnotbrides.org/child-marriage-law/>

According to a 2013 mapping of minimum age of marriage laws by the World Policy Analysis Center, 93 countries legally allow girls to marry before the age of 18 with parental consent. Legal frameworks can reinforce, rather than challenge, gender inequalities.<sup>62</sup> The World Policy Analysis Center found that 54 countries allow girls to marry between one and three years younger than boys.<sup>63</sup>

## Adolescents Girls Assuming Adult Roles and Responsibilities

Irrespective of the legal thresholds separating childhood and adolescence from adulthood, many adolescents and young children across the world are engaged in adult activities such as labor, marriage, primary caregiving, and combat. Assuming these roles, in effect, robs them of their childhood and adolescence. In practice, the legal age of marriage is widely disregarded, normally to allow men to marry girls who are still minors. In many countries and communities, early marriage, adolescent motherhood, violence, abuse, and exploitation can deprive girls especially, but also boys, of any adolescence at all. Early marriage of girls in particular is associated with high levels of violence, social marginalization, and exclusion from protection services and education. A similar situation occurs with child labor, in which an estimated 150 million children aged 5–14 are engaged.

Therefore, while we can define adolescence as the period between 10–19, it is also important to consider other variables that impact the adolescent girl experience and adapt curriculum content accordingly. While physical, cognitive, and social-emotional changes can dominate the adolescent girl experience, we must acknowledge and respond to the multitude of external and environmental factors that are also a contributing factor and vary between contexts. So while the Girl Shine Life Skills Curriculum indicates sessions for specific age groups, country teams may find that content designed for younger girls is appropriate for older age groups and vice versa, depending on the girls' experience of adolescence.

The characteristics which distinguish adolescents from their younger and older peers (and for girls, from their male peers), are also characteristics that heighten the vulnerability of this age group in general, but in particular for girls. Adolescence as a stage of development is a highly transitional time period. During this phase, adolescents are simultaneously relinquishing the care of childhood while adopting the agency of adulthood, which impacts girls differently compared to their male peers.

During this phase, adolescents worldwide are no longer considered society's responsibility, but have yet to be equipped with the knowledge and access of adults. Thus, adolescence inherently forces youth into vulnerable positions, with girls in particular having less access to key skills, capacities, and networks to enable them to safely navigate this period.

Attempting to navigate colossal changes, adolescents begin to reshape their own identity and ideas of self, culture, and society. They are psychologically at one of the most impressionable times in their life.<sup>64</sup> An estimated 70% of all premature deaths of adults have been attributed to behaviors developed during adolescence.<sup>65</sup> Today, one in every five people in the world is an adolescent. Yet, a strong worldwide infrastructure of age-specific services for adolescents is generally absent, with girls impacted the most. Research shows that participants and beneficiaries of "youth" programs are primarily male, sometimes by as much as 80-90 percent, meaning that programming that targets adolescents as a broad category generally fails to reach girls. When programming does target adolescent girls, often it is only those already in positions of privilege who are able to take part. The most vulnerable girls, such as those who are married, indigenous, or live in rural areas, are the hardest to reach.<sup>66</sup>

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62 Aguirre, R., Güell, P. 2002. Cited in Hallman, K., Kenworthy, N., Diers, J., Swan, N., Devnarain, B. 2014. Global Public Health. *The Shrinking World of Girls at Puberty: Violence and Gender-Divergent Access to the Public Sphere among Adolescents in South Africa* - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4320002/>.

63 Hallman, K., Kenworthy, N., Diers, J., Swan, N., Devnarain, B. 2014. Global Public Health. *The Shrinking World of Girls at Puberty: Violence and Gender-Divergent Access to the Public Sphere among Adolescents in South Africa* - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4320002/>.

64 Girls Not Brides. 2002 – 2018. *Do All Countries Have A Minimum Age Of Marriage?* <https://www.girlsnotbrides.org/child-marriage-law/lf>.

65 Heymann, J and McNeill, K. World Policy Analysis Center. 2013. *Changing Children's Chances: New Findings on Child Policy Worldwide* - <https://www.worldpolicycenter.org/sites/default/files/Childrens%20Chances%20Report%20-%20English.pdf>

66 Lipka, R., Brinthaup, T. 1992. *Self Perspectives Across the Lifespan*. SUNY series, *Studying the Self*. SUNY Press - <http://www.sunypress.edu/p-1814-changing-the-self.aspx>

## Development Stages, Changes, and Consequences<sup>67</sup>

Stages of Adolescence	Development Stage	Changes	Consequences
<b>Early Adolescence (10-14)</b>	<ul style="list-style-type: none"> <li>• Less motivated by threats or punishment</li> <li>• Increased risk-taking</li> <li>• Rise in romantic interests</li> <li>• Increased boredom/disengagement</li> <li>• Change in sleep patterns (goes to sleep later, wakes up later)</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty usually begins with the development of secondary sex characteristics. For girls, this includes: weight gain, breast development, and growth spurt. Menses occurs later.</li> <li>• Learning strategies change. Puberty is associated with increased boredom and increased disengagement.</li> <li>• Increased sensitivity to rewards (compared with children or adults). Less sensitivity to punishment</li> </ul>	<ul style="list-style-type: none"> <li>• Girls are looking like mature women at younger ages and long before their brains fully mature.</li> <li>• Early development of limbic (reward) system makes social learning more stimulating. Exploratory learning is increasingly effective.</li> <li>• Adolescents are less motivated by threats and punishments than they were as children. Rewarding positive actions has greatest returns.</li> </ul>
<b>Middle Adolescence (15-17)</b>	<ul style="list-style-type: none"> <li>• Puberty completed</li> <li>• Empathetic skills increase</li> <li>• Decision-making capacity reaches adult levels, however, decisions tend to be short-term</li> <li>• Increasing ability to regulate emotions</li> <li>• Social support becomes increasingly important</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty completed. Emotional regulation system begins to develop, allowing for improved concentration, more rational decision-making, less impulsivity, greater ability to plan.</li> <li>• Empathetic skills increase, resistance to peer pressure develops, working memory improves, sensation-seeking declines, decision-making reaches adult capacity.</li> <li>• As decision-making reaches adult capacity, other factors influence it, including: past experience, pressure to decide quickly, more interest in immediate rather than long-term rewards, and social gains (such as peer recognition), even when longer-term consequences are negative.</li> </ul>	<ul style="list-style-type: none"> <li>• Girls are able to do better planning, such as using contraception, which requires taking an action today to prevent something in the future from occurring.</li> <li>• Increasingly able to regulate emotions and decrease distractions, allowing for better concentration and more rational decision-making.</li> <li>• While the “braking system” is maturing (the prefrontal cortex – part of the brain that helps to develop self-control) there is a strong influence of peer approval on behavior. Additionally, because the developing adolescent has limited capacity to project the future, decisions may be based on short-term rather than long-term consequences.</li> </ul>

<sup>67</sup> World Health Organization. Cited in Qidwai, W., Ishaque, S., Shah, S., Rahim, M. 2010. *Adolescent Lifestyle and Behaviour: A Survey from a Developing Country*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2946339/#pone.0012914-Ali1>

Stages of Adolescence	Development Stage	Changes	Consequences
<b>Late Adolescence (18-19)</b>	<ul style="list-style-type: none"> <li>• Resistance to peer pressure reaches adult levels</li> <li>• Greater susceptibility to depression</li> <li>• Less influenced by fatigue and stress</li> <li>• Improved impulse control</li> </ul>	<ul style="list-style-type: none"> <li>• Greater susceptibility to depression. Depression is not just the consequence of gender-based discrimination but also due to biological changes of developing a "braking system" on the emotional and reward centers of the brain.</li> <li>• Improved impulse control, emotional regulation, less influenced by fatigue and stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Social networks and reduction of social isolation become increasingly important for late adolescent girls as antidotes to depression.</li> <li>• Ability to make fully rational decisions if the contexts in which girls live support and encourage them.</li> </ul>

## 2. Adolescent Development and Engagement Strategies

### Adolescent Learning Approaches<sup>68</sup>

When engaging with adolescent girls, we must ensure that the information we are providing them with has meaning to them and is relatable to their existing experience. Meaning and emotion are crucial elements to grab the brain's attention and thereby aid learning. The brain makes the strongest connections through concrete experiences. Without concrete experiences, symbolic and abstract learning have little or no meaning. Because abstract thought processes are not well developed until late adolescence (around age 18), the most effective engagement styles encompass methods that create concrete experiences. Although this broadly applies to both younger and older adolescents, country teams may find that there is a need in the Girl Shine Life Skills Curriculum to include more activities that facilitate concrete experiences for younger adolescent girls. While these tips and techniques are used throughout the Girl Shine Life Skills Curriculum, country teams can further adapt them if they feel adolescents need more activities that draw out concrete experiences.

68 The Coalition for Adolescent Girls - <http://coalitionforadolescentgirls.org/about-us/why-girls>

## Considerations for Adolescent Learning Experiences Session Structure<sup>a</sup>

	Key Considerations	Tips/Techniques
<b>Adding Emotion</b>	<ul style="list-style-type: none"> <li>The young adolescent brain has not fully developed the capacity of higher-level thinking. Thinking usually takes place from accessing the emotional memory part of the brain.</li> <li>Emotion can also work against learning. If adolescents feel threatened, learning may not occur. However, creating a safe space where adolescents can be challenged and put outside their comfort zone in a positive way can support in learning.</li> </ul>	<p><b>Storytelling</b> facilitates emotional connections to be made with the content. This usually results in adolescents paying more attention and being more engaged in the topic area. Stories should be age- and context-appropriate.</p> <p><b>Pausing</b> after asking a question will allow girls time to process and connect with the information.</p> <p><b>Working in pairs/groups</b> will encourage discussion among adolescents and help them feel comfortable to respond and be vocal within the wider group. Responses can also be richer as a result.</p> <p><b>A safe environment</b> with group agreements and which allows adolescents to actively participate without fear of judgment, will encourage engagement and learning.</p>
<b>Practice/Rehearsal</b>	<ul style="list-style-type: none"> <li>Understanding must be checked frequently to ensure that adolescents are following the learning.</li> <li>Practice and rehearsing can facilitate long-term learning.</li> </ul>	<p><b>Role-plays</b> can allow adolescents to put into practice the information they have learned. It is an opportunity to practice skills and techniques in a safe environment.</p> <p><b>Storytelling</b> allows girls to put their learning into their own words and provides an opportunity to apply this information to different scenarios and situations, allowing for more abstract thinking to occur.</p> <p><b>Clarifying questions</b> can help the mentor/facilitator check that the information is clear for the group. This can be accomplished by simply asking the group what questions they have, or asking the group to work in pairs to answer a specific question related to the information provided, or by introducing games that will help the mentor/facilitator gauge the level of understanding in the group.</p>
<b>Visual Learning</b>	<ul style="list-style-type: none"> <li>People in general take in more information visually than through any other sense.</li> <li>People in general have a tremendous capacity to store pictures in long-term memory.</li> </ul>	<p><b>Use images</b>, such as pictures, and animations when possible. This is especially helpful when explaining difficult information (for example, ASRH).</p> <p><b>Videos</b> are a great and engaging way to provide information. They can be used as an entry point for explaining sensitive information, allowing the topic to be discussed in further detail.</p> <p><b>Imagination exercises</b> can help adolescents to connect to the information on a personal level, giving them space to visualize what the information means to them.</p> <p><b>Role-plays</b> allow adolescents to visualize the information through acting.</p>

Wolfe, Pat. 2001. Brain Matters: Translating the Research to Classroom Practice. Cited in SPOTS. 2011. The Adolescent Brain – Learning Strategies & Teaching Tips - <http://spots.wustl.edu/SPOTS%20manual%20Final/SPOTS%20Manual%204%20Learning%20Strategies.pdf> 207

## Adolescent Session Structure Outline

The process of “engagement” includes all aspects of girls’ participation in the Girl Shine program, from the first invitation for girls to participate in a life skills group, to making sure the content and methodologies used make girls feel safe and want to participate. As mentioned, adolescence is a long and varied stage of development, and girls’ needs, choices, and preferences will change throughout their transition to adulthood and be different from context to context.

**This table outlines general recommendations for session structure and ways to engage adolescent girls in the life skills content across stages of adolescence. These characterizations are not strict rules, but guidelines for effective engagement with girls from multiple age groups.**

Age	Session Structure
10-14 years	<ul style="list-style-type: none"> <li>• Session timeframes should be no longer than one hour (or one hour and a half with breaks)</li> <li>• Allow plenty of time for games and breaks to ensure that girls do not become restless or bored</li> <li>• Information should be presented through games and interactive activities as described above</li> <li>• Do not try to cover too many activities or topics within one session</li> <li>• Session plans should be short, with time built in for answering questions, clarifying instructions, and allowing for repeated practice of new skills</li> <li>• Recap at the end of the session to see if main points were understood and remembered</li> <li>• Younger adolescents are more focused on immediate consequences, and activities that focus on longer-term planning should be adapted to focus on immediate goals</li> <li>• Younger adolescents are less motivated by punishment and more likely to be responsive to reward and peer recognition, so include positive motivation in the session to encourage participation</li> </ul>
15-19 years	<ul style="list-style-type: none"> <li>• Session timeframes can increase from one and a half hours to two hours with the inclusion of breaks</li> <li>• Breaks can be shorter and less frequent than with the younger group</li> <li>• Longer, more complex activities can be included</li> <li>• Less time needed for concepts and skills to be understood</li> <li>• Learning skills should be matured, but consideration should be given to delays related to interruption in schooling</li> <li>• Activities can include reflective writing, journaling, or personal art books, depending upon literacy and interest levels</li> <li>• Increased ability and interest to engage in discussion-based activities</li> <li>• Choice of methodologies can be customized to the talents and requests of the girls</li> <li>• Girls are more inhibited about possibly looking silly or doing something that makes them stand out</li> <li>• Inclusion of games and activities suggested by girls</li> <li>• Recap at the end to understand what the most important points were that girls took away from the session</li> </ul>

## Positive Engagement<sup>69</sup>

Below are recommendations for engaging girls in the program and developing foundational relationships of trust and safety before, during, and after the Girl Shine Life Skills Curriculum sessions.

	Before	During	After
<b>Safety</b>	<ul style="list-style-type: none"> <li>Create a space where girls feel comfortable and safe to express themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of changes in behavior that are triggered by specific session content and follow up with girls.</li> </ul>	<ul style="list-style-type: none"> <li>Build time after the session to be available for girls in case they need to discuss safety issues.</li> </ul>
<b>Supporting girls with mental/psychological health issues</b>	<ul style="list-style-type: none"> <li>Ensure that mentors/facilitators are equipped with skills and techniques necessary to deal with basic crisis intervention, and response and referral related to mental and psychological issues girls may be facing.</li> </ul>	<ul style="list-style-type: none"> <li>Do not force girls to participate or take on roles in which they are not comfortable.</li> <li>Allow girls to decide how they want to participate and let them do this at their own pace.</li> <li>Adopt positive discipline techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly check in with mentors/facilitators to ensure they feel comfortable dealing with any issues arising with girls in their groups.</li> <li>Be mindful that the Girl Shine Life Skills Curriculum may not be the appropriate activity for all girls. Refer girls to other services if necessary.</li> </ul>
<b>Developmental stages and capacity to engage</b>	<ul style="list-style-type: none"> <li>Mentors/facilitators should have a good understanding of developmental stages.</li> <li>They should be equipped with skills and techniques that encourage participation and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt activities to meet the needs of girls, for example, include more games for younger girls, or use more stories to clarify certain concepts.</li> <li>Allow space for group work and discussions for older girls.</li> <li>Give shy girls responsibility within the group so that they feel included in a meaningful way.</li> </ul>	<ul style="list-style-type: none"> <li>Assess what's working and where challenges exist.</li> <li>Adapt approaches and techniques for future sessions.</li> </ul>
<b>Assess capacity of staff to engage girls and provide necessary training</b>	<ul style="list-style-type: none"> <li>Staff must be trained on participatory facilitation techniques and be aware that girls are the experts on their own lives.</li> <li>Mentors/facilitators should be supportive and encouraging, providing space to girls to explore their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Country teams should shadow mentors/facilitators to ensure that they are facilitating sessions in a participatory way.</li> </ul>	<ul style="list-style-type: none"> <li>Country teams should provide support and guidance to mentors/facilitators on their facilitation techniques, to help them strengthen their skills.</li> </ul>

<sup>69</sup> Extracts taken from: Girl Effect & Johns Hopkins 2017. *Adolescence: Age and Stage. Understanding the golden threads that connect the adolescent girl experience worldwide* - [https://prd-girl-effect-corp.s3.amazonaws.com/documents/Adolescence-Age\\_and\\_Stage.pdf?AWSAccessKeyId=AKIAIWWYOSR6RMTXA2NA&Signature=qNulV%2FY5%2BAdUMAc3mU2j8ys17W8%3D&Expires=1528217028](https://prd-girl-effect-corp.s3.amazonaws.com/documents/Adolescence-Age_and_Stage.pdf?AWSAccessKeyId=AKIAIWWYOSR6RMTXA2NA&Signature=qNulV%2FY5%2BAdUMAc3mU2j8ys17W8%3D&Expires=1528217028)



	Before	During	After
<b>Give girls the opportunity to voice their opinions</b>	<ul style="list-style-type: none"> <li>Involve girls in deciding which sessions they want to include in the Girl Shine Life Skills Curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Build feedback mechanisms into the sessions.</li> <li>Create a space where girls feel comfortable giving their feedback without judgment.</li> <li>If the conversation moves away from the topic, give girls the space to discuss the issues that are arising. These may be things that need to be addressed and aren't covered in the course content.</li> <li>The objective of the session is to allow girls to express themselves and discuss things that are important to them. Allow them the space to do this.</li> </ul>	<ul style="list-style-type: none"> <li>Ask girls to volunteer to provide feedback on behalf of all girls to the country team.</li> <li>This can include suggestions for new activities, identifying challenges they are facing, and highlighting safety concerns.</li> </ul>

### 3. Addressing Traditional Social and Gender Norms

The Girl Shine Life Skills Curriculum has been designed to address social and gender norms. Therefore, it is important for mentors/facilitators to be aware of their own attitudes and beliefs, as well as those held by girls. During activities, adolescent girls may provide answers to questions that reinforce traditional gender stereotypes, and therefore it is important that mentors/facilitators are aware of these and probe further so that girls think about where their responses may be coming from.

It is important to remember that while there is nothing wrong with girls appreciating their physical attributes, enjoying traditionally gendered household chores, or wanting to get married and have children, it is crucial that these ideas are not reinforced, and more importantly, that girls are shown that they can think outside of the gender box. It is critical that country teams ensure that addressing these attitudes and beliefs is a core component of the training given to mentors/facilitators of the Girl Shine Life Skills Curriculum.

Examples of gender stereotypes that might arise and suggested responses:

- In activities where girls are asked questions about what they like about themselves, or what they like about the other girls in their group, they may respond by describing physical attributes (for example, nice hair, clothes, smile, etc.). Explain to girls that their suggestions are very good, but for each suggestion they made related to physical attributes, they should name something that is not related to physical appearance. Explain to girls that, traditionally, society puts a lot of emphasis on the way a girl looks and presents herself. Explain that girls are very talented, smart, and capable of doing and being many things, and when we think about what we like about ourselves or other girls, we should think about ALL of the things that make us special. Explain there is more to girls than just their physical appearance.
- In activities where girls are asked questions about what they are good at, they may respond by describing gendered chores that are traditionally assigned to girls (for example, cooking, cleaning, and taking care of siblings). It is important to ask girls why they think they are good at these tasks (it is likely that they are good at them because they are used to doing them). Explain to girls that even though their suggestions are good, they should think about other things they are good at that aren't based on things that are normally considered a 'girl's' role. If girls find this difficult, provide examples, such as being a good friend, playing games, being good in subjects at school, good at learning new things, etc.

- In activities where girls are asked what they would like to do when they grow up, what's important to them, and what their goals or aspirations are, they may reply with answers that reinforce their traditional gender roles (for example, want to find a husband who can take care of me, have children before I get too old, etc.). It is important to explain to girls that while wanting to get married and have children can definitely be considered a goal or aspiration, it is also important that they think about whether they are interested in other goals and aspirations in addition to the ones they mentioned. Explain to girls that sometimes girls are told by society to aspire to be mothers or wives and that while girls can do this, they are also capable of achieving other things if they want to. They can choose to be mothers, wives, AND achieve other things too. Being a mother or a wife doesn't mean that girls can't aspire to do other things as well. There are many women who are mothers or wives and also successful in other areas of their life (for example, a career, pursuing a hobby they love, doing something for their community, being role models, helping others, etc.). Get girls to think about other things they would like to achieve or do that don't only involve raising children or getting married, while making sure not to undermine the girls who express their desire to be mothers only.
- In activities that highlight violence against girls, some girls may respond by blaming the girl, saying girls who behave in a certain way deserve to be punished or beaten. They may say it is ok for a husband to punish his wife, for example. In these situations, it is important to explain to girls that when a girl experiences violence, it is never her fault. Many times, people blame girls for the violence that happens to them, and this is done to control the behavior of girls instead of focusing on the ones who are being violent towards girls. Those who are violent towards girls should control their behavior, as there are other ways to express yourself without using violence. If a couple has a disagreement, they can discuss and find a solution together. Girls and women should be treated as equals to boys and men. In a situation of equality, there is no need to 'punish' someone or be violent towards them.
- In activities where information is provided about sexual and reproductive health, some girls may express that it is not appropriate for certain girls to receive this information (for example, if they are not married). It is important to explain that it is every girl's right to have this information, either to help them now or in the future. Many girls are stopped from receiving this information, and this can put their lives in danger and stop them from making choices related to their bodies.

## 4. Crisis Management During Adolescent Girl Life Skills Sessions

There may be situations that occur during the sessions that are of a sensitive nature. These need to be handled with care, and mentors/facilitators must ensure that they do not cause further harm to girls when these situations arise. Mentors/facilitators may be faced with girls displaying harmful coping mechanisms (for example, self-harming behavior, substance abuse, suicidal thoughts), rejecting information due to its sensitive nature (especially during ASRH sessions), and disclosing personal cases of GBV. Mentors/facilitators must be prepared to deal with these situations as they arise.

### **Key points to consider during each session:**

- Make sure to set group agreements from the start of the program and ask girls to remind themselves of these at the beginning of each session.
- Recognize and manage girls' discomfort.
- Avoid lecturing or preaching.
- Share accurate information.
- Don't give personal opinions.

### **If a situation arises during the session that needs to be managed:**

- It is important to address issues as they arise and not to ignore the girls (even if the topic is hard).
- If a girl suggests a harmful coping mechanism, try not to tell her she is 'wrong'. It is important to get girls thinking about the benefits and risks instead of what is right or wrong.
- Talk to the group about the importance of privacy.
- If a girl is distressed, refer to the guidance on Dealing with an Immediate Crisis on page 111.

### After the session:

- Follow up with girls (either as a group or individually depending on the issue) to check that they are feeling comfortable and to see if there are any actions that need to be taken.
- Ask for support from a supervisor if help is needed responding to particular issues.

Below is detailed guidance on how to handle specific situations that may commonly arise during particular sessions related to the Health & Hygiene and Safety modules, as these modules may be particularly triggering. However, mentors/facilitators need to be prepared to handle such situations at any moment from the outset of the curriculum.

## Health and Hygiene Sessions<sup>70</sup>

### Before the session:

- **Trust:** Building trust before these sessions is crucial.
- **Plan ahead:** What should be achieved during the session? Is there confidence in what is being presented?
- **Set limits:** There may be a feeling of embarrassment in answering some of the questions girls ask. Be honest and tell girls when there is a question that cannot be answered.
- **Get advice:** Talk to supervisors to get advice on how to tackle sensitive topics. When seeking advice, remember to respect girls' privacy and abstain from sharing information about them with others.
- **Language:** Think about how to explain sensitive terms to the girls, such sex, vagina, and pregnancy.

### During the session:

- Be prepared to deal with shyness.
- Remind girls of the group agreements and confidentiality.
- Establish what girls know first, before giving information. (They may be able to explain it in a way that other girls understand better).
- Provide girls with accurate and factual information.
- Ask girls at each stage if they are happy to continue to the next topic - get their consent.
- If the answer is not known, be honest. Try to find the answer for the next session.
- Do not push the girls to answer questions they are not comfortable with.
- Do not ask them direct questions related to their personal experience.
- If they share their personal experiences, thank them for sharing.

### At the end of the session:

- Ask girls if anything remains unclear.
- Give them the opportunity to give feedback and suggestions in a confidential way (for example, invite them to write feedback down anonymously if they are not comfortable verbalizing certain issues).
- Remind them of confidentiality and the group agreements.

It is important that country teams make sure mentors/facilitators feel comfortable to express any concerns that they have. If they are not comfortable giving information on certain topics due to their personal beliefs, values, etc., they should be able to express these reservations. It is essential that information provided to girls is factual, not biased, and given in a sensitive and nonjudgmental way. If it is not possible for a mentor/facilitator to do that, country teams should be made aware and other options should be considered (for example, professional healthcare worker, co-facilitator with experience of giving this information, etc.) for those specific sessions.

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<sup>70</sup> Sun Protection Outreach Training by Students. 2011. *The Adolescent Brain –Learning Strategies & Teaching Tips* - <http://spots.wustl.edu/SPOTS%20manual%20Final/SPOTS%20Manual%204%20Learning%20Strategies.pdf>

## Safety Sessions<sup>71</sup>

During the safety sessions, be aware of the following:

### Signs to look for:

- Girls behaving out of character
- Girls are withdrawn
- Girls are bringing attention to themselves
- Girls mentioning something related to problems they are facing
- Girls about to be married or recently married
- Content of activity triggers a change in behavior

### Tips for safety sessions:

- Think about how to explain and define sensitive terms, such as rape, exploitation, and harassment.
- Assess the session while moving through it. If girls are not feeling comfortable, do not push them to answer specific questions, but try to come back to them later, or ask the questions in a different way.
- Try to be aware of any pre-existing safety issues from the community that the girls are coming from.
- Have a caseworker present for some or all of the session, if possible.

## Dealing with GBV disclosures in group settings

A girl may make a personal disclosure of GBV during the session. Mentors/facilitators should be equipped with the necessary skills to respond appropriately to girls that disclose.

The mentors/facilitators are not caseworkers and therefore shouldn't be dealing with GBV cases. Their role is to ensure that after a GBV disclosure occurs during a Girl Shine session, the situation is handled in a way that does not cause further harm or stigmatization to the girl who discloses.

### Mentors and facilitators should do the following:

- Thank the girl for sharing.
- Remind participants that this is a safe space.
- Change the topic from specific to general (for example, if a girl says she is beaten by her mother, say, "some girls may experience violence in the home" instead of "in your situation.")
- Follow up with "if girls experience a similar issue, they can talk to a caseworker. Any girl can approach me after the session for more information."
- Do not ignore what the girl said or change the conversation abruptly.
- Follow up with her at the end of the session in a discrete way.

### After the session:

- Build time in at the end of the session to allow girls to privately share.
- Be available and open for discussion (this includes body language and facial expressions).
- Be prepared in advance to deal with any issues that may arise.
- Do not ask the girl to repeat her disclosure.
- Explain that there is someone available for her to talk to.
- Facilitate the referral process by introducing her to the caseworker if the girl agrees.

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71 Adapted from: The Coalition for Adolescent Girls. 2015. *Partners & Allies: Toolkit for Meaningful Adolescent Girl Engagement* - [http://coalitionforadolescentgirls.org/wp-content/uploads/2015/12/CAGPartnersandAlliesToolKit\\_10.compressed.pdf](http://coalitionforadolescentgirls.org/wp-content/uploads/2015/12/CAGPartnersandAlliesToolKit_10.compressed.pdf)

## Dealing with an immediate crisis

There may be times where the situation cannot be managed inside the group. Mentors/facilitators may need to respond immediately to a situation that arises.

### **This might include:**

- If a girl is highly distressed
- If a girl discloses something that needs to be followed up on immediately
- If there is an incident that is disruptive to the group

### **In these cases, mentors/facilitators should:**

- Nominate one or two girls within the group to lead an activity or game while they deal with the situation outside.
- If the mentor/facilitator is alone, they should try to identify a staff member, facilitator, or mentor to step inside the group until the situation is resolved.
- If two mentors/facilitators are facilitating a session, one can remain inside the group while the other deals with the situation.
- When returning to the group, check in with the girls to see if they are comfortable and if they have any questions about the incident.
- Debrief with a supervisor and assess what follow-up needs to take place.

For more guidance on supporting girls who have experienced GBV, refer to Chapter 8.

# Addressing Common Risks Faced by Adolescent Girls in Humanitarian Settings

8

Photo Credit: Meredith Hutchison

Adolescent girls and their families will come to the Girl Shine program with experiences that may require additional support and response. In a humanitarian setting, girls may encounter an increase in risks, such as early marriage, female genital mutilation, and other harmful traditional practices. They may have previously or be currently experiencing GBV, familial, or interpersonal violence and will need specialized services to begin healing and recovery. They may present mental health issues, often exacerbated or triggered by the stress of the emergency context. Moreover, girls' normal resiliencies and coping mechanisms may be stretched or depleted due to displacement, reduced access to nutrition, health care, and other basic necessities.

**This chapter will take a look at suggestions for how to refer girls for case management, and provide guidance around the key risks and harms girls may face while in humanitarian settings.**

- ▶ Harmful Traditional Practices
- ▶ Female Genital Mutilation
- ▶ Early Marriage
- ▶ Receiving Disclosures & Making Referrals

## I. Harmful Traditional Practices (HTPs)

In humanitarian settings, girls will often be at risk of certain forms of violence, including harmful traditional practices.<sup>72</sup> Harmful traditional practices are forms of violence that have been committed primarily against women and girls in certain communities and societies for so long that they are considered, or presented by perpetrators as, part of accepted cultural practice. Practices will vary depending upon context, but often the practice of harmful traditions rises in emergencies due to a perception that these practices may protect adolescent girls and maintain cultural continuity and identity.

It is important for country teams to address HTPs during the Girl Shine program, as it is central to ensuring the safety and well-being of girls. While addressing HTPs is a very sensitive issue, country teams need to develop ways to address these issues that are appropriate to their context.

Harmful traditional practices that can appear in humanitarian settings include:

- Female genital mutilation (more detail provided below)
- Honor killings
- Breast ironing
- Lack of legal access to property or family
- Bride kidnapping or inheritance
- Polygamy
- Acid attacks
- Virgidity tests
- Witch burning or beheading

While not all of these will be risks in every humanitarian setting, they represent possible issues for country teams to consider when designing and implementing the Girl Shine program. Country teams should investigate the HTPs that pose the greatest risk to girls, either from home or host communities.

It is important for country teams to acknowledge that Girl Shine is a fairly broad program that is not designed to eliminate any one HTP specifically, if at all. However, the program can help girls, families, and communities unpack the purpose and potential harm of traditional practices and lay the ground work for change.

