PART I

Girl Shine Practitioner Guidance

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

Girl Shine

INTERNATIONAL RESCUE COMMITTEE

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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

GBV - Gender-based Violence

HIV - Human Immunodeficiency Virus

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 Two A- Early Marriage Curriculum for Adolescent Girls.** This is a curriculum comprising of content for 16 sessions for girls who are already married (divorced, widowed or young mothers) and separate content for girls at risk of marriage.

▶ **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 Three A-Early Marriage Curriculum for Caregivers.** This is a curriculum comprising of content for 16 sessions for female and male caregivers of already married (divorced, widowed or young mothers) girls and separate content for female and male caregivers of girls at risk of marriage.

▶ **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.

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Introduction

Adolescent girls across the world have demonstrated they have what it takes to make meaningful change in the world. They are leaders, activists, thinkers, creators, and more. They give us hope and inspiration that there is a different way to envision our futures. Adolescent girls growing up today are shaping a different world to the one many of us who are currently working in the humanitarian sector have lived through. They have so much potential to contribute to shaping their own futures and those of their family, their community, and the broader society.

But they navigate all of this within the foundations and structures of patriarchy. Globally, patriarchal norms have created unequal power relations between men and women; when this is compounded by age discrimination, adolescent girls are at a double disadvantage.

Patriarchal norms are driven by gender inequality and the desire to control women and girls' sexuality, agency, freedom, and empowerment. In times of crises, patriarchal norms accelerate and intensify as a means for maintaining control in what is an uncertain and unstable situation. Families are faced with economic uncertainty, conflict, and insecurity. Due to patriarchal norms, families in many places expect that girls will take on additional household chores and work. If faced with choosing which children can receive an education, families often decide that girls must be the ones to leave school. And it is girls who will be forced to marry if the family cannot take care of itself economically.

Girl Shine is a program model and resource package that seeks to support, protect, and empower adolescent girls in humanitarian settings. It is informed by feminist approaches. A fundamental and shared feminist perspective of the problem of violence against women and girls (VAWG) is that it is grounded in gender hierarchies and gender inequality (unequal power between women and men)—that is, it is gender-based.[1] A feminist perspective in work to end VAWG helps us focus on inequality—and the resulting oppression of women and girls—as the root cause of violence.

It is well-documented that women and girls experience a wide range of GBV in humanitarian settings.[2] Adolescent girls' face increased risks of GBV due to the intersection of gender and age inequalities.[3] This is worsened by the consequences of humanitarian crises. Research highlights that adolescent girls in humanitarian settings are particularly targeted with exploitation and violence[4]—including rape, sexual abuse, intimate partner violence, early marriage, and abduction. Girls can become isolated, be restricted to the home, and lack access to understandable information about health, rights, and services. Targeted programming for adolescent girls can increase their social networks, increase their access to critical, life-saving GBV services, and provide a space where they feel safe and can learn new information.[5] Adolescent girl programs have also shown promising results in reducing early marriage and delaying the age of sexual debut.[6]

The Girl Shine program model intends to facilitate a safe space for girls to come together—a space that is conscious about patriarchal norms and actively challenges them. Girl Shine aims to cultivate (1) a space that lets girls know they are not to blame for any violence inflicted on them, (2) a space that builds on girls' power and potential, and (3) a space that encourages girls to think about how they want to shape their own futures. The program model also intends to engage with caregivers and the broader community on the following subjects: adolescent girls' sexual and reproductive rights, gender norms, girls' safety, and other issues that girls have told us are important to them.

1   Coalition of Feminists for Social Change. https://cofemsocialchange.org/feminist-pocketbook/#1536528086422-50fec3f9-1fb3

2   Inter-agency Standing Committee. (2015). *Guidelines for integrating gender-based violence interventions in humanitarian action: Reducing risk, promoting resilience and aiding recovery.* Available at https://gbvguidelines.org/wp/wp-content/uploads/2016/10/2015_IASC_Gender-based_Violence_Guidelines_full-res.pdf

3   UNICEF. (2014). *Hidden in plain sight: A statistical analysis of violence against children.* https://data.unicef.org/resources/hidden-in-plain-sight-a-statistical-analysis-of-violence-against-children/

4   International Rescue Committee. (2017). A *safe place to shine: Creating opportunities and raising voices of adolescent girls in humanitarian settings.* Available at https://gbvresponders.org/wp-content/uploads/2017/11/IRC-COMPASS-Global-Report.pdf

5   See Footnote 4.

6   International Rescue Committee. (2018). *Girl empower impact evaluation.* Available at https://www.rescue.org/sites/default/files/document/4346/girlempowerimpactevaluation-finalreport.pdf

Adolescent Girls and GBV

1. Adolescence occurs from 10 to 19 years of age.

2. Over generations, societies have tried to oppress women and girls and discriminate against them throughout their lifecycle, and this is rooted in gender inequality and power imbalance. This oppression takes many forms: additional responsibilities and burdens, stricter expectations regarding dress code and roles, restrictions on movement, denial of opportunities, increased control over behavior, actions, and relationships, and increased violence.

3. Violence perpetrated by men and other adults against girls can take many forms, including physical violence, sexual assault, rape, denial of economic resources and opportunities, forced marriage, and emotional violence. Gender discrimination, gender norms, and harmful practices mean that adolescent girls are subjected to certain forms of violence at much higher rates than boys, for example, early marriage. The consequences of this violence are both severe and long-lasting.[7]

4. Adolescent girls sit at an intersection between the types of violence younger children face—e.g., corporal punishment, sexual abuse, or school violence—and the types of violence most often directed towards women, such as intimate partner violence. Although boys also experience new forms of violence during adolescence, the characteristics and consequences of this violence are different.[8]

5. Humanitarian crises worsens the situation for girls because the context allows men and other adults to exploit and be violent towards girls with impunity. Different systems of oppression also impact girls' experiences of adolescence. For example, girls who are refugees may be unable to access services or report violence. Girls with religious or ethnic affiliations may be specifically targeted in a conflict.

6. 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.[9]

7. 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 about girls' access to services (e.g., that girls' access to public spaces is the same as boys' or adult women's) and their protection from violence.[10] Therefore, there needs to be explicit prevention and response efforts that target the root causes of violence inflicted on women and girls in humanitarian settings; otherwise, girls will be unable to access these other types of programming safely, if at all.

8. 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.[11]

9. Despite the oppressive systems that try to restrict and harm girls, so many adolescent girls have found ways to overcome this and go on to live healthy, happy, successful, and fulfilling lives. As humanitarian actors, we have a role in ensuring that we actively work to dismantle systems of oppression. We can start by ensuring that our services and programs prioritize girls' needs, amplify their voices, and support their empowerment.

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7   UNICEF. (2014). *A statistical snapshot of violence against adolescent girls.* Available at https://data.unicef.org/resources/statistical-snapshot-violence-adolescent-girls/

8   Ellsberg, M., Vyas, A., Madrid, B., Quintanilla, M., Zelaya, J., & Stockl, H. (2017). *Violence against adolescent girls: Falling through the cracks? Know Violence in Childhood: A Global Learning Institute.* Available at https://globalwomensinstitute.gwu.edu/sites/g/files/zaxdzs1356/f/downloads/Falling%20through%20the%20Cracks_Background%20Paper%20(1).pdf

9   Robles, O., Bruce, J., Atkinson, H.G., Buscher, D., Scriven, K., Bart, K.K.,…Anderson, A. (2015). S*tatement and action agenda from the girls in emergencies collaborative. Annals of Global Health, 81(3).* Available at https://academicworks.cuny.edu/cgi/viewcontent.cgi?referer=https://www.google.co.uk/&httpsredir=1&article=1448&context=cc_pubs

10 Women's Refugee Commission. (2014). *I'm here: Adolescent girls in emergencies: Approach and tools for improved response.* Available at https://www.womensrefugeecommission.org/special-projects/im-here-approach/

11 Ibid.

From 2018–2021, the International Rescue Committee (IRC), with support from the U.S. Bureau of Population, Refugee and Migration Services (PRM), had the opportunity to address the issue of early marriage prevention and response through its Gender-Based Violence (GBV) Girl Shine program for adolescent girls in humanitarian settings. While Girl Shine addresses all forms of GBV, including early marriage, it did not address the issue in-depth. Based on gaps related to early marriage prevention and response identified in Girl Shine through colleagues implementing on the ground, the early marriage intervention was developed.

We first tried to understand the current gaps and strengths of Girl Shine through a global consultation with colleagues who were implementing it. We also identified two country teams (Lebanon and Uganda) to work closely with on this project, where the issue of early marriage was prevalent and where the contexts were diverse enough to provide some global applicability. We conducted formative studies in both locations to help us understand the issue of early marriage in each context—the situation for girls who were married and girls with disabilities. We spoke to 429 girls, female, and male caregivers as well as boys, community members, service providers, and IRC teams (287 girls and women and 142 boys and men). This helped shape our intervention, including the key areas we wanted to address. Once tools were drafted, these were field tested in Uganda. (We were unable to field test in Lebanon due to Covid-19 and other ongoing issues facing our Lebanon team.)

These tools were further adapted and refined based on ongoing feedback from staff, girls, and female and male caregivers. These new components were added to the Girl Shine program model and resource package, which now not only covers all forms of GBV, but comprehensively addresses early marriage prevention and response.

What is Early Marriage?

"A child, early or forced marriage (CEFM) is defined as 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."

Definitions of child and early marriage are often used interchangeably to refer to the marriage of a girl or boy under the age of 18. For the purpose of this document, we are using the term "early marriage," which encompasses child marriage and forced marriage because:

1. There are multiple factors to consider when talking about marriage that extends beyond just under or over 18. Early marriage allows us to include girls who may, for example, be married at 19 but who are not physically or emotionally mature or don't have enough information to make a fully formed decision.

2. In some countries, the age of majority may be reached before 18 or adulthood is achieved upon marriage— especially for girls (irrespective of age)—and in those cases, when we talk about child marriage it may be confusing for communities, or they may not see that this applies to them as adulthood and childhood are not perceived in the same way as they are by the international community.

>>> **A forced marriage** is where one or both people do not consent to the marriage and pressure or abuse is used. This can happen at any age. **All child marriages are forced**, because a child cannot provide informed consent to marriage due to their age.

So, when we talk about early marriage, it includes child and forced marriage but also encompasses contextual differences we may encounter. It also allows us to consider other reasons why a girl or woman may not be ready for marriage, beyond age.

Early Marriage in Humanitarian Settings

Early marriage in humanitarian settings is a significant issue. While research on the topic is still limited, growing evidence shows that in times of humanitarian crisis, early marriage rates increase, with a disproportionate impact on girls.[12,13] Before an emergency, adolescent girls are often already at a triple disadvantage because of their age, gender, and economic status. Displacement makes girls even more vulnerable, as girls will often lack a strong support network of friends and access to safe spaces and schools.[14] Some points related to early marriage in humanitarian settings:

- 9 out of the 10 countries with the highest rates of early marriage are fragile states.[15]
- Research has documented that of the countries with the highest prevalence of early marriage, more than half are considered fragile or conflict-afflicted states.[16]
- Girls can be more vulnerable to early marriage during and after conflict, displacement, and natural disasters due to increased insecurity, increased poverty, and weaker social networks.[17]
- In many contexts, female sexuality and virginity are associated with family honor. Fearful of perceived threats of sexual violence, exploitation, and abuse during upheaval and displacement in crisis, parents marry their daughters young to guarantee their virginity at marriage and guard their honor.[18]
- For families who have lost livelihoods and homes because of a crisis, marrying their daughter may seem like the only option to alleviate economic hardship by reducing the number of mouths to feed or in some places, receiving a bride price.[19]

Early Marriage as a Form of Gender-Based Violence

It is internationally recognized that early marriage is a violation of human rights,20 but because early marriage is so common and normalized in many contexts globally (including in countries who set the international agenda), it is not always easy to talk about the fact that it is a form of gender-based violence and child abuse. Early marriage puts girls (and women) at risk of multiple forms of gender-based violence, some of which are outlined below:

- Though complex, early marriage relies on a core assumption: that women and girls are somehow of lesser value. This leads to situations where acts of violence against girls are easier to justify.[21]
- Early marriage disproportionately affects women and girls, with 12 million girls marrying each year.`
- According to data collected by UNICEF, 1 in 5 young women aged 20 to 24 years old married before their 18th birthday, compared to 1 in 30 young men.[22]
- Early marriage puts women and girls at particular risk of sexual, physical, and psychological violence throughout their lives.[23]