### **Recommendations for addressing HTPs in Girl Shine program include:**

- Speak to more than one source for information about what HTPs may be conducted in the particular context. HTPs are often kept secret from outsiders and some individuals may not share information or actively keep it secret.
- Identify whether an HTP is being introduced into a host community by displaced groups, or whether the displaced group is adopting HTPs from the host community.
- Identify those segments of the population that may already be working to decrease HTPs (women's collectives, human rights groups, other NGOs) and include them in developing the content and approach to addressing local HTPs in the program.
- Consider how the Girl Shine content around HTPs can be introduced in a way that is safe for the girls, can be well received, and avoid generating push back against the overall program.
- Identify where local laws stand on the issue of a particular HTP and whether there is any existing social welfare or legal response that could assist with protecting girls against a harmful practice.
- Ensure that language used to address these issues is sensitive to the context and discussed in a way that the community understands and accepts (for example, in Liberia, FGM is referred to as 'bush schools', and directly referring to FGM can be incredibly sensitive and may lead to community resistance).

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72 UNICEF & UNFPA. 2016. *The Adolescent Girls Toolkit for Iraq* - [https://www.unicef.org/iraq/toolkit\\_English.pdf](https://www.unicef.org/iraq/toolkit_English.pdf)



## 2. Female Genital Mutilation (FGM)

FGM is commonplace for certain groups of adolescent girls living in fragile and unstable settings. FGM is considered an act of gender-based violence that causes immediate and long-term harm to girls and women.

### World Health Organization (WHO) Fact Sheet - February 2016

- Female genital mutilation includes procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons.
- The procedure has no health benefits for girls and women.
- Procedures can cause severe bleeding, problems urinating, and can later cause cysts, infections, as well as complications in childbirth and increased risk of newborn deaths.
- More than 200 million girls and women alive today have been cut in 30 countries in Africa, the Middle East, and Asia where FGM is concentrated.
- FGM is mostly carried out on young girls between infancy and age 15.
- FGM is a violation of the human rights of girls and women.

### Types of Female Genital Mutilation, as defined by the WHO

- **Type I** - Partial or total removal of the clitoris and/or the prepuce (clitoridectomy).
- **Type II** - Partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (excision).
- **Type III** - Narrowing of the vaginal orifice with creation of a covering seal by cutting and re-stitching the labia minora and/or the labia majora, with or without excision of the clitoris (infibulation).
- **Type IV** - Unclassified – all other harmful procedures to the female genitalia for non-medical purposes, for example, pricking, piercing, incising, scraping, and cauterization.

As with early marriage and other HTPs, Girl Shine participants will often come to the program in various stages related to the practice of FGM.

- At threat of receiving FGM in the future but not immediately
- At immediate threat of FGM during programming
- Have already undergone the FGM procedure

All girls can benefit from the Girl Shine program and should be allowed to participate regardless of their experience with FGM. Girls should not be excluded from the program due to their FGM status. Staff need to be sensitive to the fact that girls participating may have undergone FGM and ensure the messages given to girls do not alienate those that have been through the procedure.

### Key Messages about FGM from Girl Shine

There are numerous root and causal factors that underlie the practice of FGM. While Girl Shine addresses many of these factors, it cannot affect all the circumstances that contribute to the violent practice of FGM, even if it happens to the girls when they are enrolled in the program. Because of this, teams should not shame, punish, or create penalties for girls who undergo FGM, either by force or perceived choice.

As with other HTPs, country teams should be clear and transparent about the program's position on FGM and the harm that it can do to the current and future well-being of adolescent girls. The harm of FGM is discussed in the Girl Shine Life Skills Curriculum and also explored in the Girl Shine Caregiver Curriculum.

Below are suggested guidelines for FGM and for discussing the practice with staff, mentors, female/male caregivers, and key community stakeholders to the Girl Shine program.

- Girl Shine makes all programmatic decisions related to participation based on the best interest and safety of the girls recruited for the program.
- A girl can be in the program if she has already undergone the procedure of FGM in any of its forms.
- However, Girl Shine sees FGM as an act of gender-based violence that causes immediate and long-term harm to girls and women.
- Girl Shine will provide each girl with support and access to the group, regardless of her previous experience with FGM or whether she undergoes FGM while enrolled in the program.
- Girls who are forced or coerced to undergo FGM during their participation in Girl Shine deserve support, respect, and continued access to group activities. This also applies to girls who are perceived to undergo the procedure by 'choice'.
- Female caregivers of girls who are forced or coerced to undergo FGM should remain engaged in the caregiver groups.
- While Girl Shine works toward the abolishment of FGM, the program will remain engaged with families who participate in the practice, while remaining clear about the violent and harmful nature of the practice on the lives of girls.
- Continued support for girls forced to undergo FGM during the program is integral to reducing risks associated with the practice and avoiding the creation of further physical and psychological vulnerabilities.

### **Girls who have already undergone FGM<sup>73</sup>**

The session on FGM in the curriculum is designed for prevention work. However, it may be the case that girls who participate in Girl Shine have already undergone FGM. In this case, the prevention session should be adapted to take account of this issue. There are some key points to consider when adapting the session for this segment of girls:

- The session can still be used with girls who have undergone FGM, to raise awareness so that they protect their future daughters from it and advocate for the elimination of this practice. The language of the session should reflect this, and be adapted so it is not directed at them specifically.
- Focusing on the consequences may also be difficult for girls to hear, but acknowledging what they experienced is important. Girls should not be shamed for having undergone FGM.
- What could be helpful for girls to understand the risks they may face as a result of FGM (for example, recurrent urinary and vaginal infections, chronic pain, infertility, cysts, and complications during childbirth) and how they can seek health support to mitigate those risks.
- Most women/girls who have undergone FGM believe they cannot have sexual pleasure anymore. While this may be the case for many, it does not apply to all women. There are women who have undergone FGM who do enjoy a satisfying sex life (of course depending on the type of procedure they have undergone). It is important to understand the biology of the female organs to understand how this is possible. (For more information, refer to the session on FGM in the Mentor and Facilitator Training Manual).
- It can often be difficult for these girls to think about having sex. They may be really worried that it will be painful. It is important to open this discussion to see how girls have dealt with these issues through their own experiences, or what they have learned through the experience of others.

### 3. Early Marriage

Girl Shine is designed to engage the most vulnerable adolescent girls, particularly girls at risk for early marriage. According to UNICEF, early (or child) marriage is defined as a formal marriage or an informal union that happens before the age of 18 years. Girls who are married early are at greater risk of dropping out of school, have decreased access to safe income-generating opportunities, and are at greater risk of physical and psychological harm that comes from early pregnancy and childbirth, as well as interpersonal and domestic violence.

No one religious affiliation is associated with early marriage. Rather, a variety of religions and cultures are associated with the practice of early marriage in countries throughout the world.

Girl Shine will engage girls who are experiencing the various stages of early marriage, including:

- girls at risk of getting married while enrolled in the program
- girls forced to marry while enrolled in the program
- Girls already married when they enter the program

Regardless of a girl's marital status, all girls can benefit from the Girl Shine program and should be actively recruited for participation. Setting up specific groups for married adolescent girls will allow mentors/facilitators to provide detailed information to married girls on ASRH, which might not be acceptable to give to unmarried girls. It will enable married girls to receive information and skills tailored to their specific needs.

#### Sessions specifically for married girls

While all content in the curriculum will be relevant for married girls, there may be additional content relevant to this group that is not included in the curriculum. This could include information on marriage registration, parenting skills, legal information, etc.

When engaging married girls, it is important to follow the steps outlined for all girl groups, to ensure that their needs are considered and information is tailored to this. Staff may need to develop additional content based on their feedback.

A number of ASRH sessions have been developed that are appropriate and relevant for married girls. These are marked in the curriculum as 'sensitive sessions', as they may not be deemed appropriate in some contexts for unmarried girls. Information in these sessions includes family planning and sexual intimacy. These sessions may also be sensitive to be carried out with married girls, as discussing certain content may not be considered culturally appropriate in certain contexts. Staff should consider giving this information to girls based upon their requests. And where it is not culturally acceptable to discuss this in a group setting, staff should consider how to give this information to girls on an individual level (for example, through a caseworker).



- In 2012, 70 million women 20-24 around the world had been married before the age of 18.
- More than 150 million girls will marry before their 18th birthday by 2030.
- While countries with the highest prevalence of early marriage are concentrated in Western and Sub-Saharan Africa, due to population size, the largest number of child brides reside in South Asia.
- Girls living in poor households are almost twice as likely to marry before 18 than girls in higher income households.
- More than half of the girls in Bangladesh, Mali, Mozambique, and Niger are married before age 18. In these same countries, more than 75 percent of people live on less than \$2 a day.
- Educating adolescent girls has been a critical factor in increasing the age of marriage in a number of developing countries, including Indonesia, Sri Lanka, Taiwan, and Thailand.
- Pregnancy is consistently among the leading causes of death for girls ages 15 to 19 worldwide.
- Girls forced to marry often face a higher risk of contracting HIV, especially if they marry older men with more sexual experience.
- Girls who marry before 18 are more likely to experience domestic violence than their peers who marry later.
- Child brides often show signs symptomatic of sexual abuse and post-traumatic stress, such as feelings of hopelessness, helplessness, and severe depression.

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International Center for Research on Women. *Child Marriage Facts and Figures* - <https://www.icrw.org/child-marriage-facts-and-figures/>

## Mixed sessionss with married and unmarried girls

Where it is not possible to have a specific group dedicated to married girls, it is possible to mix married girls with unmarried girls. However, there are some key considerations to take into account:

- Staff need to review messaging within the session outlines to ensure they do not isolate married girls. For example, if facilitating a session on early marriage with a mixed group, the session material should be reviewed beforehand to see if there is messaging that may harm married girls. With a focus on prevention and consequences of early marriage, married girls may feel judged, scared, or rejected during the session.
- Some content may not be advanced enough for married girls. For example, sessions on ASRH may be quite basic and tailored to girls who are not yet sexually active or at the early stages of puberty. For these sessions in particular, it may be helpful to split the group up.
- Regularly check in with the group to understand if the content of sessions is meeting the required needs of both married and unmarried girls.
- Make sure that staff are aware of group dynamics so that they can assess whether there are any tensions within the group between married and unmarried girls.

## Suggested sessions to implement with married girls

While all sessions in the curriculum will benefit girls, there are specific sessions that could significantly benefit married girls, and should be strongly considered for any intervention engaging this group.

<b>Trust:</b> <ul style="list-style-type: none"><li>• People I Trust</li><li>• Our Support Services</li></ul>	These sessions will help married girls establish supportive networks and know about services available to them.
<b>Social and Emotional Skills:</b> <ul style="list-style-type: none"><li>• Expressing Emotions</li><li>• Managing Stressful Times</li><li>• Resolving Disagreements</li><li>• Family Relationships</li><li>• Decision-Making</li></ul>	These sessions will help girls navigate situations with their biological family, partners, husbands and in-laws, and develop their negotiation and communication skills when dealing with these groups. The session can also help married girls develop positive coping mechanisms for difficult situations.
<b>Health and Hygiene:</b> <ul style="list-style-type: none"><li>• Sexual Health</li><li>• Contraception</li><li>• Sexual Intimacy</li></ul>	These sessions will allow girls to get in-depth ASRH information that is not usually accessible to unmarried girls. The sessions look at healthy sexual practices and address some themes around sex positivity.
<b>Safety:</b> <ul style="list-style-type: none"><li>• Healthy Relationships</li><li>• When Girls Are Hurt</li><li>• Setting Boundaries</li></ul>	These sessions, in addition to the other safety sessions, will support married girls in understanding what healthy relationships consist of, while also increasing their understanding of their rights to set boundaries.
<b>Visioning:</b> <ul style="list-style-type: none"><li>• My Life Goals</li><li>• Why Save?</li><li>• My Wants, My Needs</li><li>• Making Spending Decisions</li></ul>	These sessions will support married girls in planning for their own future and support them in increased household decision-making in relation to financial issues.

## Engaging partners, husbands, and in-laws

While Girl Shine can be implemented with married girls, the Girl Shine Caregiver Curriculum has not been designed to work with partners, husbands, or in-laws of these girls. Biological parents of girls can participate in the curriculum, or other trusted adults that married girls identify from their biological family.

However, there may be cases whereby girls are living far away from their biological family, or where they have a preference for their partner, husband, or in-laws to participate. In these cases, it should be determined whether there is existing capacity and resources to engage partners and husbands in other prevention programming that targets men. It is important to explain to partners, husbands, and in-laws that the Girl Shine Caregiver Curriculum has been designed for parents and caregivers of unmarried girls only.

There will be times where partners, husbands, or in-laws must be engaged in the program. This is mainly to secure participation of married girls in the life skills sessions. These groups will be engaged through the outreach activities, once consent from the girl is given. Staff may hold FGDs with partners, husbands, and in-laws, but they will not be engaged in a fully comprehensive curriculum that addresses issues related to married girls.

**Appendices A21 & A22** provide sample FGD templates that can be adapted and used with partners/husbands and in-laws, as well as female/male caregivers of married girls.

## **Key Messages about Early Marriage from Girl Shine**

There are numerous root and causal factors that lead to the early marriage of girls. While Girl Shine addresses many of these factors, it cannot affect all the circumstances that contribute to the problem, even for the girls fully engaged in the program. Because of this, country teams or mentors should not shame, punish, or create penalties for girls who are forced or 'choose' to enter early marriage during the program.

Girl Shine believes that adolescent girls and their families are not always aware of the effects of early marriage and the consequences it can have on girls' health and well-being. In many cases, families are aware of the effects but think they have no other option than to marry their daughters for financial reasons or as a protective mechanism. In emergency situations, families may not have the capacity to think about the long-term effects of their decisions. Girls may agree to marriage due to numerous pressures they face from the family (financial and protection) or because of peer pressure and the desire to escape from their current situation. Therefore, their decision is not fully informed. While many cultures have different perspectives on age of consent, country teams should still advocate strongly for delayed marriage based on the extreme physical and psychological risks highlighted in the program.

Below are suggested message points about early marriage that should be shared and used in training or outreach efforts with staff, girls, mentors, female/male caregivers, and key community stakeholders.

- Girl Shine makes all programmatic decisions related to participation based on girls' identified needs and ensuring their safety.
- Girl Shine will provide each girl with support and access to the group regardless of her marital status at the beginning of the program cycle or if her marital status changes while enrolled in the program.
- Girls who marry during participation in Girl Shine deserve support, respect, and continued access to group activities.
- Female/male caregivers of girls who marry or are at imminent risk of marriage should remain engaged in the parent and caregiver groups as well.
- Husbands and in-law family members cannot participate in the Girl Shine Caregiver Curriculum, but can be approached during outreach efforts to secure the engagement of married girls.
- While Girl Shine works to help prevent early marriage, there are still opportunities to support married girls and influence her immediate and future well-being.
- Continued support for married girls is integral to reducing risks associated with early marriage, including early pregnancy, sexually transmitted diseases, and domestic or interpersonal violence.

Country teams should be clear and transparent about the program's position on early marriage from the beginning of outreach. If not, female/male caregivers and communities could perceive Girl Shine as implementing a secret agenda without their consent. This could endanger staff, mentors, and the girls. In relation to the theory of change outlined in Chapter 1, we know that change occurs when individuals, families, and communities have a relationship of trust with a program and play a role in the social norms change process. Girl Shine should always work to establish a solid foundation of trust with all key stakeholders before challenging social norms and introducing content around any harmful traditional practice.

## 4. Receiving Disclosures & Making Referrals

Girl Shine has been designed to be implemented alongside existing GBV response services. If country teams are not currently providing GBV response services and do not have any plans to start providing these services, they should ensure that these services are provided externally, are accessible to girls, and that girls are able to receive case management for intimate partner violence, sexual violence, early marriage, FGM and any other harmful traditional practices or forms of GBV they may experience. Strong referral mechanisms and coordination should be established, and GBV service providers should be trained on adolescent adolescent-girl-friendly approaches.

Caseworkers should be trained in *Caring for Child Survivors of Sexual Abuse*<sup>74</sup> and have a strong understanding of determining the best interest of the child and mandatory reporting guidelines for their specific contexts.

### Promoting the Child's Best Interest

A child's best interest is central to good care. A primary best interest consideration for children is securing their physical and emotional safety—in other words, the child's well-being—throughout their care and treatment. Service providers must evaluate the positive and negative consequences of actions, with participation from the child and her/his female/male caregivers (as appropriate). The least harmful course of action is always preferred. All actions should ensure that the child's rights to safety and ongoing development are never compromised.

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IRC and UNICEF. 2012. *Caring for Child Survivors of Sexual Abuse* - <http://gbvresponders.org/response/caring-child-survivors>

### Mandatory Reporting Requirements

To appropriately comply with mandatory reporting laws, service providers must have a thorough understanding of the mandatory reporting laws in their setting.

In settings where laws and systems exist, service providers should have established procedures in place for reporting suspected or actual abuse before providing services directly to children.

**Remember:** The best interest of the child should always be the primary consideration when taking actions on behalf of children, even in the context of mandatory reporting laws.

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IRC/UNICEF (2012), *Caring for Child Survivors of Sexual Abuse: Guidelines for health and psychosocial service providers in humanitarian settings* - <http://gbvresponders.org/response/caring-child-survivors/>

74 Department for International Development. 2013. CHASE Briefing Paper: *Violence against Women and Girls in Humanitarian Emergencies* - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/271932/VAWG-humanitarian-emergencies.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/271932/VAWG-humanitarian-emergencies.pdf)

## The role of the mentor/facilitator is NOT that of a GBV caseworker.

A mentor/facilitator can	A mentor/facilitator cannot
Facilitate the Girl Shine Life Skills Curriculum and carry out specific sessions with girls based on topics of interest to the team and the girls.	Be an assistant to a member of staff.
Link girls to caseworkers by way of introduction to caseworker, familiarising the girl with the caseworker, help build trust between the girl and the caseworker.	Replace the duties done by another member of staff.
Refer girls to the caseworker if they disclose GBV and want to be referred.	Provide case management: the mentor/facilitator should not be dealing with GBV cases, but they can make referrals to a caseworker if the girl requests this.
Provide girls with information.	Mediate with female/male caregivers on issues related to GBV disclosure.
Be a role model for the girls and support them through an established and formalized mechanism.	Share information about disclosures with anyone, unless the girl requests her to do so (for example, during referral to a caseworker).
Bring common safety issues and concerns being raised by girls to the attention of staff.	

It is possible that girls may disclose personal cases of GBV during the sessions. It is also possible that the mentor/facilitator may believe a girl is experiencing GBV based on some of the signs she displays (as mentioned in Chapter 7).

### What should a mentor/facilitator do when handling a GBV disclosure?

1. Thank the girl for sharing, reassure her and make sure she knows it is not her fault.
2. Inform the girl of the option to access case management and explain it to girls in a way that they understand.
3. Explain confidentiality and the role of the caseworker.
4. Be available to answer questions related to services.
5. Do not discuss details of the girl's disclosure.
6. Do not force girls to access services if they do not wish to. Instead, provide girls with all of the available options and explain the pros and cons of accessing or not accessing a particular service.
7. Ask her if she needs support to access a GBV caseworker (for example, introduction, trust building, etc.).

### What happens if a girl refuses to see a GBV caseworker and only wants to talk to the mentor/facilitator?

It is possible that a girl may not feel comfortable seeing a GBV caseworker if she has already established a trusting relationship with the mentor/facilitator. It is important to think about the following strategies:

- Clarify the mentor/facilitator role to the girl and explain the role of the caseworker.
- Involve the caseworker in some of the Girl Shine sessions so that girls can become familiar with her.
- Physically introduce the girl to the caseworker instead of simply referring her.



- Sit with the girl and the caseworker a few times (not discussing the case) before case management starts, to help build trust between the two.
- The girl may refuse to see the caseworker the first few times, but she may change her mind in the future, so let her know the option is always open.
- Do not force her to see a caseworker, but try to make her feel more comfortable to access the service.

### **Explaining Case Management Sample Script**

We have someone who is trained to listen to the concerns of girls in a safe space, where any girl can freely express anything bothering her, and this will be kept between the caseworker and the girl.

The caseworker is not someone who makes judgments or gives advice or solutions. She mainly guides girls in thinking of solutions or decisions that they might want to take.



# Appendix A

## Appendices Summary & Description



Appendix A	
Tool	Description
<b>A1:</b> <i>Appendices Summary</i>	N/A
<b>A2:</b> <i>Girl Shine Ranking Tool</i>	Use this tool to help determine and prioritize the needs of adolescent girls. Can be used with girls, female/male caregivers, mentors/facilitators and staff.
<b>A3:</b> <i>Identification of Adolescent Girls in the Community Tool</i>	Use this tool to help identify where girls are in the community and to get consent from decision-makers to talk to adolescent girls.
<b>A4:</b> <i>Focus Group Discussion Tool for Female/ Male Caregivers</i>	Use this tool to guide FGDs with female/male caregivers. The FGD tool provides guidance on how to gain trust and acceptance from female/male caregivers and understand their perspective on girls' risks and opportunities.
<b>A5:</b> <i>Assessment Tool for Adolescent Girls</i>	Use this tool to assess girls' risks, needs, and opportunities to help inform the Girl Shine program.
<b>A6:</b> <i>Safety Mapping and Planning Tool</i>	Use this tool to map the risks girls are facing, especially in relation to reaching the safe space. The tool will also guide you in how to support girls in making a safety plan.
<b>A7:</b> <i>Assessment Output Tool</i>	Use this tool to help you analyze the results of the assessments and FGDs you carry out with girls, female/male caregivers, mentors/facilitators and staff. This tool will help you to take those findings and create outputs for the Girl Shine program.
<b>A8:</b> <i>Explaining Services to Girls and Female/ Male Caregivers</i>	Use this tool to help you explain your services (general, case management, and the Girl Shine Life Skills & Caregiver Curricula) to girls and female/male caregivers.
<b>A9:</b> <i>Safe Space Checklist</i>	Use this tool to help guide the decision-making process in selecting a safe space for the Girl Shine program.
<b>A10:</b> <i>Roles and Responsibilities of a Girl Shine Focal Point</i>	Use this tool to help put together a memorandum of understanding (MoU) or job description for a Girl Shine Focal Point.

## Appendix A

Tool	Description
<b>A11:</b> <i>Roles and Responsibilities of a Girl Shine Facilitator</i>	Use this tool to help put together a MoU or job description for a Girl Shine facilitator (including for the Girl Shine Caregiver Curriculum).
<b>A12:</b> <i>MoU for Mentors</i>	Use this tool to help put together a MoU or job description for Girl Shine mentors.
<b>A13:</b> <i>Coverage Exercise Tool</i>	Use this tool to understand who you are currently reaching through your program.
<b>A14:</b> <i>Introducing Female Caregivers to Adolescent Sexual and Reproductive Health Topics</i>	Use this tool to help you introduce ASRH topics female caregivers. The tool provides answers to some frequently asked questions that may arise.
<b>A15:</b> <i>MoU for Female/Male Caregivers</i>	Use this tool to help develop a MoU for female/male caregivers of girls who are participating in the Girl Shine program.
<b>A16:</b> <i>Community Leadership Tool</i>	Use this tool to help you identify key stakeholders in the community who need to be engaged to ensure program buy-in, as well as those actors who should be engaged due to their support of the Girl Shine principles.
<b>A17:</b> <i>Planning Community Conversations</i>	Use this tool to help you plan for discussions with community members. The tool provides a series of questions that will help you to understand the attitudes and beliefs of the community towards girls.
<b>A18:</b> <i>Determining Assets for Girls</i>	Use this tool to help you decide which topics should be included in the Girl Shine Life Skills curriculum, based on girls' ages, segment, and context-specific needs.
<b>A19:</b> <i>Piloting Content Samples</i>	Use this tool to help you prepare for piloting content from the Girl Shine Life Skills Curriculum.
<b>A20:</b> <i>Contextualization and Adaptation Tool</i>	Use this tool to help you contextualize and adapt content from the Girl Shine Life Skills Curriculum to ensure appropriateness and relevance for girls in your context.
<b>A21:</b> <i>FGD Tool for Male Decision-Makers of Married Girls</i>	Use this tool when working with married girls and trying to secure their participation in the program by talking to male decision-makers.
<b>A22:</b> <i>FGD Tool for Female Decision-Makers of Married Girls</i>	Use this tool when working with married girls and trying to secure their participation in the program by talking to female decision-makers.

## Appendix A

Tool	Description
<b>A23:</b> <i>Emergency Response Sessions</i>	Use this tool if you are in an acute emergency setting where you only have one opportunity to meet with girls or their female caregivers to provide basic safety and health information.
<b>A24:</b> <i>Audio Program Design Case Study: Ethiopia</i>	Use this tool to understand how the Girl Shine Life Skills Curriculum can be adapted to low literacy settings.
<b>A25:</b> <i>List of Materials for Girl Shine Life Skills Curriculum</i>	Use this tool when trying to prepare the materials for the Girl Shine Life Skills Curriculum.

## Appendix B

Tool	Description
<b>B1:</b> <i>Attendance Form</i>	Monitor attendance trends among girl & parent groups.
<b>B2:</b> <i>Girl Shine Knowledge Check-In Tool</i>	Measure girls' overall knowledge and skills per module.
<b>B3:</b> <i>Caregivers' Attitude &amp; Beliefs Check-In Tool</i>	Measure female/male caregivers' attitudes and beliefs towards adolescent girls (and women).
<b>B4:</b> <i>Mentor/Facilitator Supervision Tool</i>	Support mentors/facilitators to strengthen their skills and techniques.
<b>B5:</b> <i>Session Insights Tool</i>	Measure facilitators/mentors' facilitation technique and approaches during session implementation.
<b>B6:</b> <i>Mentor/Facilitator Life Skills Session Notes</i>	Keep track of action points and girls' response to 'Check-In' monitoring activities.
<b>B7:</b> <i>Girl Shine Caregiver Curriculum Facilitator Notes</i>	Keep track of action points and caregivers' response to takeaway tasks.
<b>B8:</b> <i>Girls Feedback Tool</i>	Measure girls' perceptions of relevance, appropriateness, and impact of the intervention.
<b>B9:</b> <i>Mentor Feedback Tool</i>	Understand mentors' perception and satisfaction with the program and the impact it has on them.
<b>B10:</b> <i>Monitoring Opportunity Data Collection Tool</i>	Provides guidance to staff on how to implement and collect data for the integrated monitoring activities.

# Appendix A2

## Girl Shine Ranking Tool



**Purpose:** Provide country teams with guidance on how to involve adolescent girls (but also female/male caregivers and other relevant groups) in determining what their needs are, especially at the start of program design. Additional tools for engaging girls can be found in the Toolkit for Meaningful Adolescent Girl Engagement.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Assessing Risk & Opportunity
- Securing Participation
- Determining Scope & Sequence

**Materials:** Flip chart paper, markers, small cards or post-it notes, pens


### ► Focus Group Discussion Steps

1. Icebreaker and explain the purpose of the activity.
2. Use ranking tool to collect specific information on priorities for girls (develop questions based on the type of information you are trying to collect- some examples are indicated below).
3. Follow up with clarifying questions.
4. Determine how to inform girls (or female/male caregivers and the community) how this information was used to inform program design.

### ► Ranking Tool<sup>1</sup>

The ranking tool can be used to understand priorities for the program through an adolescent girl lens. This diamond-shaped ranking can be used as a tool on its own when ranking of any sort would be helpful to gather information—such as most common vs. least common, most important vs. least important, most acceptable vs. least acceptable. **For the purpose of this activity, the ranking tool is used to inform program design and topic selection for the start up of the Girl Shine curriculum.**

#### **Directions:**

1. Distribute cards to girls and have girls write one topic they would like to learn about on each card.  
 **Note:** If the girls selected cannot write, either get them to work in pairs with another girl who is literate, or ask all girls to draw their answers and present them to the group. The activity can also be done as a group, with the mentor/facilitator leading and writing the topics that girls suggest.
2. Have the girls arrange the cards in a diamond shape, indicating the most important at the top of the diamond, least important at the bottom of the diamond, and of average importance in the middle of the diamond (example below).
3. The tool can be repeated for different topics and priorities.

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<sup>1</sup> The Coalition for Adolescent Girls (2015) *Partners and Allies, Toolkit for Meaningful Adolescent Girl Engagement*

### Example questions that can be used for the ranking tool:

- What kind of information is important for girls like you to have? (most/least important)
- Who are the adults who have the most influence on girls' lives? (most/least influential)
- What services do girls need to have access to? (most/least important)
- What are the common risks girls face (most/least common)
- Which type of activities should Girl Shine include (for example, storytelling, role-play, drawing, etc.)? (most/least interesting)
- What are the barriers that girls could face in accessing the Girl Shine Life Skills Curriculum? (most/least influential)
- Outside of the Girl Shine Life Skills Curriculum, what other activities would girls like to participate in? (most/least interesting)
- In the Girl Shine Caregiver Curriculum, what topics should be addressed with female/male caregivers? (most/least important)

**Example:** What kind of information is important for girls like you to have?

### Most Important



### Least Important

### ► Clarifying Questions

- Summarise the priorities identified by girls and provide a general summary to check to see if the girls agree that it reflects the discussion.
- Clarify any issues that may need to be discussed in more depth.
- Ask girls if they have anything else they would like to discuss that hasn't been addressed during the ranking tool exercises.



# Appendix A3

## Identification of Adolescent Girls in the Community Tool<sup>1</sup>



**Purpose:** Provide country teams with guidance on how to identify where adolescent girls are in the community and to get consent from decision-makers to talk to adolescent girls.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Assessing Risk & Opportunity
- Finding Adolescent Girls in the Community

**Materials:** Information, education, and communication (IEC) materials, information on services in the community, pens, paper

### ► Steps

#### 1. Identification of adolescent girls

Staff (or volunteers) should implement all methods of identification below (a, b, c, and d) in each location, in order to make sure that they identify all of the adolescent girls in the given location.

##### a. Referrals from outreach volunteers:

Staff will identify adolescent girls and make referrals to the respective program staff as appropriate and when consent is provided.

##### b. Word of mouth:

Indirectly ask women and girls who may be attending existing activities about adolescent girls. This can be done by asking them indirect questions such as:

- Do all girls in your community go to school?
- How do they spend their day?
- Are there any girls in your community who are not allowed to or are not able to participate in services and activities?
- How do they spend their day?
- What would make it possible for them to participate?

 **Note:** make sure to explain that adolescent girls are between ages 10-19.

##### c. Referrals:

Adolescent girls could be identified through referrals from different programs, such as education, child protection, and legal protection programs that work with girls as beneficiaries and through other organizations that work with girls. **This is of course based on taking consent from girls themselves.**


##### d. Door-to-door visits:

Conduct door-to-door visits to try and identify adolescent girls.  
During the door-to-door visit, staff should:

1. Introduce themselves (names and the name of the organization).

<sup>1</sup> Adapted from: IRC (2016), *Lebanon Early Marriage Package*

2. Ask if they can introduce the program they work for.
3. Explain the program and services/activities offered and explain that the program has activities specifically for adolescent girls.
4. Give any available IEC materials, while explaining the contents.
5. Ask general questions about the situation of women and girls in the location, like the ones below (no need to ask all the questions):
  - Would you mind telling me how many kids you have? Probe – How old are they?
  - Are there any girls in your household (include relatives, visitors, household help)? How old are they?
  - How do adolescent girls spend their day?
  - What kind of activities would adolescent girls be interested in?
  - Do the women and girls feel safe living in the community?
  - Do you know any female/male caregivers who have adolescent girls living with them in this location? Would they be available for a visit as well?
6. Take their contact information if they are comfortable with this and inform them that you will contact them soon to have a general visit with all women and girls in this location.