12   *Girls Not Brides. (2016). Child marriage in humanitarian crises. Retrieved from* https://www.girlsnotbrides.org/wp-content/uploads/2016/05/Child-Marriage-in-Humanitarian-Crises-Final-1200px-e1463493831768.png

13   *United Nations Population Fund. (2017). New study finds child marriage rising among most vulnerable Syrian refugees.* https://www.unfpa.org/news/new-study-finds-child-marriage-rising-among-most-vulnerable-syrian-refugees

14   *International Rescue Committee. (2017). Protecting and empowering adolescent girls from gender-based violence in emergencies.* https://www.rescue-uk.org/sites/default/files/document/1590/p708ircadolescentgirlspolicylowressinglepages1012171.pdf

15   *Girls Not Brides. (2016). Child marriage in humanitarian crises. Retrieved from* https://www.girlsnotbrides.org/learning-resources/resource-centre/infographic-child-marriage-in-humanitarian-crises/#resource-downloads

16   *OECD. (2012). & UNFPA. (2012)., as cited in Women's Refugee Commission. (2014). I'm here—Adolescent girls in emergencies. p. 18.* https://reliefweb.int/sites/reliefweb.int/files/resources/I-m-Here-report-FINAL.pdf

17   *Ibid.*

18   *CARE, UK. (2015). To protect her honour: Child marriage in emergencies, the fatal confusion between protecting girls and sexual violence. Available at* https://www.care.org.au/wp-content/uploads/2015/07/CARE_Child-marriage-in-emergencies_2015.pdf

19   *Lemmon, G.T. (2014, July 30). Fragile states, fragile lives: Child marriage amid disaster and conflict. Girls Not Brides. Available at* https://www.girlsnotbrides.org/articles/fragile-states-fragile-lives-child-marriage-amid-disaster-conflict/

20   *UNICEF. Early marriages–a violation of human rights.* https://www.unicef.org/montenegro/en/stories/early-marriages-violation-human-rights#:~:text=Child%20marriage%20is%20a%20violation,little%20education%20and%20social%20isolation.&text=Improving%20access%20and%20eliminating%20gender,the%20practice%20of%20child%20marriage.

21   *Girls Not Brides. (2014, October 7). Why is child marriage a form of violence against women and girls? Available at* https://www.girlsnotbrides.org/why-is-child-marriage-a-form-of-violence-against-women-and-girls/

22   *UNICEF. 115 million boys and men around the world married as children. [Press Release.] Available at* https://www.unicef.org/press-releases/115-million-boys-and-men-around-world-married-children-unicef

23   See Footnote 11.

- Girls who marry as children are particularly at risk of violence from their partners or their partners' families.[24] They are more likely to be beaten or threatened by their husbands than girls who marry later.[25] The greater the age difference between girls and their husbands, the more likely they are to experience intimate partner violence.[26]

- Child brides often suffer emotional pressure from their families, and husbands or in-laws can limit their ability to make decisions about their own lives and bodies. Forced sexual initiation and early pregnancy often have lasting effects on girls' mental health.[27]

- Often married to much older men, child brides are more likely to believe that a man is sometimes justified in beating his wife than women who marry later.[28]

- Child brides are more likely to describe their first sexual experience as forced.[29]

24   Sebany, M., Kapungu, C. & John, N. (2019). *Child marriage, intimate partner violence & mental health among young Ethiopian women. International Center for Research on Women. Available at* https://www.icrw.org/publications/child-marriage-intimate-partner-violence-mental-health-among-young-ethiopian-women/

25   See Footnote 11.

26   Adebowale, A.S. (2018, February 2). *Spousal age difference and associated predictors of intimate partner violence in Nigeria.* BMC Public Health. Available at https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-018-5118-1

27   UNICEF. (2014). A statistical snapshot of violence against adolescent girls, p. 15.

28   See Footnote 11.

29   Equality Now. *Long term impacts of child marriage.* https://www.equalitynow.org/child-marriage/

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 areatrisk of GBV. Additionally, GirlShine 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. GirlShine 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. GirlShine

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?
- ▶ When Can Girl Shine Be Considered?
- ▶ Who Should Can 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.

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

- At risk of violence
- 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
- Girls who are married, divorced or widowed
- In school, periodically attending school, at risk of dropping out, or not going to school
- Living with a physical disability and can be adapted for girls with learning disabilities
- With or without children, pregnant, or at high risk of pregnancy
- Primary caregivers for siblings and other family members

Who Can Participate in the Early Marriage Sessions?

Separate content has been developed specifically to address early marriage and is suitable for the following groups:

Adolescent Girls (14–19)

- The content has been designed for older adolescent girls. Teams should determine what this means in their contexts. In some contexts, girls who are 14 may still be developmentally too young for this content, whereas in other contexts, girls younger than 14 may be ready from an evolving capacities perspective.

Girls Who Are Married

- Girls who are in formal and informal marriage unions, girls who are cohabiting with partners, girls who are divorced, separated, or widowed, as well as girls who are young mothers (and may or may not have been previously married).

Girls at Risk of Marriage

- Girls who are out of school, facing economic insecurity, facing physical insecurity and upheaval, and where societal pressure to marry young is high.

Diverse Girls

- Low literacy, economically struggling, out of school, and girls with disabilities.*
  *In situation where girls with disabilities face barriers to access, reasonable accommodations must be provided to secure participation for girls with disabilities, such as ramps, visual resources, or sign language interpretation. For more information on the process to follow to provide reasonable accommodation you can share this guidance[30].

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30   International Rescue Committee. *Guidance on reasonable accommodation*. Available at https://rescue.box.com/s/cw4t0qc1t1umojsjw85khhq5ufx20ids

- LBTQI girls and girls affiliated with minority ethnicities or religions will also make up the group composition. However, it is not recommended to actively seek out these girls on the basis of their sexual orientation or ethnicity, as this might put them in more danger in some contexts unless teams are already experienced in doing this safely and confidentially. Instead, teams can ensure that these girls are not further excluded from participation through discriminatory language or attitudes held by teams and that teams are equipped to respond to harmful attitudes and beliefs demonstrated by participants.

Female Caregivers

- Female caregivers of girls who are married or unmarried as well as caregivers of diverse girls can include mothers, mothers-in-law, or any female adult or guardian (e.g., aunt or grandmother) who makes or influences decisions related to girls. Siblings who are similar in age to girls should not be considered as caregivers unless in special circumstances. (Note. If the sister is the head of household, or the girl is living with her sister who is acting as the primary caregiver. The sister may not feel comfortable participating with older female caregivers, so it's important to check comfort levels with her before assigning her to a specific group.)

Male Caregivers

- Male caregivers of girls who are married and unmarried as well as caregivers of diverse girls can include fathers, but not fathers-in-laws or husbands. If a girl does not want to select her father, she can choose another trusted male adult or guardian (e.g., an uncle or grandfather) who is actively involved in the girl's life and makes or influences decisions related to girls. This should not be a male relative who is an in-law. Brothers or male neighbors should also not be engaged. The content included in the caregiver curriculum may not be suitable for brothers of adolescent girls and engaging a neighbor could lead to safety risks for girls. Married girls may struggle to identify a suitable male caregiver but should still be allowed to participate in programming if they have been able to identify a female caregiver or even no caregiver at all. Refer to Appendix 23 for more details.

2. When Can Girl Shine Be Considered?

Girl Shine can be considered in:

- ✓ Emergency and post conflict settings
- ✓ When the population has its primary needs met
- ✓ Where GBV response services are fully established
- ✓ When adolescent girls are stable enough to regularly attend the life skills groups

Girl Shine can be considered when:

- ✓ GBV caseworkers have been trained in GBV Case Management and Caring for Child Survivors of Sexual Abuse (CCS)
- ✓ Staff & young women mentors facilitating the life skills curriculum have been trained in GBV Core Concepts

The existence of quality GBV services and trained staff is critical to ensure the safety and wellbeing of adolescent girls (and wider social change efforts, such as Women Action Groups, EMAP[31] and SASA[32] are recommended to transform harmful social norms and promote women and girls' safety and empowerment within local communities and so support the achievement of health, safety and power outcomes for adolescent girls.

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31   EMAP: https://gbvresponders.org/prevention/emap-approach/
32   SASA!: https://gbvresponders.org/prevention/sasa/

3. Who Can Use Girl Shine?

The Girl Shine Program Model is designed to be used by GBV 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.**

The Girl Shine Resource Package has been designed to be used by GBV practitioners that work with adolescent girls, their caregivers and the community, on addressing GBV.

Who Can Implement the Early Marriage Package?

Content	Gender Based Violence	Child Protection	Other Actors
Early Marriage Curriculum for Girls and Caregivers	YES	NO	NO
Outreach strategy	YES	YES	YES
Key Messages	YES	YES	YES
Service Provider Training Modules	YES	YES	YES
Online Girl Shine and Service Provider Learning Resource	YES	YES	YES

Like Girl Shine, the Early Marriage Life Skills Curriculum is designed to be implemented by GBV actors in humanitarian settings. This is because the content covered requires a deep understanding of GBV core concepts and gender equality. It also requires GBV services to be available and linked for adolescent girls who may disclose experiences of violence during the sessions. Some of the content covers sensitive topics and could lead to disclosures.

However, GBV actors implementing the package will need to coordinate and engage other actors, organizations, and partners during the implementation of the package because delaying early marriage and responding to the needs of married and divorced girls and girls with disabilities requires a holistic approach.

There are other parts of the package that can be used by non-GBV actors. These include:

» **The outreach strategy:** Whether you are working on delaying early marriage, supporting recently married, divorced, or other groups of girls, you need to ensure that your activities and services are accessible, relevant, and supportive to all adolescent girls in the areas where you operate. The outreach strategy can support both GBV and non-GBV actors to strengthen their reach to adolescent girls.

» **The key messages guidance:** This guidance has a series of key messages emerging from the life skills curricula, with guidance on how to adapt to your context and how to weave into existing outreach and programs. GBV and non-GBV actors can use the guidance to approach the topic of early marriage with the communities they work with, without implementing the full Life Skills Curriculum.

» **The service provider training modules:** The training modules have been designed to be implemented with GBV, CP, and health actors (Module 1 and 2). The modules can be used to supplement GBV and CP case management training or as part of ongoing capacity building for key actors who provide services to adolescent girls. Module 3 has been designed specifically for GBV actors.

> » **Online Girl Shine and service provider learning resources:** There are two online learning resources. One will provide an introduction to Girl Shine and how to set up programming. The primary focus is program manager so are overseeing the implementation, but it may also be beneficial to facilitators. The second training has been designed for GBV, CP and health service providers who are working directly with adolescent girls through case management or providing other direct services. The learning resources have been designed so that participants return to the resources for their ongoing learning regarding adolescent girls, as opposed to a one-off training. The learning resources can be found here.

Anyone intending to implement Girl Shine, including the Early Marriage Curriculum should;

✓ Complete the online Girl Shine learning resource. It is self-paced and provides both self-study and group training options.

✓ Read through the [Girl Shine guidance](#) to be further familiarized with the approach and tools.

✓ Refer to the [Girl Shine Mentor and Facilitator Manual](#) which includes important training material for the capacity building of staff, with a heavy focus on practice and facilitation skills.

- • It is important to ensure that the training and capacity building provided to staff is supportive—empowering them to identify their own gaps and encouraging 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 to be more developed.

✓ Organize a training for staff [(there is further guidance in Part 4 on how to plan for this)](#).

✓ Use the [supervision](#) and [facilitation tools](#) and capacity building content to provide ongoing support to staff.

4. 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 diverse 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 5 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 5 Core Principles

1. **Girl-centered approach:** This creates a supportive environment in which girls can shape the design and implementation of Girl Shine by voicing their needs and interests and determining how practitioners can support them.

2. **Safety:** The safety and security of girls is at the heart of Girl Shine Investment in girls increases the overall well-being of families and communities.

3. **Respect:** Girl Shine should be guided by respect for girls' choices, wishes and rights. The role of mentors and facilitators is to guide girls through the Girl Shine program, not to tell them what to do.

4. **Non-discrimination:** All girls should be treated equitably and with kindness regardless of their age, disability, gender identity, religion, nationality, ethnicity, sexual orientation or any other characteristic.