 **Note:** It is important that during the door-to-door visit, staff take note of the concerns that the beneficiaries expressed and try to refer them to the relevant services after taking their consent, or give the relevant information and numbers to contact, if available. **Getting information on available services and doing individual and group referrals will build the trust between the beneficiary and the organization.**


## 2. General outreach visits with adolescent girls, women, and men:

After staff apply the methods above to identify adolescent girls, they should conduct three visits. One with the women, then with the adolescent girls alone, and then with the men alone. It is important to sit with the different groups alone, as it will create a more comfortable environment for them and especially for the girls to express their needs more transparently.

### a. Outreach visit with the women:

Who do you sit with? Women - It is okay for girls to attend if they would like to join.

Objective: Approach an adult before speaking directly with the girls alone. Continue the process of identification of adolescent girls.

 **Note:** During this visit, the staff is expected to:

- Introduce the services of the program in general to women (and girls if they are present).
- Ask women about other women and girls living close by who are not currently present.
- Get permission from the women to sit with the girls alone in the location.
- Get the women's consent to approach the male decision-makers in girls' lives.
- Distribute IEC material and information about services available in the community.

### b. Outreach visit with the adolescent girls alone:

Who do you sit with: Girls alone; this group of girls is expected to include girls identified during the first steps of identification and the outreach visit with women (step a).

Objective: Establish trust with the girls. Take the girls' consent to approach the male decision makers in their lives.

Arrange for the next meeting (See **Appendix A5: Assessment Tool for Adolescent Girls**).

 **Note:** During this visit the staff is expected to:

- Introduce the services of the program to the girls without introducing Girl Shine.
- Get consent from the adolescent girls to sit with their male caregivers or decision-makers.
- When getting consent, it is very important to explain to the adolescent girls that the objective of meeting with the men is to inform them about our services in general. Emphasize the confidentiality of the girls' input.

- Distribute IEC material specific to girls, if available.
- Arrange a time in the near future that suits all participants to conduct the next meeting. In the next meeting, the outreach activity will be conducted with the girls to determine risks and opportunities (see **Appendix A5: Assessment Tool for Adolescent Girls**).

**c. Outreach visit with the men alone:**

***If consent was given from the women and girls:***

Who do you sit with? Men alone; fathers/male caregivers or decision-makers as identified by the girls.

Objective: Build trust with men. Engage the men in the process of empowering girls.

 **Note:** During this visit, the staff is expected to:

- Introduce the services of the program in general to the men and the available services in the area.
- Inform the men that you would like to meet the girls alone, and seek their approval.
- Discuss any concerns the men have and refer them to relevant programs in the area, when possible; or give them the information on who to contact or where to go if they can get the service themselves.

# Appendix A4

## Focus Group Discussion (FGD) Tool for Female/Male Caregivers



**Purpose:** To provide country teams with guidance on how to gain trust and acceptance from female/male caregivers, and understanding their perspective on girls' risks and opportunities.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Assessing Risk & Opportunity
- Finding Adolescent Girls in the Community
- Securing Participation

**Materials:** Printed tool, pens, clip board, Dictaphone (optional), notebook or flip chart, markers

### ► General Information<sup>1</sup>

**Directions:** Fully complete this section prior to the start of the session, after you get the permission from participants to take notes.

**Geographic Region:**

**Location:**

**Date:**

**Number of Participants:**

**Participants Category (select all categories that apply):**

- ☐ Adolescent Girls
- ☐ Mothers of Adolescent Girls
- ☐ Fathers of Adolescent Girls
- ☐ Older Brothers of Adolescent Girls
- ☐ Other decision-makers in household

Please specify \_\_\_\_\_

**Age of Participants (select all categories that apply):**

- ☐ 11–14
- ☐ 15–19
- ☐ 20–24
- ☐ 25–30
- ☐ Older than 30

<sup>1</sup> Adapted from: IRC (2016), *Lebanon Early Marriage Package*

## ► Essential Steps & Information Before Starting

**Directions:** Share the following information with all participants prior to starting the focus group discussion. Assure participants that all information shared within the discussion will remain confidential. The information shared will only be used by staff to help tailor activities for girls and female/male caregivers.

1. **Introduce all facilitators.**
2. **Sit in a circle and do a round of names.**
3. **Present the purpose of the discussion:**
  - General information about the program.
  - Explain that you are meeting today to discuss the needs and perspectives of adolescent girls and to learn their opinions on the topic.
  - Inform the participants that you may be conducting a similar discussion with other groups in the community.
  - Explain that the information will be used to determine how the country team will work in the community.
  - Participation is voluntary and no one is obliged to respond to any questions if they do not wish to.
  - Participants can leave the discussion at any time.
  - No one is obliged to share personal experiences if they do not wish to. If sharing examples or experiences, individual names should not be shared.
4. **Group Agreements:**

(Make the group suggests the group agreements. ASK: What are the things we can agree on to make sure that everyone in this session feels comfortable and respected?)

  - This is a safe space for you to express yourselves and everything discussed should be kept confidential.
  - Respect people's opinion and ideas.
  - There is no right or wrong answer.
  - Everyone's opinion is important.
  - Be respectful when others speak.
5. **Ask permission to record:**
  - No one's identity will be mentioned.
  - The purpose of the recording is to capture all the important information that will be shared. This information will only be used by the country team to determine the content of future programs.
6. **Questions for FGD:**
  - Just to get started, can you tell me a little bit about the adolescent girls who have lived in your household in the last six months? How old are they? How do they spend their free time?
  - Tell me a bit about the typical day for an adolescent girl who lives in this community. Where does she spend her time? What activities does she do?
  - In your opinion, how is the day of an adolescent girl different from that of an adolescent boy?
  - When it comes specifically to girls:
    - » In your opinion, what would you say are the biggest challenges that girls face?
    - » For each challenge mentioned, what can the organizations do to assist and support these girls on the difficulties mentioned?
    - » Do you think that girls have needs or interests that are different from boys their age? Or from older women?
    - » Who would you say are the most important people in the lives of girls? Who of those people can provide support? Who are the people who have the most influence in their lives?
    - » What could make it difficult for adolescent girls to access our services? How can we deal with this situation?
    - » In your opinion, what kind of decisions about their daily life do girls need to get permission for, and which ones, can she make on her own?
    - » As a female/male caregiver, what kinds of things would you like to see a girl learn in the program?

- » Is there any specific information or skills that you think would be beneficial for a girl to know to help her in the future?
- » Where do you think is a safe place for girls to meet? Probe – How many days/hours a week do you think girls can meet and during what times? What would make the place safe? Acceptable to go to?
- Are there any questions that you want to ask us, or final words you like to tell us as we go about planning the program?

# Appendix A5

## Assessment Tool for Adolescent Girls



**Purpose:** This tool has been developed to help country teams build trust with girls, assess their risks and needs, and determine opportunities for intervention based on their risks and needs.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Assessing Risk & Opportunity
- Finding Adolescent Girls in the Community
- Setting Program Details
- Securing Participation
- Determining Content & Sequence
- Contextualizing & Adapting Content

**Materials:** Printed tool, pens, clip board, notebook, flip chart paper, markers, colored pencils, copies of 'Who I Am' Tool (from Girl Shine Life Skills Curriculum Session 1), glue, colored paper, A3 paper (or extra-large paper)

### ► Goals of the Activity

This activity is to be conducted with adolescent girls alone. Its aims to:

1. Build trust with girls
2. Assess the girls' risks and needs
3. Determine opportunities for intervention based on their risks and needs

### ► Note

- **Important:** Do not introduce the girls to Girl Shine at this stage, as it is not possible to determine whether Girl Shine is the appropriate intervention for them until after the assessment.
- The group should be made up of between 7-10 girls.
- When possible, carry out the assessment with girls who are in the same age range (10-14/15-19) so that they have greater comfort and better interaction.
- When conducting the activity, make sure to keep track of the girls' age, names, addresses and phone numbers, in addition to taking notes on girls' answers (after getting the girls' consent).
- After the assessment, make sure that you fill in the Assessment Output Tool (Appendix A7) and share it with the relevant staff to discuss the outputs and the next steps.

### ► General Information

**Directions:** Fully complete this section prior to the start of the session and after you get the permission of the girls to take notes. Do not leave this section blank.

**Facilitator:**

**Note-taker (if applicable):**

**Geographic Region:**

**Location:**



## Number of Participants:


### Age of Participants (select all categories that apply):

- ☐ 10-14 years
- ☐ 15-19 years
- ☐ Other segment: \_\_\_\_\_ Please specify \_\_\_\_\_

## ► Essential Steps & Information Before Starting

**Directions:** Explain to participants that all information shared within the discussion will remain confidential. The note-taker should not record any information identifying or associating individuals with responses.

1. Introduce all facilitators.
2. Icebreaker (or energizer if they already know each other)
3. Present the purpose of the discussion:

 **Say:** We organize activities with girls in our safe spaces. We will try today to do some activities and have a discussion together to get to know each other and learn more about what you like to do.

### Explain to the participants:

- General information about the program.
- That the purpose of the exercise is to understand what they like to do, and what is important to them.
- Inform the participants that you may be conducting this exercise with other groups in the community.
- Participation is voluntary and no one is obliged to respond to any questions if they do not wish to.
- Participants can leave the discussion at any time.
- No one is obliged to share personal experiences if they do not wish to.

**Group Agreements** (Make sure that the girls suggest the group agreements. ASK: What are the things we can agree on to make sure that everyone in this session feels comfortable and respected? (Make sure the girls suggest the group agreements. If they don't include the points below, be sure to add them).

- This is a safe space for girls to express themselves and everything discussed should be kept confidential. If the idea of confidentiality is not clear, you can add an example/scenario to make the concept clearer to the girls.
- Respect people's opinion and ideas.
- There is no right or wrong answer.
- Everyone's opinion is important.
- Be respectful when others speak.

### Ask permission to take notes:

- No one's identity will be mentioned.
- The purpose of the notes are to ensure that the information collected is precise.

## ► Who Are You?

**Time:** 20 minutes


 **Say:** The purpose of this activity is for all us to get to know each other better.

### Steps

- Distribute colored pens and the 'Who Am I' tool to the girls and ask them to write their name, age, favorite hobby, favorite color, as well as to surround their 'person' with people they love or spend their time with. Their 'person' represents the girls, so they can be creative in the way they decorate it and how they would like to represent their ideas. If girls are unable to write, they can simply draw their favorite hobby, color, people they love and spend time with, etc.

## Steps

- It's recommended that the facilitator also participate in the activity with the girls.
- When everybody finishes, ask: who wants to share their 'person' with the whole group?
- The facilitator can start sharing hers if the girls are shy. Make sure to show the 'person' to girls when explaining it to the group. Do not pressure the girls to share with the whole group.
- After each girl has shared her "person" ask her to hang it on the wall. For the girls who did not share their 'person', check to see if they would like to hang theirs, too.
- Both the note-taker and the facilitator are requested to indirectly assess if girls have friends, if they are married, and if they have a circle of support, or are unaccompanied. Both the note-taker and the facilitator will be able to check the 'persons' more and analyze once they are hung.

 **Facilitator Note:** For guidance on how to collect data on this activity, please see Appendix B10 Monitoring Opportunity Data Collection Tool.

## ► How Do You Spend Your Day?

**Time:** 20 minutes

 **Say:** The purpose of this activity is to see what girls do during the day and how they spend their time.

## Steps

- Distribute to each girl an A3 (or extra-large) paper with colored pencils.
- Ask each girl to draw a map, on her own, which includes:
  - » Her home and the surroundings she goes to, including who lives with her in her home.
  - » Activities she usually does indoors or at home; they could be hobbies or any other thing.
  - » Type of activities she does outdoors, if any; they could be attending an activity with a local or international NGO or at school.
- When everybody finishes, ask the girls, if they are comfortable, to hang their drawings. Ask the girls to walk around and see the drawings of the others. Girls can take turns presenting their drawings if they're happy to.

 **Note:** Do not pressure girls to share their drawings if they do not want to.


**If the girls seem vocal and prefer discussions to drawing, the facilitator can ask the below questions instead of the activity above.**


These questions will help you find out the marital status of the girls, if they're enrolled in schools, etc., without directly asking them the question.

- How do girls normally spend their day?
- What do girls usually do at home?
- Are there any activities girls do outside the house?
- Are girls engaged in activities with other organizations?

## ► Needs of Adolescent Girls


**Time:** 20 minutes

 **Say:** The purpose of this activity is to discuss together what the needs of girls are. So in this activity, we will be asking you a few questions.

 **Ask:** What do you think are the needs of girls your age?

**Guiding points:**

- A need is something that some girls may want to have, or something they do to feel comfortable and happy.
- Try to get girls to focus on psychosocial needs (having friends, good relationships with female/male caregivers, ability to move, to have hobbies or something they are passionate about) instead of material things (although it is important to also allow them to express this).

 **Ask:** What things do you think girls your age are interested to discuss or learn about?

**Guiding points:**

- Topics could be related to communication, relationships, friendships, trust, or self-confidence. If girls do not answer, try to give some examples such as “decision-making, problem-solving, making friends,” but still make sure that the girls have space to come up with topics that interest them.

 **Ask:** What could be some of the things that stop girls from being able to participate in activities?

**Guiding points:**

- Probe to understand if there are risks involved in participating.
- If female/male caregivers are the barrier, ask what the reasons for this could be.
- If girls don't feel comfortable attending the safe space, ask what the reasons for this could be.

## **Concluding Activity**

- Thank girls for their time and their contributions.
- Remind girls that the purpose of the activities, was to understand the things that are important to girls.
- Again, explain to girls that you may be conducting these activities with other groups in the community.
- Inform girls that at the end of the activities you would like to keep the maps and ‘persons’ they made if they agree. Inform them that these will help in the creation of activities and programs that match the needs of girls in the area.
- Remind the girls that if they know any woman or girl who would benefit from support and activities, they can give her information about the organization’s services.
- Ask participants if they have questions.
- If anyone wishes to speak in private, respond that the facilitator and the note-taker will be available after the meeting.

# Appendix A6

## Safety Mapping and Planning Tool<sup>1</sup>



**Purpose:** To understand the risks adolescent girls are facing and help them develop a safety plan related to these risks.

**\* Note:** This tool is not recommended to use in new locations or where the community is very closed or suspicious of program activities. Safety Mapping and Planning is also addressed in the Girl Shine Life Skills Curriculum so it can be implemented once trust has been built. However, if working in contexts where it is not sensitive to address safety concerns or where programming has been established for some time, this tool may be appropriate.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Assessing Risk & Opportunity
- Setting Program Details
- Determining Content & Sequence

**Materials:** Flip chart paper, red, blue, green, and black markers, pens, notebook

### Community Mapping/Safety Planning








**\* Note:** This tool is appropriate for use during small group discussions of 7-10 girls. The participant group should include members of the same age group (older adolescents 15-19, and younger adolescents 10-14).

If you have more than 7-10 girls wanting to participate, you should not turn them away. The group should be small enough so that girls can work on one map together. If there are too many girls in one group, you can divide them into two. The girls should be responsible for drawing the map. Make sure each girl is encouraged to participate and add her own routes on the map.

The estimated activity time is 1.5 hours. If not possible, it can be done over two sessions.

<b>Step</b> <b>1</b>	<b>Introduction</b>	Introduce all mentors/facilitators.
<b>Step</b> <b>2</b>	<b>Icebreaker</b>	Names and adjectives: <ul style="list-style-type: none"><li>• Participants think of an adjective to describe how they are feeling.</li><li>• The adjective must start with the same letter as their name, for instance, "I'm Amal and I'm amazing," or "I'm Harriet and I'm happy."</li><li>• As they say this, they can also mime an action that describes the adjective.</li></ul>

<sup>1</sup> Adapted from IRC (2015) *Lebanon Safety Mapping Tool: Community Mobilisation Strategy*

<b>Step</b> <b>3</b>	<b>Objective</b>	<p> <b>Say:</b> The purpose of the exercise is to understand risks girls face in accessing safe spaces.</p> <p>Participation is voluntary.</p> <p>No one is obliged to respond to any questions if they do not wish.</p> <p>No one is obliged to share personal experiences.</p>
<b>Step</b> <b>4</b>	<b>Group Agreements</b>	<p>Ask girls to suggest the group agreements.</p> <p> <b>Ask:</b> What are the things we can agree on to make sure that everyone in this session feels comfortable and respected?</p> <p>Make sure they mention confidentiality, and stress that if anyone wants to discuss something personal, they can do so with a facilitator after the session.</p>
<b>Step</b> <b>5</b>	<b>Note-taking</b>	<p>Ask permission to take notes.</p> <p>Stress that no one's identity will be mentioned.</p> <p>Tell the girls that the purpose of the notes is to ensure that the information collected is precise, and so there can be follow-up on decisions made together.</p>
<b>Step</b> <b>6</b>	<b>Mapping</b>	<p>Give the girls blue and black markers.</p> <p> <b>Say:</b> Imagine you are looking at the area where you live from above. Maybe you are on a very big hill, looking down.</p> <p> <b>Ask:</b> What do you see?</p> <p> <b>Say:</b> Draw the things that you see, starting from your home and including all the places you visit during your day. Including: public places, such as markets, shops, schools, medical services, places of work. When you finish drawing all of the places you visit, start drawing the roads you take to reach them.</p> <p>When the girls are finished, make sure the safe space is included on the map if the girls didn't mark it.</p>
<b>Step</b> <b>7</b>	<b>Identifying Risks</b>	<p> <b>Say:</b> We drew a map of your surroundings and the places you visit in your daily life. Now we would like to use the map that you have created to identify the places that are considered safe and unsafe in the area you live and the places you may pass by to reach the safe space.</p> <p>Circle the areas in GREEN where girls feel safe or they feel comfortable going alone (on the way to and from the safe space).</p> <p>Mark with a big RED "X" the places where girls don't feel safe, or where girls don't feel comfortable going alone (on the way to and from the safe space).</p> <p> <b>Ask:</b> Is there a certain time of the day when you feel safe or unsafe going to and from the safe space?</p> <ul style="list-style-type: none"> <li>• Circle the areas in RED on the map that are not safe for girls at night.</li> <li>• Circle the areas in a dotted RED line on the map that are not safe for girls during the day.</li> </ul>

<div>Step</div> <div>8</div>	Questions	<div><div><div>?</div></div> <b>Ask:</b> What makes the places marked with a GREEN circle safe for you?</div> <div><div><div>?</div></div> <b>Ask:</b> What makes the places you marked with a RED "X" unsafe for you?</div> <div><div><div>?</div></div> <b>Ask:</b> If a girl in your community experiences concerns or risks, what can she do?</div>			
<div>Step</div> <div>9</div>	Safety Brainstorm	<div><div><div>=</div></div> <b>Say:</b> Let's imagine a girl who is your age named X has moved to your community where she has to take the same roads and goes to the same places you've mentioned in the map.</div> <div><div><div>?</div></div> <b>Ask:</b> What would make X feel comfortable and safe when walking and going around the community, streets, roads, places, etc.?</div> <div>How can people surrounding X make her feel safe?</div> <div>Write down their answers on a flip chart.</div> <div><div><div>=</div></div> <b>Say:</b> It's important for everyone to feel safe and secure. Therefore, we'll try in the next step to develop a safety plan that helps girls in the community feel safer and more comfortable.</div>			
<div>Step</div> <div>10</div>	Safety Plan	<div><div><div>=</div></div> <b>Say:</b> Let's try to develop a safety plan for X, her friends, or any girl from the area to help them feel safer and more secure.</div> <div>Explain to the girls the following table and closely work with them on developing a safety plan for the riskier situations that girls might face. Make sure to share the following example below so that they're more guided.</div> <div><div><div>*</div></div> <b>Note:</b> The facilitator is requested to push realistic solutions provided on behalf of girls. For example, if girls do not have a cell phone, the facilitator should be aware that calling the police might not be possible.</div>			
Who/What is the risk?  (Places/ people)	When?  (Time)	Where?  (Place when applicable)	Who are the people/What are the places that might provide support to girls?	Actions points/ How can the people mentioned provide the support?	Follow-up/ What are the things to follow up on to make sure girls feel safe?
<div>Step</div> <div>11</div>	Follow-up questions	<div><div><div>=</div></div> <b>Say:</b> The people you've mentioned are what make the social network of X or any girl. These people might be personal friends, or peers with whom girls gather to do activities. The support they give could be being someone who would carefully listen without judging or blaming.</div> <div><div><div>=</div></div> <b>Say:</b> The social network could also be formed of places where girls can feel comfortable, such as the safe space or the center, and where trustworthy people are available, such as caseworkers.</div> <div>Girls can also suggest actions, such as informing camp management or a community leader who can do certain things related to the safety issues (the country team can help with these actions).</div> <div><div><div>=</div></div> <b>Say:</b> Beside the safety plan developed, is there anything else we can add to help girls to feel safer and to help them protect themselves?</div>			

## Step



### Finalizing the plan

Ask the girls if this plan seems realistic and if girls could refer back to it if facing some of the identified risks.

If not, ask how they would change it so that it is more realistic.

Make sure to inform the participants of the following:

- This safety plan is just one of the means that could be helpful.
- Each person has their own way of maintaining their own safety, and this plan is here to support or add to the existing safety measures that each person takes.
- It's important for girls to know that even if a girl is exposed to harm, this doesn't mean that it was her fault. The person who causes harm to a girl has the choice to do it or not.
- If the girls have identified general safety issues (for example, lack of locks on toilets), ask them if they mind if it is shared with camp management or committees so issues can be addressed.

If sensitive issues about specific individuals have been identified (for example, harassment from a teacher), talk to a supervisor.

If girls disclose GBV, ask them if they would like to be referred to a caseworker.

Give girls the contact information for the safe space/center.

Thank the girls for their participation.



# Appendix A7

## Assessment Output Tool<sup>1</sup>



**Purpose:** To help support country teams in translating findings into outputs for program development.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Assessing Risk & Opportunity
- Setting Program Details
- Determining Content & Sequence

**Materials:** Flip chart paper, red, blue, green, and black markers

### ► General Information

Name of Facilitator	
Location	
Date	
Note-taker	
Number of girls	
Age Range	

#### 1. Registration Details

Name	Age	Phone Number	Time Availability	Implementation Area (safe space/mobile)	Duration of marriage/engagement

<sup>1</sup> Adapted from IRC (2016) Lebanon Early Marriage Package

## 2. Risks, Topics, Needs and Implementation Steps

Based on the assessment conducted with girls, what are the key risks for this group?

Based on the assessment conducted with girls, what are the key topics and needs for this group?

In your discussion with the girls, did you notice any issues that should be addressed with them in the Girl Shine sessions? (For example, known safety issues, observations of girls' levels of confidence, discussions with female/male caregivers, etc.)

Based on your discussion with female/male caregivers, what are the main issues arising in relation to adolescent girls?

Based on your discussion with the community, what are the main issues arising in relation to adolescent girls?

When are the girls available to meet to participate in activities?

Are mentors/facilitators available to implement activities with girls at the specified time?

Yes

No

When will the curriculum or any other activity take place?

Specific to the Girl Shine Life Skills Curriculum: What is the proposed intervention and what is the justification? For example, what is the number of modules to be implemented, which specific topics, and why?

**Specific to the Girl Shine Caregiver Curriculum: Are there any issues arising that need special focus during the curriculum? (Specify any differences for female and male caregivers.)**

# Appendix A8

## Explaining Services to Girls and Female/Male Caregivers



**Purpose:** Provides country teams with a sample script to help them talk about the Girl Shine Program in a way female/male caregivers may accept.

Based on feedback from country teams, this was one of the issues they frequently came up against: *“How can we explain what we do without using technical words frequently used within our sector?”*

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Assessing Risk & Opportunity
- Setting Program Details
- Determining Content & Sequence

**Materials:** Flip chart paper, red, blue, green, and black markers

Explaining services in a way girls and female/male caregivers can engage with is critical to the success of the program. In most cases, when country teams explain services, this will be the first time girls and female/male caregivers will hear about Girl Shine and other services being offered. It is therefore essential that country teams adopt the best approaches to explain services.

### ► Female/Male Caregivers

- Outreach can be done together or be separated into male and female groups, depending on context.
- Explain services offered to girls and reassure them about the dedicated girl-friendly safe space.
- Explain that sessions will be facilitated by female staff.
- Explain the importance of the activities you will be doing with girls and how these can benefit them at the household level (for example, girls participating in the curriculum will learn how to make smart choices, how to protect themselves, etc.).
- Focus on the knowledge and skills components of Girl Shine or any other activity being offered.
- Explain timing and location of services and whether there is any transportation available. Check whether female/male caregivers have any issues with time or location.
- Go prepared with detailed information on other services available and providers' phone numbers, for issues your organization doesn't handle. You should expect that issues will arise not related to girls or to the program that will need to be followed up on.

### ► Sample Script for Girl Shine Life Skills Curriculum

**Tip:** Adapt the script based on who you are talking to. Try to think about what the caregivers see as important and how the curriculum fits with their opinions and expectations.

“Hello my name is XX from XX organization. We provide a safe space for girls to come and learn new information and gain skills that can help them and their family. The space is a girl-only space and the staff who will be working with girls are female.”

The information we want to give to girls is about building their communication skills. This can help them to communicate better with their parents and caregivers.

We want to give them information about how to stay safe and to be aware of situations that can be unsafe. We want to teach them skills that will help them to make smart decisions for them and their family.”

#### ► Questions to ask

- What kind of skills or information could be useful for your daughter and for the family?
- Is there any time of day where your daughter can be available for one hour?
- What would be your concerns about your daughter attending sessions at the center? How can we resolve these concerns?

### ► Explaining Girl Shine Caregiver Curriculum to Female/Male Caregivers

#### Sample Script for Girl Shine Caregiver Curriculum

“Hello, my name is XX from XX organisation. As you know, your daughter/girl you care for is participating in a curriculum at the safe space. We would like to invite you to also participate in some sessions that you might find helpful.

We want to provide a space for you to meet other mothers/fathers (in separate groups) to discuss your ideas, suggestions on how we contribute to a safer environment, for girls, for you and for the wider community.”

#### ► Questions to ask

Would this be something that you could be interested in?

If so, what is your availability? (We would need you to come to every session).

Would you like to meet weekly/monthly?

What next steps do we need to take to make sure you are able to participate?

### ► Explaining your Services to Girls<sup>1</sup>

#### General Services

- Using flip chart paper and marker, draw images that represent all of the activities offered to girls (for example, a ball for sports, the alphabet for literacy, etc.).
- You can also ask the girls if they want to come up and draw the images.
- For each drawing, you can explain what the activity/service is.
- When you finish, you can ask the girls to discuss in pairs which activities they like from the ones you described.
- Ask them to share with the group.
- Make sure that if girls mention activities you do not provide, you explain they are not available but they can choose from the ones available.
- It is strongly suggested that, where possible, you include the activities that girls are requesting (if they are practical and reasonable to implement).

#### ? Ask:

- From the activities I mentioned that we have, are there any that you would like to participate in?
- You can write your ideas/feedback if you don't want to say it in front of the group or tell me at the end of the session.
- What are the days and times that are best for you to participate?
- Are there any reasons why you might not be able to participate?
- What can we do to support you to participate?

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<sup>1</sup> Adapted from UNICEF/UNFPA (2016) *Adolescent Girls Toolkit Iraq*

## ► Explaining Case Management to Girls<sup>2</sup>

✴ **Note:** Read guidance on dealing with group disclosures in Girl Shine Part 1 before doing this activity.

### Sample Script

☞ **Say:**

- Today we are going to use our imagination. I want you to walk in the room in any direction without looking at each other. Let's forget that we are in this location and try to follow the story I'm going to tell you now...
- Let's walk around the room. Imagine that you are walking in nature. The weather is amazing today! The sky is blue and the sun is shining. You can feel the breeze on your skin. You can see colorful balls bouncing in the air. Some of these balls are small and others are big.
- While walking, I want each one of you to catch a ball - a small ball if you're feeling good today and a big ball if you're not feeling very comfortable today.

NOTE: Do not ask girls to identify the type of ball they chose.

- After catching the ball, let it bounce back in the air and keep walking until everyone starts walking in one circle.

ASK: What could make girls catch a small ball? What about the big ball? (What are the things that can make a girl feel good? What are the things that can make her feel uncomfortable?)

EXPLAIN: Sometimes, girls wake up in the morning and feel very good. Other times, girls feel like catching a big ball because they don't feel good or comfortable. These girls might have some concerns or challenges they wish to talk about. Each big ball can turn into a small one, but maybe they don't know who they can talk to. In our program, someone is trained to listen to the concerns of girls in a safe space, where any girl can freely express anything bothering her.

Give information on where the caseworker is located and how to reach them (for example, a hotline, IEC material, etc.). If you know any girls who have any concerns and might want to talk to a caseworker, you can tell them about the services offered for girls.

## ► Explaining the Girl Shine Life Skills Curriculum to Girls

☞ **Say:** We are going to look at a story of a girl.

Draw a picture of a girl on flip chart paper and ask the girls to give her a name. Explain to the girls her age, and give some details about her that reflect the girls you are with (for example in school/out of school, refugee/IDP, age, etc.).

- Ask the girls to add additional information- for example, what she likes to do in her free time.
- Who is the person she trusts most?
- Does she have many friends?
- What are the things in her life that annoy her?
- Does she feel safe to move around freely where she lives?
- Does she want to learn about new things?
- What kind of things would she like to learn?


❓ **Ask:** What kind of information or activities do you think could help this girl have a happy and healthy life?

⋯ **Explain:** There is an activity that is for girls only. In this activity, girls will learn about different topics, such as how to communicate their feelings and talk about the things that affect their daily lives. They will learn about how to take care of themselves physically and also emotionally. They will learn how to be confident and how to make friends they can trust. They will learn a lot of new information that will be useful in their lives.

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2 Adapted from IRC Lebanon (2015) – *How to introduce Case Management Activity*



 **Ask:** Would you be interested in participating in this type of activity? If so, what are the days and times that are best for you (and for how many weeks) to participate?

- Are there any reasons why you might not be able to participate?
- What can we do to support you to participate?

# Appendix A9

## Safe Space Checklist



**Purpose:** Provides country teams with a checklist to help them choose upon a relevant safe space.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Setting Program Details

**Materials:** N/A

**\* Note:** Use multiple criteria for selection of safe spaces based on three assessment areas: Safety & Accessibility, Availability, and Community Support & Agreement.

Safety & Accessibility	Yes	No
Is the space in a secure area and safely and easily accessible to the girls?		
Is it far enough away from other humanitarian activities to avoid nearby distractions or interference?		
If it is not within walking distance, can safe transportation be provided or facilitated to and from the group?		
Can items related to the program be left in the safe space when programming is not happening? If not, can mentors/facilitators or staff keep supplies in another safe location?		
Can the safe space be locked when not in use?		
What procedures need to be put in place to ensure that the safe space remains safe and gives girls privacy?		
If inside a building, is the structure itself safe and physically strong enough to be used?		
Is the building in a safe area if located in a conflict area? Could it be a target for hostile groups?		
Availability	Yes	No
Is the space available for the length of the program cycle?		

Availability (Continued)	Yes	No
Is the space available for when the girls meet?		
Is the space available if group sessions need to be rescheduled?		
Is the space used for other purposes that may cross over into the girls' time at the space? Can the Girl Shine program work around other activities so that the space is truly girl-only at the time Girl Shine is scheduled?		
Are there any seasonal disruptions (rain, other activities) that might make the space inaccessible at any time?		
Are there costs related to use of the space? If so, can the program support and sustain these costs throughout the program cycle?		
Community Support & Agreement	Yes	No
Does the surrounding community and its leaders understand the purpose of the safe space for the Girl Shine program?		
Can the community ensure that no other activities will encroach upon the safe space during Girl Shine programming?		
Who from the community needs to be involved with the agreement for use of the space by Girl Shine?		
Will the community do its part to ensure that the space safe is available only to girls during the program schedule?		
What interruptions can be predicted and planned for throughout the program cycle?		

# Appendix A10

## Roles and Responsibilities of a Girl Shine Focal Point



**Purpose:** Provides country teams with a detailed description of the roles and responsibilities of a Girl Shine Focal Point that can be incorporated into a MoU or job description.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Setting Program Details

**Materials:** N/A

- The Girl Shine Focal Point is responsible for leading and overseeing the implementation of Girl Shine, from assessing the needs of girls, selecting girls for the program, building relationships with gatekeepers and caregivers, monitoring activities, and overseeing the implementation of the Girl Shine Caregiver Curriculum (with support from other staff members).
- The Girl Shine Focal Point is responsible for leading the contextualization and adaptation process of the Girl Shine Life Skills and Caregiver curricula.
- The Girl Shine Focal Point is responsible for capacity building of facilitators and mentors on the implementation of Girl Shine activities through on-the-job mentoring and training.
- Through observation and regular evaluations, the Girl Shine Focal Point will oversee and ensure the quality of activities implemented by the mentors/facilitators and share relevant information during staff meetings.
- The Girl Shine Focal Point is responsible for overseeing the implementation of activities, including the selection of mentors and facilitators for girls, female/male caregivers, and the continued strengthening of the facilitators' and mentors' capacity.
- The Girl Shine Focal Point is also responsible for collecting data and preparing reports.
- The Girl Shine Focal Point identifies key trends emerging in the field related to adolescent girls and works closely with staff to address key issues (for example, accessing vulnerable segments of girls, introducing case management, etc.).
- The Girl Shine Focal Point works closely with the team to ensure GBV responses are reflective of the needs of girls, in particular early marriage and sexual violence.

# Appendix All

## Roles and Responsibilities for a Girl Shine Facilitator



**Purpose:** Provides country teams with a detailed description of the roles and responsibilities of a Girl Shine Facilitator that can be incorporated into a MoU or job description.

**\* Note:** This can be adapted for facilitators of the Girl Shine Caregiver Curriculum.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Setting Program Details

**Materials:** N/A

### ► Staffing wanting to facilitate Girl Shine must:

- Be available for a minimum of two hours a week to facilitate the curriculum (or for the duration of the intervention - for example, a full day or half day intervention).
- Have an interest in and be passionate about working with adolescent girls.
- Want to improve their capacity, knowledge, and skills in this area of work.
- Are willing to receive training and feedback from the Girl Shine Focal Point.
- Willing to support and build the capacity of other staff members or mentors who want to facilitate Girl Shine sessions.

### **You will be expected to commit to the following:**

- You will attend training on implementing the Girl Shine curriculum and receive ongoing capacity building and support.
- You will identify areas of support or where your skills and expertise need to be strengthened.
- You will be committed to addressing the areas identified in your capacity building plan to support you in strengthening your expertise in working with girls.
- You will work with a specific segment of girls for a full cycle of curriculum implementation.
- You will provide factual information to girls, not opinions, and where there are knowledge gaps, you will follow up to provide the correct information in upcoming sessions.
- You will regularly collect feedback from girls and ensure their voices, requests, and opinions are represented during staff meetings.
- You will follow up with girls who require referrals, ensure they have access to information, and link them with services as necessary.
- You will regularly check in with the Girl Shine Focal Point to confirm that your availability has not changed and to ensure that your workload is manageable.

# Appendix A12

## Memorandum of Understanding for Mentors



**Purpose:** Provides country teams with a sample MoU they can adapt and use for mentors involved in the Girl Shine Program. It highlights some of the key roles and responsibilities of a mentor.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Setting Program Details

**Materials:** N/A

This memorandum of understanding (MoU) is entered into by the (INSERT ORGANIZATION) and by the mentor,

\_\_\_\_\_.

The MoU stipulates the agreement between both parties for the purpose of conducting Girl Shine project activities in

\_\_\_\_\_.

### 1. Mentor's/facilitators Roles & Responsibilities:

- a. The mentor is to conduct XX hours weekly/daily sessions with girls within the assigned community over a period of XX weeks, completing a total of XX sessions with her Girl Shine group.
- b. Each mentor is required to use girl-friendly approaches as outlined in the training and capacity building plan.
- c. Mentors should inform a designated staff member of any capacity building and training needs as they arise.
- d. Mentors are required to manage and supervise Girl Shine Life Skills groups within their communities.
- e. Each mentor will be assigned to a number of girls for guidance and support during the project period (maximum of 8).
- f. Mentors will be required to work in pairs during weekly sessions from the beginning to the end of the project period, with a maximum of 15 girls per group.
- g. Each mentor is required to keep accurate attendance of girls within her group using the attendance format provided, and submit this through the designated staff member.
- h. The mentor is to follow guidance in the Girl Shine curriculum when facilitating sessions for girls.
- i. The mentor has to be prepared in advance for the upcoming session. This includes reading the session in advance, identifying any difficult content, consulting the designated staff member, and preparing session materials.
- j. The mentor is required to submit weekly reports on the progress, problems, and challenges of the group to the Girl Shine designated staff member.
- k. Each mentor should be prepared to have one-on-one interactions with girls within her group to discuss issues the girls are faced with (difficulty understanding sessions, misunderstandings at home or with peer group, risks of abuse, etc.) and to support them or make the necessary referrals. For GBV disclosures, mentors should refer girls to the caseworker.

- l. Mentors are required to maintain confidentiality at all times. Only in exceptional cases can confidentiality be broken.
- m. Mentors should ensure that they provide girls with factual information and not their own personal opinions.
- n. Each mentor will receive a stipend of XX after every XX sessions for the period of XX weeks/months.
- o. Each mentor is required to work with girls to keep the safe space clean, safe, and girl-friendly.
- p. Mentors are required to report any incident that requires immediate action to the designated staff member.
- q. All mentors are to follow code of conduct rules provided by the designated staff member.

## 2. Organization's Roles & Responsibilities:

- a. (Organization) will be required to train mentors on roles and responsibilities and Girl Shine Life Skills Curriculum usage.
- b. (Organization) will provide clear information to mentors on code of conduct and policies.
- c. Each designated staff member will be required to manage, support, and supervise mentors in assigned areas.
- d. Designated staff will be required to provide hardcopies of all relevant documents and materials, including a hard copy of the Girl Shine Curriculum and related tools and materials.
- e. Stipends will be paid to each mentor by (organization) through XX at the end of every month over the period of XX weeks/months.
- f. The designated staff member is required to conduct one-on-one or group monthly supervision with mentors in assigned XX communities.
- g. The designated staff member is required to call mentors frequently to provide support and give feedback when necessary.
- h. The organization will identify staff members to work directly with female/male caregivers through the Girl Shine Caregiver Curriculum.
- i. A designated staff member is required to observe at least XX sessions per month in each community.
- j. Designated staff members will link girls with health and psychosocial service providers when the need arises.
- k. The organization reserves the right to dismiss a mentor in case of gross misconduct or prolonged illness that will affect the program implementation.
- l. Designated staff members are required to work with community leaders and committees to manage upcoming situations affecting girls' attendance.

**Date**

**Mentor's Signature**

**Organization's Signature**

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# Appendix A13

## Coverage Exercise Tool<sup>1</sup>



**Purpose:** This tool can be used to understand who you are currently reaching through your Girl Shine Program.

**\* Note:** You can use this tool to do a quick scan of your current participants or a new group of participants that have just joined. Do not use this tool in a group setting where girls will disclose this personal information in front of others.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Finding Adolescent Girls
- Setting Program Details

**Materials:** Pens, notebook, printed tool

<b>Center/Space Type</b> (CFS, YFS, Women's Center etc.)									
<b>Location</b>									
<b>Camp or Non-Camp</b>									
<b>Target Group (Age/Sex)</b>									
<b>Target Coverage Area</b>									
	Age	School	Community	Marital Status	Children/Pregnant?	Access to financial resources?	Live with one or both parents, FHH, husband?	How many people living in household?	How many people working in household?
1									
2									
3									

<sup>1</sup> Adapted from Population Council (2016) *Building Girls' protective Assets: A Collection of Tools for Program Design*

	Age	School	Community	Marital Status	Children/ Pregnant?	Access to financial resources?	Live with one or both parents, FHH, husband?	How many people living in household?	How many people working in household?
4									
5									
6									
7									
8									
9									
10									

# Appendix A14

## Introducing Female Caregivers to Adolescent Sexual and Reproductive Health (ASRH) Topics<sup>1</sup>



**Purpose:** Provide country teams with guidance on how to introduce ASRH topics to female caregivers and how to address some FAQs that may arise.

 **Note:** This should be done with female caregivers only due to the sensitivity of the topic.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Securing Participation
- Determining Content & Sequence
- Contextualizing & Adapting Content

**Materials:** Pen, paper, flip chart paper, markers, posters from Health & Hygiene Module from the Girl Shine Life Skills Curriculum

### ► Steps


#### 1. Introduction

- Ask the women to talk to their neighbour, introduce themselves, and state how many children they have. The women have to introduce their neighbour to the wider group. It's ok if they forget things, their neighbour can assist them.
- Once they have finished, introduce yourself and give a brief description of your role.
- Introduce the safe space and the activities offered.


#### 2. Purpose of the meeting

- Thank the women for coming and for their willingness to participate and share their experiences with the group.
- Tell them that the purpose of the session is to discuss some of the topics that will be facilitated with girls during the Girl Shine Curriculum, and to get caregiver feedback and ideas on how best to do this.

#### 3. Introduce the course

 **Say:** Girls will learn information and skills that will be useful to them. This includes information about health, how to communicate well with their parents and caregivers, how to stay safe, and how to make good decisions about their future.

#### 4. Explain some of the topics you plan to cover with girls

 **Say:** We would like to share with you some of the things that we might talk to girls about. We want to get your approval to discuss some of these topics with girls, especially when talking about health and hygiene.

<sup>1</sup> Adapted from UNFPA/UNICEF (2016) *Adolescent Girls Toolkit Iraq*

- Introduce female caregivers to the topics you plan to cover (not in too much detail). Some examples include:
  - » We talk about the changes a girl experiences as she is going through puberty. We let girls know that these changes are normal, and we give them information on how to manage these changes.
  - » We explain the internal and external female body organs. We explain the reproductive organs involved in pregnancy. This will help the girls to understand which parts of the organs are involved in the monthly cycle.
  - » Girls will learn how to calculate their cycle, how to keep clean when they have their period, and how to manage some of the symptoms they may experience in relation to menstruation (for example, pain management).
  - » We also will discuss the monthly cycle with girls, which is why it is important to explain the reproductive organs, so that we can tell girls which parts of their organs are involved in the monthly cycle, as the cycle and pregnancy are related.

## 5. Questions to ask

- Do you think the topics are suitable to meet the needs of girls?
- Are there any other topics that you would like us to cover?
- Are there any topics that you do not want us to discuss? If yes, which topics and what are your concerns?
- Under what circumstances would it be ok to give this information to girls? (For example, give it on a one-to-one basis, or provide information to female caregivers to pass it on to girls).

## ► FAQs/Comments You May Face

### 1. Do you show images of genitals?

We only show images that are illustrated or drawn in marker pen. We do not show any real life pictures/photos or videos.

### 2. This will encourage girls to have sex.

The information we give is scientific and has been adapted according to age. Some sessions are designed especially for specific segments of girls, for example, those who are due to get married soon. The sessions do not encourage sex, they simply explain certain processes that are crucial for girls to understand when it comes to their sexual and reproductive health, which is their right.

### 3. This is not appropriate for unmarried girls.

We have designed the sessions so that they are really focusing on the health aspects and things that girls experience even before they are married and are important for their health and well-being. This includes information on how to deal with puberty, how to stay clean, and what menstruation is. The information is scientific and similar to what would be given in a biology lesson. In order to explain some of these topics (especially menstruation), it's important to give girls basic information about reproductive organs.

### 4. You are exposing girls to information that is not appropriate.

The information we give is based on science, not on opinion. The information girls will receive is accurate and delivered by mentors/facilitators who have been trained on these topics. Sometimes girls may seek this type of information from other people, including friends, who may not give accurate or correct information. Sometimes the information they receive might be harmful if coming from someone who is not trained. This is why it's important that they receive this information from trained mentors/facilitators. These sessions have been specially designed for girls, and based on different age groups, so you can be assured that the information they receive is accurate, scientific, and helpful.

### 5. We do not discuss these things in our community.

We understand that this may not be something that is openly discussed, which is why we try to give this information in a safe, girl-only space where they are free to ask questions and get clarification on things they may have heard. It is important to help girls feel prepared for these changes. And girls will receive this information from a trained person.

**6. If mothers are still against the sessions, perhaps you can ask mothers the following:**

If you prefer that girls do not receive this information from a stranger, is there another way to get this information to girls? Through mothers, older sisters, aunts? If so, would you like the session information so that you can talk to girls and give accurate information?

# Appendix A15

## Memorandum of Understanding (MoU) for Female/Male Caregivers



**Purpose:** Provides country teams with a sample MoU they can adapt and use for parents and caregivers participating in the Girl Shine Caregiver Curriculum.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Setting Program Details

**Materials:** N/A

The memorandum of understanding (MoU) is an agreement between the organization and the female or male caregivers participating in the Girl Shine Caregiver Curriculum. The aim of the MoU is to ensure that female and male caregivers are committed to the program and are able to provide a supportive environment for girls to participate in program activities.

The duration of the MoU is for the period of time that the female or male caregiver will be participating in the curriculum or for the period that their daughter/adolescent girl they care for is participating in the Girl Shine Life Skills Curriculum (whichever is longer).

The specific dates are: XX to XX 20XX.

Female and male caregivers have specific responsibilities that they must commit to, outlined below.

- As a caregiver, you must attend the monthly/biweekly Girl Shine Caregiver Curriculum sessions.
- If you do not attend or are absent from these regular sessions, you will not be able to receive any benefit related to program participation (insert benefit here if applicable, for example, receive the caregiver monthly participation award payment, cash transfer, etc.).

In addition to the responsibilities mentioned above, caregivers also have certain responsibilities in relation to girls participating in the Girl Shine Program. These include:

- To send my daughter/girl to the Girl Shine Life Skills Curriculum sessions every week.
- To monitor, encourage, and help improve my daughter's/girl's formal education.
- To prevent my daughter's/girl's marriage before the age of 18.
- To follow up on my daughter's/girl's behavioral change in regards to the life skills sessions.
- To practice the skills I learn in the caregiver sessions.
- To be a good role model for other caregivers in the community and encourage my daughter/girl to be a good role model for her peers.
- If my daughter/girl I care for gets married voluntarily or by forced abduction and she is unable to attend the weekly life skill sessions, as a caregiver, I understand that I am not eligible to receive (insert benefit: for example, monthly cash transfer), nor any other benefit.

## ► For the Organization

- If a girl gets married but can continue the weekly life skill sessions, we will consider on an individual basis whether caregivers are eligible to receive the caregiver monthly participation award and the beneficiary pocket money as well as any other benefit.
- As an organization, we will ensure that our staff uphold the following values:
  - Integrity: Our staff will be open, honest, and trustworthy, respecting the values and rights of everyone we work with.
  - Service: Our staff aim to provide you with the highest standard of quality in relation to services. We will ensure our staff are trained and equipped to facilitate sessions with caregivers, while also making sure that mentors/facilitators working with girls are fully trained and professional in their interactions with girls.
  - Accountability: Our staff are accountable to the people they are supporting. If at any point caregivers or girls feel that they want to raise an issue in relation to the actions of any staff member, they can do so by ... (insert procedure here).

I have read or listened to and understand the above MoU. By signing below, I agree to uphold the terms and conditions.

Caregiver name: \_\_\_\_\_ (M/F)

Spouse name (if any): \_\_\_\_\_ (M/F)

Name of daughter/girl they care for: \_\_\_\_\_

Caregiver signature: \_\_\_\_\_

Spouse signature: \_\_\_\_\_

Name of location: \_\_\_\_\_

Name of staff who facilitated: \_\_\_\_\_

Date: \_\_\_\_\_

# Appendix A16

## Community Leadership Tool



**Purpose:** Supports country teams to identify those specific community actors that need to be engaged to ensure program buy-in, as well as those actors who should be engaged due to their support of the Girl Shine principles.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Setting Program Details
- Securing Participation

**Materials:** Flip chart paper, markers

### ► Steps

1. Create a diagram of the community leadership structure. This could be for both the larger community and the specific neighborhoods you choose to work in.
2. Additionally, if you are working closely with one particular sector (camp, community or neighborhood), diagramming the hierarchy and identifying different leaders within that sector may also be useful.
3. These diagrams will help you follow the right channels and not overlook key individuals, and will be useful when determining the most effective activities to use with different groups.
4. You can set out the hierarchy using a diagram of a pyramid, placing most influential at the top and those with less influence towards the base of the pyramid.

### ► Guiding Questions

- Which sectors have significant influence in the community?
- Who are the influential people these sectors (camp leadership, educators, those who work in health or 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?

### ► How to Deal with Difficult Leaders and Community Members

- Be patient. Don't give up. Continue to work with them.
- Find out why they are resistant. The issue could be easily overcome, or be something more deeply rooted that takes time to resolve.
- Talk to other people who have worked with these individuals in the past – find out more about them, what their objections are, how other people have managed to work with them, etc.
- Work with those who have influence with that specific individual (for example, family members, colleagues, supervisors) and get them on your side.



# Appendix A17

## Planning Community Conversations<sup>1</sup>



**Purpose:** Support country teams to understand the attitudes and beliefs of the community in relation to adolescent girls and how to plan for discussions with the community.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Setting Program Details
- Securing Participation

**Materials:** Flip chart paper, markers, feedback notes from girls

### ► Steps

#### 1. Decide on Participants

- Who has been invited?
- What methods will you use to announce the meeting and encourage attendance?

#### 2. Decide on 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.

#### 3. Decide on Where

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

#### 4. Decide Upon the Purpose of the Meeting, Which Could Include:

- To understand the view point and perspectives of community members on a specific topic.
- To explore alternative view points and raise awareness on these topics.
- To discuss your adolescent girls program.

#### 5. Questions to Consider for the Meeting

- 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?

Facilitator Note: Ask girls what the key messages are that they wish to tell their female/male caregivers/ community and make sure these are fed into the meeting.

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<sup>1</sup> Adapted from UNICEF, *The Adolescent Kit for Expression and Innovation*

## **6. Meeting Planning and Logistics**

- 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.

## **7. Documentation of Meeting Process and Outcomes**

- It is helpful to document what happens during meetings to provide a record of past activities so that participants learn from their experiences.

# Appendix A18

## Determining Assets for Girls<sup>1</sup>



**Purpose:** Designed to help country teams decide what topics to prioritize with girls depending on their age, segment (i.e. marital, ut of school, pregnant etc.) and context-specific needs.

**\* Note:** For example, you may want to include Adolescent Sexual and Reproductive Health sessions, but you need guidance on which topics to cover, how much emphasis should be given to menstruation, STIs, or pregnancy, depending on the girls you plan to work with, etc. And you may want to better understand the key skills needed to utilize this knowledge. It is important to keep an open mind when it comes to program activities and content.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Determining Content & Sequence
- Contextualizing & Adapting Content
- Launching Girl Shine

**Materials:** Tape, marker pens, cutout of assets from the Population Council’s website (see below for more information), flip chart stand or enough wall space to stick things on.

### ► Guidance

1. This tool should be used with:
  - Program staff (who have been involved in assessments with girls and female/male caregivers, and who understand their needs and the context).
  - Adolescent girls (either from Girl Engagement groups, or the girls you plan to work with. This can be done during the first few sessions of the Girl Shine Life Skills Curriculum).
  - Female and male caregivers.
  - Mentors/facilitators.
2. The tool is usually used after key program decisions have been made about who you want to reach, community acceptance, identifying the safe space, training mentors/facilitators, etc. The tool helps you to ask stakeholders to answer important questions related to the situation of girls in their contexts, including:
  - What specific things should a girl know by a certain age?
  - What skills does a girl need to cope with the pressures she faces?
  - What should a girl be able to do in response to challenges?
  - The questions are all related to girls’ assets. An asset is a store of value that is related to what a person can do or be.
3. The exercise should define short-term achievable goals at the girl-level, which are less broad than, for example, “move out of poverty,” and less vague and negative than to simply ask girls “to avoid pregnancy.” The exercise engages people to think through what they believe is essential and helps different stakeholders think about which assets can enhance girls’ ability to better navigate day-to-day challenges and opportunities, and what topics and content might be most meaningful.

<sup>1</sup> Adapted from Population Council (2015), *Building Assets Toolkit*  
<http://www.popcouncil.org/research/building-assets-toolkit-developing-positive-benchmarks-for-adolescent-girls>

## ► Steps

### 1. Before the activity

- Have a clear idea about which segment of girls you want the activity to focus on (for example, ages 12-14, out-of-school, married, etc.). This will help participants focus their attention to this specific group of girls when they are deciding what to prioritize.
- Be clear on the time frame of the intervention. This will help participants prioritize the most crucial information (as they may be inclined to say that all of the information is important).
- Go through the list of assets and remove the ones that you already know are not relevant to your intervention. (For example, if the asset refers to early marriage prevention but the girls you are targeting are already married, there is no need to include this asset. Instead, you may decide to include one on early marriage response.)
- Prepare all necessary materials in advance.

### 2. During the activity

- On the board or flip chart, write down the profile of the girl you want to address (for example, specify her age, marital status, school status, etc.).
- Explain to participants that you will hand some asset cards around and they must decide by which age the girl you want to work with needs to have this information, skill, or knowledge.
- On the board or flip chart, add three headings:
  - » Pre-adolescence (age 6, age 8), early adolescence (age 10, 12, 14), late adolescence/early adulthood (age 16, 18, 20).
- Participants can go through the assets and then decide under which heading they want to add the asset (they can also specify by the age categories).
- They don't need to use all of the assets they have been given, only those they feel are relevant to the segment of girls you outlined at the beginning.
- If participants cannot read and write, split them into small groups where they are working with participants who can read and write.

### 3. At the end of the activity

- After everyone has placed their assets, look back at the results and answer the following questions as a group:
  - » How are the assets spread along the wall?
  - » Do they cluster around certain ages or one particular stage of adolescence?
  - » Does the sequencing make sense to you and others?
  - » What assets need explanation and discussion?
  - » What newly proposed assets have participants suggested that doesn't exist in the curriculum?
  - » What is missing?
  - » Is there any disagreement about where particular assets are placed?
- Taking the information provided by participants, review the curriculum to ensure that the assets they mentioned are represented in the curriculum.

For a more detailed version of this activity, please refer to Population Council's *Building Assets Toolkit: Developing Positive Benchmarks for Adolescent Girls*.<sup>2</sup> Country teams will find asset cutout cards and other materials available for printing on that site.

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2 <http://www.popcouncil.org/research/building-assets-toolkit-developing-positive-benchmarks-for-adolescent-girls>

## List of assets for consideration

Know where to get a HIV test	Know how to play traditional games
Have the skills to create a budget and know how to track income and spending	Be able to use decision-making skills to differentiate safe and unsafe earning options
Know to ask for help if she is uncomfortable with a male	Know about STIs and how they are transmitted
Know the specifics of menstruation and how to safely and cleanly manage it	Know when to wash hands and how to do it properly in daily life and in the context of infectious disease outbreaks
Know about female genital mutilation (how and when it is done, how to help someone threatened by it, and that it is illegal)	Use negotiation, specific knowledge of risk scenarios, and problem-solving skills to avoid harmful traditions (like FGM) common in her community
Know the teachers' code of behavior (including not asking students for special favors or inviting them to their homes)	Identify someone to go to for help in case of abuse at school and know where to report abuse
Know signs of danger during pregnancy and labor, and where to go for help	Have the ability to tell her parents if what they want her to do is illegal
Have short-term financial goals and a plan to meet them	Have long-term financial goals and a plan to meet them
Have considered carefully what skills she would need to engage in earning activities that she enjoys	Have the negotiation and problem-solving skills to assert her preference for staying in school
Understand the biological basics of sexuality and reproduction	Be able to describe something unique or special about herself and identify a skill that she can teach others
Know how to distinguish between a required expense and one that can be postponed	Know how HIV is transmitted, how to prevent it, where to be tested, and that there are treatment options
Know whom to ask/where to ask for help if she or someone she knows experiences violence	Know that violence isn't just stranger violence—it often occurs in families
Know basic self-defense and ways to attract help	Know what abuse is and the difference between a "good touch" and a "bad touch"

Know how to describe/express a problem to someone	Know that early marriage is associated with poor health, poverty, and divorce
Be able to assertively and respectfully navigate safe and healthy choices with regard to marriage	Know her own body parts
Know the body parts of the opposite sex	Know the time of day/week when she is likely to face more risks at home, at school, on the street
Know when and where it is safe enough to go out alone (or when groups are safer)	Know her right to determine and communicate the number of children she wants and the timing of births
Know about sex trafficking and other forms of forced sex (for example, persuasion, blackmail), and where to get help	Know that she has the same rights as her brother
Feel that she is as intelligent as other people	Have a safety plan and be able to name three safety risks faced while going about daily life
Know the names of trained people in the community who can be relied upon to protect girls	Know how STIs, including HIV, can be prevented and their consequences
Know where to obtain condoms and contraceptives and where to obtain advice and instructions	Be able to present an argument to a group of peers and elders
Be able to express feelings and notify a friend or trusted adult of a problem at school or at home	Use effective communication and listening skills (for example, listen with empathy and patience, speak assertively)
Have the ability to de-escalate a conflict situation experienced among friends	Manage anger when in stressful situations
Feel like she can say “no” to her friends if they are pressuring her to do something she doesn’t think is right	Know the symptoms of infectious diseases, how to isolate an individual, and where to seek help

# Appendix A19

## Piloting Content Samples



**Purpose:** To help provide country teams with guidance on piloting content from the Girl Shine Life Skills Curriculum so it can be contextualized to the girls they plan to work with.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Determining Content & Sequence
- Contextualizing & Adapting Content

**Materials:** Flip chart, markers, materials from sessions that will be piloted, colored cards, smiley faces

### ► Steps

**\* Note:** This tool helps support in the contextualization process. Country teams can pilot some content from the core curriculum with a group of girls, representative of the girls chosen for the Girl Shine Life Skills Curriculum. For example, if your target group is 10-14-year-old girls, girls who are out of school, or low literacy girls, it would be important to include girls in the pilot that are representative of this group.

1. Country teams need to select specific activities to pilot from the core curriculum, relevant to the age and segment of girls you plan to work with. Once the content has been selected, the following needs to be decided:
  - How much time do girls have to dedicate to the piloting? A few hours, a full day, two half-days, etc.?
  - Who is trained in facilitation techniques and available to pilot these sessions and what is their availability?
2. Depending on how much time you have with the pilot group, choose activities that involve different methodologies and techniques so you can see which ones are more effective.
3. There is no need to pilot full sessions if there is not enough time. The purpose of piloting is to understand how girls respond to the different methodologies in the activities, and make adaptations as necessary.
4. For emergency contexts, it may not be possible to pilot content before starting the curriculum. However, observations can be made using the table below during the life skills sessions, with adaptations made throughout as needed.

**Activities should include:**


Activity type	Observations during activity	Questions to ask after activity
<b>Icebreakers &amp; Games</b>	Are the girls shy, do they think it's silly, are they happy to participate, which icebreakers/games are they the least or most comfortable with?	<ul style="list-style-type: none"> <li>What did you think about the games and icebreakers we did?</li> <li>Which ones did you like the most?</li> <li>Which ones didn't you like?</li> <li>Do you have any suggestions for games that you think girls would enjoy?</li> </ul>
<b>Story Circle</b>	<ul style="list-style-type: none"> <li>Are girls interested in the story?</li> <li>Are they engaged, disinterested, focused or confused?</li> </ul>	<ul style="list-style-type: none"> <li>What did you think about the stories we discussed?</li> <li>Were any of the stories close to what girls in this community could experience?</li> <li>Which stories were hard to understand and why?</li> <li>Do you know any stories that would be good to include for other girls?</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>Do girls find this too childish?</li> <li>Does it distract from the objective of the activity or is it a way to actively engage girls?</li> </ul>	<ul style="list-style-type: none"> <li>What did you think about the drawing activities?</li> <li>Would you like to have done more or fewer drawing activities?</li> <li>If less, do you have any ideas on how to do those activities, using different techniques?</li> </ul>
<b>Group Work</b>	<ul style="list-style-type: none"> <li>Are girls able to work effectively in small groups?</li> <li>Are they able to focus on the task?</li> <li>Do they get distracted with side conversations?</li> <li>When feeding back to the wider group, is their contribution off track or is it rich?</li> </ul>	<ul style="list-style-type: none"> <li>What did you think about working in small groups?</li> <li>Would you like to see more or fewer group work activities and why?</li> <li>Do you have any ideas on how to do the activities using different techniques?</li> </ul>
<b>Working in Pairs</b>	<ul style="list-style-type: none"> <li>Do girls work well in pairs?</li> <li>Are they shy and quiet or do they talk to their partner?</li> <li>When feeding back to the wider group, is their contribution off track, or is it rich?</li> </ul>	<ul style="list-style-type: none"> <li>What did you think about working in pairs?</li> <li>Were you comfortable using this technique and why?</li> <li>Would you like to see more or less of this in future activities?</li> </ul>
<b>Group Discussion</b>	<ul style="list-style-type: none"> <li>Are girls comfortable having a large group discussion and sharing their ideas?</li> <li>Are there some girls who are more dominant than others?</li> <li>Does the discussion represent the wide range of views and ideas in the group?</li> </ul>	<ul style="list-style-type: none"> <li>How comfortable were you with the large group discussion?</li> <li>Did you feel that it allowed everyone to share their thoughts and opinions?</li> <li>Is there another way that could make girls feel more comfortable?</li> </ul>



Activity type	Observations during activity	Questions to ask after activity
<b>Role-Play</b>	<ul style="list-style-type: none"> <li>Do girls enjoy the role-play activities? Are they able to get messages across in line with the objective of the activity?</li> <li>Are they lost or confused?</li> <li>Are they shy to perform in front of the group?</li> </ul>	<ul style="list-style-type: none"> <li>Were the instructions for the role-play clear?</li> <li>How could they be clearer?</li> <li>Was it easy or hard to work in a group trying to organize a role-play?</li> <li>Were you comfortable performing your role-play to the group?</li> <li>Would you like to see more role-play activities?</li> </ul>
<b>Reading/Writing Exercises</b>	<ul style="list-style-type: none"> <li>Do girls need support with reading and writing?</li> <li>Is this the majority of girls or is it just a few who need support with these activities?</li> <li>Are they more comfortable doing reading and writing activities in groups or individually?</li> </ul>	<ul style="list-style-type: none"> <li>What did you think about the reading/writing activities?</li> <li>Was it difficult or hard to follow instructions on these activities?</li> <li>Is this something you think other girls would enjoy?</li> </ul>

For the questions that are asked to girls after the activities, country teams can use different techniques to get feedback from the girls. They should consider the following:

- Ranking exercises-ranking their favorite to least favorite activity.
- Use of smiley faces to show comfort level.
- Small group or pair work if they feel more comfortable discussing this way, then reporting back to wider group.
- Colored cards they can hold up for yes no answers.
- Space to talk in groups to discuss different techniques, activities, and stories to include in the curriculum.