5. **Rights-based approach:** A rights-based approach seeks to analyze and address the root causes of discrimination and inequality to ensure that everyone has the right to live with freedom and dignity, safe from violence, exploitation and abuse, in accordance with principles of human rights law.

The 5 Girl Shine Program Model Components

1. **The Girl Shine Safe Space.** A Girl Shine safe space is housed within a women and girls' safe space (WGSS) and girls should be able to have time within that space without women present. This allows for consistent access to programming and provides a trusted environment where girls can express and be themselves. These spaces should be accessible and 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.[33,34] In the safe space, there will be diverse adolescent girls with diverse needs, which should be accommodated for.

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) and can be separated based on their marital status if implementing the early marriage intervention and other diversity factors is relevant. The learning sessions should be accessible (using a range of communication methods) and

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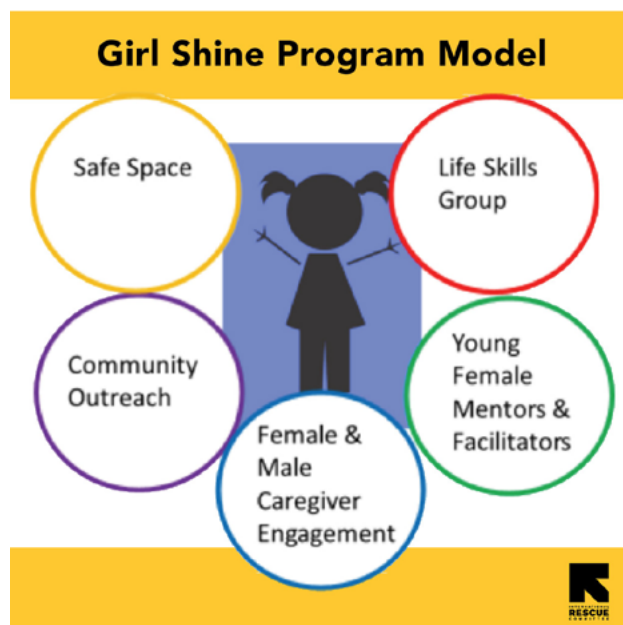
33   Department for International Development. 2013. *CHASE Briefing Paper. Violence against Women and Girls in Humanitarian Emergencies* - https://assets. publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/271932/VAWG-humanitarian-emergencies.pdf

34   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

help to build upon the existing assets[35] that girls have and equip them with key skills to prevent, mitigate, and respond to GBV, including early marriage. Through the groups, girls will develop and strengthen key skills focused on negotiation and decision-making, while also realizing their rights and 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. Older adolescent girls in the program can go on to become mentors themselves after completing the sessions and demonstrating attitudes required for mentorship. 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, it is strongly recommended to engage them in a parallel curriculum while adolescent girls are participating in the Girl Shine Life Skills Curriculum (if implementing the Early Marriage Curriculum, mother in-laws can also participate in the parallel curriculum). This will help to ensure that their new skills and knowledge will be supported and reinforced in their home environment.

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 (including representative organizations of diverse girls) 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. The outreach strategy places an emphasis on identifying allies to support the ongoing implementation of Girl Shine as well as approaches to ensure diverse girls are reached.

While it is not specified as a core component of the model, it is essential that adolescent girls have access to GBV case management services if participating in the life skills curriculum. Preferably, this would be delivered through the same organisation that's implementing the sessions and housed in the same space where girls are participating in the curriculum. If that is not possible, strong referral links should already be up and running that are adolescent girl friendly.

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.

The Girl Shine approach attempts offers:

- Options for content, flexibility, and sequence of contentdelivery
- Guidanceoncontextualizationandadaptationstodifferentphasesofemergencyandculturalenvironments
- Emphasisonagirl-drivendesignprocesstoensurethattheday-to-dayrealitiesofgirlsareclearlyreflected
- Safety planning that reflects the realities of humanitariansettings
- A staged approach to delivery of content to best engage girls, female/male caregivers, and communities that are experiencing severe stress or trauma

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35   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

5. 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 Two A** - Early Marriage Curriculum for Adolescent Girls:This is a curriculum comprising of content for 16 sessions for girls who are already married (divorced, widowed or young mothers) and separate content for girls at risk of marriage.

- **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 Three A** - Early Marriage Curriculum for Caregivers:this is a curriculum comprising of content for 16 sessions for female and male caregivers of already married (divorced, widowedor young mothers) girls and separate content for female and male caregivers of girls at risk of marriage.

- **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.

6. The Girl Shine Theory of Change

The Girl Shine Theory of Change (ToC) 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 (1) alternative ways of thinking, (2) new information and skills, (3) strategies for girls to better understand and realize their rights, and (4) suggestions for the replacement of harmful traditional practices and oppressive attitudes and beliefs that limit adolescent girls' choices and participation in decision-making.

Girl Shine is a tertiary GBV prevention intervention, meaning it addresses the needs of survivors of violence and aims to prevent recurrence. Working with adolescent girls, it is essential not to imply that it is an adolescent girl's responsibility to prevent GBV. However, girls will have increased knowledge to be able to identify whether they are at risk of or exposed to GBV, will know how to access available GBV services, and will have someone to turn to if they experience or are threatened by violence. Additionally, girls should have an understanding of the range of services available to them beyond GBV services to help them secure their full range of rights. For the purpose of the Girl Shine intervention, Girl Shine engages female and male caregivers who strive to be a supportive and positive influence for adolescent girls. Girl Shine is not, however, a perpetrator intervention, and therefore does not directly target female or male caregivers who are known perpetrators of sexual abuse or other types of GBV towards their daughters.

1. For girls, the risks are that girls will experience GBV, isolation, and disempowerment. However, through access to safe spaces, life skills groups (including for young mothers and married, divorced, and separated girls), and mentors and facilitators, girls will have the skills and knowledge to recognize GBV and seek support when they are exposed to or threatened by GBV, including early marriage. Unmarried girls participating in the early marriage intervention will also explore alternatives to early marriage. Married and divorced girls and young mothers who are participating in the early marriage intervention will build skills on how to influence decisions, and they will also strengthen supportive relationships in their family as well as build solidarity and social support among other girls. All girls will know where to go for support if experiencing GBV.

2. For caregivers, the risks are that they will hold harmful social and gender norms directed at adolescent girls or that they will uphold attitudes, beliefs, and behaviors that contribute to GBV. However, through female and male caregiver engagement, in particular through engagement in the Girl Shine or the Early Marriage curriculum, female and male caregivers will provide a supportive environment for girls to access Girl Shine. Female and male

caregivers who complete this program will have improved knowledge and attitudes regarding gender equity, will know how to support girls to be safe from GBV, including early marriage, and will hold higher aspirations for all adolescent girls.

3. For the community component, which includes young female mentors, the risks are that community members hold gender-inequitable beliefs, attitudes, and behaviors, and/or that they view GBV towards adolescent girls, including early marriage, as acceptable. However, through Community Outreach, Life Skills Groups—including for caregivers of young mothers and married, divorced, and separated girls—and Mentors and Facilitators' training and capacity building, the community will become active in providing a supportive environment for girls to be able to access their rights, services, education, and other available opportunities. Additionally, young female mentors will hold gender-equitable, survivor-centered, non-blaming attitudes, and understand GBV risks, including those experienced by young mothers and married, divorced, and separated girls.

4. It is essential to ensure that GBV response services are available to adolescent girls participating in Girl Shine; for the service provider component, the risks are that service providers hold inequitable beliefs, attitudes, behaviors towards adolescent girls based on gender, age, martial, or other status in society, or that they pass judgment toward adolescent girls accessing program activities and services. However, because GBV response services will be adapted to the needs of adolescent girls and because there will be emphasis on capacity building of service providers to work with this group, service providers will hold non-blaming and non-judgmental attitudes towards adolescent girls and understand how to provide survivor-centered care to adolescent girl survivors of GBV, including early marriage.

5. All of these components, when addressed together will contribute towards the output of improved prevention and response to GBV against adolescent girls in humanitarian settings, as well as contributing to the overall impact where adolescent girls in humanitarian settings are safer from GBV and the threat of GBV, including early marriage and supported to recover when they experience GBV.

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.

The Girl Shine Theory of Change

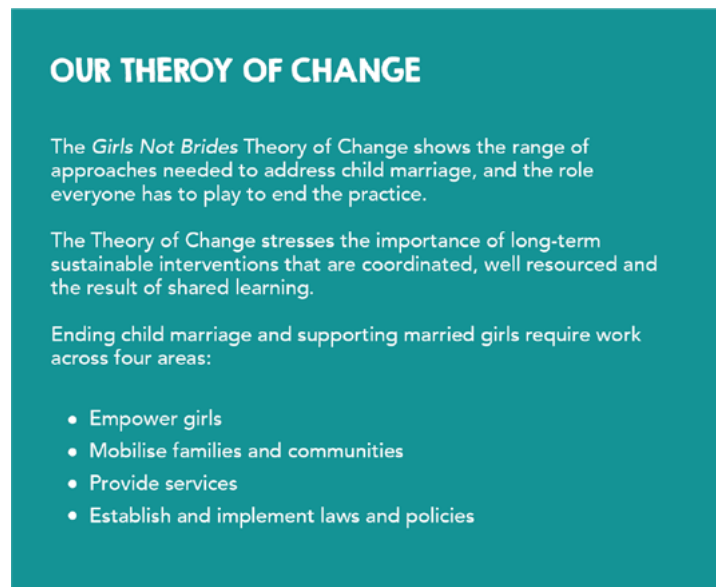|	**Girls**	**Caregivers**	**Community** (including young female mentors)	**Service Providers**
Risks	Gender-based violence, isolation, disempowerment	Harmful social and gender norms directed at adolescent girls; caregivers uphold attitudes, beliefs, and behaviors that contribute to GBV	Gender inequitable beliefs, attitudes, and behaviors; acceptance of GBV towards adolescent girls	Inequitable beliefs, attitudes, behaviors towards adolescent girls based on gender and age; judgment toward adolescent girls accessing program activities and services
Girl Shine and Early Marriage Components	• Safe spaces • Life skills groups • Mentors & Facilitators	• Female/male caregiver engagement	• Community Outreach • Life Skills Groups (Girl Shine Community Event) • Mentors & Facilitators (Mentor training)	• GBV response services adapted to the needs of adolescent girls (for example, Caring for Child Survivors of Sexual Abuse, adolescent-girl-friendly training modules for service providers, interagency case management guidelines section related to adolescent girls
Outputs	Girls, including those at risk of marriage, already married, divorced, separated and young mothers have the skills & knowledge to recognize GBV and seek support when they are exposed to or threatened by GBV, including early marriage.	1. Female/male caregivers provide a supportive environment for girls to access Girl Shine. 2. Female/male caregivers have improved gender equitable knowledge and attitudes, support girls to be safe from GBV, including early marriage and hold higher aspirations for adolescent girls.	1. Community is active in providing a supportive environment for girls to be able to access services, education, and other available opportunities. 2. Young female mentors hold gender equitable, survivor-centered, non-blaming attitudes, and understand GBV risks, including early marriage.	Service providers hold non-blaming and non-judgmental attitudes towards adolescent girls and understand how to provide survivor-centered care to adolescent girl survivors of GBV, including early marriage.
Outcome	Improved prevention and response to GBV against adolescent girls in humanitarian settings			
Impact	Adolescent girls in humanitarian settings are safer from GBV and the threat of GBV and supported to recover when they experience GBV.			

7. Addressing Early Marriage

The early marriage component of Girl Shine incorporates evidence-based and practitioner-informed strategies focused on ending child marriage developed by the International Centre for Research on Women (ICRW)[36] and Girls Not Brides[37].

The frameworks drawn upon are outlined below:

Figure 1: ICRW Strategies To End Child Marriage

Figure 2: Girls Not Brides' Theory of Change

Empower girls with information, skills and support networks

Educate and rally parents and community members

Enhance girls' access to a high-quality education

Provide economic support and incentives to girls and their families

Encourage supportive laws and policies

OUR THEROY OF CHANGE

The *Girls Not Brides* Theory of Change shows the range of approaches needed to address child marriage, and the role everyone has to play to end the practice.

The Theory of Change stresses the importance of long-term sustainable interventions that are coordinated, well resourced and the result of shared learning.