 **Note:** Check to see if questions are being understood by girls, and rephrase and clarify as necessary. Above all, make sure they feel comfortable sharing their ideas. Stress that there are no right or wrong answers, that they are the experts and you are here to learn from them.

# Appendix A20

## Contextualization & Adaptation Tool



**Purpose:** This tool is designed to help country teams consider how the content needs to be adapted to meet the safety needs of the girls and resonate with their day-to-day experiences.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Contextualizing & Adapting Content

**Materials:** N/A

**\* Note:** It is suggested that teams take this tool and go through the Girl Shine Life Skills Curriculum content to determine where changes, updates, or additions need to be added.

Age & Development Context		
Adaption Question	Answer	Suggestion
Age range of the girls		Use age appropriate activities as indicated for each session in the curriculum.
Cultural or social perception of age		What are the responsibilities taken on as girls go through adolescence? How can these be taken into account
Specific issues related to girls' experience at this age		Go back to the assessment to check what the main issues were for girls within this age range and ensure content reflects this, for example, through stories and scenarios.  The assets tool will help with an understanding of the age by which adolescent girls should have this information.
You can still address issues girls don't currently face, but may face in the future. <b>Example:</b> <i>If facilitating a session on early marriage for a group between 10 and 12 years old, where it is only common for early marriage to take place over 15 years old, adapt stories to reflect a scenario whereby it might be an older sister or cousin getting married. The issue can still be addressed, but the girls can relate to the situation in a more meaningful way.</i>		

**Adaption Summary:**

Literacy Level		
Adaption Question	Answer	Suggestion
Education levels - primary, secondary, none		Consider what older girls may have already learned and adapt the Let's Explore section of each session as needed to ensure it is not too simple/difficult for girls to understand.
Literacy levels - high, med, low, none		<p>For low or no literacy, use audio or visual suggestions for content delivery, or adapt to remove individual reading and writing activities.</p> <p>Use group reading and writing activities where there are some girls who are literate.</p> <p>Include more creative arts activities (drawing, role-play, visualization) as alternative learning methods.</p> <p>Include basic writing when facilitating for girls who are interested in increasing their literacy skills.</p>
Numeracy levels - high, med, low, none		For low or no numeracy, introduce numbers as part of the learning process and/or use audio or visual suggestions for content delivery.
Mentor/facilitator literacy level - High, med, low		<p>Simplify session language in collaboration with facilitators or mentors to ensure that the material is accessible to them.</p> <p>Break sessions down into manageable pieces, limiting content to one or two main learning points.</p> <p>Include more visuals to support mentors/facilitators in understanding session content and facilitating the sessions.</p> <p>Adapt capacity building or training plans to support mentors and facilitators in the implementation of curriculum content (for example, check-ins before each session to go through session materials).</p>
<b>Adaption Summary:</b>		

Safety & Sensitivity		
Adaption Question	Answer	Suggestion
Is the approach used during sensitive topics (for example, ASRG/GBV) appropriate to the context?		<p>It is important to ensure that the language used is in line with what is commonly used in that specific context.</p> <p>In some contexts, it may not be possible to present certain information in a direct manner. An alternative could be to present it through scenarios.</p>
<p><b>Example:</b></p> <p><i>In some contexts, providing information on family planning to girls is frowned upon. An alternative could be to present scenarios about couples considering starting a family and then open a discussion about the pros and cons of waiting. This allows an initial discussion to take place with the opportunity to refer girls to health providers for more specific information if necessary.</i></p>		
Is the information being provided at the appropriate time (for example, due to sensitivity of the topic, is it better to wait until more trust has been built)?		<p>It might be possible to deliver sensitive content to girls without any adaptation. The issue may be in relation to how comfortable girls feel and how much trust has been established within the group before dealing with these topics. Sequencing of sessions may need to be adapted to include these sessions later in the curriculum.</p> <p>Girls may be shy to receive certain information at the beginning of a program cycle, but checking in with them regularly (and building check-ins into the curriculum at key points for example, week 5, week 10, etc.) will help country teams to gauge their interest level and acceptance. Adaptations can be made even after the curriculum starts.</p> <p>Even during a session, it is important for mentors/facilitators to ensure that girls are happy to move onto the next topic within that particular session. Build check-ins into each sensitive topic before proceeding to the next topic to ensure girls are all in agreement.</p>
<p>Are mentors/facilitators equipped with the necessary skills and attitudes to deliver sensitive information to girls?</p> <p>Do they hold specific beliefs about limiting girls' access to this information or that contradict curriculum content?</p> <p>Do they feel comfortable and equipped with the knowledge and skills to present this information?</p>		<p>If facilitators and mentors are not equipped to give sensitive information to girls, are there specialized staff who can deliver these specific sessions (for example, health workers, nurses, etc.)? If not, consider other options for delivering this information.</p> <p>Adapt sessions based on the level of the mentors/facilitators. If country staff don't feel that mentors/facilitators are able to deal with complex questions that girls bring up, think about adapting questions in the sessions to ensure harm is mitigated. For example, do not include questions about girls experiences of violence or questions about sexuality if it could lead to mentors/facilitators sharing harmful beliefs.</p>

Adaption Question	Answer	Suggestion
<p>Are mentors/facilitators equipped with the necessary skills and attitudes to deliver sensitive information to girls?</p> <p>Do they hold specific beliefs about limiting girls' access to this information or that contradict curriculum content?</p> <p>Do they feel comfortable and equipped with the knowledge and skills to present this information?</p>		<p>Although issues with mentors/facilitators can be addressed through training, it can take a long time before mentors/facilitators are fully comfortable with providing this information. Ensure the curriculum is not overly ambitious in its assumptions about what a mentor/facilitator can do.</p>
<b>Adaption Summary:</b>		

Gender & GBV		
Adaption Question	Answer	Suggestion
<p>How are boys and girls treated differently in the family?</p> <p>What do boys have access to that girls do not? Vice versa?</p> <p>What roles and responsibilities do girls and boys have?</p> <p>Can girls make decisions at home?</p> <p>What are the different needs of girls and boys?</p>		<p>Use this information to address specific gender roles and dynamics with female/male caregivers during the Girl Shine Caregiver Curriculum.</p> <p>Adapt session content to ensure that questions addressing gender dynamics and gender roles are included in the Girl Shine Life Skills Curriculum, giving girls the space to recognize and discuss these issues.</p>

What are the main types of GBV experienced in this context?		<p>Although it is important to cover session material on all GBV related issues, time constraints may not allow for this. Some country teams may need to prioritize specific GBV sessions to ensure the material can be covered within the project cycle.</p> <p>Country teams may also identify a specific form of GBV mid-way through a project cycle and may decide to revisit specific session material (such as safety mapping and planning) in relation to a new issue that has arisen in a community. Build in time at key points in the curriculum to go back and assess whether there have been changes in relation to experiences of GBV.</p> <p>Country teams should make sure that the scenarios and stories used to discuss GBV are relevant to the context.</p>
<p><b>Example:</b></p> <p><i>If the scenarios in the Girl Shine Life Skills Curriculum refer to FGM, but this is not an issue that girls face, the scenarios should be changed to better reflect the situation of the girls attending Girl Shine.</i></p>		
Are the types of GBV experienced discussed quite openly or is it taboo?		<p>Think about sequencing and when it would be a good idea to start talking about these issues.</p> <p>Perhaps it is better to focus on trust building activities to begin with before GBV sessions are addressed</p> <p>Adapt stories that introduce the topic indirectly or subtly to begin with, leaving them open for girls to fill in the details.</p>
<p><b>Example:</b></p> <p><i>If there is a topic that is not discussed openly, start with a story that sets the scene. Give space for girls to answer questions related to the first introductory scene. Follow on with the next scene, again pausing to ask questions about the situation and what the options are for the girl in the story. This will allow girls to work through the story step by step, while mentors/facilitators gauge their comfort levels in participating in the discussion. Girls may also volunteer information about the topic without the mentor/facilitator having to address it directly.</i></p>		
Are there GBV services available to refer girls to if they disclose GBV?		<p>If there are GBV services available, incorporate activities whereby caseworkers can come and speak to girls and explain case management themselves, allowing girls to become familiar with the service.</p> <p>If not available, country teams should consider whether they move ahead with the GBV sessions. If they do, they should include activities that will help girls identify what they can do in these situations, who they can turn to for help, etc.</p>
<p><b>Adaption Summary:</b></p>		

Cultural Context		
Adaption Question	Answer	Suggestion
Are the names included locally used?		Update with names that reflect the specific nationality, ethnicity, or tribal realities that are most relevant to the girls.
Do the stories reflect the daily realities of the girls in the program?		Incorporate locally relevant stories, using examples mentioned by girls during assessments, FGDs, pilot sessions, Girl Engagement groups, etc.
<b>Example:</b> <i>If stories refer to village life, but the group lives in urban settings, change this. Some stories may refer to farming, harvesting etc., but this may not be relevant to the context of the girls. Stories may refer to girls going to school, but if it doesn't relate to girls in this context, update it to include places where these girls might go.</i>		
Do the terms used for formal definitions, such as body parts, resonate in the target community?		Use local vernacular in place of formal definitions where relevant. If implementing in very conservative contexts, scientific definitions may be more appropriate for acceptance.
Will the activities resonate with the girls in the particular context?		<p>Include local games and activities identified during piloting sessions.</p> <p>Ask local mentors/facilitators to highlight some local games to include.</p> <p>Update activities based on receptiveness to drama, art, and discussion from pilot sessions.</p> <p>Include additional suggestions made by girls.</p>
Are there current issues or challenges in the immediate environment that need to be addressed?		<p>Refer to the sequencing component on page 43 for guidance on how to introduce certain topics earlier on in the curriculum.</p> <p>Check to see what information is required for girls to have before they reach the topic being introduced.</p>
<b>Adaption Summary:</b>		

## Communication Styles

Adaption Question	Answer	Suggestion
How comfortable are mentors/facilitators with terminology being used?		Agree in advance about terminology that mentors/facilitators feel comfortable with, and include this in the curriculum, especially in relation to sex, pregnancy, rape, etc.
Are the communication techniques included in the curriculum appropriate for the context?		Techniques need to be assessed to see how they complement or contradict the cultural context e.g. visual or nonverbal communication. Country teams would need to consider if the suggested communication styles included in the Girl Shine Life Skills Curriculum could cause more harm to girls.
Adaption Question	Answer	Suggestion
<b>Example:</b> <i>Could suggestions about "saying no" be more problematic for girls in their cultural context? What are some of the alternatives that could be added that will have the same outcome as "saying no"?</i>		
Does the structure of the session need to be adapted based on mentor/facilitator teaching techniques?		If mentors/facilitators tend to adopt traditional teaching methods that involve lecturing, adapt the session so that they are more participatory, or limit the number of sections that involve long explanations given by the mentor/facilitator.
<b>Adaption Summary:</b>		



# Appendix A2I

## Focus Group Discussion (FGD) Tool for Male Decision-Makers of Married Girls



**Purpose:** To provide country teams with guidance on how to gain trust and acceptance from parents and caregivers and understand their perspective on girls' risks and opportunities.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Assessing Risk & Opportunity
- Finding Adolescent Girls in the Community
- Securing Participation

**Materials:** Printed tool, pens, clip board, Dictaphone (optional), notebook or flip chart, markers

### ► General Information

**Directions:** Fully complete this section prior to the start of the session, after you get the permission from participants to take notes.

**Geographic Region:**

**Location:**

**Date:**

**Number of Participants:**

**Participants Category (select all categories that apply):**

- ☐ Fathers of married adolescent girls
- ☐ Male biological family members of married adolescent girls
- ☐ Husbands of adolescent girls
- ☐ Fiancés of adolescent girls
- ☐ Partners of adolescent girls
- ☐ Fathers in-law of adolescent girls
- ☐ Other male decision-makers in household


**Age of Participants (select all categories that apply):**

- ☐ 15–19
- ☐ 20–25
- ☐ 25–30
- ☐ Older than 30

## ► Essential Steps & Information Before Starting


**Directions:** Share the following information with all participants prior to starting the focus group discussion. Assure participants that all information shared within the discussion will remain confidential. The information shared will only be used by the organization to inform program design.

1. Introduce all facilitators.
2. Give the men the opportunity to introduce themselves.
3. Present the purpose of the discussion:
  - Before beginning, provide general information about the Girl Shine Program.

 **Say:** We are meeting today to discuss the needs and perspectives of adolescent girls, especially those who are married or about to be married, and to know your opinions on the topic.

- Inform the participants that you may be conducting a similar discussion with other groups in the community.
- Explain that the information will be used to determine how we will work in the community.
- Participation is voluntary.
- No one is obliged to respond to any questions if he they do not wish and participants can leave the discussion at any time.
- No one is obliged to share personal experiences if they do not wish. If sharing examples or experiences, individual names should not be shared.

4. Group Agreements (Prompt the men to suggest the group agreements.)

 **Ask:** What are the things we can agree on to make sure that everyone in this session feels comfortable and respected? (If they don't include the below points, make sure to add them at the end.)


- This is a safe space for men to express themselves and everything discussed should be kept confidential.
- Respect people's opinion and ideas.
- There is no right or wrong answer.
- Everyone's opinion is important.
- Be respectful when others speak.

5. Ask permission to record (if using a Dictaphone):

 **Say:** No one's identity will be mentioned.

- Your opinions and information are extremely valuable, therefore we would like to record the session in order to collect all of the important information discussed. This information will only be used by us to determine how to improve our programs in the future.

6. Questions to ask:

 **Say:** Before we begin, it is important to know that the goal of this session is not to discuss whether early marriage is right or wrong. Neither is it to prevent, delay, or end an early marriage. It is instead to understand your perspective regarding the needs of married adolescent girls or girls who are about to be married.

 **Ask:**

- To begin with, can you tell me a little bit about the adolescent girls who have lived in your household in the last six months? These could be your sisters, daughters, wives, daughters-in-law, etc. Probe: How old are they? How do they spend their free time?
- Can you please share with us a bit about the typical day for an adolescent girl (in general) who lives in this community? Where does she spend her time? What activities does she do?
- In your opinion, how is the day of a married adolescent girl different from that of unmarried girl (as discussed in the question)? Probe - Who does she spend her time with? What activities does she do?
- Let's focus specifically on married girls for now. When it comes specifically to marriage:
  - » Who normally makes the decision on marriage for girls? Can you tell us more about how the decision is usually made?
  - » At what age would you recommend for a girl to start considering marriage?

- » What in your opinion are some of the reasons for getting girls married at a young age in your community?
- As an adolescent girl gets married, she passes through a transitional period where she may need to adapt to a new environment.
  - » In your opinion, what would you say are some of the challenges that married or engaged girls face? (Facilitator writes them down on a flipchart or notebook.)
  - » In your opinion, for each challenge already mentioned, what could be done to assist and support these girls especially before and after marriage?
  - » When such support or services are provided by organizations to help married girls overcome such challenges, in your opinion, do the girls face any difficulties in reaching those provided services?
  - » What do you think we (as an organization) can do to make it easier for girls to reach such services and take advantage of them?
  - » Where do you think is a safe place for married girls to meet in your communities? Probe – What would make the place safe? Acceptable to go to? And how many days/hours a week do you think married girls can meet and during what times?
  - » What about the movement of the girls? In your opinion, when/how is it okay for the girls to leave the vicinity around the home?
  - » Would you say that married girls have needs or interests that are different from other girls their age? Or from older women who are married?
  - » As a partner/husband or in-law, what kinds of things would you like to see a married girl learn in a community-based program?
- Are there any questions that you want to ask us, or final words you would like to tell us as we start planning the program?

# Appendix A22

## Focus Group Discussion (FGD) Tool for Female Decision-Makers of Married Girls



**Purpose:** To provide country teams with guidance on how to gain trust and acceptance from female parents and caregivers, as well as understand their perspective on girls' risks and opportunities.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Assessing Risk & Opportunity
- Finding Adolescent Girls in the Community
- Securing Participation

**Materials:** Printed tool, pens, clip board, Dictaphone (optional), notebook or flip chart, markers

### ► General Information

**Directions:** Fully complete this section prior to the start of the session after you get the permission from participants to take notes.

**Geographic Region:**

**Location:**

**Date:**

**Number of Participants:**

**Participants Category (select all categories that apply):**

- ☐ Mothers of engaged adolescent girls
- ☐ Mothers of married adolescent girls
- ☐ Female biological family members of married adolescent girls
- ☐ Mothers-in-law
- ☐ Other female decision-makers in household


**Age of Participants (select all categories that apply):**

- ☐ 11–14
- ☐ 15–19
- ☐ 20–24
- ☐ 25–40
- ☐ Older than 30

## ► Essential Steps & Information Before Starting


**Directions:** Share the following information with all participants prior to starting the focus group discussion. Assure participants that all information shared within the discussion will remain confidential. The information shared will only be used by the organization to inform program design.

1. Introduce all facilitators.
2. Sit in a circle and ask the women to introduce themselves. You can ask them to think of an adjective to describe themselves using the first letter of their name, if they are comfortable doing this.
3. Present the purpose of the discussion:
  - Before beginning, provide general information about the Girl Shine Program.

 **Say:** We are meeting today to discuss the needs and perspectives of adolescent girls, especially those who are married or about to be married and to know your opinions on the topic.

- Inform the participants that you may be conducting a similar discussion with other groups in the community.
- Explain that the information will be used to determine how we will work in the community.
- Participation is voluntary.
- No one is obliged to respond to any questions if they do not wish, and participants can leave the discussion at any time.
- No one is obliged to share personal experiences if they do not wish. If sharing examples or experiences, individual names should not be shared.

4. Group Agreements (Prompt the women to suggest the group agreements.)

 **Ask:** What are the things we can agree on to make sure that everyone in this session feels comfortable and respected? (If they don't include the below points, add them at the end).

- This is a safe space for women to express themselves and everything discussed should be kept confidential.
- Respect people's opinion and ideas.
- There is no right or wrong answer.
- Everyone's opinion is important.
- Be respectful when others speak.

5. Ask permission to record (if using a Dictaphone):

- No one's identity will be mentioned.
- The purpose of the recording is to collect all of the important information that will be shared. This information will only be used by us to determine how to improve our programs in the future.

6. Questions to ask:

 **Ask:**

- Just to get started, can you tell me a little bit about the adolescent girls who have lived in your household in the last six months? How old are they, what are some of their hobbies?
- Tell me a bit about the typical day for an adolescent girl who lives in this community. Where does she spend her time? What activities does she do? What challenges might she face?
- Let's focus specifically on married girls for now. When it comes specifically to marriage:
  - » Who normally makes the decision on marriage for girls?
  - » At what age would you recommend for a girl to start considering marriage?
  - » Are there any other reasons apart from age that should be taken in to consideration?
- To know more about the needs of married girls from your perspectives:
  - » In your opinion, what would you say are the three biggest challenges that married or engaged girls face? (Facilitator writes them down on a flipchart or notebook.)
  - » For each challenge mentioned, what can organizations do to assist and support these girls on the difficulties mentioned?
  - » Do you think that married girls have needs or interests that are different from other girls their age? Or from older women who are married?

- » Who would you say are the most important people in the lives of married girls? Who of those people can provide support? Who are the people who have the most influence in their lives?
- » Are there any barriers that adolescent girls face when trying to access services in the community? If so, what? Why?
- » In your opinion, what kind of decisions about her daily life does a married girl need to get permission for, and which ones can she make on her own?
- » As a parent, what kinds of things would you like to see a married girl learn in a community-based program?
- » Where do you think is a safe place for married girls to meet? Probe: How many days/hours a week do you think girls can meet and during what times? What would make the place safe? Acceptable to go to?
- Are there any questions that you want to ask us, or final words you like to tell us as we go about planning the program?

# Appendix A23

## Emergency Response Sessions<sup>1</sup>



**Purpose:** To provide country teams with two basic sessions they can do with adolescent girls and female caregivers who they may only have the opportunity to meet with once.

**Materials:** See below for each session.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Launching Girl Shine

**\* Note:** During emergencies or when there is a specific issue identified that needs to be addressed with girls, you may not have time to implement many sessions with girls. So it is important to consider what the most important information is that you need to give girls.

There are two emergency sessions that can be done for both girls and female caregivers below.

### Adolescent Girls

**Objective:** To deliver key information to recently displaced adolescent girls

**Materials:** A4 paper, colored pens, pencils, pens, flip chart paper, markers, IEC materials, service information

**Duration:** 1.5 hours

#### ► Facilitator Information

##### Basic steps

1. Try wherever possible to make sure the information is delivered to girls in a girl-friendly environment. It may not be possible to see girls alone at this stage, so if necessary, do the session with their female caregivers present.
2. Make sure you have information ready on how to reach your safe space.
3. Provide information about a hotline number if you have one.
4. Do door-to-door visits to find girls and talk to girls and female/male caregivers about available services.

##### Do's and Don'ts with Girls


- DON'T use direct language when discussing sensitive topics. Instead, use phrases such as "What do girls think?" or, "What affects girls like you?" Girls can be shy and may feel uncomfortable when asked questions in a direct way when they don't know the facilitator, especially on sensitive topics.
- DON'T create a teacher/student dynamic where girls feel like they can't approach you to ask questions, where they feel they are being evaluated, or where you are lecturing at them.

<sup>1</sup> Taken from UNICEF/UNFPA (2016) *Adolescent Girls Toolkit Iraq*

- DO make girls feel comfortable.
- DO use open body language.
- DO provide girls with positive messages and encouragement.
- DO emphasize that there is no right or wrong answer.
- DO be available for girls who have questions after session.


## ► Introduction (10 minutes)

- Welcome the girls to the session and introduce yourself.


 **Say:** Today I want to give you some information that will help you to be better prepared to deal with the situation around you. But first let's get to know each other better.

- Ask the girls to make a circle. Each girl will share her name with the group and something she likes that begins with the same letter as her name.

When finished,

 **Say:** This is a safe space for us to share our thoughts and ideas. Everything we talk about will not be discussed outside of this room. There are no right or wrong answers, we want you to feel comfortable here.

## ► Who Am I? (15 minutes)


 **Say:** Now we are going to do a fun activity where we can get to know each other and ourselves a little more.


### Step 1: Me

- Ask the girls to draw an outline of themselves on their paper (as shown below).
- Girls should write their name or have a symbol on the paper.
- Using colored pens, girls can decorate their figure that represents them:
  - » They can draw facial expressions to show how they feel.
  - » They can use their favourite colors for their clothes.


### Step 2: People I Trust

- Now ask girls to think about the people who they have travelled with that they can trust (their closest friends, family, etc.). They can write down who these people are, or draw them around the figure.

 **Say:** Everyone here knows someone, either family they travelled with or people they have met along the way. Some of these people we feel close to and trust, and if we need help, we can ask them. Let's put these people around our figure.

 **Facilitator Note:** If girls express that they don't have anyone around them, you can ask them to put other people here who they didn't travel with, but who they trust from back home.





### Step 3: What I Can Do

 **Say:** Draw or write down the things you are good at – your skills, talents, and qualities. These can be things that you are proud of or things that people have told you that you do well. These can also be related to the way you behave with other people.

- When girls finish, ask if any of them would like to share something from their figure (they don't need to share everything they put down).



## ► How Can We Protect Ourselves and Others? (30 minutes)

-  **Say:** We know that when we are new to a place, it can sometimes be confusing or unfamiliar. So it is important that we take care of ourselves and those around us so that we can feel comfortable and calm.
-  **Say:** It is normal not to feel happy sometimes, but girls should talk to someone they trust about what is bothering them. It is important that we talk to our family during this difficult time and try to support each other. We should also look after ourselves and not be afraid to express ourselves, especially if we are not feeling comfortable.
-  **Say:** Let's think of some of the things that girls can do to protect themselves and those around them.
-  **Say:** Let's get into small groups so we can discuss this and think of some ideas.
  - Divide the girls into small groups and ask them to each think of two to three things they can do to protect themselves and those around them.
  - Once they have finished, ask them to present their ideas.

### **Note:**

If girls mention any harmful practices or methods (for example, carry a weapon or hit someone) ask the group what could be the pros and cons (benefits and risks) to this suggestion. Make sure you explain the risks involved and whether it could cause harm to girls and others.

- Ask them to go back into their groups and think of one to two things that people around them can do to protect them.
- Ask them to present their ideas back to the group.
- Give the girls the following ideas and suggestions if they haven't already mentioned them:

### **Keeping Safe**

- Walk in groups, especially when going to the toilets/showers, especially at night, also when you are going to the shops or to collect non- food items (NFIs).
- Walk in areas where there are lights and many people. Avoid areas that are dark and empty, or where you do not feel comfortable.
- If you have access to lights, take them with you if walking at night.
- If you are going somewhere, make sure you tell someone in your family so they know where you are and when you will be returning.
- If there is anyone who makes you feel uncomfortable, make sure you tell a trusted person.
- Don't accept anything from strangers as they might ask you for something in return.
- Don't give your personal details to strangers.
- If you or someone you know has experienced harm, you can speak to an adult that you trust or staff at a safe space. Here, girls can freely express and open up about anything bothering them.
- Ask the girls if they have any questions or anything to add to this list.


## ► People to People (5 minutes)

1. Ask girls to form a circle.
2. Each girl is with a partner next to her.
3. When facilitator says "hand to hand", girls have to put their palms together.
4. When facilitator says "back to back", girls put their back on each other, and so on.
5. Other variations could be elbow to elbow, knee to knee, finger to finger, etc.
6. When facilitator says "people to people", girls switch partners.
7. Repeat the process three to four times.


 **Ask:** What do you think the game taught us?

 **Explain:** This game shows how we can work together to solve problems with the help of others.

## ► Taking Care of Our Bodies (25 minutes)

 **Ask:** In difficult times, we sometimes forget to take care of ourselves because we are busy thinking about other things. We need to think about taking care of our bodies and also our feelings.


 **Ask:** Why is it important that girls take care of themselves even during difficult and uncomfortable times?

 **Say:** It is important that we try to continue taking care of ourselves so that we can stay healthy and strong during this time.


- Split the girls into small groups. Ask girls to draw a girl who is in a new environment.
- What are the things that are important for this girl to do to stay healthy and strong?
- Once the girls finish, ask them to present their ideas to the wider group.

### Add the following information for girls if they forget to mention it:

- It is important to wash your hands with soap and water when you can, this will help protect you from germs.
- When possible, it is important to shower and keep the body clean.
- Don't use scented soap or household cleaning products on your private areas. Use plain soap if you can.
- After using the toilet, clean the genitals from the front to the back so that germs are not spread.
- When menstruating, use sanitary napkins to capture the blood, or use clean tissues, or clean cloth.
- Be prepared – don't wait for your period to come before you get these things to capture the blood. Try to be ready in advance for when the time comes. The napkins can be found at the pharmacy, supermarket, or ask at the safe space.
- When disposing the sanitary napkins, do not put them in the toilet. Instead wrap them in plastic or paper and put them in the bin so they will be removed with the rest of the garbage.
- Try to rest when you can, sleep, and relax whenever possible to allow your body time to recover.
- If you are not feeling good, talk to someone you trust. Talking can sometimes help people to feel better.
- Think about the things that make you happy.
- Do some light exercise, it can make people feel better sometimes.
- Take some deep breaths, this can help you to relax.

 **Say:** If you need more information, speak to someone you trust, such as your mother, older sister, aunt or the female staff at the safe space.

## ► Final Message (5 minutes)

 **Say:** We are here to assist you if you have any questions, and there are also other organizations that can assist you.

- Give them service mapping information and explain the different services available to them.

## Female Parents/Caregivers

**Objective:** To deliver key information to recently displaced female caregivers of adolescent girls.

**Materials:** Pens, flip chart paper, markers, IEC materials, service information

**Duration:** 1 hour

 **Note:** This session has been designed for female caregivers only

### ► Facilitator Information

#### Basic steps


1. Make sure you have information ready on how to reach your safe space.
2. Provide information about a hotline number if you have one.
3. Do door-to-door visits to talk to girls and female caregivers about available services.

#### Tips

- DO make female caregivers feel comfortable, don't push them to answer if they are not comfortable.
- DO remember that this is a stressful time for them, so give them space to express their concerns.
- DO use open body language.
- DO provide female caregivers with positive messages and encouragement.
- DO be available for female caregivers who have questions after the session.


### ► Introduction (10 minutes)

- Welcome the caregivers to the session and introduce yourself.


 **Say:** Today I want to give you some information that will help you to be better prepared to deal with the situation around you. But first, let's get to know each other better.

- Ask the caregivers to share their name and how many children they have travelled with.

When finished,

 **Say:** This is a safe space for us to share our thoughts and ideas. There are no right or wrong answers, we want you to feel comfortable here.

### ► How Can We Protect Ourselves and Others? (20 minutes)

 **Say:** We know that when we are new to a place, it can sometimes be confusing or unfamiliar. So it is important that we take care of ourselves and our loved ones during this time, so that we can feel comfortable and calm.

 **Ask:** What are some of the things that we can do to protect ourselves and our children during this situation?

#### **Facilitator Note:**

If female caregivers mention any harmful practices or methods (for example, don't let the girls out, keep them inside the tent, etc.), ask the group what could be the pros and cons to this suggestion. Make sure you explain the risks involved and whether it could cause harm to girls and others. Encourage them to provide alternatives (for example, allow them out but only if they are accompanied).


**Add the following if female caregivers don't mention them:**


 **Say:** This information applies to you, adolescent girls and other children you care for.


### Keeping Safe

- It is better to walk in groups, especially when going to the toilets/showers, especially at night, also when you are going to the shops or to collect NFIs.
- Walk in areas where there are lights and many people. Avoid areas that are dark and empty, or where you do not feel comfortable.
- If you have access to lights, take them with you if walking at night.
- If your children are going somewhere, make sure you know where they are going and when they will be back. Make sure they are accompanied if necessary.
- Don't give your personal details to strangers.
- The safety of you and your children is a priority, so be sure to talk to them daily during this difficult situation so that they feel comfortable to discuss any problems with you.
- If you or someone you know has experienced harm, you can speak to staff at a safe space. Here, women and girls can freely express the things that are bothering them in a confidential space.
- Ask the caregivers if they have any questions or anything to add to this list.