Ending child marriage and supporting married girls require work across four areas:

- Empower girls
- Mobilise families and communities
- Provide services
- Establish and implement laws and policies

We take an approach that supports girls and their families in a number of areas that were highlighted as critical to marriage delay during the formative study conducted in Lebanon and Uganda. This includes;

- ✓ Awareness raising of the risks of early marriage and the needs of married girls
- ✓ Importance of good family relationship as a protective factor to delay marriage
- ✓ Shift in social norms in families and communities away from the promotion of early marriage
- ✓ Addressing the low gender value that girls are afforded in their communities
- ✓ Education as a protective factor to delay early marriage
- ✓ Economic stability as a protective factor to delay early marriage

As a result, there are four key strategies being addressed through the Early Marriage intervention:

- Empower girls with information, skills, and support networks
- Mobilize families and the community to delay early marriage and support married girls
- Support girls' access to services
- Leverage supportive laws and policies

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36   International Center for Research on Women. S*olutions to end child marriage: Summary of evidence.* https://icrw.org/wp-content/uploads/2016/10/19967_ICRW-Solutions001-pdf.pdf

37   Girls Not Brides. How to end it. https://www.girlsnotbrides.org/about-child-marriage/how-to-end-child-marriage/#our-theory-of-change

Outcomes:

We would expect that the intervention will not only contribute to a delay in marriage, but also build unmarried girls' skills and knowledge in a number of areas, by increasing their knowledge of the risks of early marriage, providing information on sexual and reproductive health rights, supporting both girls and caregivers to find alternatives to marriage, supporting girls and caregivers to strengthen relationships with each other, and building social support and solidarity amongst girls.

In addition, for married girls, the program will provide them with information about their bodies and guidance about how to influence decisions that affect their lives. It will also provide support for girls and caregivers to strengthen their relationships and encourage solidarity amongst girls so that married girls have a solid support system.

What Is the Early Marriage Intervention?

The early marriage project's main focus is on delaying marriage and responding to the needs of married girls. It also incorporates other forms of GBV, but it goes into early marriage much deeper than Girl Shine Life Skills Curriculum does.

There are two goals of the early marriage project:

1. **Delaying marriage:** The aim of this is to unpack the drivers of early marriage, raise awareness of the risks of early marriage, support girls and caregivers in finding alternatives to marriage, support girls and caregivers in strengthening relationships with each other, and build social support and solidarity amongst girls.

2. **Responding to the needs of married girls:** The aim of this is to support young mothers, married, divorced, and widowed girls to understand and claim their rights, through providing them with information about their bodies, information on how to influence decisions, encouragement to strengthen girls' and caregivers' relationships with each other, and help in building social support and solidarity amongst girls.

The early marriage intervention has been designed to be implemented by GBV actors, although some components of the package may be used by other actors. All resources are intended to be used as examples that users can adapt for the context where they work. Adaptations to local needs, contexts, languages, and examples (written or illustrated) also may be required."Early Marriage Prevention" vs.

"Delaying Marriage" Terminology:

When talking about the prevention of early marriage for the purpose of the guidance and tools, we've decided to use the term "delaying marriage." Based on feedback from communities we spoke to, including girls themselves during the formative study conducted in Lebanon and Uganda, "early marriage prevention" was seen as negative, and although we discussed it in the sense of preventing early marriage, it was understood as preventing marriage entirely. Delaying marriage was better understood and more accepted. So, when we use the term "delaying marriage" we mean "early marriage prevention." Practitioners should decide when it is most appropriate to use "delaying marriage" or "early marriage prevention." With communities, it may be more acceptable to talk about "delaying marriage," by this we mean the delay of marriage until after 18 years old. However, in other situations, "early marriage prevention" may be the most appropriate term.

This may vary in different contexts and also by sector, so it's important to know how best to frame it where you work.

When implementing the "delaying marriage" component of this project, it is important that it is handled sensitively. Implementers may experience resistance and pushback from the community if the project is framed solely as intending to delay or prevent early marriage.

Designing Your GirlShine Intervention

2

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

▶ A Holistic Response for Adolescent Girls at Risk of or Already Married

I. Best Practices for Girl Shine Program Design

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 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 are 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 understand their role in the improved safety 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:

j. Assessing Risk & Opportunity
k. Finding Girls in the Community
l. Setting Program Details
m. Securing Participation
n. Determining Content & Sequence

o. Contextualizing & Adapting Content
p. Setting a Monitoring & Evaluation Plan
q. Launching Girl Shine
r. Ending the program

Assessing Risk and Opportunity → Finding Girls in the Community → Setting Programme Details → Securing Participation → Determining Content and Sequence → Contextu Alise & Adapt Content → Setting an M&E Plan → Launching Girl Shine → End of Program Cycle

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 for girls. Teams should use the Outreach Strategy (**Appendix A3**) to help them better understand the situation for girls in their location.

The Outreach Strategy supports the intentional outreach of girls who could most benefit from programming e.g. diverse girls, girls most at risk of violence, girls without strong support networks, girls with disabilities and girls who are often missed by general outreach initiatives. It will also help you to tailor activities to meet the needs and interests of girls.

It is broken into four phases, with phase one focused on mapping and analysis of the situation for girls in your context. This will help you to answer questions such as:

- 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 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:** Outreach Strategy

3. **Appendix A4:** *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.

Diverse Girls

Women and girls in every humanitarian context are affected by multiple systems of discrimination and oppression. Gender inequality is one such system, but others include heterosexism, ableism, racism, and other discriminatory systems. Women and girls are impacted by multiple forms of discrimination, e.g., a girl who has a disability or identifies as LGBTQ may not have as much power, choice, or sense of safety compared to women and girls who do not have the same experiences. Some actors may call these girls "at risk" or "vulnerable" and while this may be true based on their experience, it doesn't take into consideration the strength, resilience, and self-determination that the girls may have. It also doesn't take into consideration what is causing the risk or vulnerability that needs to be addressed. So it is essential to identify what they are at risk of and vulnerable to because that will also inform the response.

Diverse girls are also often excluded from programming and services designed to respond to a variety of issues, including early marriage and other forms of GBV. There may be attitudinal, environmental, or institutional barriers that prevent diverse girls from having access to these services. Oftentimes, it is the most privileged girls within an already marginalized community that are reached (e.g., those that have some education, and who are heterosexual, able bodied, and cisgender). And while all girls should be reached through programming and services, humanitarian actors need to take active steps to ensure diverse adolescent girls are included and that programs are designed or adapted to meet their different needs from the start. A few considerations:

- Do you have an inclusive outreach strategy that will help you to reach all girls within a specific location?
- Have you identified who the diverse girls are in your context? Someone who is considered a diverse group in one context may not be diverse in a different context, e.g., someone from a specific racial group may be a minority in one country but a majority in another.
- Is your team as diverse and reflective of the groups you wish to serve?
- Does your team have the needed knowledge, attitudes, and skills to support diverse girls?
- Is your program open to all, but only a certain cohort are accessing? Have you identified and addressed specific barriers that limit diverse girls' participation? For example, if your program information is written in the language of the majority population, without any visuals, and is placed in schools, only girls with education and attending school will be able to access the information and participate, while girls from minority language groups, with low literacy or who have no access to schools and services might be less likely to participate.
- If your program information is communicated using multiple methods (e.g., verbally, visually, braille, minority languages, etc.) and in locations and spaces where you know diverse girls have access to (safe spaces, markets, home, etc.), this will increase program awareness and hopefully access to diverse adolescent girls.
- There needs to be a balance between finding diverse girls in the community thereby ensuring the activities are serving them whilst also ensuring they are not further stigmatized. (For example, telling everyone in the community that you are seeking out girls who are divorced may further stigmatize anyone who accesses the program).
- The Outreach Strategy provides step-by-step guidance on how to actively reach diverse girls. This can be found in the Girl Shine **Appendix A3.**

The Girl Roster[38]

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.

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38 Population Council. 2016. *Building Girls' Protective Assets: A Collection of Tools for Program Design* - http://www.popcouncil.org/uploads/pdfs/2016PGY_GirlsProtectiveAssetsTools.pdf

✳ **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 isolated and at risk 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 Outreach Strategy or The Girl Roster, teams can map the adolescent girls within a specific community. With this information, they will be able to determine the most diverse 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
- 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 trying to find a 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 in a target area, it is strongly recommended to expand the search beyond what is most readily apparent. The most diverse 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:** *Outreach Strategy* & **Appendix A6:** *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.

✳ Women and Girls 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.

A girls' safe space is housed within an existing women and girls safe space, it is a space for girls to meet without the presence of women, boys or men. These spaces provide girls with a safe entry point for services and offer girls an opportunity to engage with each other, exchange information, and strengthen support networks.

Access to a girls' safe space can reduce isolation, link girls to critical assets, and ensure that there is a safe space to access when help is needed.[39]

A girls' 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."[40] In humanitarian settings, many women and girls safe spaces may only be reaching girls from a specific segment of the population (for example, only reaching older adolescent girls.

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39   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

40   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

A number of factors can be considered to ensure women and girls' safe spaces are more inclusive of all adolescent girls:

- Girls' access to GBV response services needs to be prioritized and if 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.

- Women and girls' safe spaces should offer a variety of activities tailored to girls, not just Girl Shine and provide dedicated times and a space within the safe space for girls to meet without the presence of women.

A few questions to consider:

▶ 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[41]:

- Those with difficulty moving and walking
- Those with difficulty seeing
- Those with difficulty hearing

- Those with intellectual disabilities
- Those with mental disabilities and mental health conditions
- Those with multiple disabilities

Although Girl Shine may not be tailored to some of the groups mentioned above, y 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 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.[42]

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:[43,44]

- Do girls with disabilities also go to these places where their peers are going? Why/why not?
- What types of barriers do they experience?

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41   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/wp-content/uploads/2020/04/Disability-Inclusion-in-GBV-2-Pager.pdf

42   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

43   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

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

- 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.

For more information on safe spaces, please refer to the IRC Women and Girls Safe Space Toolkit[45]

Identification of Mobile Safe Spaces[46]

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.
   - If offering case management in the same space, 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)

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45   *Women and girls safe space toolkit:* https://gbvresponders.org/empowerment/womens-and-girls-safe-spaces/

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

- 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

For more information on mobile safe spaces, please refer to the Mobile and Remote GBV Service Delivery guidance. [47]

✳ 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 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 A8:** *Roles and Responsibilities of a Girl Shine Focal Point* for further details on what the roles would consist of.

- **Mentor or facilitator of curriculum:** 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 A9:** *Roles and Responsibilities for Girl Shine Facilitator* and **Appendix A10:** *MOU for Mentors* for more information regarding their roles and responsibilities.

- **Caregiver facilitator:** ideally there will be dedicated female and male staff who can facilitate the sessions with female/male caregivers in the Girl Shine Caregiver Curriculum.

- **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.

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47   Mobile and Remote GBV Service Delivery guidance: https://gbvresponders.org/response/mobile-and-remote-gbv-service-delivery/

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 enviroment meet the criteria set out below?

If No ⟫⟫

Does the programming enviroment 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

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

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

Through the Outreach Strategy, teams will have found girls in the community and identified, understood and mapped their immediate risks. Teams should then 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 marginalized 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 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 acutely at-risk, 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
- Marital status
- 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 already exists, it is important to:

- Understand which girls will be targeted for the Girl Shine program (who are the most at-risk).
- 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[48] that can be found in **Appendix A11:** 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.[49]

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.

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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   Population Council. 2016. *Building Girls' Protective Assets: A Collection of Tools for Program Design* - http://www.popcouncil.org/uploads/pdfs/2016PGY_ GirlsProtectiveAssetsTools.pdf

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:

- 10 to 20 girls per life skills group
- One staff facilitator or two mentors per life skills group
- Up to 15 female caregivers per support group and 15 male caregivers per support group

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 A6** 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. There are several strategies outlined in the Outreach Strategy that can help you address this.

Snapshot of informed consent/assent guidelines

(adapted from CCS Guidelines)[50]

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

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

- **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. 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.

e) Determining Content & Sequence

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

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

You can review Part 2 of Girl Shine—life skills curriculum—and select the appropriate content 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, teams can consider a few questions to help them decide which sessions to include:

- 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 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 **B Appendices** that can help support this process, for example, the *Mentor Feedback Tool, End of Cycle FGD with girls, 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*[a], 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

✳ 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 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 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?

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.

| Trust | Social & Emotional Skills | Health & Hygiene | Safety | Solidarity | Visioning |
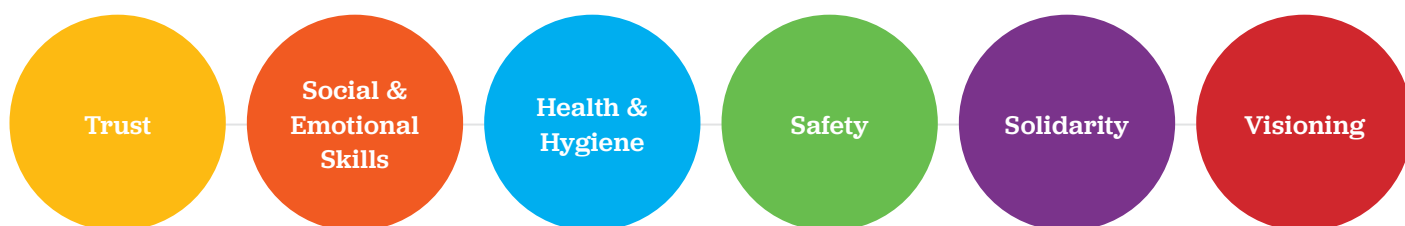
In protracted emergency settings, early recovery, or in settings that are somewhat stable, with limited ongoing displacement, teams may be able to implement the full Girl Shine Life Skills Curriculum. While in the initial emergency stages, for example, when there is limited time to work with a specific 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, 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 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 requiredfor 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.

T **Trust Building Activites (1 hour)**
Session 1: Intro to Girl Shine

S **Social & Emotional Skills (1 hour)**
Session 2: Decision-Making

H **Health & Hygiene (1 hour)**
Session 3 (younger girls): I Am Changing
Session 3 (older girls): Our Monthly Cycle

S **Safety (1 hour)**
Session 4 (younger girls): Comfortable/Uncomfortable Touch
Session 4 (older girls): Types of Violence

S **Safety (1.5 hours)**
Session 5: Safety Mapping and Planning

V **Visioning (1 hour)**
Session 6: Closing Activity

Emergency Settings

There may be certain situations that arise whereby an emergency intervention is necessary. For example, 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
• Trust Activity • Safety Mapping/ Planning • Closing Activity	• Trust Activity • Decision-Making • Healthy/Hygiene • Safety Network • Closing Activity	• Trust Activity • Health/Hygiene • Health/Hygiene • Closing Activity	• Trust Activity • Trust Activity • Social/Emotional Skills • Closing Activity

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 A5:** Assessment Output Tool which can be adapted to guide country teams in developing the content and sequence.

For the Girl Shine Early Marriage Curriculum, there is content for 16 sessions which must be completed in full. If it is not possible to complete the content, the more flexible Girl Shine curriculum should be used instead.

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. 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?

As part of Girl Shine there are some monitoring and evaluation tools (M&E tools) for practitioners to use. These include:

- Pre & Post Assessment for Girls (essential)
- Pre & Post Assessment for Female and Male Caregivers Participating in Sessions (essential)

- Girl Shine Feedback Guidance (essential)
- FGD Tool for Girls a Month After Sessions Are Complete (optional)
- FGD Tool for Female and Male Caregivers a Month After Sessions Are Complete (optional)

M&E tools are helpful for tracking progress in the curriculum, to see the impact it is making and to see where improvements can be made. Only two M&E tools are essential for implementation that is the Pre/Post Questionnaire and the Girl Shine Feedback Guidance. The Pre/Post Questionnaire will tell us if the program objectives have been met and whether girls and caregivers are exiting with new knowledge, information, and skills. The Girl Shine Feedback Guidance will help ensure that girls and their female and male caregivers have the opportunity to shape and influence program implementation. When deciding which M&E tools to use, it's important to know in advance how you will use the data gathered and what the purpose of the data collection is so that we avoid data collection that we will not use to inform future iterations of programming. There are additional M&E Tools in **Appendix B** of Girl Shine you can draw from.

Additionally a Fidelity Assessment (**Appendix B12**) has been developed to help practitioners understand whether their Girl Shine intervention is consistent with the program model. There is a scoring system to allow practitioners to understand how closely aligned to the program model they are. It is recommended to use the Fidelity Assessment as follows:

- Use it as a practitioner guide when setting up programming for the first time. This will help to ensure you are closely aligned to the program model from the outset.
- Use it at the end of the first cycle to help generate discussion and allow you to make changes to implementation.
- Continue to use it at the end of each cycle to ensure you are maintaining alignment to the program model.

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. Before using the monitoring tools, it is important to understand **why** you are collecting this information and **how** it will be used. Your monitoring and evaluation plan should help guide this process and help you to collect the information that is absolutely necessary so that you don't overwhelm girls and the community with data collection that will not result in any tangible adjustments to the program.

Tool	Monitoring Component	Suggested Use
B1- Attendance for girls and caregivers	Monitor attendance trends among girl & parent caregiver	Essential use for each session conducted with girl groups
B2- Pre/Post Questionnaire for Adolescent Girls	Measure adolescent girls' attitudes and beliefs towards caregivers	Beginning and end of project cycle
B3- Pre/Post Questionnaire for Caregivers	Measure female/male caregivers' attitudes and beliefs towards adolescent girls	Beginning and end of project cycle
B4- Mentor & facilitator supervision tool (Can be adapted for facilitators of Girl Shine Caregiver Curriculum)	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	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	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	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
B8- End of cycle FGD with girls	Measure girls' perceptions of relevance, appropriateness, and impact of the intervention	Ideally a month after project cycle completion. If that's not possible, one to two weeks.
B9- End of cycle FGD with Female/Male Caregivers	Measure caregivers' perceptions of relevance, appropriateness, and impact of the intervention	Ideally a month after project cycle completion. If that's not possible, one to two weeks.
B10- Mentor Feedback Tool	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
B11- Girl Shine Feedback Guidance	Provides suggestions on how to collect feedback from program participants to help improve future project cycles	Review before the start of a Girl Shine project cycle to ensure feedback options are in place prior to engaging g girls and caregivers.
B12- Fidelity Assessment	Designed to help organizations assess to what extent their implementation maintains fidelity to the original model, and to use this information for reflection on their programming.	It is recommended to use this once program details are established, however it can be used at any phase of implementation.

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[51]

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.

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

i) Ending the Program[52]

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.

- 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.

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52   UNICEF & UNFPA. 2016. *The Adolescent Girls Toolkit for Iraq* - https://www.unicef.org/iraq/toolkit_English.pdf

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[53]

Inform participants:

- 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.

Prepare community:

- 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[54]). 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.

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

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

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.

Sustainability

1. **Mentorship**

   One key strategy for sustainability of the program for girls is mentorship, and when girls who have participated in the Life Skills Curriculum become mentors, they are able to preserve and promote the information and skills they acquired. Additional guidance on mentorship can be found in Girl Shine.

2. **Learn from girls' experience and knowledge**

   - Implementers could consider establishing a Girl Shine Advisory Group that consists of mentors and other girls, including diverse girls who have been through the Life Skills Curriculum. The Advisory Group will be able to inform future iterations of programming through feedback and suggestions from their own experience of participating in the curriculum, or in the case of mentors, of facilitating the curriculum.
   - They can also be brought into discussions and decision making about future programming beyond Girl Shine. These girls will be best places to know what it is they need and will have ideas about activities and projects they want to see offered to other adolescent girls in the community.
   - They should also be supported to engage in community wide influencing and decision making.

3. **Supporting girls to form networks–Tanzania Case Study:**

   The Tanzania WPE team worked with graduated Girl Shine groups to facilitate the establishment of the Girls' Social Network. The aim of this was to maintain relationships with graduates of Girl Shine and improve the sustainability and quality of the program. Three to four group in close proximity were grouped together to prevent girls from having to travel long distances. The Girls' Social Network provided information to other girls who saw girls in the network as agents of change. The idea was to enhance social cohesion between graduates and for these graduates to serve as mentors to other adolescent girls in their communities who did not participate in the program, thus increasing solidarity amongst girls. Girls' participation in the networks help motivate them to continue practicing what they learned in Girl Shine and growing their social networks,

and the networks help keep girls safe and powerful. As prior participants of the program, their experiences, and reflections of the Girl Shine Curriculum and its implementation will add significant value to not only IRC, but also to the next generation of girl groups.

The Girls' Social Network meets monthly based on their preference. They identify a leader of the network who coordinates and reminds others of scheduled meetings. Some of these groups have become stronger and more engaged in income generating activities, including the production of fabric bags, and doughnut making. The proceeds from these items help them with basic materials including sanitary materials. They have also engaged in advocacy events and activities.

4. Coordinating with local women- and girl-led movements

When considering sustainability of the intervention with diverse girls in particular, it is important to build networks. Networks should include actors working on GBV and other forms of violence and discrimination—i.e., other specialized protection actors, such as organizations working on disability, older age, migrant and refugee women, sexual orientation, and gender identity inclusion. They should also include women's rights groups, youth groups, and girl empowerment groups. This should take place before, during, and after implementation to ensure contextual relevance and to bolster support for girls participating in the program.

Not only does this support the sustainability of the Girl Shine program, but it also promotes a coordinated approach to resource mobilization and advocacy which fosters collaboration, rather than competition, amongst different actors and issues. This will ensure good relationships with actors on the ground who will be in a position to support and advocate for the girl groups once the intervention ends.

Additionally, these relationships can demonstrate to girls that their rights are real, and they can take real action and create change together through activism and promotion of their rights.

If your organization is an international humanitarian organization, it is essential to coordinate and create linkages with local actors and movements to understand how to better support existing efforts instead of duplicating or erasing work that is underway.

It's also critical to acknowledge the unequal power dynamics that often exist between INGOs and national and local organizations or movements and to work to dismantle it for example by[55]:

✓ Working towards open and honest communication, whereby there are approachable points of contact within your organization.

✓ Making space to listen to and understand the challenges, needs and requests of women and girl led groups.

✓ Connecting groups with opportunities and resources, in addition to providing resources to them yourselves if possible.

✓ Supporting opportunities for women and girl groups or individual actors to travel and be in key movement of funding spaces.

✓ Making opportunities available for engagement between women and girl groups, INGOs, and funders.

By doing this you will:

✓ Be able to link girls from your program to women and girl movements and ensure that girls are part of a feminist movement.

✓ Build a sense of solidarity among women and girls.

✓ Create opportunities for girls to take the lead in their communities.

✓ Identify allies in the community who are already doing the work and who can promote the work of your program.

✓ Build sustainability into your program.

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55   No Straight Lines. *Frida Young Feminist Fund.* https://nostraightlines.youngfeministfund.org/section.html#reflecting

Female and Male Caregivers:

Guidance on sustainability for caregivers already exists in Girl Shine. Similar to girls' mentorships, caregivers have three options for sustainability; these are engaging as co-facilitators for future iterations of the caregiver curriculum, serving as community advocates, and participating in a Girl Shine Steering Committee. As with girl mentors, if engaging caregivers in any of these roles, it is important to:

✓ Be clear on their role and responsibilities from the outset.

✓ Select appropriate participants: Ensure they have completed over 80% of sessions and scored over 80% on the post assessment.

✓ Compensate participants for their time, especially women: Often, women are expected to take on these roles unpaid.

✓ Provide training and capacity building: Female and male caregivers should be provided with adequate support and training, specifically focused on gender equity, to help them carry out their responsibilities.

✓ Provide opportunities: This can include supporting them in setting up or joining a VSLA, helping them to access trainings conducted by different organizations, or encouraging them to join other programs your organization may be implementing.

✳ 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.

Consider a flexible budgeting structure. Before pre-determining what girls may need i.e. snacks, soap, food items etc. discuss with girls and caregivers what may be most useful to them and factor that into the budget. Some ideas are included below but all ideas should be discussed with girls first:

a. Refreshments, snacks, and dignity kits for girls participating in sessions.

b. Support with transportation to attend sessions

c. Other basic materials that can help married and unmarried girls include clothes, soap, underwear, school supplies for themselves or their children, food items. These could be budgeted for or you could coordinate with other sectors providing these items and ensure they go directly to girls.

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 A22** 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.

   d. Girls may also flag other activities they are interested in, such as savings activities, sewing, literacy sessions, set aside budget to accommodate these requests so that activities at the safe space are girl driven.

   e. Child care volunteers for girls with young children so girls can participate fully in sessions.