## ► Taking Care of Our Bodies (20 minutes)

 **Say:** In difficult times, we sometimes forget to take care of ourselves because we are busy thinking about other things. We need to think about taking care of our bodies and also our feelings. We also need to support our children in doing the same.

 **Ask:** Why is it important for people to take care of themselves even during difficult and uncomfortable times?

 **Say:** It's important that we try to continue taking care of ourselves so that we can stay healthy and strong during this time. This way we will also be in a better position to support our families.

 **Ask:** What are the things that are important for women and girls to do to stay healthy and strong during this time?

**Add the following information for caregivers if they forget to mention it:**


 **Say:** This applies to female caregivers, girls and other members of the family.

- It is important to wash your hands with soap and water when you can, as this will help protect you from germs. Children may need your encouragement to do this.
- When possible, it is important to shower and keep the body clean. Accompany girls and other children to the showers and encourage them to shower.
- Don't use scented soap or household cleaning products on your private areas. Use plain soap if you can.
- After using the toilet, clean the genitals from the front to the back so that germs are not spread.
- Support girls who are menstruating to use sanitary napkins to capture the blood, or use clean tissues or clean cloth. Help them to be prepared with these items even before their period comes, so they aren't in a situation where they don't have access to these items. The napkins can be found at the pharmacy, supermarket, or at the safe space.
- When disposing the sanitary napkins, do not put them in the toilet. Wrap them in plastic or paper and put them in the bin so they will be removed with the rest of the garbage.
- For girls who have not started menstruating yet, but are going through puberty, talk to them about the changes in their body and prepare them for menstruation.
- As the new space you will be staying in may not be very private, speak to your daughters so they feel comfortable to express when they need private space to change their clothes, for example. Also check with them where they feel comfortable sleeping inside the tent or shelter.
- As the space may not be very private, it is important to think about things related to a husband and wife (intimate moments and disagreements) to make sure children are not exposed to this.

- Try to rest when you can, sleep, and relax whenever possible to allow your body time to recover. Allow girls to also rest during this time.
- If you are not feeling good, talk to someone you trust.
- Children may also express their own stress in different ways. You may notice children being aggressive, not listening to your requests, or becoming quiet.
- Communicate with girls and other children and check how they are feeling, and make time to let them express themselves to you.
- Encourage girls to make friends. It is healthy for them to have social networks, especially during this time.
- Having support during this time is important for you and for girls. You are all encouraged to participate in activities provided at the safe space. This can help you to feel supported during this time.

 **Say:** If you need more information, speak to someone at the safe space.

### ► **Final Message (10 minutes)**

-  **Say:** We are here to assist you if you have any questions, and there are also other organizations that can assist you.
- Give them service mapping information and explain the different services available to them.

# Appendix A24

## Audio Program Design Case Study: Ethiopia



**Purpose:** To provide country teams with guidance on how to adapt content for low literacy and complex settings.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Contextualizing & Adapting Content

**Materials:** N/A

The IRC Ethiopia Community Wellbeing Initiative team decided to create an audio version of the COMPASS and Girl Empower curricula based on challenges they faced using each standard curriculum. Mentors in the program locations were unable to read and write at a high level, and they had varying levels of understanding of the content. Therefore it was difficult for them to follow the guidance. Moreover, the various dialects that mentors spoke made the curriculum even more difficult for them to follow. The teams were concerned that the key messages and information from the curriculum could be lost due to the concepts being new and complex for mentors.

Furthermore, due to the low capacity of mentors, the time investment in training them and supporting them to understand the curriculum content was considerable. It was therefore decided that they would create an audio version of the curriculum, as well as introduce more activities and visuals to help both mentors and girls grasp the content.

The idea behind the audio curriculum was that mentors could play a section of the recording (which was taken from the written curriculum) and then stop the recording and open discussions with girls based on what they heard. Women were hired who could speak informal Arabic and the two other tribal languages that were spoken by the majority of mentors and girls. It was personalized throughout with the use of the story of 'Amina' – a fictional girl. All of the instructions, information, and key messages were recorded, leaving the mentor with space to focus on leading discussions and supporting girls with the activities they were assigned.

The format of the audio curriculum was developed in a way to mimic radio shows that are used in the Ethiopian education system. This style was adopted as it was successful in the Ethiopian context, proving to be highly entertaining and interactive. It included songs and stories in a format they knew and liked, making it interactive and fun to listen to. This audio curriculum made implementation of the curriculum easier for mentors, fun for girls, and standardized the messages and information girls were receiving in a consistent manner.

The Ethiopia team followed a step-by-step process to help them contextualize and develop the audio sessions. This process can be adapted for your local context.

<b>Step</b> <b>1</b>	<ul style="list-style-type: none"> <li>• Contextualize the curriculum sessions to the context.</li> <li>• Translate into Arabic or other locally relevant language.</li> <li>• Double-check translation of locally relevant language to make sure the messaging is correct.</li> </ul>
<b>Step</b> <b>2</b>	<ul style="list-style-type: none"> <li>• Rewrite the session into an audio format.</li> <li>• Translate the audio form session into Arabic and other languages or dialects.</li> <li>• Double-check translation of the Arabic or other language in order to make sure the right message is transferred.</li> </ul>
<b>Step</b> <b>3</b>	<ul style="list-style-type: none"> <li>• Find a transcriber in order to personalize the audio session.</li> <li>• Personalize the content through a character who is similar to a girl from the community you are working with.</li> </ul>
<b>Step</b> <b>4</b>	<ul style="list-style-type: none"> <li>• Audio record each session.</li> </ul>
<b>Step</b> <b>5</b>	<ul style="list-style-type: none"> <li>• Double-check translation for audio recorded session.</li> </ul>
<b>Step</b> <b>6</b>	<ul style="list-style-type: none"> <li>• Pilot the audio session in the girls' group.</li> <li>• Get feedback from mentors/facilitators and girls.</li> </ul>
<b>Step</b> <b>7</b>	<ul style="list-style-type: none"> <li>• Convert three sessions into audio.</li> <li>• Observe the gaps/challenges/errors.</li> <li>• Continue to convert the remaining sessions based on lessons learned from the last three sessions.</li> </ul>

# Appendix A25

## List of Materials for Girl Shine Life Skills Sessions



**Purpose:** To provide country teams with guidance on what materials to prepare and budget for the Girl Shine Life Skills Curriculum.

**This tool can be used during the following steps of the Girl Shine Program Model:**

- Setting Program Details

**Materials:** N/A

All sessions require flipchart paper, markers, pens, and paper. Mentors/facilitators should also keep a file or folder, or make sure there is a safe space for girls to keep their art and writings if they do not feel comfortable bringing them home.

Also, the list of materials may also refer to an Art Box, Drama Bag, Game Box, or Nature Box. Their contents include the following:

**Art Box:** General supplies for art related activities, free drawing, and unstructured expression.

Pens, pencils, markers, crayons, paints, paper (large roll and smaller sheets, white and colored), glue and tape, post-it notes, scissors, rulers, and culturally-appropriate magazines for collages.

**Drama Bag:** Costumes and props for use in role-plays and drama-oriented activities, culturally-appropriate dress-up clothes, made-up signs that help represent the surrounding community, props for role-plays, figures or cutouts representing families and communities, vehicles, and household items.

**Game Box:** Culturally relevant games for unstructured interaction between group members, including sports equipment, board games, cards, etc. This can be brought to all sessions.

**Nature Box:** Locally available items, including sticks, stones, flowers, etc., to use when materials are not available.



Session	Materials
<b>Introduction to Girl Shine</b>	Art Box, Services Handout, 'Who Am I' Handout, M&E Integrated Tools Guidance for 'Who Am I' Activity
<b>Our Safe Space</b>	Art Box, M&E Integrated Tools Guidance for 'I Am, I Have, I Can,' post-it notes
<b>Communicating Without Words</b>	Art Box
<b>People I Trust</b>	Art Box, Trust Flower Diagram, M&E Integrated Tools Guidance for 'Trust Flower'
<b>My Safety Map</b>	Art Box, at least 5 different colored markers, M&E Integrated Tools Guidance for 'Safety Planning'
<b>Our Support Services</b>	Art Box, string, Services Handout, M&E Integrated Tools Guidance for 'Our Network Maps'
<b>Listening Skills</b>	Drama Bag, Listening Tip Sheet
<b>Friendships</b>	Art Box, Listening Tip Sheet
<b>Expressing Emotions</b>	Art Box, an enlarged copy of the Emotion Barometer Thermometer Sheet, Emotion and Body Language Sheet, stickers
<b>Managing Stressful Times</b>	Art Box, stickers, Stress Management Tips Sheet
<b>Communicating Our Choices</b>	Drama Bag
<b>Resolving Disagreements</b>	Drama Bag, Art Box, Stop-Think-Act Poster
<b>Family Relationships</b>	Art Box, Drama Bag
<b>Being Confident</b>	Art Box, Drama Bag, toilet paper (or stones, leaves, etc.), Nature Box, Water Jug Picture, actual water jug or container
<b>Decision-Making</b>	Art Box, ball, Decision-Making Graph
<b>Our Rights</b>	Art Box, Drama Bag, M&E Integrated Tools Guidance for 'What Are Our Rights'
<b>Staying Healthy</b>	Art Box, Drama Bag, Health and Hygiene Handout
<b>I Am Changing</b>	Art Box, 'I Am Changing' Poster, stickers
<b>Our Bodies</b>	Internal and External Organs Posters, Ovulation Cycle Poster
<b>Our Bodies</b>	'Changes in Puberty' Handout, Internal and External Organ Posters, Male Organs Resource Sheet (upon consent)

Session	Materials
<b>Our Monthly Cycle</b>	Art Box, Menstrual Calendar Handout, signs with A and B, Period Plan Template (optional), dignity kits for each girl (optional), sanitary pad demonstration materials (optional)
<b>Our Monthly Cycle</b>	Art Box, Menstrual Cycle Resource, Menstrual Calendar Handout, signs with A and B, Period Plan Template (optional), dignity kits for each girl (optional), sanitary pad demonstration materials (optional)
<b>Sexual Health</b>	M&E Integrated Tools Guidance for 'Stand Up Sit Down About Reproductive Health Myths'
<b>Contraception</b>	Art Box, Drama Bag
<b>Condom Use</b>	Art Box, condom demonstration materials
<b>Sexual Decision-Making</b>	Art Box, agree/disagree signs, Drama Bag
<b>Sexual Intimacy</b>	Art Box, true/false cards
<b>What Makes a Girl?</b>	Art Box, M&E Integrated Tools Guidance for 'Girls and Boys Stand Up Sit Down'
<b>Comfortable and Uncomfortable Touch</b>	Art Box, fabric or tape
<b>Healthy Relationships</b>	Art Box, scrap paper, Drama Bag
<b>When Girls Are Hurt</b>	Art Box, Perpetrator Cards, types of violence images, red dot stickers
<b>Who is to Blame?</b>	Drama Bag, Art Box
<b>How can Girls Respond to Violence?</b>	Drama Bag, Art Box, informational leaflets on case management (adapted to girls)
<b>Setting Boundaries</b>	Art Box, Drama Bag, hoop
<b>Early Marriage Prevention</b>	Art Box, Drama Bag, Nature Box, baskets
<b>Female Genital Mutilation</b>	Art Box, Drama Bag, poster of clitoris for girls who have undergone FGM
<b>My Safety Map</b>	Art Box, At least 5 different colored markers, M&E Integrated Tools Guidance for 'Safety Planning'
<b>Positive Peer Power</b>	Art Box, individual pieces of large paper for each girl, Saying-No-Tip Sheet
<b>Embracing Our Diversity</b>	Art Box, Drama Bag

Session	Materials
<b>Building a Movement of Girls</b>	Art Box, ball of string, pre-cut out hands/symbols
<b>We are All Role Models</b>	Art Box, Role Model Cards
<b>Girl Facilitation</b>	Art Box, Drama Bag, Nature Box, other materials requested by girls
<b>Solidarity</b>	Art Box, Drama Bag
<b>My Life Goals</b>	Art Box, Goal Setting Resource Sheet
<b>Why Save?</b>	Art Box
<b>My Wants and Needs</b>	Art Box, tape, 'Wants and Needs' Signs, Drama Bag
<b>Making Spending Decisions</b>	Art Box, Drama Bag, small pieces of paper
<b>My Life Journey</b>	Art Box
<b>Our Girl Shine Community Event</b>	Art Box, 6-7 everyday objects, Drama Bag
<b>Preparing for Our Girl Shine Community</b>	Art Box
<b>My Girl Shine Experience</b>	Art Box, ball, optional: certificates (if not distributed at community event), Who Am I Handout, M&E Integrated Tools Guidance for 'Creative Summary'



# Appendix B1

## Safe Space Attendance Form: Girls, Female/Male Caregivers



Session Number:	
Session Name:	
Date of Session:	
Mentor/Facilitator 1 Name:	
Mentor/Facilitator 2 Name:	
Community:	
Location of Session:	

	Name/Reference Number	For caregivers, indicate the sex of the participant (M/F)	If PRESENT, insert a check mark ✓ If ABSENT, insert a cross mark ✗	If ABSENT: Was the participant absent for the last session? (Y/N) If yes, follow-up needed to understand reason of absence	Remarks
1					
2					
3					
4					
5					
6					

	Name/Reference Number	For caregivers, indicate the sex of the participant (M/F)	If PRESENT, insert a check mark  If ABSENT, insert a cross mark 	If ABSENT: Was the participant absent for the last session? (Y/N) If yes, follow-up needed to understand reason of absence	Remarks
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

## ► Attendance Guidance

- To help understand who is not attending, mentors/facilitators can ask the girls (and caregivers) at the beginning of each session to identify who is missing. This will help them be aware of their group members and empower them to take collective responsibility to know who is and isn't attending.
- Mentors/facilitators should collect attendance information and pass this information to the Girl Shine Focal Point. They can input this information into an attendance database.
- If a girl or female/male caregiver does not attend two sessions in a row, follow-up should be done to understand the reason why they aren't attending.
- It is important for mentors/facilitators to inform Girl Shine Focal Points of any patterns in absence, or if follow-up needs to be done for girls (and female/male caregivers) who are not attending.
- Girl Shine Focal Points can provide guidance on how best to follow up.

# Appendix B2

## Girl Shine Knowledge Check-In Tool



### ► Objectives of Knowledge Check-In

To assess if the skills and concepts are understood by and applicable to the lives of girls and female/male caregivers.

### ► Skills and Concepts for Check-In

Content	Life Skills
<b>Trust</b>	<ul style="list-style-type: none"><li>• Introduction to Girl Shine</li><li>• Our Safe Space</li><li>• Communicating Without Words</li><li>• People I Trust</li><li>• My Safety Map</li><li>• Our Support Services</li></ul>
<b>Social &amp; Emotional Skills</b>	<ul style="list-style-type: none"><li>• Listening Skills</li><li>• Friendships</li><li>• Expressing Emotions</li><li>• Managing Stressful Times</li><li>• Communicating Our Choices</li><li>• Resolving Disagreements</li><li>• Family Relationships</li><li>• Being Confident</li><li>• Decision-Making</li></ul>
<b>Health and Hygiene</b>	<ul style="list-style-type: none"><li>• Our Rights</li><li>• Staying Healthy</li><li>• I Am Changing (younger adol.)</li><li>• Our Bodies (younger adol.)</li><li>• Our Bodies (older adol.)</li><li>• Our Monthly Cycle (younger adol.)</li><li>• Our Monthly Cycle (older adol.)</li><li>• Sexual Health (sensitive topic)</li><li>• Contraception (sensitive topic)</li><li>• Condom Use (sensitive topic)</li><li>• Sexual Decision-Making (sensitive topic)</li><li>• Sexual Intimacy (sensitive topic)</li></ul>

Content	Life Skills
<b>Safety</b>	<ul style="list-style-type: none"> <li>• What Makes a Girl?</li> <li>• Comfortable and Uncomfortable Touch (younger adol.)</li> <li>• Healthy Relationships</li> <li>• When Girls Are Hurt</li> <li>• Who Is to Blame?</li> <li>• How Can Girls Respond to Violence?</li> <li>• Setting Boundaries</li> <li>• Early Marriage (specific groups)</li> <li>• Female Genital Mutilation</li> <li>• My Safety Map (to be repeated from Trust module)</li> </ul>
<b>Solidarity</b>	<ul style="list-style-type: none"> <li>• Positive Peer Power</li> <li>• Embracing Our Diversity</li> <li>• Building a Movement of Girls</li> <li>• We Are All Role Models</li> <li>• Girl Facilitation</li> <li>• Sharing Solidarity</li> </ul>
<b>Visioning</b>	<ul style="list-style-type: none"> <li>• My Life Goals</li> <li>• Why Save?</li> <li>• My Wants, My Needs</li> <li>• Making Spending Decisions</li> <li>• My Life Journey</li> <li>• Preparing for our Girl Shine Community Event</li> <li>• Our Girl Shine Community Event</li> <li>• My Girl Shine Experience</li> </ul>

### ► Knowledge Check-In Structure

- It is suggested that you carry out the knowledge check-in at the beginning and end of each module when possible (this will allow you to see baseline and endline results for each module).
- Integrate check-in into existing session structure. Either increase session time by 20 minutes or adapt session to incorporate knowledge check-in into the existing time frame (remove other less important activities from curriculum).
- Focus on understanding and retention of key concepts and skills.
- Knowledge check-ins should be no longer than 20 minutes.
- Check-ins can be run by mentors/facilitators and where possible, observed by a staff member for verification and to record information.
- If mentors/facilitators are inexperienced, a staff member can facilitate the first check-in until mentors/facilitators are more confident in facilitating the check-ins.
- Some activities in the Girl Shine curriculum can be used for monitoring. These are highlighted within the sessions themselves and can provide further insight into changes in knowledge, skills, etc.



## Facilitation Tips

- Topics should be assessed at least two to three weeks after they are introduced to allow for practice and reinforcement, and to avoid results that reflect rote memorization.
- Topics should not be assessed immediately after they've first been taught and practiced.
- You can use questions or activities to check on an understanding of each concept or skill, depending upon the age range. Older girls may respond better to a small focus group format, while younger girls may feel more comfortable and be more engaged with games or activities that can meet the same assessment need (such as the Creative Summary Activity in the Visioning module).
- Facilitation of the knowledge check-in will be similar to the facilitation of the actual session activities.
- Facilitators should avoid filling in the blanks for the girls or encouraging certain answers over others. The goal of the knowledge check-in is to see if the girls understand the concepts and can demonstrate the skills with little to no prompting. More so than in the actual session activities, allow the girls to come to their own conclusions and answers.
- Start and end knowledge check-in sessions the same way each time.
- Watch for girls repeating what their friends say- this could indicate they are unable to think of anything on their own or feel intimidated to do so.
- As always, pay attention to the demeanor of the group, particularly when discussing potentially uncomfortable topics. If girls feel uncomfortable or seem unwilling to participate, plan to do the check-in at another time and check in with each girl to determine what they need to feel safe.
- Make sure you understand what each girl says. If something is unclear, invite the girl to repeat.
- Withhold judgment at all times. Do not provide the right answer if girls answer incorrectly.
- Only at the end of the check-in, refer to any incorrect information that was shared and ensure that the girls understand the correct answers, terminology, etc. This might not always be black and white, but try to avoid passing on incorrect information.

## Knowledge Check-In Activity Examples

- **Knowledge Check-In Circle:** Basic question/answer format led by a facilitator. Most appropriate for older girls.
- **Use of Objects/Symbols:** Objects used to represent a girl's suggestion in numbers. Allows for thought and recollection.
- **Describe for Me:** Facilitator asks group to provide a description of a concept through suggestions, art, or other types of visual representation.
- **Stand Up/Sit Down:** Facilitator asks group to stand up for suggestions they agree with and sit down for those they disagree with.
- **Role-Play:** Use of short skits for demonstration of key concepts or skills.