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).

e. Salaries or stipends for mentors: Where possible it is important to pay your mentors, however if there are issues related to refugee or age status, you can provide them with a stipend in accordance to national laws and organizational guidance; mentors are the heart of making this approach a success.

f. If possible, provide in-kind support, including branded t-shirts, bags to carry the Girl Shine curriculum, bicycles, gum boots, raincoats, etc., as needed.

g. 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.

   - Budget for training. Often when a project like this is being implemented, trained practitioners are requested to deliver this training to other organisations. If this is a common request, budget for this eventuality or request organisations (or their donors) to resource the trainings they are requesting.

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. **Consider flexible working structure** to ensure that staff and volunteers are available to be responsive to the most marginalized girls. E.g. girls who work or young mothers may find it difficult to participate during the regular weekday office hours. Budget for appropriate compensation for staff and volunteers.

6. **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.

   - **Diverse girls:** Additional budget consideration for girls with disabilities or minority groups for reasonable accommodation and assistive devices e.g. visual aids, sign language interpreter, adjustments to safe space to make it disability friendly, translation of content into minority languages, specialized translators for minority languages.

7. **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.

8. **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.

9. **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 A22**).

10. **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).

11. **IEC Costs:** Community outreach materials: Examples could include IEC and Behavior Change Communication (BCC) design and printing.

12. **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.

13. **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.

14. **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.

> Set aside some funds and resources for girl groups that may be established once the sessions come to an end. Girls may continue to meet and will need budget to continue with their activities.

15. **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.

4. A Holistic Response for Adolescent Girls at Risk of or Already Married

The formative study conducted by IRC in Lebanon and Uganda highlighted that there were specific drivers contributing to early marriage. These included:

- ✓ Gender inequality
- ✓ Strong social norms on when a girl should marry
- ✓ Caregivers as influential decision makers related to marriage
- ✓ Economic stress and uncertainty
- ✓ Cramped living conditions

GBV was also described as very common, and girls' access to services that were responsive to adolescent girls were limited. In addition to addressing the risk of GBV, working on shifting social norms, and addressing gender inequality, girls and the community expressed the need to address **economic**, **material,** and **educational** needs of girls if we are to meaningfully address early marriage.

Therefore, it is critical to strengthen links with other sectors and organizations to ensure girls and the community are well-equipped to address the multiple drivers that contribute to early marriage in humanitarian settings.

Responding to the needs of married girls and working to delay early marriage requires a holistic approach. While the Early Marriage Package and its tools are for GBV actors, who have a critical role in supporting girls at risk of marriage and married girls, it is essential that comprehensive mapping of services and opportunities foradolescent girls is done prior to implementation and that it is constantly updated. This is important to help delay early marriage, but it also increases the support and opportunities needed for married girls.

Advocacy Points for GBV Actors to Support a Holistic Approach to Early Marriage Prevention, Delay, and Response

> One critical thing to advocate for across the humanitarian system is the inclusion of adolescent girls in the design and delivery of humanitarian response.

All humanitarian actors have a role in addressing early marriage and responding to the needs of married girls. Women and girls have multiple needs that require a holistic response; for GBV actors, there may be things adolescent girls require that may fall outside of the scope of the actors' work, but that are critical to ensuring a girls' safety and wellbeing. Certain issues require a coordinated multi-sectoral approach, such as early marriage.

All of these approaches should be implemented in an inclusive manner, ensuring participation of girls with disabilities, removing barriers to access and participation, collecting disability disaggregated data, and working in collaboration with representative organizations. We can advocate with the following actors to ensure a holistic approach for adolescent girls in relation to delaying and responding to early marriage. [56]

> **Child Protection**

- Provide focused and non-focused activities for adolescent girls that are separate from boys, e.g., recreational activities decided on by girls and information on sexual and reproductive health and safety in particular.

- Engage in community outreach and mobilization strategies in order to support girls' access to services and to participating in activities in the community. This includes for diverse and marginalized girls, too.

- Participate in training to strengthen capacity on gender equality.

- Advocate for gender-equitable laws and policies, including setting the legal age of marriage to 18 with no exceptions. [57]

- Advocate for the strengthening of birth, marriage, and divorce registration systems. [58]

- Advocate for the establishment of safety options for women and girls and their children who are at risk of harm. [59]

> **Protection and Rule of Law**

- Provide information on the rights that women and girls have within marriage or upon divorce; these should include rights to housing, land and property, inheritance, child custody, economic resources, and others in the context.

- Be sure that women and girls have ongoing access to information about their legal rights and how to exercise them.

- Provide legal counselling, or representation for women and girls to claim their rights within marriage, upon divorce, or if in conflict with the law. Be sure that women and girls know that they can reach out for legal support for issues not directly related to the marriage as well, to realize other rights that may be important to them as individuals or to their families (e.g., rights in employment, or right to education).

- Support efforts to secure women and girls' independent access to identity documentation, as the foundation of their rights access.

- Advocate for the creation and implementation of laws and policies that support delaying marriage for girls and do not create further harm by criminalizing girls who do marry below the legal age. Advocate for the creation and implementation of laws that support women's equal rights more broadly, to improve the overarching protection environment for women and girls.

- Support legal analysis of the relevant legal frameworks in coordination with WPE and CP actors working to prevent early marriage. This analysis should support robust understanding of what protections exist in the law, what laws are there but not enforced, and what laws are missing to best support women and girls' equal rights.

- Train Child Protection and GBV actors, as well as relevant state, local, and civil society actors, on relevant legal frameworks.

> **Health**

Information on adolescent sexual and reproductive health (ASRH) is critical for adolescent girls, regardless of their marital status, ability, or nationality. It is especially important for girls who are at risk of early marriage or who are already married. Oftentimes, girls receive incorrect information from inaccurate sources, or they are made to feel uncomfortable for trying to access this information. Advocacy points are as follows:

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56   UNHCR. *UNHCR emergency handbook: Refugee coordination model.* Available at https://emergency.unhcr.org/entry/256733/refugee-coordination-model-rcm

57   UNICEF & International Rescue Committee, Lebanon. (2019). *Multi-sectoral child marriage and response prevention toolkit.*

58   Ibid.

59   GBV Responders Network (2017). *GBV case management guidelines. International Rescue Committee.* Available at https://gbvresponders.org/response/gbv-case-management/

- Provide girls with ASRH information that is relevant to their developing bodies, including for girls with different types of bodies through non-judgmental facilitators.

- Adapt ASRH information to reflect the realities of girls with disabilities, too. You can check if there is a disability-inclusive health focal point or expert in the health sector who can provide technical guidance on disability-inclusive SRH information and services.[60]

- Provide health providers with training on ASRH, gender equality and safe referrals. Ensure training on ASRH includes techniques on how to present information in an adolescent friendly way.

- Develop feedback mechanisms to help improve services girls receive.

- Sensitize the community to the importance of girls' access to ASRH information.

- Raise awareness on the complications of early pregnancy, but also health care pregnant girls need and post-pregnancy care.

> **Education** [61]

There is strong evidence to suggest that investing in girls' education is a critical strategy to preventing early marriage.[62] Education actors can take steps to ensure girls stay in school, and actors can enact the following advocacy points:

- Ensure schools provide all girls with an education regardless of their nationality, documentation, ability, and marital status. Oftentimes, these create barriers for girls most at risk of early marriage.

- Provide alternative out of school education for girls who don't attend school, e.g., informal education, basic literacy, and numeracy.

- Provide life skills, including Know Your Rights modules (jointly with PRoL) to girls as part of the school curriculum.

- Sensitize the community on the importance of education for girls, including married girls.

- Develop a safe reporting mechanism for girls who are subjected to GBV and other forms of violence in schools.

- Develop a safe referral mechanism for girls who are subjected to GBV in schools.

- Train teachers on non-violent teaching methods, gender equality, and safe referrals.

- Support policies that allow married, pregnant, and parenting girls to stay in and return to school and advocate to change policies that don't support this.

> **Livelihoods/Cash Assistance**

Evidence suggests that poverty, economic strain, and not being able to provide for basic needs can contribute to early marriage.[63] Lack of opportunities for girls, especially when they have already left school with no option to return, can also contribute to early marriage. To help alleviate some of the pressures families are facing that contribute to them marrying girls at a young age, actors can act on the following advocacy points:

- Provide livelihoods training, income-generating opportunities, or apprenticeships to adolescent girls (often trainings are offered to young men or girls over 18) and/or their caregivers. Ensure these models are connected to PRoL/legal awareness and legal response to minimize and/or respond to risks of workplace exploitation.

- Ensure that service providers take into consideration other factors beyond age (e.g., are they married, out of school and unable to return, heading a household, etc.) when determining whether girls should have access to livelihood opportunities and cash. [64]

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60 Inter-Agency Standing Committee. (2019, July). *Guidelines: Inclusion of persons with disabilities in humanitarian action*. Available at https://interagencystandingcommittee.org/system/files/2020-11/IASC%20Guidelines%20on%20the%20Inclusion%20of%20Persons%20with%20Disabilities%20in%20Humanitarian%20Action%2C%202019_0.pdf

61 Some points taken from: UNICEF & IRC Lebanon. (2019). Multi-sectoral child marriage and response prevention toolkit.

62 Girls Not Brides. (2018, January 31). *Addressing child marriage through education: What the evidence shows*. Available at https://www.girlsnotbrides.org/learning-resources/resource-centre/addressing-child-marriage-education-evidence-shows/

63 ICRW. (2006). *Too young to wed: Education & action toward ending child marriage*. https://www.icrw.org/files/images/Child-Marriage-Fact-Sheet-Poverty.pdf

64 Note: Some sectors have age limitations on giving cash or providing livelihood opportunities to adolescents; for example, CP do not give direct cash to adolescents below 14 years old.

- Provide cash assistance to families who are struggling to meet basic needs and who have adolescent girls in the household. While unconditional cash transfers to meet basic needs have proved less impactful in relation to preventing early marriage, conditional cash transfers have had some effect when used to keep girls in school. Therefore, supporting girls' schooling through cash or in-kind transfers is proving to be a promising channel for delaying their marriage. [65]

> **Shelter**

Overcrowding in urban areas or camp situations can exacerbate family tensions, which in turn can contribute to intimate partner violence and other forms of domestic violence. It has also been reported as a push factor for early marriage, where caregivers and girls themselves think that through marriage, girls will have better living conditions, more privacy, and will not be exposed to an increased risk of sexual violence by non-family members, particularly in multifamily tents, multi-household dwellings, or large communal spaces. Some considerations when addressing the need for shelter:

- There are existing guidelines for integrating GBV interventions into humanitarian action with shelter being a key thematic area that is addressed,[66] the implementation of which should be prioritized.
- Specifically, the guidelines related to promoting the active participation of women, girls, and other at-risk groups at all levels of the program cycle are critical, as well as working in close collaboration and consultation with GBV Specialists.
- GBV actors can flag any key issues arising specific to shelter and early marriage (and GBV more broadly), so that shelter actors can work through recommendations being proposed.

> **WASH**

In both urban and rural contexts, girls and women regularly face harassment when going to the toilet. Given the taboos around defecation and menstruation and the frequent lack of privacy, women and girls may prefer to go to the toilet or use bathing units under the cover of darkness. They may even delay drinking and eating in order to wait until nightfall to relieve themselves. However, using WASH facilities after dark puts women, girls, and other vulnerable groups at risk of harassment and sexual assault. School-age girls who must spend a long time collecting water are at a higher risk of missing and/or not attending school, which limits their future opportunities. This, in turn, may place them at a higher risk of GBV in the future. Some considerations when addressing WASH issues:

- There are existing guidelines for integrating GBV interventions into humanitarian action, with WASH being a key thematic area that is addressed,[67] the implementation of which should be prioritized.
- Specifically, the guidelines related to promoting the active participation of women, girls, and other at-risk groups at all levels of the program cycle are critical, as well as working in close collaboration and consultation with GBV Specialists.
- GBV actors can flag any key issues arising specific to WASH and early marriage (and GBV more broadly), so that WASH actors can work through recommendations being proposed.

65   Malhotra, A. & Elnakib, S. (2021, January 11). *20 Years of the evidence base on what works to prevent child marriage: A systematic review.* Journal of Adolescent Health, 68(5), 847-862. DOI: https://doi.org/10.1016/j.jadohealth.2020.11.017

66   Inter-Agency Standing Committee. (2015). *Shelter, resettlement, and recovery. Guidelines for integrating gender-based violence interventions in humanitarian action: Reducing risk, promoting resilience, and aiding recovery.* Available at https://gbvguidelines.org/wp/wp-content/uploads/2015/09/TAG-shelter-08-26-2015.pdf

67   Inter-Agency Standing Committee. (2015). *Water, sanitation, and hygiene. Guidelines for integrating gender-based violence interventions in humanitarian action: Reducing risk, promoting resilience, and aiding recovery.* Available at https://gbvguidelines.org/wp/wp-content/uploads/2015/09/TAG-wash-08_26_2015.pdf

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 Early Marriage Curriculum

▶ The Girl Shine Mentors

▶ The Girl Shine Staff Facilitators

▶ Facilitator Considerations

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.[68]

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.[69,70] 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.

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68   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

69   IRC. 2017. COMPASS Pakistan Learning Cycle 2 & 3 Report.

70   IRC. 2017. COMPASS Ethiopia Learning Cycle 1 Report.

The Girl Shine Early Marriage Curriculum can be found in Part 2 A and while it does not follow the modular approach, it does follow a similar sequence to the Girl Shine Life Skills Curriculum, starting with sessions focused on trust building and finishing with sessions focused on visioning and concrete action planning.

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 (or two hours for the Girl Shine Early Marriage Curriculum), 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.

| Welcome & Review | → | Story Circle | → | Let's Explore | → | Activities | → | Check-in | → | Takeaway |

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.

✳ **Note:** these timings vary for the Girl Shine Early Marriage Curriculum and are noted in the session plans.

Session Content by Topic

Trust

The sessions included in the Trust module are:

- Introduction to Girl Shine
- Our Safe Space
- Communicating Without Words
- People I Trust
- My Safety Map
- Our Support Services
- What Makes a Girl?
- What is Power?

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.

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

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 taboo in some 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 A12:** 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.

Safety

The sessions included in the Safety module are:

- 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)
- Staying Safe Online
- My Safety Map (to be done from Trust module)

Girls are not 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. However, there are some things we can do to support girls when it comes to their safety, for example raise awareness about types of gender-based violence so girls are able to identify GBV if they experience it and seek support. We can also support girls to develop safety plans and strategies to deal with the violence inflicted on them. 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 Additionally, violence perpetrated against girls and women is often not recognized as a legitimate area of concern and stems from deeply rooted patriarchal 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, evolving capacities and interests (as with all sessions). Staff will need to make these determinations based on their assessment of the group.

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. More importantly, solidarity is critical for building positive gender identity and increasing girls' safety through a shared concern for and support of each other.

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 A22:** *List of Materials for Girl Shine Sessions.*

2. The Girl Shine Early Marriage Curriculum

The Early Marriage Curriculum's main focus is on delaying marriage and responding to the needs of married girls. This curriculum also incorporates other forms of gender-based violence (GBV), but it goes much deeper into the subject of early marriage than the Girl Shine Life Skills Curriculum does.

In terms of *delaying marriage,* the content of the curriculum aims to: (1) unpack the drivers of early marriage; (2) raise awareness of the risks of early marriage; (3) support girls and caregivers to find alternatives to marriage; (4) support girls and caregivers to strengthen relationships with each other; and (5) build social support and solidarity amongst girls.

In terms of *responding to the needs of married girls,* the content of the curriculum aims to support young mothers, married, divorced, and widowed girls to understand and claim their rights. This is accomplished by (1) providing them with information about their bodies; (2) providing them with information on how to influence decisions; and (3) encouraging girls and caregivers to strengthen their relationships with each other and build social support and solidarity amongst girls.

The Early Marriage Sessions for Adolescent Girls

While sessions are held separately for married and unmarried girls, some of the session content that will be delivered to the groups will be the same and other sessions will be different; this is indicated at the top of the session. For sessions that are the same, there may be some activities or stories that are different for married or unmarried girls, and this is indicated at the top of the story, scenario, or activity.

(add example).
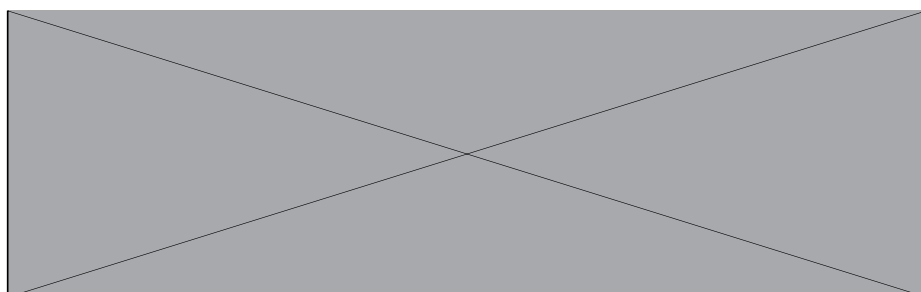
The sessions have been designed to be implemented in the sequence in which they are set out, as each session builds toward the next, gradually developing knowledge and skills that will support married and unmarried girls' empowerment.

If engaging girls with disabilities, it is important to think about accessibility and how to make reasonable accommodations for their participation. More information can be found here: Access and Reasonable Accommodation. [71]

Adolescent Girl Group Composition

- **Recruitment of the groups:** The Girl Shine Guidance covers everything you need to recruit groups, from number of participants per group (10-20) to how to manage attendance, and so on. In addition to this, the comprehensive Early Marriage Outreach Strategy can be used to help implementers identify girls, including typically hard to reach girls and their caregivers, and to provide guidance on how to build trust with the community.

- **How to engage diverse and hard-to-reach girls:** The Early Marriage Project builds on the guidance in Girl Shine to support teams in reaching the most marginalized groups and engaging them in Girl Shine. The outreach strategy provides a number of ideas on how to do this. A key factor in making this a success is providing accessible communication channels, reasonable accommodation, flexibility, and availability outside of the office-hours/ weekday structure, as this structure automatically excludes a number of marginalized groups, including girls who work. Ensuring staff and volunteers are compensated well and providing a flexible working structure will ensure they are able to be more responsive to girls' needs.

Engaging Girls With Disabilities in Group Sessions[1]:

Identify and Value All Contributions

Humanitarian actors and other community members will often define the standards for what is seen to be effective participation for girls with disabilities. Participation will, however, look different for every individual, and will vary according to personal preferences, the type of activity, and how familiar an individual is with program staff and peers. Hence, it is important to avoid setting rigid standards for what counts as participation, and to involve girls in defining what this means for them. Everyone has something to contribute—this may be a picture, a gesture, or a detailed discussion, all of which can be recognized and valued by humanitarian actors in their work. Such recognition can also shape the way others, including parents and members of the wider community, view girls with disabilities.

1   Adolescent Girls with Disabilities in Humanitarian Settings. "I Am Not 'Worthless'— I Am a Girl with a Lot to Share and Offer" Emma Pearce, Kathryn Paik, and Omar J. Robles

- **Group composition:** Married, divorced, and separated girls, and young mothers participate in sessions together. Unmarried girls participate in sessions together. Girls with disabilities will participate in either group depending on their marital status. This also applies to the caregiver groups. For married girls, mothers-in-law may join the sessions. As each girl nominates a female and male caregiver; the girl can choose whether to have her mother or mother-in-law participate, but it should be limited to one female and one male caregiver per girl. However, there may be exceptional circumstances where this may not be possible to follow; the girl should always state her preferred option, and it should be honored. See **Appendix 23** for more details.

- **Group timing:** there are 16 sessions for girls and their caregivers and there are takeaway tasks for girls and their caregivers to allow them to practice at home. Sessions for girls and caregivers should run parallel when possible. This will allow girls to practice what they are learning at home with their caregivers. If it is not possible to run in parallel, girls' sessions should start first, followed by female caregiver sessions and then male caregiver sessions. This is particularly important towards the end of the curriculum where consultation with girls is required to feed into female and male caregiver sessions.

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71   International Rescue Committee. *Access and reasonable accommodation.* https://rescue.box.com/s/cw4t0qc1t1umojsjw85khhq5ufx20ids

Session 1	If Married or others ⟫⟫	Session 2

Session 1

Who participates in this session?

- Unmarried Girls

If Married or others ⟫⟫

Girls with Disabilities

⟪⟪ **If Unmarried**

Session 2

Who participates in this session?

- Married Girls
- Divorced Girls
- Separated Girls
- Young mothers
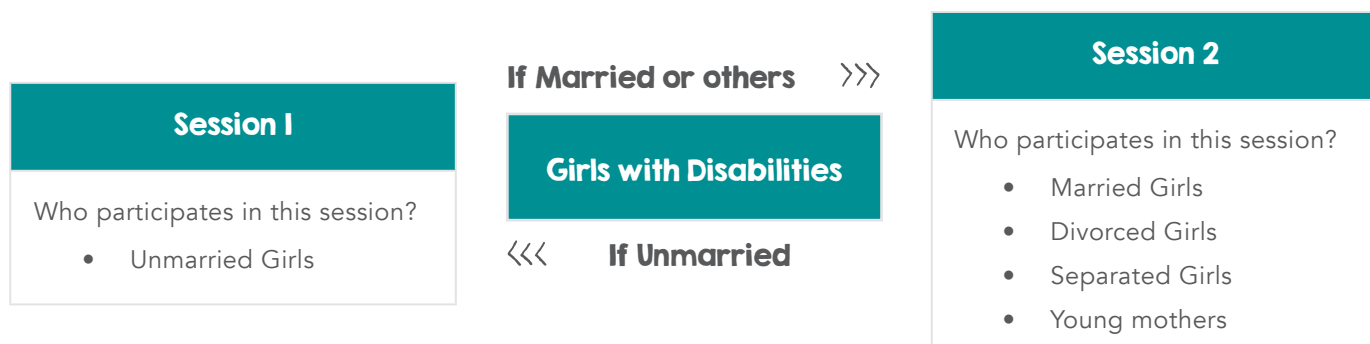
When To Use the Girl Shine Life Skills Curriculum and When To Use the Early Marriage Life Skills Curriculum

While the Early Marriage Package is part of the overall Girl Shine program model, the Life Skills content is different. When deciding between using the Girl Shine Life Skills content or the content specifically designed for the Early Marriage Program, there are a few things to consider:

Girl Shine Life Skills Content	Early Marriage Life Skills Content
- Covers all forms of GBV and touches upon early marriage delay. - Provides a flexible approach to the curriculum content and length. - Can be adapted to younger and older adolescent girls 10-19. - There is content for caregivers of unmarried girls only, and it covers all forms of GBV. - Training includes content on facilitation and implementation of Girl Shine, which briefly covers early marriage.	- Focuses on the delay of early marriage or responding to the needs of married girls, whilst touching upon other forms of GBV. - Provides 16 sessions for girls and their caregivers which should be implemented; additional sessions can be added from Girl Shine if required, but all 16 sessions of the EMP should be implemented. - For older adolescent girls 14/15–19. - There is content for caregivers of unmarried and married girls, including content for mothers-in-law, focused on early marriage delay and response.

Before using the Early Marriage Curriculum there are a few things to consider:

- ✓ Familiarize yourself with Girl Shine and ensure that the core components of the Girl Shine program model are in place.

- ✓ Preferably, before implementing the Early Marriage Curriculum, GBV actors will have experience with implementing Girl Shine already.

- ✓ The Girl Shine Training and GBV Core Concepts Training are essential foundations to the early marriage curriculum implementation, and it is essential that facilitators receive this.

- ✓ Experience has shown that while guidance and tools are essential, the success of the implementation heavily depends on the facilitation of the content. Therefore, it is crucial to invest in training the facilitators to ensure the success of the curriculum. If facilitators are not fully equipped to implement the sessions, this could cause harm to the girls, caregivers, and to the organization itself.

- ✓ If you're working in a context where there are a number of married or divorced girls or where early marriage is commonplace, the Early Marriage Curriculum could be used instead of the Girl Shine Curriculum.

3. 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.

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.[72]

- **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.

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.[73]

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

73   Karen Austrian, Population Council. 2012. *Girls First! Girls' Leadership and Mentoring* - https://www.popcouncil.org/uploads/pdfs/2012PGY_GirlsFirst_Leadership.pdf

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. However, men can be recruited as facilitators for the male caregiver groups.