Key Questions	Suggested Activities	To Capture	Documentation Example																				
Trust																							
Do you have more than one female friend outside your family?	<p><b>Use of Objects:</b> Gather girls into a circle. Place a pile of rocks, beads, flowers, or some type of colorful, locally available small objects in the center of the circle. Invite the girls to pick object(s) to represent the number of friends they have made outside of their family. For example, if a girl has five friends, she would choose five objects.</p> <p><b>From Curriculum:</b> <i>Who Am I</i> activity</p>	Girls can list one to two friends outside of their family. Answers could include girls in the group.	<table><tr><td></td><td>1 Friend</td><td>2 Friends</td><td>3+ Friends</td></tr><tr><td>Girl 1</td><td>✓</td><td></td><td></td></tr><tr><td>Girl 2</td><td></td><td></td><td>✓</td></tr></table>		1 Friend	2 Friends	3+ Friends	Girl 1	✓			Girl 2			✓								
	1 Friend	2 Friends	3+ Friends																				
Girl 1	✓																						
Girl 2			✓																				
What is a mentor?	<p><b>Role-Play:</b> 1 girl plays the mentor/facilitator and describes a concept to the other girls. Or have the mentor/facilitator do this and mix in some mistakes. Have the girls identify what was done right and/or what was done wrong.</p>	Girls can describe one to two things that a mentor does.  Answers could include: <ul style="list-style-type: none"><li>• Be a role model.</li><li>• Listen to girls.</li><li>• Share their experiences.</li><li>• Provide information.</li></ul>	<table><tr><td></td><td>Be a role model</td><td>Listen to girls</td><td>Share their experiences</td><td>Other comments</td></tr><tr><td>Girl 1</td><td>✓</td><td></td><td>✓</td><td></td></tr><tr><td>Girl 2</td><td></td><td>✓</td><td>✓</td><td></td></tr><tr><td>Girl 3</td><td>✓</td><td></td><td></td><td></td></tr></table>		Be a role model	Listen to girls	Share their experiences	Other comments	Girl 1	✓		✓		Girl 2		✓	✓		Girl 3	✓			
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Girl 1	✓		✓																				
Girl 2		✓	✓																				
Girl 3	✓																						
What is a trusted person?	<p><b>Individual work:</b> Girls draw a picture of a person they trust and list the qualities of this person.</p> <p>For older girls, <b>knowledge check-in circle</b> could be done as an alternative activity.</p>	Girls list one to two qualities of a trusted person.  Answers can include: <ul style="list-style-type: none"><li>• Cares about your safety and happiness</li><li>• Provides help if she/he can or helps you to get help when asked</li><li>• Makes time to talk to you when needed</li><li>• Never harms you physically or emotionally</li><li>• Keeps your thoughts confidential when you ask them to</li></ul>	<table><tr><td></td><td>Cares about</td><td>Pro-vides</td><td>Makes time</td><td>Other</td></tr><tr><td>Girl 1</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>Girl 2</td><td></td><td>✓</td><td>✓</td><td></td></tr><tr><td>Girl 3</td><td></td><td></td><td></td><td>Listen</td></tr></table>		Cares about	Pro-vides	Makes time	Other	Girl 1	✓				Girl 2		✓	✓		Girl 3				Listen
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Key Questions	Suggested Activities	To Capture	Documentation Example																												
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What services do girls have access to?	<p><b>Small group work:</b> Girls can have group discussion and list all of the services they are familiar with and that they know are accessible to girls.</p> <p><b>From Curriculum:</b> <i>Our Network Map</i> activity</p>	<p>Girls can list one to two services in their community.</p> <p>Girls should at a minimum identify case management services at your organization.</p>	<table><tr><th></th><th>Services Identified</th><th>Comments</th></tr><tr><td>Group 1</td><td>Clinic Case Management</td><td>N/A</td></tr><tr><td>Group 2</td><td>Case Management Youth Center</td><td>N/A</td></tr><tr><td>Group 3</td><td>Women and Girls Center</td><td>Didn't identify case management</td></tr></table>		Services Identified	Comments	Group 1	Clinic Case Management	N/A	Group 2	Case Management Youth Center	N/A	Group 3	Women and Girls Center	Didn't identify case management																
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How can you communicate with friends during a disagreement?	<p><b>Knowledge check-in circle or role-play</b> to show how they would react to a disagreement with a friend, following the steps they learned.</p> <p><b>Scenario example:</b> Your friend told a lie about you to another friend and you are really annoyed.</p>	<p>Girls should remember 'Stop, Think, Act.' They can also add other suggestions such as:</p> <ul style="list-style-type: none"><li>• Use "I" Statements.</li><li>• Make sure to speak slowly and calmly.</li><li>• Be friendly.</li></ul>	<table><tr><th></th><th>Remembered STOP THINK ACT?</th><th>Additional Suggestions?</th></tr><tr><td>Group 1</td><td>Yes</td><td>Be friendly</td></tr><tr><td>Group 2</td><td>No</td><td>"I" statements</td></tr><tr><td>Group 3</td><td>Yes</td><td>N/A</td></tr></table>		Remembered STOP THINK ACT?	Additional Suggestions?	Group 1	Yes	Be friendly	Group 2	No	"I" statements	Group 3	Yes	N/A																
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How can you negotiate with your female/male caregivers?	<p><b>Knowledge check-in circle or role-play</b> to show how they would respond to a family member given a certain situation.</p> <p><b>Scenario example:</b> You want to participate in an after-school activity, or you want to visit your friend one afternoon and your female/male caregiver tells you that you are not allowed to go because you haven't finished your household chores.</p>	<p>Girls name the steps in negotiating with their family members.</p> <ul style="list-style-type: none"><li>• Be prepared.</li><li>• Pick the right time.</li><li>• Be calm.</li><li>• Listen to what your parents or guardians have to say.</li><li>• Use "I" Statements.</li></ul>	<table><tr><th></th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>Comments</th></tr><tr><td>Group 1</td><td></td><td></td><td></td><td></td><td>x</td><td></td></tr><tr><td>Group 2</td><td></td><td></td><td>x</td><td></td><td></td><td></td></tr><tr><td>Group 3</td><td>x</td><td></td><td></td><td></td><td></td><td></td></tr></table>		1	2	3	4	5	Comments	Group 1					x		Group 2			x				Group 3	x					
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How can you express your emotions in a healthy way?	<p><b>Small group work:</b> Girls can have group discussion and list the ways they express their emotions, or</p> <p><b>Knowledge check-in circle.</b></p>	<p>Girls list at least two possible ways to express their emotions.</p> <p>Answers could include</p> <ul style="list-style-type: none"><li>• I count to 10.</li><li>• I walk away from a discussion or argument to calm down and then come back to it later.</li><li>• I sing or listen to a song I really like to help me relax.</li><li>• I share my feelings with someone.</li><li>• I put words to my feelings.</li></ul>	<table><tr><th></th><th>1 Way</th><th>2 Ways</th><th>2+ Ways</th></tr><tr><td>Group 1</td><td></td><td>✓</td><td></td></tr><tr><td>Group 2</td><td></td><td></td><td>✓</td></tr><tr><td>Group 3</td><td></td><td></td><td>✓</td></tr></table>		1 Way	2 Ways	2+ Ways	Group 1		✓		Group 2			✓	Group 3			✓												
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What is open and closed body language?	<p><b>Still images:</b> Girls demonstrate the differences between open and closed body language by presenting two still images to the group, one showing open body language and the other showing closed body language.</p>	<ul style="list-style-type: none"><li>• Girls can show they understand what active listening skills look like (open and closed body language). They can demonstrate one example of open and closed body language. Answers may include:</li></ul> <table><tr><th>Open</th><th>Closed</th></tr><tr><td>Smiling</td><td>No eye contact</td></tr><tr><td>Eye contact</td><td>Showing no/negative emotion</td></tr><tr><td>Nodding</td><td>Directing body away from the person</td></tr><tr><td>Positioning of body</td><td>Rolling the eyes</td></tr><tr><td>People are close</td><td>People are not close</td></tr></table>	Open	Closed	Smiling	No eye contact	Eye contact	Showing no/negative emotion	Nodding	Directing body away from the person	Positioning of body	Rolling the eyes	People are close	People are not close	<table><tr><th></th><th>Image 1 (open)</th><th>Image 2 (closed)</th><th>Observations</th></tr><tr><td>Group 1</td><td>✓</td><td>✗</td><td>Didn't understand concept of closed body language</td></tr><tr><td>Group 2</td><td>✓</td><td>✓</td><td>N/A</td></tr><tr><td>Group 3</td><td>✓</td><td>✓</td><td>N/A</td></tr></table>		Image 1 (open)	Image 2 (closed)	Observations	Group 1	✓	✗	Didn't understand concept of closed body language	Group 2	✓	✓	N/A	Group 3	✓	✓	N/A
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<p><b>What are the steps to making a smart decision?</b></p>	<p><b>Knowledge check-in circle or role-play</b> to show how they would use the decision-making steps.</p> <p><b>Scenario example:</b> You really want to travel to see your aunt in her village. You have been saving up some money to do a training, and the amount of money it will cost you to visit your aunt will mean that you will use all of your savings. You haven't seen her for a long time and really want to go, but it means you won't be able to save enough money for the training, which starts in a few weeks' time. What should you do?</p>	<p>Girls can list the steps they need to take to make a smart decision, including:</p> <ul style="list-style-type: none"> <li>List my options.</li> <li>Ask others for advice.</li> <li>Think about the "pro's and con's".</li> </ul>	<table> <tr> <th></th><th>Listed all steps</th><th>Didn't list all steps</th><th>Comments</th></tr> <tr> <td>Group 1</td><td>✓</td><td></td><td>N/A</td></tr> <tr> <td>Group 2</td><td></td><td>✓</td><td>Only listed 2</td></tr> <tr> <td>Group 3</td><td>✓</td><td></td><td>Listed all steps plus additional information</td></tr> </table>		Listed all steps	Didn't list all steps	Comments	Group 1	✓		N/A	Group 2		✓	Only listed 2	Group 3	✓		Listed all steps plus additional information
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<p><b>How can you deal with a situation of conflict?</b></p>	<p><b>Knowledge check-in circle or small group work.</b> Ask girls in groups to think of the steps they would take to deal with the following scenario.</p> <p><b>Scenario example:</b> You had a very big argument with your friend. During the conversation she said something that really upset you about the way you look. It has been a few weeks since the argument and you haven't resolved it yet. You are not sure how to deal with the conflict.</p>	<p>Girls understand how they can deal with a situation of conflict. They should be able to list at least two steps. Answers can include:</p> <ul style="list-style-type: none"> <li>Identify the problem.</li> <li>Focus on the problem, not the person.</li> <li>Attack the problem, not the person.</li> <li>Listen with an open mind.</li> <li>Treat the other person's feelings with respect.</li> <li>Take responsibilities for your own actions.</li> </ul>	<table> <tr> <th></th><th>Listed 1 Step</th><th>Listed 2 Steps</th><th>Listed 2+ Steps</th></tr> <tr> <td>Group 1</td><td>✓</td><td></td><td></td></tr> <tr> <td>Group 2</td><td></td><td>✓</td><td></td></tr> <tr> <td>Group 3</td><td></td><td></td><td>✓</td></tr> </table>		Listed 1 Step	Listed 2 Steps	Listed 2+ Steps	Group 1	✓			Group 2		✓		Group 3			✓
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What rights do girls have?	Knowledge check-in circle, or (from Curriculum) What are our Rights activity.	<p>Girls can list at least two of their basic rights.</p> <p>These include:</p> <ul style="list-style-type: none"><li>• All adults should do what is best for girls.</li><li>• Families have the responsibility to help girls learn to exercise their rights.</li><li>• Girls have the right to give their opinion.</li><li>• Girls have the right to choose their own friends.</li><li>• Girls have the right to be protected from being hurt and mistreated.</li><li>• Girls have the right to special protection and help if they are a refugee.</li><li>• Girls have the right to food, clothing, a safe place to live and to have their basic needs met.</li><li>• Girls have the right to a good quality education.</li><li>• Girls have the right to play and rest.</li><li>• No one is allowed to punish girls in a cruel or harmful way.</li></ul>	<table><tr><th></th><th># Stood up</th><th>Comments</th></tr><tr><td>All adults should do what is best for girls</td><td>3</td><td></td></tr><tr><td>Families have the responsibility to help girls learn to exercise their rights</td><td>4</td><td></td></tr><tr><td>Girls have the right to give their opinion</td><td>4</td><td></td></tr></table>		# Stood up	Comments	All adults should do what is best for girls	3		Families have the responsibility to help girls learn to exercise their rights	4		Girls have the right to give their opinion	4	
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What changes does a girl's body go through during puberty?	<b>Use of objects:</b> Gather girls into a circle. Place a pile of rocks, beads, flowers, or some type of colorful, locally available small objects in the center of the circle. Invite the girls to pick an object for each change in puberty that they can identify.	Girls can name two physical and two emotional changes their bodies will go through.  Answers could include: <ul style="list-style-type: none"><li>• Period.</li><li>• Skin becomes greasy/spotty.</li><li>• Pubic and under arm hair grows.</li><li>• Breasts grow.</li><li>• Different feelings .</li><li>• Girls might want to spend more time with friends and less time with family.</li><li>• Worrying about their body and the way they look.</li><li>• Feeling pressured by friends to act a certain way.</li></ul>	<table><tr><th></th><th>2 Emotional Changes</th><th>2 Physical Changes</th><th>Other</th></tr><tr><td>Girl 1</td><td></td><td></td><td>1E, 1P</td></tr><tr><td>Girl 2</td><td>✓</td><td>✓</td><td></td></tr><tr><td>Girl 3</td><td>✓</td><td></td><td>1P</td></tr></table>		2 Emotional Changes	2 Physical Changes	Other	Girl 1			1E, 1P	Girl 2	✓	✓		Girl 3	✓		1P				
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How can girls stay clean during their period?	<b>Small group work:</b> Ask girls to draw a picture of a girl and ask them to list all of the things she could do to keep clean during her period. Or, <b>Knowledge check-in</b> for older girls.	Girls can name two ways to stay clean during their period.  Answers can include: <ul style="list-style-type: none"><li>• Change feminine product regularly</li><li>• Bathe as often as you can.</li><li>• Change underwear regularly.</li></ul>	<table><tr><th></th><th>1</th><th>2</th><th>2+</th><th>Comments</th></tr><tr><td>Group 1</td><td></td><td></td><td></td><td>1 way only</td></tr><tr><td>Group 2</td><td></td><td></td><td>✓</td><td></td></tr><tr><td>Group 3</td><td></td><td>✓</td><td></td><td></td></tr></table>		1	2	2+	Comments	Group 1				1 way only	Group 2			✓		Group 3		✓		
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How can girls feel more comfortable during their periods?	<b>Knowledge check-in circle, or use of objects.</b> Gather girls into a circle. Place a pile of rocks, beads, flowers, or some type of colorful, locally available small objects in the center of the circle. Invite the girls to pick an object for each menstrual management technique they can identify.	Girls can name two ways of managing their periods.  Answers can include: <ul style="list-style-type: none"><li>• Keep track of when your periods are.</li><li>• Take a long, fast walk or do other exercise you enjoy.</li><li>• Use a warm bottle or heated pad on the stomach.</li><li>• Get a good sleep during your period.</li></ul>	<table><tr><th></th><th>1</th><th>2</th><th>2+</th><th>Comments</th></tr><tr><td>Group 1</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>Group 2</td><td></td><td></td><td>✓</td><td></td></tr><tr><td>Group 3</td><td></td><td>✓</td><td></td><td></td></tr></table>		1	2	2+	Comments	Group 1	✓				Group 2			✓		Group 3		✓		
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What is the difference between gender and sex?	<b>Stand Up/Sit Down:</b> Girls stand up for suggestions they agree with and stay seated for suggestions they do not agree with in relation to the differences between gender and sex.	Tell girls, “Stand up if you agree that...males and females can do both...”  Answers could include: <ul style="list-style-type: none"><li>• Clean</li><li>• Go to work</li><li>• Look after children</li><li>• Get an education</li><li>• Ride a bicycle</li></ul>	<table><tr><th>Stood Up</th><th># Girls</th><th>Comments</th></tr><tr><td>Clean</td><td>11</td><td></td></tr><tr><td>Work</td><td>7</td><td></td></tr><tr><td>Menstruate</td><td>0</td><td>All girls sat down as they understood only females can menstruate</td></tr></table>	Stood Up	# Girls	Comments	Clean	11		Work	7		Menstruate	0	All girls sat down as they understood only females can menstruate				
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What are the different types of violence/abuse?	<b>Quiz:</b> Give the girls the following scenarios and ask them to identify which type of violence it is. <ul style="list-style-type: none"><li>• A girl is hit by her brother because she didn’t tell him she was going outside.</li><li>• A girl was sitting in class when a boy tried to stroke her leg.</li><li>• A girl is always being told by her husband that she is useless and ugly.</li><li>• A girl is told by her parents she cannot go to school because school is for boys.</li><li>• A girl is told that she must leave school and marry someone she doesn’t want to marry.</li></ul>	Girls can identify one to two different types of violence/abuse.	<table><tr><th></th><th>Physical Violence</th><th>Sexual Harrassment</th><th>Emotional Violence</th></tr><tr><td>Girl 1</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Girl 2</td><td></td><td>✓</td><td>✓</td></tr><tr><td>Girl 3</td><td>✓</td><td></td><td>✓</td></tr></table>		Physical Violence	Sexual Harrassment	Emotional Violence	Girl 1	✓	✓	✓	Girl 2		✓	✓	Girl 3	✓		✓
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Who is to blame if a girl experiences violence?	<b>Quiz:</b> Give the girls the following scenarios and ask them to decide who is to blame in each situation:  A girl is walking home late at night alone and a man starts calling her names.  A girl is on her way to school and she is wearing a short skirt/not wearing a headscarf and some boys start following her.	A girl understands that in no situation is a girl ever to blame.	<table><tr><th></th><th>Blamed Girl</th><th>Never Blamed Girl</th><th>Comments</th></tr><tr><td>Girl 1</td><td></td><td>✓</td><td></td></tr><tr><td>Girl 2</td><td>✓</td><td></td><td></td></tr><tr><td>Girl 3</td><td>✓</td><td></td><td></td></tr></table>		Blamed Girl	Never Blamed Girl	Comments	Girl 1		✓		Girl 2	✓			Girl 3	✓		
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Name two do's and don'ts of keeping safe.	<p><b>Use of objects:</b> Gather girls into a circle. Place a pile of rocks, beads, flowers, or some type of colorful, locally available small objects in the center of the circle. Invite the girls to pick an object for each do and don't of keeping safe that they can identify.</p>	<p>Girls can name at least two do's and two don'ts for keeping safe. Answers can include:</p> <table><tr><th>Do's</th><th>Don'ts</th></tr><tr><td>Always let someone you trust know where you're going and what time you should be home.</td><td>Walk by yourself at night.</td></tr><tr><td>Walk in well-lit areas with lots of people. Avoid dark, quiet areas, especially going to the toilet at night.</td><td>Don't accept rides from strangers.</td></tr><tr><td>Remove or hide harmful tools that could be used to hurt someone.</td><td>Tell strangers personal details about yourself (for example, where you live or work, your phone number).</td></tr></table>	Do's	Don'ts	Always let someone you trust know where you're going and what time you should be home.	Walk by yourself at night.	Walk in well-lit areas with lots of people. Avoid dark, quiet areas, especially going to the toilet at night.	Don't accept rides from strangers.	Remove or hide harmful tools that could be used to hurt someone.	Tell strangers personal details about yourself (for example, where you live or work, your phone number).	<table><tr><th></th><th>1</th><th>2</th><th>2+</th><th>Comments</th></tr><tr><td>Girl 1</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>Girl 2</td><td></td><td></td><td>✓</td><td></td></tr><tr><td>Girl 3</td><td></td><td></td><td>✓</td><td></td></tr></table>		1	2	2+	Comments	Girl 1		✓			Girl 2			✓		Girl 3			✓	
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What risks do girls face if they get pregnant at a young age?	<p><b>Role-play:</b> Ask girls to do a role-play of a girl who is married and her family wants her to have a baby. What can she tell them that will convince them that she should wait until she is older?</p>	<p>Girls can identify at least two risks of getting married at a young age. This can include:</p> <ul style="list-style-type: none"><li>• Young girls are at greater risk of health issues during pregnancy.</li><li>• Young girls are also at high risk of delivering babies too early, before the baby is ready to be born.</li><li>• Physically, younger girls (below 18) are not as developed as adults. Parts of their body are still growing, parts like the pelvis, which needs to be fully grown to be able to deliver a healthy baby.</li><li>• A girl must grow and develop and become ready and able to take the responsibility of a home and raising children.</li><li>• A girl should marry when she has exercised her full rights to education and work, if she wants to. Also, she will know herself better if she marries later.</li></ul>	<table><tr><th></th><th>1 Risk</th><th>2 Risks</th><th>2+ Risks</th><th>Comments</th></tr><tr><td>Group 1</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>Group 2</td><td></td><td></td><td>✓</td><td></td></tr><tr><td>Group 3</td><td></td><td>✓</td><td></td><td></td></tr></table>		1 Risk	2 Risks	2+ Risks	Comments	Group 1		✓			Group 2			✓		Group 3		✓		
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Key Questions	Suggested Activities	To Capture	Documentation Example																				
Solidarity																							
How can we say no to negative peer pressure?	<p><b>Role-play:</b> Give the girls the following scenario and ask them to act out how they would respond in the given situation.</p> <p><b>Scenario example:</b> A girl is being pressured by her friend to skip school and go with her to meet some friends who also decided to skip school.</p>	<p>Girls can list at least two ways to say “no” to negative peer pressure. Answers can include:</p> <ul style="list-style-type: none"><li>• Say “no thanks”.</li><li>• Repeat yourself.</li><li>• Be firm in your position and continue to repeat your response.</li><li>• State why.</li><li>• Give a reason why.</li><li>• State the truth.</li><li>• Walk away.</li><li>• Change the subject</li><li>• Be proactive.</li></ul>	<table><tr><th></th><th>1 Way</th><th>2 Ways</th><th>2+ Ways</th><th>Comments</th></tr><tr><td>Group 1</td><td>✓</td><td></td><td></td><td>Listed one way that wasn't included in the curriculum</td></tr><tr><td>Group 2</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>Group 3</td><td></td><td></td><td>✓</td><td></td></tr></table>		1 Way	2 Ways	2+ Ways	Comments	Group 1	✓			Listed one way that wasn't included in the curriculum	Group 2		✓			Group 3			✓	
	1 Way	2 Ways	2+ Ways	Comments																			
Group 1	✓			Listed one way that wasn't included in the curriculum																			
Group 2		✓																					
Group 3			✓																				
What is a role model?	<p><b>Small group work:</b> Girls can work in small groups and make a list of the attributes of a female role model, or</p> <p><b>Knowledge check-in circle.</b></p>	<p>Girls can list at two least attributes of a role model:</p> <ul style="list-style-type: none"><li>• She is someone we look up to, admire, and learn from.</li><li>• She serves as an example of what path in life might be possible, even if it seems impossible.</li><li>• She shows us behaviors and ways of doing things that we would like to do as well.</li><li>• She can be someone you know, or someone you don't know but know about because of her achievements and admiration from those around her.</li></ul>	<table><tr><th></th><th>1 Attribute</th><th>2 Attributes</th><th>2+ Attributes</th><th>Comments</th></tr><tr><td>Group 1</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>Group 2</td><td></td><td></td><td>✓</td><td></td></tr><tr><td>Group 3</td><td></td><td></td><td>✓</td><td></td></tr></table>		1 Attribute	2 Attributes	2+ Attributes	Comments	Group 1		✓			Group 2			✓		Group 3			✓	
	1 Attribute	2 Attributes	2+ Attributes	Comments																			
Group 1		✓																					
Group 2			✓																				
Group 3			✓																				
Who are our role models?	<p><b>Use of objects:</b> Gather girls into a circle. Place a pile of rocks, beads, flowers, or some type of colorful, locally available small objects in the center of the circle. Ask the girls to pick an object for each female role model they identify in their life.</p>	<p>Girls can name at least one female role model they admire and who inspires them.</p>	<table><tr><th>Named female role model?</th><th>Yes</th><th>No</th><th>Comments</th></tr><tr><td>Girl 1</td><td></td><td>✓</td><td>Wasn't able to identify a role model.</td></tr><tr><td>Girl 2</td><td></td><td>✓</td><td></td></tr><tr><td>Girl 3</td><td>✓</td><td></td><td></td></tr></table>	Named female role model?	Yes	No	Comments	Girl 1		✓	Wasn't able to identify a role model.	Girl 2		✓		Girl 3	✓						
Named female role model?	Yes	No	Comments																				
Girl 1		✓	Wasn't able to identify a role model.																				
Girl 2		✓																					
Girl 3	✓																						

Key Questions	Suggested Activities	To Capture	Documentation Example																				
Visioning																							
What tips can you use to help you set goals?	<b>Knowledge check-in circle or role-play:</b> Ask girls to imagine a scenario where their friend needs help setting goals. What advice would you give her?	Girls can list at least two of the following: <ul style="list-style-type: none"><li>Set your goal with as many details as possible.</li><li>Be patient with yourself and the process.</li><li>Say your goal out loud to yourself and your friends regularly.</li><li>Pick a goal that pleases you.</li><li>Keep trying small goals to begin with.</li></ul>	<table><tr><th>Goal Setting</th><th>1</th><th>2</th><th>2+</th><th>Comments</th></tr><tr><td>Group 1</td><td></td><td></td><td></td><td>Unable to correctly identify any tips</td></tr><tr><td>Group 2</td><td></td><td>✓</td><td></td><td></td></tr><tr><td>Group 3</td><td></td><td></td><td>✓</td><td></td></tr></table>	Goal Setting	1	2	2+	Comments	Group 1				Unable to correctly identify any tips	Group 2		✓			Group 3			✓	
Goal Setting	1	2	2+	Comments																			
Group 1				Unable to correctly identify any tips																			
Group 2		✓																					
Group 3			✓																				
What is a ‘want’ and what is a ‘need’?	<b>Knowledge check-in circle, or pass the ball:</b> Ask the girls to stand in a circle. Pass a ball around the girls. Each girl should start by mentioning a “want.” During the next round, they should mention a “need.” Keep going until the girls run out of things to say for both wants and needs.	Girls are able to explain the difference between needs and wants. They should mention something similar to below: <ul style="list-style-type: none"><li>Needs are things we could not live without and are critical to us, like water and food.</li><li>Wants are things you want to have and may be important, but we could postpone buying if we needed to.</li></ul>	<table><tr><th>Able to correctly identify wants and needs</th><th>Yes</th><th>No</th><th>Comments</th></tr><tr><td>Girl 1</td><td>✓</td><td></td><td></td></tr><tr><td>Girl 2</td><td></td><td>✓</td><td>Confused the two</td></tr><tr><td>Girl 3</td><td>✓</td><td></td><td></td></tr></table>	Able to correctly identify wants and needs	Yes	No	Comments	Girl 1	✓			Girl 2		✓	Confused the two	Girl 3	✓						
Able to correctly identify wants and needs	Yes	No	Comments																				
Girl 1	✓																						
Girl 2		✓	Confused the two																				
Girl 3	✓																						
How can we make smart spending decisions?	<b>Knowledge check-in circle or scenario example:</b> Ask girls how they would decide what to do in the following scenario:  You have been given 5(00/0) in your local currency. You have seen a pair of shoes that you really like, but they cost 4.5(00/0). You don’t know whether to buy the shoes or save your money for the books you need for class which cost 10(00/0).	Girls should list the smart decision-making steps from SES module. <ul style="list-style-type: none"><li>List my options.</li><li>Ask others for advice.</li><li>Think about the “pro’s and con’s.”</li></ul>	<table><tr><th>Listed steps in smart spending decisions?</th><th>Yes</th><th>No</th><th>Comments</th></tr><tr><td>Girl 1</td><td>✓</td><td></td><td></td></tr><tr><td>Girl 2</td><td>✓</td><td></td><td></td></tr><tr><td>Girl 3</td><td></td><td>✓</td><td>Able to list one step</td></tr></table>	Listed steps in smart spending decisions?	Yes	No	Comments	Girl 1	✓			Girl 2	✓			Girl 3		✓	Able to list one step				
Listed steps in smart spending decisions?	Yes	No	Comments																				
Girl 1	✓																						
Girl 2	✓																						
Girl 3		✓	Able to list one step																				

# Appendix B3

## Caregiver Attitudes & Beliefs Check-In Tool<sup>1</sup>



### ► Pre-Questionnaire Information

#### For Survey Conductors

- Before beginning the interview, explain the aim of the questionnaire clearly. For example, “We want to ask you a series of questions to understand what your opinions are on certain topics related to women, girls, boys and men. Your answers will remain confidential and you are under no obligation to answer any question you don’t feel comfortable with and you do not have to share any personal information. You may skip any question you do not wish to answer. If you would like to answer, it would be really helpful to be as open and honest as possible. There are no right or wrong answers.”
- Explain that it will take around 20 minutes to answer the questionnaire.
- Explain to the participants that they are under no obligation to answer the questions or share personal information, and that they may skip any questions they do not wish to answer.

Site: \_\_\_\_\_

Date (Year/month/day): \_\_\_\_\_

Survey conductor’s name: \_\_\_\_\_

#### Administrative information about participant

##### Age Bracket:

- ☐ 18–25
- ☐ 26–40
- ☐ Over 40

##### Marital Status:

- ☐ Single
- ☐ Married
- ☐ In a close relationship
- ☐ Married with more than one wife
- ☐ Divorced/Separated, Widower
- ☐ Other

##### Children:






- ☐ Girls      Number: \_\_\_\_\_      Ages: \_\_\_\_\_
- ☐ Boys      Number: \_\_\_\_\_      Ages: \_\_\_\_\_

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<sup>1</sup> Adapted from IRC, *Engaging Men in Accountable Practices*

## ► Part A: Gender Roles

For the following statements, please say if you strongly agree, agree, disagree, strongly disagree, or don't know/prefer not to answer. To facilitate participant responses, please show respondents the following:

 <b>Strongly Agree</b>	 <b>Agree</b>	 <b>Disagree</b>	 <b>Strongly Disagree</b>	 <b>Don't know or prefer not to answer</b>
--	---	--	---	--

**1. Women should obey their husbands.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't know or prefer not to answer

**2. Both girls and boys should be equally supported to attend school.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't know or prefer not to answer

**3. A girl has the potential to become a good leader or boss in the future.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't know or prefer not to answer

For each of the following tasks, say whose role you think it is.

**1. At home, who should be responsible for caring for the children?**






- ☐ The man in most cases
- ☐ The woman in most cases
- ☐ Both equally
- ☐ Don't know or prefer not to answer

**2. At home, who should be responsible for household chores?**

- ☐ Male family members in most cases
- ☐ Female family members in most cases
- ☐ Both equally
- ☐ Don't know or prefer not to answer

## ► Part B: Violence Against Adolescent Girls

For the following statements, please say if you strongly agree, agree, disagree, strongly disagree, or don't know/prefer not to answer. To facilitate participant responses, please show respondents the following:

 <b>Strongly Agree</b>	 <b>Agree</b>	 <b>Disagree</b>	 <b>Strongly Disagree</b>	 <b>Don't know or prefer not to answer</b>
--	---	--	---	--

- 1. If an adolescent girl (or woman) experiences violence, she is usually to blame for the violence that happens to her.**

  - ☐ Strongly Agree
  - ☐ Agree
  - ☐ Disagree
  - ☐ Strongly Disagree
  - ☐ Don't know or prefer not to answer
- 2. An adolescent girl (or woman) should not tell anyone about the violence they experience, as it can bring shame on the family.**

  - ☐ Strongly Agree
  - ☐ Agree
  - ☐ Disagree
  - ☐ Strongly Disagree
  - ☐ Don't know or prefer not to answer
- 3. Girls do not have the right to decide if they should get married. This decision should be taken by the caregivers.**

  - ☐ Strongly Agree
  - ☐ Agree
  - ☐ Disagree
  - ☐ Strongly Disagree
  - ☐ Don't know or prefer not to answer
- 4. If men shout at their wives or say insulting things, this can be a form of emotional violence.**

  - ☐ Strongly Agree
  - ☐ Agree
  - ☐ Disagree
  - ☐ Strongly Disagree
  - ☐ Don't know or prefer not to answer

5. **A couple can still have a good relationship even if the husband sometimes hits his wife.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Don't know or prefer not to answer

### ► **Part C: Techniques For Healthy and Equal Relationships**

For the following questions, please answer if you have this kind of behavior often, sometimes, never, doesn't apply, or don't know/prefer not to answer.

1. **Do you take the time to understand and listen to the opinion of your daughter before making a decision relating to her?**

- ☐ Often
- ☐ Sometimes
- ☐ Never
- ☐ Doesn't apply
- ☐ Don't know or prefer not to answer

2. **When your daughter comes to you with a problem or concern, do you make time to listen to her and take her seriously without dismissing her?**

- ☐ Often
- ☐ Sometimes
- ☐ Never
- ☐ Doesn't apply
- ☐ Don't know or prefer not to answer

3. **When you are feeling angry at your daughter (or wife), do you take time to identify your thoughts, feelings, and body sensations before you respond to her (them)?**

- ☐ Often
- ☐ Sometimes
- ☐ Never
- ☐ Doesn't apply
- ☐ Don't know or prefer not to answer



# Appendix B4

## Mentor and Facilitator Supervision Tool





Supervision sessions are an opportunity for mentors and facilitators to share their experiences and talk through them with their peers. This should be an open and informal discussion. It can also be an opportunity to strengthen skills and techniques that mentors and facilitators feel they need to build. Remind the mentors/facilitators about confidentiality protocols: they shouldn't reveal girls' names or other identifiers.

Staff facilitating these sessions should come prepared with trends arising from the Session Insights Tool ([Appendix B5](#)), to discuss with the group.

Below are a set of questions you may use for guiding the supervision session.

At the end of each session, summarize what the mentors/facilitators said.

Date of the meeting:	
Group:	
Icebreaker:	
Sessions covered during this period:	
 What do you think are the things that went well over this period? (Allow mentors/facilitators to answer unprompted.) If they need prompting, you can give them the following examples: personal achievements, challenges you overcame, feedback girls shared with you, practicing new skills that went well.	
 What are the things that you feel have been difficult over this period? Ongoing issues you are struggling with, knowledge gaps you need further support with, practicing new skills that didn't go well, issues with girls' attendance?	



Were there any sessions you felt uncomfortable facilitating/discussing? Why do you think this was?



How can we provide you with additional support to make you feel more comfortable, either as a group or individual support needs? For example, small training session on a specific topic, sharing experiences about a specific issue, one-to-one discussion concerning a specific issue, etc.



What would you like us to do in the next session? (Allow them to answer unprompted, but if they need some guidance, you can add: suggestions for skill building, but also for group bonding.)

If there were any capacity building needs that arose from the previous session, or through observation, allocate some time to address this in the session. You can note any follow-up or action points below that need to be taken.

Other Comments

# Appendix B5

## Session Insights Tool<sup>1</sup>



This tool provides an outline of the key points mentors and facilitators of the curriculum (or any session with adolescent girls) should be aware of.

### ► The below guidance will support staff in using the tool effectively.<sup>2</sup>

Providing feedback to anyone on their performance needs to be handled sensitively. Below are a set of guidelines to help you in provide feedback to mentors and facilitators. There are many things you need to consider before, during, and after attending a session.

#### Before attending the session

- It is important to think about the setting and environment you are creating, and the language you are using.
- Sit with the mentor/facilitator and explain the purpose of your attending all or part of the session.
- Give her a copy of the Session Insights Tool so she can see exactly what you are looking for.
- Establish the best way to provide feedback during the session if they have gone away from the topic or need guidance. Perhaps suggest a keyword/signal they can use to ask you to step in/provide guidance.
- Do not use language such as “observation, assessment, monitoring,” etc. Use reassuring, positive language.

#### During the session

- Don’t take notes during the session unless absolutely necessary.
- Do not interrupt the session.
- If it is absolutely necessary to interrupt a facilitator, which should be a last resort, use phrases such as, “to add to what X just said, etc.” or “Just to make sure we all understand correctly.” When the girls are moving on to the next activity or having a conversation or a break, please clarify to the mentor/facilitator why you stepped in.
- If possible, discreetly discuss with the mentor/facilitator while the girls are engaged in their group work or other activities.
- Try not to make your presence felt during the session, but do participate in icebreakers and games so girls feel comfortable with you.

#### After the session

You should give direct feedback to the mentor/facilitator after the session to help them understand where they need to strengthen their skills. You should also keep track of trends that are occurring, for example, attitudes, reluctance to give certain information, etc. This should be addressed in the supervision meetings.

#### When giving direct feedback, consider the following points:

- Start the feedback by asking the mentor/facilitator what they felt went well in the session. Then ask what they think could be improved. Use their feedback as a starting point for your comments.
- Recognize what they did well.
- If you need to make suggestions for improvement, give her positive feedback first, followed by a suggestion for how to further strengthen her skills.
- Use reassuring language and make her feel that you are on the same level.

---

1 UNFPA/UNICEF (2016) *Adolescent Girls Toolkit Iraq*

2 Adapted from IRC Lebanon, *Feedback Guidance*

- You are there to provide support and assistance to help her increase her own skills and capacity, not simply to identify what she is doing wrong without providing options and solutions. Ask what YOU can do to support her and help her grow in areas identified as still needing improvement.
- Be flexible. You have a tool for guidance, but sometimes some questions may not be relevant to particular sessions- keep this in mind.
- Don't make her feel that your comments/ideas are final. Your comments are suggestions for improvements.
- Don't be judgmental. Each person is coming with a different set of skills and experiences and will have varying levels of capabilities. It is important to keep this in mind.
- Don't be impatient.
- Don't compare mentors/facilitators to one another.
- If the mentor/facilitator is imposing personal beliefs or behaving in a way that could be detrimental to girls or the program, discuss this with your supervisor.

	Room for Improvement		Good	Excellent
<b>Established a supportive environment</b>	Classroom style, with girls seated in rows	Rearranged the room to form a circle	Rearranged the room, but girls not encouraged to move around the room	Rearranged the room + girls encouraged to move around the room
<b>Introducing the topic</b>	No introduction to topic or explanation of session	Briefly introduced the topic	Provided an introduction to the topic and explained the session activities	Provided a clear and simple introduction to topic, briefly explained session activities and relevance to girls, gave space for questions and clarification
<b>The use of body language</b>	Closed posture, limited eye contact, back to girls	Used open expressions (for example, smiling, eye contact)	Used open expressions and open posture (facing direction of girls)	Used facial expressions, open postures, changed voice tone and used hand gestures
<b>Icebreakers and games</b>	No icebreakers or games	Used icebreakers, instructing girls, but did not participate themselves	Used icebreakers and participated with girls	Used icebreakers and games based on assessing girls' needs for energizing, participated with girls and encouraged girls to lead icebreakers
<b>Active listening</b>	Distracted when girls are talking, focusing attention elsewhere	Used brief encouraging phrases	Used brief encouraging phrases, reinstating and summarizing	Used brief encouraging phrases, reinstating and summarizing, probing and validating

	Room for Improvement		Good	Excellent
<b>Use of session guide:</b>	No session guide used, no materials prepared	Session guide used and some materials prepared	Regularly uses session guides, all materials prepared, and sometimes followed timelines in guide	Regularly uses session guide, all materials prepared, and always followed timelines in guide
<b>Did they provide appropriate examples and clarifications to the girls if they needed it?</b>	Never	Sometimes when specified in the session guide	Sometimes, when they could sense girls were not following	Regularly, with or without prompts
<b>Did they emphasize that there is no right or wrong answer (if relevant)?</b>	Never	Occasionally, when specified in the session guide	Sometimes, when they could sense girls were struggling with the issue	Regularly, even in preparation for a forthcoming discussion
<b>Did they provide girls with positive messages and encouragement?</b>	No positive messages or encouragement	Offering positive messages included only in the session guide	Sometimes providing encouragement to the girls that is not indicated in the facilitator's guide	Regularly emphasizing the strengths of girls and providing empowering messages about their potential
<b>General language used such as "what problems do girls like you face," instead of direct questions.</b>	Use of direct language	General language only used when specified in the guide	General language used sometimes when not specified in the guide	General language used regularly when relevant

# Appendix B6

## Mentor/Facilitator Session Notes



- These notes will help mentors/facilitators to keep track of actions they need to take and key themes arising from the sessions. They can use this as a basis for their supervision sessions.
- Mentors/facilitators can submit these to their supervisor in advance of the supervision session, or take them and discuss during one-on-one or group supervision sessions.
- There is no need to provide in-depth detail in this document, it is here to help support the mentor/facilitator to capture key themes emerging and to help ensure action points are followed up on.

### 1. Any outstanding actions from the previous session?

- 
- 
- 

### 2. Were any girls absent from the session?

☐ Yes    ☐ No

**If yes, is follow-up needed (if they missed two or more sessions)?**

- ☐ No (only missed one session)  
☐ Yes (two or more sessions missed)  
☐ No (follow-up already done)

### 3. Were girls able to answer the 'Check-in' question correctly at the end of the session?

☐ Yes    ☐ No

**If no, what action will be taken?**

- ☐ Recap of key messages  
☐ Repeat specific activity  
☐ Repeat entire session  
☐ Other:

### 4. Were there any girls who needed to be followed up with at the end of the session?

☐ Yes    ☐ No

(Please do not include details of any individual girl).

**If yes, what action will be taken?**

- ☐ Speak to supervisor for more guidance  
☐ Refer girl to caseworker  
☐ Dealt with issue - no action needed  
☐ Other

5. Is there anything else you would like to include (what didn't work, what worked well, what did the girls like)?

6. Were there any activities/information that you didn't feel comfortable giving to girls?

☐ Yes    ☐ No

If yes, what was the name of the topic(s) or activity?

Module	
Session	
Activity	

7. Did girls have any feedback to share about the session, suggestions, comments that you would like to mention? (This can help us improve future sessions and programs.)

# Appendix B7

## Caregiver Session: Mentor/Facilitator Notes



- These notes will help you to keep track of actions you need to take and key themes emerging from the sessions. You can use this as a basis for your supervision sessions with your supervisor.
- You can submit these to your supervisor in advance of the supervision session, or take them and discuss during one-on-one or group supervision sessions.
- There is no need to provide in-depth detail in this document, it is there to help support you to capture key themes emerging and to help ensure action points are followed up on.

### 1. Any actions outstanding from the previous session?

- 
- 
- 

### 2. Were any caregivers absent from the session?

☐ Yes    ☐ No

**If yes, is follow-up needed (if they missed two or more sessions)?**

- ☐ No (only missed one session)  
☐ Yes (two or more sessions missed)  
☐ No (follow-up already done)

### 3. Did participants carry out the task in the Takeaway and share their feedback in the Welcome & Review?

☐ Yes    ☐ No

**If no, what action was taken?**

**Actions could include:** *Understanding barriers/resistance and providing alternative Takeaway task.  
Asking caregivers to carry out the task and report back in the next session.*

### 4. Did any participants disclose personal cases of GBV?

☐ Yes    ☐ No

(Please do not include details of any individual)

**If yes, what action will be taken?**

- ☐ Speak to supervisor for more guidance  
☐ Refer participant to caseworker  
☐ Dealt with issue - no action needed  
☐ Other



**5. Did any participants disclose cases of violence that they committed?**

☐ Yes    ☐ No

(Please do not include details of any individual participant.)

**If yes, what action was/will be taken?**

- ☐ Remind participant of their commitment to Girl Shine principles
- ☐ Ask questions to understand the extent of the violence committed
- ☐ Discuss incident with your supervisor to decide whether participant is allowed to stay in the group
- ☐ Other

**6. Is there anything else you would like to include (what didn't work, what worked well, etc.)?**

**7. Were there any activities/information that you didn't feel comfortable giving to caregivers?**

☐ Yes    ☐ No

**If yes, what was the name of the topic(s) or activity?**

Module	
Session	
Activity	

**8. Did participants have any feedback to share about the session, suggestions, comments that you would like to mention? (This can help us improve future sessions and programs.)**

# Appendix B8

## Girls Feedback Tool



This tool will help country teams understand girls' perception of:

- Usefulness and relevance of program content
- Appropriateness of program delivery, in terms of space, age group, mentor, timing
- Changes in their lives (positive and negative)

The following indicators have been identified as being possible areas that we want to capture through monitoring tools, specifically related to girls:

- Increase in girls' social networks (number of friends)
- Number of girls who report that they believe their input is valuable
- Percent of girls participating in safe space activities who report knowing where to go for services and support if they experience violence

### ► Process

The check-in activities should add minimal burden to the staff, the mentors, or the girls.

They should be led by two staff (with translators if necessary) with one staff member taking notes. Mentors/facilitators should not be present during the activities, to enable girls to speak openly about their experiences. The most appropriate timing can be decided at the country level, but it is recommended that check-in activities take place at the end of a session, so as not to inconvenience girls by having them come for an additional session specifically related to this activity.

These activities should be conducted at key points during the intervention (according to the length of the intervention). For example, if the intervention is more than one year, this tool should take place every three months. If the intervention is three months, the tool could be done one month into the intervention and at the end of the intervention.

At the end of the activities, staff should build time in for girls to approach them individually in case they want to share something they weren't comfortable sharing in the group. Also make the girls aware of the comments box and ask them to feel free to write anything down anonymously. If they cannot write, you can ask them to get support from a friend in the group who can write, or to approach you at the end of the session so they can talk to you.

It is important that staff act upon the feedback that is received. Collecting feedback and not responding to the issues identified by girls can lead to diminished trust and reluctance of girls to come forward in the future to provide feedback. If the issues raised cannot be actioned or do not seem reasonable, it is important to be honest with the girls so that they are aware of what can and cannot be actioned.

### ► Materials

Flip chart paper, marker pens (two different colors), comments box, pens, paper, notebook for note-taker, camera, "Who Am I" activity figure handout, previously completed "Who Am I" figure handout, colored pencils, rocks, beads, flowers, or some type of colorful, small, locally available objects.

## ► Activities for Girls

### 1. Program Content

#### Group activity requires at least two facilitators (15 minutes)

Ask girls which topics they can remember covering over the last xx weeks. If they have missed any, remind them about the ones they have missed. Using the topic list below, circle the topics that have been covered with girls, and indicate if they were prompted or unprompted.

Ask them to think (silently) about their favorite session/topic as you read the list again. Ask them to close their eyes or look at the floor (so they can't see what the other girls choose) and ask them to put their hand up when you say their favorite. Read the list again and count the number of hands for each topic.

Next, ask them to think (silently) about the session they enjoyed the least as you read the topics out to them. Ask them to close their eyes or look at the floor (so they can't see what the other girls choose), and then ask them to put their hand up when you say the one they like least. Read the list again and count the number of hands for each topic.

When finished, tell the girls which ones came out as the most popular and the least popular according to the group. Ask them in pairs to take a few minutes to think about the reasons why those topics were popular or not popular and then to report their ideas to the wider group.

**Note-Taker:** Write up which topics the girls could recall unprompted and the votes for/against each topic. Include comments on girls' reasons for the choices.

#### Example

Topic	Prompted/ unprompted	# Favorite	# Least favorite	Other notes
Our Safe Space	Prompted	3	2	Difficult to understand useful tips and techniques

Topic	Prompted/ unprompted	# Favorite	# Least favorite	Other notes
Introduction to Girl Shine				
Our Safe Space				
Communicating Without Words				
People I Trust				
My Safety Map				
Our Support Services				
Listening Skills				

Topic	Prompted/ Unprompted	# Favorite	# Least Favorite	Other Notes
Friendships				
Expressing Emotions				
Managing Stressful Times				
Communicating Our Choices				
Resolving Disagreements				
Family Relationships				
Being Confident				
Decision-Making				
Our Rights				
Staying Healthy				
I Am Changing (younger adol.)				
Our Bodies (younger adol.)				
Our Bodies (older adol.)				
Our Monthly Cycle (younger adol.)				
Our Monthly Cycle (older adol.)				
Sexual Health (sensitive topic)				
Contraception (sensitive topic)				

Topic	Prompted/ unprompted	# Favorite	# Least favorite	Other notes
Condom Use (sensitive topic)				
Sexual Decision- Making (sensitive topic)				
Sexual Intimacy (sensitive topic)				
What Makes a Girl?				
Comfortable and Uncomfortable Touch (younger adol.)				
Healthy Relationships				
When Girls Are Hurt				
Who Is to Blame?				
Who Can Girls Respond to Violence?				
Setting Boundaries				
Early Marriage (specific groups)				
Female Genital Mutilation (specific groups)				
My Safety Map (to be repeated from Trust Module)				
Positive Peer Power				
Embracing Our Diversity				

Topic	Prompted/ unprompted	# Favorite	# Least favorite	Other notes
Building a Movement of Girls				
We Are All Role Models				
Girl Facilitation				
Sharing Solidarity				
My Life Goals				
Why Save?				
My Wants, My Needs				
Making Spending Decisions				
My Life Journey				
Preparing for Our Girl Shine Community Event				
Our Girl Shine Community Event				
My Girl Shine Experience				

## 2. Program delivery: space, age group, mentor, timing

### Group activity requires at least two facilitators (15 minutes)

Split girls into small groups and tell them that you want to learn more about their experience at the safe space. To help you learn more, they are going to draw their safe space and all the things in the safe space that can help describe their experience in more detail.

Have a selection of pictures that can prompt girls to think about the different components related to program delivery. This can include the safe space (image of the physical hut, etc.), their peers (image of girls - different ages/heights), their mentor/facilitator (image of a young woman), the time/day of sessions (image of a clock, sunset, etc.)

The staff member explains that all the pictures represent their visit to the safe space sessions. To check understanding, the staff member asks the girls what they think each picture represents and then repeats and clarifies.

Give the girls two different colored markers. Explain that they will use the first color to draw all of the things that they like about the safe space, (As much as possible, they can try to use similar drawings to the ones presented, but they are not limited to these.) With the second color, they will draw the things that can be improved or that they would like to add to the safe space (same as above). For example, if the timing doesn't suit them, they may draw a clock, or if they want to have sessions with girls of a certain age, they may draw girls who are all the same height.

To help with analysis, the staff member can visit each group and ask them to explain what the drawings mean (especially those that don't look like the images presented at the beginning of the activity) to seek clarification and get more information.

Once they have finished their drawings. They can present the drawings back to the group. The staff member can then probe with specific questions related to timing, group, etc., that haven't been addressed, or anything interesting that came up during the visits to each girl.

**Staff Tip:** Be sensitive about asking questions related to the group of girls and the mentor/facilitator. Even if the mentor/facilitator is not present, girls may not feel comfortable giving this information in a group setting. Explain to girls that if there is anything in particular they want to discuss that hasn't come up during the group discussion, they can approach you at the end, or add their comments to the comments box that you have brought with you.

**Note-Taker:** Take photographs of the pictures (if girls agree) and summarizes the things girls said they liked and want to add.

Group #	What they like	What they want to improve/add	Other notes
Group 1	<i>The mentor's techniques</i> <i>The other girls in the group</i>	<i>More pictures and posters on the walls</i> <i>New activities and sessions</i>	

### 3. Effectiveness

#### Individual activity (20 minutes)


Give the girls an outline of a person (from the 'Who am I' activity). They should be familiar with this activity as it is one of the first done during the curriculum.

Explain the steps to the girls as follows:

#### Step 1: Me

- Girls should write their name or draw a symbol on the paper (they will use this name/symbol at the end, so they need to remember it).
- Using colored pens, girls can decorate their figure, which represents them:
  - » They can draw facial expressions to show how they feel (this is what we want to capture). You can give them examples of different facial expressions and what they mean from the 'Expressing Emotions' session, or they can use ones that are more contextually relevant.
  - » They can use their favorite colors for their clothes.

#### Step 2: People I Trust

- Around the figure, girls will draw the people who they can trust, their closest friends, family, etc. If they are able to write, they can write who these people are. If not, they can just draw them.
-  **Say:** All of us have people and things that can help us; let's put these people around our figure.
- Here, they can also add services too that they know they can turn to if they need support, not just family and friends.

If girls are unable to write, clarify with them what their drawings means so you are able to correctly identify the meaning. If you have access to their previous figures, you can ask the girls to show the differences between the previous avatar and the current one. If you don't have access, ask girls if they can remember the old one and if there are any differences.

**Note-Taker:** If they have access to previous figures, take photos side by side for comparison. If they don't have access, take notes related to difference in number of friends, people they trust, and the number of things they say they are good at. N= Now, B=Before

Girl	How she feels	People she trusts	Services mentioned	Other notes
Girl 1	Happy	3	2	Mentioned IRC
If previous avatar available:				
Girl	How she feels	People she trusts	Services mentioned	Other notes
Girl 1	N: Happy B: Nervous	N: 3 B: 1	N: 2 B: 0	



### Sense of Self (10 minutes)

Gather girls into a circle. Place a pile of rocks, beads, flowers, or some type of colorful, small, locally available objects in the center of the circle.

Tell the girls that you want to ask about what they think you do well. (If they are struggling, they can think about what other people tell them they are good at.)

Ask the girls to pick an object for each skill, attribute, or talent that they believe they are good at. Give them two minutes to complete the task.

Go around the circle and ask each girl how many objects are in their hands, and invite each girl to share what each object represents. If they are shy or are having problems, ask them to talk about each object by saying "I believe I am good at..." (If they are having difficulty understanding the task, select two objects yourself and talk about what they represent. Explain that this is an example and that they should choose different things about themselves.)

Thank the girls and ask them to put the objects back in the center of the circle.

**Note-Taker:** Write the responses in the table. For example, if the girl says, "I chose four things that I am good at. I am a good friend and I always listen to my friends. I have nice hair. I am very good at math," you would write these notes in the table.

Girl	Number of objects	List of skills/attributes/talents	Other notes
Girl 1	4	Good friends Listens to friends Nice hair Good at math	

#### 4. Changes in their lives (positive and negative unintended consequences)

 **Note:** Only to be done at the end of an intervention.

### Focus Group Discussion (30 minutes)

**Tip:** It's important for the note-taker to write down the girls' answers, trying to capture their exact words.

Include the following questions for general discussion:

### Example

Question	Answers	Additional comments
What did you expect when you first started coming to the course?	Girl X: "I didn't have many expectations." Girl Y: "I expected to make many friends."	The girls didn't have a clear idea of what to expect when they first joined, but over time this changed.

Question	Answers	Additional comments
What did you expect when you first started coming to the course?		
Did your expectations change?		
How did you feel when you first started coming?		
How did your feelings change over time?		
What was the hardest part of participating in this course?		
What was the best part of participating in this course?		
Have you shared what you learned with others?		
Have the knowledge and skills you learned during the course had a lasting impact on you?		
What knowledge/skills in particular have you used?		
Were there any topics you think should have been included that were not?		
How have your relationships with the other girls changed?		
What would you like to tell your other friends who haven't done the course about what you learned?		
What would you say to girls who were considering taking this course?		

# Appendix B9

## Mentor/facilitator Feedback Tool



This tool will help country teams understand mentors' and facilitators' perception of:

- Satisfaction with overall program
- Response to program delivery (in terms of space, girls, timing, workload, support)
- Impact of program

### ► Process

The check-in activities should add minimal burden to staff and the mentors/facilitators.

This session should be led by two staff members who do not directly supervise the mentors/facilitators, as this will provide an opportunity for them to speak openly about their experiences. If it is not possible to have two staff members present, it can also be led by one member of staff. If availability of staff is very low, it can also be done as a questionnaire, as long as mentors/facilitators are literate. What is important is that this information is collected from mentors/facilitators on a regular basis.

These activities should be conducted at key points during the intervention (depending on length of the intervention). For example, if the intervention is more than one year, this tool could be implemented on a quarterly basis. If the intervention is three months, the tool could be done at month two and at the end of the intervention.

The most appropriate timing can be decided at the country level. However, it might be helpful to do this at the end or beginning of a supervision session, where the mentors/facilitators are already gathering (so not to overburden them with additional travel).

At the end of the session, staff should build time in for mentors/facilitators to approach them individually in case they want to share something they weren't comfortable sharing in the group. Also ensure that there is a comments box available where mentors/facilitators can write down any feedback, suggestions, or concerns anonymously if they prefer.

It is important that feedback is collected and that the organization responds to the issues that arise from the feedback collection. Collecting feedback and not responding to the issues identified by mentors/facilitators can lead to diminished trust and reluctance of mentors/facilitators to come forward in the future to provide feedback. If the issues raised cannot be actioned or do not seem reasonable, it is important to be honest with mentors/facilitators so that they are aware of what can and cannot be actioned.

### ► Materials

Flip chart paper, marker pens (two different colors), comments box, stickers, pens, paper, notebook for note-taker, camera, colored pencils, rocks, beads, flowers, or some type of colorful, small, locally available objects.

### ► Activities for Mentors/Facilitators

#### 1. Satisfaction with Overall Program

**Group activity requires at least two facilitators (15 minutes)**

The purpose of this activity is to help mentors/facilitators feel comfortable to express how satisfied (or dissatisfied) they are with the program and whether they feel the program is having a positive impact (on themselves and/or the girls). This activity should help mentors/facilitators feel comfortable to express themselves during the discussion that follows (based on the probing questions).

Get the mentors/facilitators to make a circle and to close their eyes (if they feel comfortable). Tell them you will read out a series of statements. If they agree with the statement, they should raise their hand. If they don't agree, they can keep their hand down.

Once mentors/facilitators have completed the activity, ask them the probing questions for each statement to understand why they agreed or disagreed with each statement. Do not ask the probing question after each statement. Complete the activity first, then ask all of the probing questions together.

You can document their responses in the following table.

**Sample Documentation Table**

Statements	# Hands up (agree)	# Hands down (disagree)	Probing questions	Comments/ observations
I feel satisfied in my role as a mentor/facilitator.			What makes you feel satisfied? What makes you feel unsatisfied?	
I feel that more can be done to support me in this role.			What changes would you like to see? What do you like about your existing support?	
I have seen a positive change in girls since working with my girl group.			What kind of change have you seen? What can be done to create more positive change?	
I feel that the expectations I had of the role have been met.			What were these expectations? What can be done to meet your expectations?	
I feel that I am valued as a mentor/facilitator by my girl group.			What is it that makes you feel valued? What would make you feel even more valued?	
I feel that I am valued as a mentor/facilitator by staff.			What is it that makes you feel valued? What would make you feel even more valued?	
I feel comfortable talking to girls about violence against girls.			What makes you feel comfortable? What makes you feel uncomfortable?	

Statements	# Hands up (agree)	# Hands down (disagree)	Probing Questions	Comments/ observations
I have personally gained a lot of skills from facilitating the sessions with girls.			What have been your personal gains? If you haven't gained anything, why do you think that is?	
I experienced many challenges in my role as mentor/facilitator.			What kind of things have you experienced? What support do you need to deal with those challenges?	
I feel comfortable talking to girls about sexual and reproductive health.			What made you feel comfortable? What makes you feel uncomfortable?	

## 2. Response to Program Delivery (space, girls, timing, workload, support)

### Group activity requires at least two facilitators (15 minutes)

In this activity, mentors/facilitators will rate their experience of the program, focusing on the program delivery aspects.

Using flip chart paper and markers, copy the following graph or print it out on large paper. If not possible, you can print on regular paper and distribute individual copies. For each component, mentors/facilitators can add stickers to the graph to indicate their perception of each program aspect.

**Safe Space:** Is the safe space private, large enough for activities and with a welcoming environment?



**Girl Participation:** Are the girls participating actively, are they engaging in the topics discussed, and are the topics relevant to them?



**Timing:** Is the amount of time allocated enough to cover the full session without rushing and allowing for lots of discussion?



**Workload:** Is the amount of preparation needed before the session, the time needed for follow-up, and any other tasks related to your role manageable for you?



**Support:** Do you feel that the support you receive from your supervisor is enough to help you carry out your tasks effectively? Do you feel you can approach your supervisor if you need support?



### 3. Impact of Program

The purpose of this activity is to capture qualitative information from mentors/facilitators about the change they have seen in their own lives as a result of implementing the curriculum. It can help us understand the impact of the program beyond the girls and female/male caregivers.

Suggested Questions	Answers
What did you expect from this role when you first started?	
Did your expectations change after some time?	
How did you feel when you first started your role?	
How did your feelings change over time?	
What has been the hardest part so far about being a mentor/facilitator?	
What has been the best part so far about being a mentor/facilitator?	
Have you learned any new information or skills since starting your role?	
How have you used this in your everyday life (or how do you plan to use it)?	
Have you noticed any changes in your own life as a result of this role? If so, can you describe this?	
What would you like to tell other people about your experience as a mentor/facilitator?	
What would you say to young women/girls who were thinking about becoming a mentor/facilitator?	

# Appendix B10

## Monitoring Opportunities Data Collection Tool



These activities are found within the Girl Shine Life Skills Curriculum and are marked as ‘Monitoring opportunity.’ They make up the activities that are to be carried out with girls, but can also be used to monitor changes and understand gaps. Below is guidance on how to use the activities for monitoring purposes, with templates for field teams to use to track the relevant information.

The boxes indicate which module(s) the activities can be found in, and more specifically which session and the title of the activity itself - to help you identify the activities easily. The activities can also be used at other points during the program cycle, not only during the specific sessions outlined below. If there is some specific information you need to collect, you can incorporate these activities into other Girl Shine Life Skills sessions.

Modules	Trust	Visioning
Sessions	Intro to Girl Shine	My Girl Shine Experience
Activity	Who Am I	

### ► Process

- Give girls the “Who Am I” handout from the Girl Shine Life Skills Curriculum (Trust Module: Intro to Girl Shine) and explain to them that they are going to complete three steps as outlined in the session.
- Once complete, ask the girls to put their figures up on the wall and share one piece of information with the group.
- Mentors/facilitators should compare these to the figures done at the beginning of the curriculum to assess any change in girls’ social networks and skills. Fill in the table below to indicate if this is the first or last figure that has been done with the girl (you may also decide to do this midway through the course).
- Mentors/facilitators can also take photos of the figures so they can document them (talk to your supervisor about how to store this information).
- If there are two mentors/facilitators present, one can follow up with girls for clarification on images, while the other facilitates the activity.
- How to use this information: Compare images created at the beginning of the curriculum (during the Trust Module) to ones done at the end (during the Vision Module) to assess change in social networks. This information can feed into reports that show whether girls’ support networks and sense of self-worth have increased since the start of the program.

Facilitators can fill out the sample template below:

Girl Name/ symbol	Figure #	Facial expression/ feeling	Number of people she trusts (and if possible – who?)	Number of things she is good at (and if possible what they are)
EXAMPLE: Girl X	2	happy	3 (mother, friend, cousin)	2 (listening to others, telling jokes)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



<b>Modules</b>	<b>Trust</b>
<b>Sessions</b>	Our Safe Space
<b>Activity</b>	I Am, I Have, I Can

## ► Process

- As girls come to present their points, one mentor/facilitator should capture the points in the form below, seeking clarification on drawings when needed.
- As the mentor/facilitator will ask the girls to explain their drawings/ideas, this should give the note-taker an opportunity to gain accurate understanding of the things the girls were trying to represent.
- If there is only one mentor/facilitator, they can try to capture this information while to facilitating the session, to the best of their ability.
- If possible, photograph the flip chart paper once all girls have provided inputs, and keep this for documentation.
- This activity can be done twice (or more as needed) to collect baseline and endline findings to assess girls' sense of self, their perception of their assets and their skills.
- **How to use this information:** This information can feed into reports that show whether girls' support networks and sense of self-worth and skills have increased through the duration of the curriculum.

<b>Girl name/ number</b>	<b>Activity #</b>	<b>I Am</b>	<b>I Have</b>	<b>I Can</b>	<b>Notes</b>
EXAMPLE GIRL X:	1	Very smart!	Good friends and a nice family	Read very well	Needed some encouraging to think of examples
1					
2					
3					
4					
5					
6					
7					
8					

<b>Modules</b>	<b>Trust</b>
<b>Sessions</b>	People I Trust
<b>Activity</b>	Trust Flower

## ► Process

- Give each girl a blank copy of the Trust Flower diagram from the session 'People I Trust.' Show them an example of one that is filled out.
- Having two mentors/facilitators present for this activity would be helpful, so that one can get clarification from girls and help support them complete their flower (note-taker).
- Girls are not expected to share this with the wider group, so it is important that the second mentor/facilitator can go to each girl to collect the information.
- As this may be sensitive, it isn't advised to take photos of these flowers.
- The note-taker can ask girls if they would like to share this information with them explaining that they will write it down. If the girls don't want to, they don't have to share this information with the note-taker (see examples below).
- **How to use this information:** This information can feed into program implementation as it shows whether girls have people in their lives that they trust and whether a girl understands how this person can help her. It will help to identify where the gaps may be in girls' support networks or knowledge/information about services. If a gap is identified, it is important to address the gaps during upcoming sessions, for example during the Safety Module or SES Module, using sessions that specifically address trust and relationships (for example, Friendships, Family Relationships, Healthy Relationships, My Safety Map).

<b>Girl name/ number</b>	<b>Activity #</b>	<b>Who they trust</b>	<b>How this person helps them</b>	<b>Notes</b>
EXAMPLE: GIRL X	1	Aunt	If she is having a problem, her aunt gives advice.	Read very well
EXAMPLE: GIRL Y	1	X	X	Did not feel comfortable sharing her trust flower
1				
2				
3				
4				
5				
6				

Girl name/ number	Activity #	Who they trust	How this person helps them	Notes
7				
8				
9				
10				

Modules	Trust	Safety
Sessions	People I Trust	People I Trust
Activity	Safety Planning	

## ► Process

- Get girls to complete their safety maps in groups, following the instructions in the session.
- Once they have finished with the maps, capture the main points in the table below.
- Also take photos of the maps and make sure these are recorded and kept somewhere safe (talk to your supervisor).
- You can do this activity more than once. It is included in the curriculum at the beginning and end, but can also be used if there is an identified group/common risk that you want to support the girls to develop a safety plan on.
- **How to use this information:** This can be used to collect information on safe and unsafe places. It can be used in program implementation to raise awareness or to try and ensure these areas are made safer, by advocating with local authorities, etc. Ensure that in your next supervision session, you bring the maps and the plan to discuss them with your supervisor, especially if there are any issues that need follow-up or action.
- For the safety planning component, the mentor/facilitator will fill in the safety planning tool with the group as a whole, taking into consideration the main risks identified in all of the maps (if there are individual risks identified, this should be followed up on separately).
- This planning tool can either be photographed or transferred into the table below.

Activity #	Map #	Places marked with red X (unsafe)	Places marked with green O (safe)	Places safe/unsafe and different times (when/why?)
1	EX: Map X	Shop, bush, road to market	School, community center, market	School is unsafe at night time as people are drinking nearby
	Map 1			
	Map 2			
	Map 3			
	Map 4			

## Safety Planning Tool Documentation Sample

Activity #	Map #	Who/What is the risk? (Places/people)	When? (Time)	Where? (Place when applicable)	Who are the people/What are the places that might provide support to girls?	Actions points/ How can the people mentioned provide the support?	Follow-up/ What are the things to follow-up to make sure that girls are feeling safe?
1	1	Thieves	5-7am	Market	Market stall vendors Police Safe person	Raise awareness of the risk with vendors, come to market at the same time, inform police so they are aware of the risk and can patrol Be accompanied by safe person in case something happens	Organization to bring attention of the issue to police, support girls to think of ways to raise awareness with vendors  Follow-up to check if girls identified a safe person to accompany them
		1					
		2					
		3					

Modules	Trust	Visioning
Sessions	Our Support Services	Our Network Map
Activity	Our Network Maps	

## ► Process

- Using the drawing developed with girls, the note-taker should clarify with each individual girl (with support of the mentor/facilitator) whether the service they have identified is near them or not. They can record this information in the documentation table below.
- Mentors/facilitators can also take photos of the drawings to document them and assess if there is any change over time to the access and information of services that girls have by doing this activity at the beginning and the end of the curriculum (as outlined in the curriculum sessions).
- How to use this information:** This can be used to collect information on girls' access to services and on the information girls have about services.

### Sample Documentation Table

Activity #	Girl name/ number	Location (name of the service/place where they can go)	Understanding of what the service offers?	Nearby (Y/N)	Notes
1	Ex: Girl X	Community center Health center	Y N	Y N	Didn't know where the service was located or what was offered there

<b>Modules</b>	<b>Health and Hygiene</b>
<b>Sessions</b>	Our Rights
<b>Activity</b>	What Are Our Rights?

## ► Process

- First, collect the information on how many rights girls are able to come up with themselves, unprompted.
- Then, once the girls have finished, read out the rights from the session (mixing in some things that are not rights outlined in the activity) and ask the girls to stand up for the ones that they think are their rights.
- Collect the information in the table below.
- **How to use this information:** This information can be used to understand whether key knowledge from the program is being transmitted to girls. Where there are gaps, it is important to review the topic in future sessions.

### Sample Documentation Table

Description of Right	# Girls stood up	Comments
<i>EX: Girls have the right to give their opinion.</i>	7	<i>Only half of the girls saw this as their right</i>
All adults should do what is best for girls.		
Families have the responsibility to help girls learn to exercise their rights.		
Girls have the right to give their opinion.		
Girls have the right to choose their own friends.		
Girls have the right to be protected from being hurt and mistreated.		
Girls have the right to special protection and help if they are a refugee.		
Girls have the right to food, clothing, a safe place to live, and to have their basic needs met.		
Girls have the right to a good quality education.		
Girls have the right to play and rest.		
No one is allowed to punish girls in a cruel or harmful way.		
<b>Additional Statements:</b>		

<b>Modules</b>	<b>Health and Hygiene</b>
<b>Sessions</b>	Sexual Health
<b>Activity</b>	Stand Up/Sit Down about Reproductive Health Myths

### ► Process

- Invite the girls to get in a circle or stand in a group. Ask them to stand up when they hear a statement that is true. Read the myths from the session and record how many girls stand up and sit down for each sentence.
- **How to use this information:** This information can be used to understand whether key knowledge from the program is being transmitted to girls. Where there are gaps, it is important to review the topic in future sessions.

### Sample Documentation Table

<b>Myths &amp; Facts</b>	<b># Stood up (perceived to be true)</b>	<b># Sat down</b>	<b>Notes</b>
<i>EX: A girl cannot get pregnant during her period.</i>	6	5	<i>Majority of girls still didn't understand the key messages transmitted on pregnancy.</i>
A girl cannot get pregnant during her period.			
A girl cannot get pregnant the first time she has sex.			
A girl should never have to have sex if she doesn't want to.			
The only sure way to not get pregnant is to not have sex.			
Sex is when two people kiss.			
If you use a condom there is no way you can get pregnant.			
I can talk to my safe person or mentor if I have any questions about sex or if someone has made me feel unsafe or uncomfortable.			
<b>Additional Statements:</b>			



<b>Modules</b>	<b>Safety</b>
<b>Sessions</b>	What Makes a Girl
<b>Activity</b>	Girls and Boys—Stand Up, Sit Down

## ► Process

- Girls stand up for suggestions they agree with and stay seated for suggestions they do not agree with in relation to the differences between gender and sex.
- How to use this information:** This information can be used to understand whether key knowledge from the program is being transmitted to girls. Where there are gaps, it is important to review the topic in future sessions.

### Sample Documentation Table

Sex and Gender	# Stood up (agree)	# Sat down (disagree)	Notes
<i>EX: Women should do the cooking and cleaning.</i>	3	7	
Women should do the cooking and cleaning.			
Only girls are good at reading.			
Boys are smarter than girls in school.			
Girls should wear bright colors (red, pink and yellow).			
When someone is sick in my family, my mom or I should take care of them.			
Boys should help to wash dishes and clothes at home.			
Girls should be quiet and sweet.			
Sports is only for boys.			
I think dolls are only for girls to play with.			
I think it's only ok for boys to be loud and aggressive.			
Girls should only wear skirts and dresses.			

<b>Modules</b>	<b>Visioning</b>
<b>Sessions</b>	My Girl Shine Experience
<b>Activity</b>	Creative Summary

## ► Process

- Divide the girls in small groups and follow the steps outlined in the Curriculum for the activity.
- Information from the activity can be collected using the sample documentation table outlined below.
- **How to use this information:** This information can be used to understand how to improve programming, what the key points were that stood out for girls, and understand what wasn't retained/of interest, and capture key information on what topics they would like to see incorporated into future interventions. All of this information can be used to improve future programming.

Group #	Main messages retained	Topics for future interest	Gaps/incorrect messages	Comments
EX: Group 1	Safety (early marriage, safety mapping), Health and Hygiene (I am changing)	More information on peer pressure and friendship to be included	Incorrect messaging/ information about FGM (was clarified)	Suggested space for singing/ dancing in session
Group 1				
Group 2				
Group 3				
Group 4				
Group 5				



## PART I

### **Girl Shine Advancing the Field**

Designing Girl-Driven Gender-Based Violence  
Programming in Humanitarian Settings