- **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?

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 principlesof 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

How to Invest in Adolescent Girls as Mentors

There is guidance on recruiting and supporting mentors included in Girl Shine already and there is comprehensive guidance in The Population Council Mentor Toolkit[74], however one area to explore further is how can we support girls who have participated in the curriculum themselves to become mentors and thrive in that space. Girls who have been part of the curriculum have been through all of the content in much more depth than any organized mentor training can provide. It is the ultimate mentor training and an asset to any organization which decides to invest in them.

The following is adapted from The Population Council Mentor Toolkit[75]:

- **Why invest in adolescent girl mentors?**
  This is an investment in female leadership, enabling local older girls with potential leadership potential to gain and utilize skills that would otherwise be neglected or lost after the end of the Girl Shine sessions end. It can challenge community norms about what these girls can do, providing alternative positive role models in the community and eventually giving girls more "voice" in household and community decision making. Given the importance of recruiting locally and associated challenges—i.e., some mentors may uphold the same ideas and norms that the program hopes to address—investing in older girls who have completed Girl Shine will mitigate that risk.

> **Be clear on their role and responsibilities from the outset.**
  When recruiting girl mentors, the program should be clear on the role they will play. Some mentors are only expected to deliver curriculum content, ensure girls are receiving the information outlined in the curriculum, and provide space for girls to practice their developing skills. Other mentors will be expected to engage in community awareness raising, engagement and activism in their role as change agents or role models in the community. Mentors should be prepared for this and provided with support sessions to help them to reach a level of comfort with becoming mentors.

> **Match mentors with girl groups they most closely identify with.**
  Girl mentors should be matched with groups of girls they closely identify with, i.e., a married mentor could be paired with a group of married girls due to their shared experiences. This will help girls feel they relate more to their mentor, as mentors will better understand their situation. Mentors should be a few years older than the girls they mentor, e.g., a girl who is 18 could be paired with a group that is younger than 16 years old, as she will have a little more experience than the girls, but is not so old that she doesn't remember what it was like to be that age.

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74 Population Council. (2019). *Making the most of mentors: Recruitment, training, and support of mentors for adolescent girl programming.* https://www.popcouncil.org/uploads/pdfs/2019PGY_MentorToolkit.pdf

75 Ibid.

> **Selecting appropriate girl mentors.**
Girls who have completed over 80% of sessions and have scored over 80% on the post assessment can be considered for mentorship. These two criteria are key as they will indicate that the girls have been through most of the curriculum and also that they have a certain amount of stability that allows them to do that. They have also demonstrated attitudes and beliefs that are closely aligned to the program.

Diverse mentors
Recruiting mentors from diverse groups is highly encouraged for the sustainability and inclusivity of the program. While this may require additional support and provisions of reasonable accommodation, this will highly benefit the program quality and reach.

You should check their willingness and availability to become mentors and whether their situation is stable enough that they can consistently facilitate the sessions. If girls are married or have young children, find ways to accommodate their participation, e.g., providing childcare at the WGSS or inviting female caregivers or mothers-in-law to participate in women's sessions if that will make girls' participation easier.

> **Compensate your mentors.**
Mentors have an important job to do, which comes with a lot of hard work. The preparation, implementation, and follow-up for the Girl Shine sessions can result in long hours. Paying mentors serves as a demonstration that the work they are doing is valuable; it also creates a livelihood opportunity for older adolescent girls in the community. Conversely, trying to save money by not paying mentors can lead to higher turnover and an increase in training costs, reducing the sustainability of the program. Failing to pay mentors suggests their work is neither valuable nor valued.

Girl mentors should be around 18–19 years old. Some exceptions can be made depending on the age and developmental stage of girls who are 16 or 17; however, national employment laws should be taken into consideration, as well as laws related to refugees' right to work. In these cases, mentors can be brought into the role and paid a stipend in accordance with national and organizational guidelines. There is guidance in Girl Shine on what to budget for mentors.

Training and Capacity Building for Mentors

The training and capacity building approaches presented in Part 4 of Girl Shine will be relevant for girl mentors too. There are a few additional components to consider.

- Consider the pros and cons of training girl mentors together with women mentors. While it could be really beneficial for them to learn from one another, it's important that girls are given space for their own mentorship journey which is not dominated by women.

Provide opportunities for mentors:

- Provide girls with opportunities to develop their skills beyond just implementing the curriculum. Use opportunities to include them in other trainings being offered at the organization to help build their skills set broadly.

- Help them join or establish Village, Savings and Loan Associations (VSLA) or other groups that can support their social and economic empowerment.

- Provide them with ample opportunities and resources to join together as a network of mentors for mutual support, learning and solidarity. This can include giving them a regular slot to meet at the WGSS and providing refreshments, materials, or activities for them.

- Support reasonable accommodation for mentors with disabilities

✳ 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.[76]

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.

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 B4** 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.

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76   Contact in-country GBV or other protection actors that can support in the training of country teams.

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 A10.** 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.

4. 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.

5. Facilitator Considerations

Some topics may be new to facilitators, or they may not feel comfortable facilitating them. It is really important to create an open environment where facilitators can share their concerns so you can work through them together. Oftentimes, they are concerned about not being able to answer questions that girls will have about sensitive topics, they may have their own beliefs that are projected onto girls—"Girls won't be interested in this topic," or "Girls will feel uncomfortable."

It is okay for facilitators to acknowledge and share that these are hard topics that may make us feel embarrassed or shy, and that is because of social norms.

But facilitators may be the only reliable information point for girls, and therefore, it is our responsibility to provide information. It is okay for facilitators to share with girls that they are nervous or not experts on everything but that they know it is important for girls to have this information, so facilitators are showing courage by tackling these topics. Once facilitators start to deliver these sensitive topics, they will realize how important they are to girls and how much girls value the information. They will become more comfortable once they have delivered the session a few times. Remind them that it's okay not to have all the answers; they are there to help girls find the answers, and if they don't know the answers, they can find out and follow up with the appropriate answers in subsequent sessions.

Implementing organizations can support facilitators by holding support or learning sessions with them ahead of the implementation of the sessions. This will give them the opportunity to familiarize themselves with the content and talk though any challenges they foresee, and this process can make them feel more confident with the delivery.

The success of the project will heavily rely on the facilitation of the Girl Shine and Early Marriage Curriculum; therefore, it is critical to invest in this. Continuous support, shadowing, capacity building and supervision will result in successful implementation of the project.

Caregiver Sessions

Facilitators may feel uncomfortable or uncertain about the implementation of the caregiver sessions, especially with male caregivers. The selection of facilitators is very important, and the criteria is the same as for the Girl Shine Caregiver Curriculum:

- Medium-to-high literacy skills
- Experience in facilitation
- Training on GBV core concepts
- Strong understanding of gender equality
- (If possible:) Previous experience facilitating discussions and community mobilization activities on themes of gender equality, GBV, and other sensitive topics

It is important to invest in the capacity building of facilitators on these concepts before they begin implementation. The success of the intervention really does depend on the facilitation of the content.

Facilitating Sessions With Girls With Disabilities

When planning your training (or any training) you should think about the inclusion of girls with disabilities This means designing the training to ensure it is accessible to all participants and providing reasonable accommodation to participants who face barriers to participation. Useful information can be found on page 129 of the Light for the World Resource Book.[77]

Persons with disabilities are experts in accessibility; local Organizations of Persons with Disabilities (OPD) can help you in the planning of an accessible training. When training on disability inclusion, the ideal is to facilitate in partnership with a person with lived experience of a disability. This is the most powerful way to help change attitudes towards persons with disabilities. It is of course not always possible, and you should be aware of tokenism. See page 122 of the Light for the World Resource Book for more details on how to co-train with persons with disabilities.

In addition, a lot of guidance exists on how to communicate with persons with disabilities. We recommend facilitating organizations familiarize themselves with Light for the World's How To (from page 40) of the above resource book and follow the Communication Tips, shared as part of the Inclusive Client Responsive Toolbox. [78]

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77   Light for the World International. *Light of the World resource book.* Accessible at https://www.light-for-the-world.org/publications/resource-book-on-disability-inclusion/

78   International Rescue Committee. (2021). Communication tips. *Inclusive client responsive toolbox.* https://rescue.box.com/s/jj2xhocnax1tkkr7t2my17jzla1no6so

The Girl Shine Female & Male Caregivers

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 (where possible) 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

▶ The Girl Shine Early Marriage Caregiver Curriculum

▶ 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

1. 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 Girl 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 Early Marriage 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.

Pyramid (top to bottom):
- Steering Committee
- Community Advocate
- Peer Co-facilitator
- Participating in Girl Shine Caregiver Curriculum or Early Marriage Caregiver Curriculum
- Participating in Activities
- Acceptance of Girl Activities

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.

- There is a caregiver selection tool in Appendix A23 that can be used to determine which caregivers girls would like to participate in the curriculum.

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 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:

If you want to implement Girl Shine Caregiver Curriculum, does your country team meet the criteria set out below?

- Trained in GBV
- Availability of GBV case management services (or strong GBV referral networks) Staff capacity to facilitate sessions with female and male caregivers separately (female & male staff)?

If you want to implement a parenting curriculum (e.g. IRC's Families Make the Difference) does your country team meet the criteria set out below?

- Trained in CP
- Staff capacity to facilitate sessions with caregivers of adolescents

If No

Is there a GBV team already operating in your area?

If No

Is there a CP team already operating in your area?

If No / **If Yes**

Is there an opportunity for staff to participate in training on GBV core concepts and gender equality?

If No

Does the GBV team have the capacity to implement the GS Caregiver Curriculum?

If No

Is there an opportunity for staff to participate in training on parenting that targets parents of adolescents?

If No

Does the CP team have capacity to implement a parenting curriculum that specifically targets parents of adolescents?

If No

Do not implement Girl Shine Caregiver Curriculum

If Yes

Discuss with GBV team whether parents can be integrated in an existing or future Girl Shine Caregiver curriculum cycle (or other existing gender transformative activities being implemented)

If No

You cannot implement a parenting skills curriculum. Consider other options to engage caregivers instead as indicated in Chapter 4 of GS Part 1

If Yes

Discuss with CP team whether caregivers of adolescent girls can be integrated in existing or future parenting curricula.

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 A6** will provide 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.

    - 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 A12** 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.

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	**Appendix A3c:** *FGD Tool for Female/Male Caregivers* - takes into account their opinions and perspectives, which can help shape the program.
Unfamiliarity with program	**Appendix A6:** *Explaining Services to Girls and Female/Male Caregivers Tool* - 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	**Appendix A12:** *Introducing Female Caregivers to ASRH Topics Tool* - 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 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 caregivers to come and see the space and activities offered (on designated days and with approval from girls).

- 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.

- 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 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, 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.

- Engaging community and religious leaders and asking them to share information about the program can encourage uptake, particularly from male caregivers.

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. It is not advised to turn girls away from Girl Shine activities unless her participation could impact her safety. Best interest of the child 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.*[79]

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.

- 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

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

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).

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.[80]) 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.

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).

3. The Girl Shine Early Marriage Caregiver Curriculum

The Girl Shine Early Marriage Curriculum's main focus is on delaying marriage and responding to the needs of married girls. This curriculum also incorporates other forms of gender-based violence (GBV), but it goes much deeper into the subject of early marriage than the Girl Shine Life Skills Curriculum does.

In terms of delaying marriage, the content of the curriculum aims to: (1) unpack the drivers of early marriage; (2) raise awareness of the risks of early marriage; (3) support girls and caregivers to find alternatives to marriage; (4) support girls and caregivers to strengthen relationships with each other; and (5) build social support and solidarity amongst girls.

In terms of responding to the needs of married girls, the content of the curriculum aims to support young mothers, married, divorced, and widowed girls to understand and claim their rights. This is accomplished by (1) providing them with information about their bodies; (2) providing them with information on how to influence decisions; and (3) encouraging girls and caregivers to strengthen their relationships with each other and build social support and solidarity amongst girls.

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

The Early Marriage Sessions for Female and Male Caregivers

While sessions are held separately for caregivers of married and unmarried girls, some of the session content that will be delivered to the groups will be the same and other sessions will be different, this is indicated at the top of the session. For sessions that are the same, there may be some activities or stories that are different for caregivers of married or unmarried girls and this is indicated at the top of the story, scenario, or activity.

(add example).
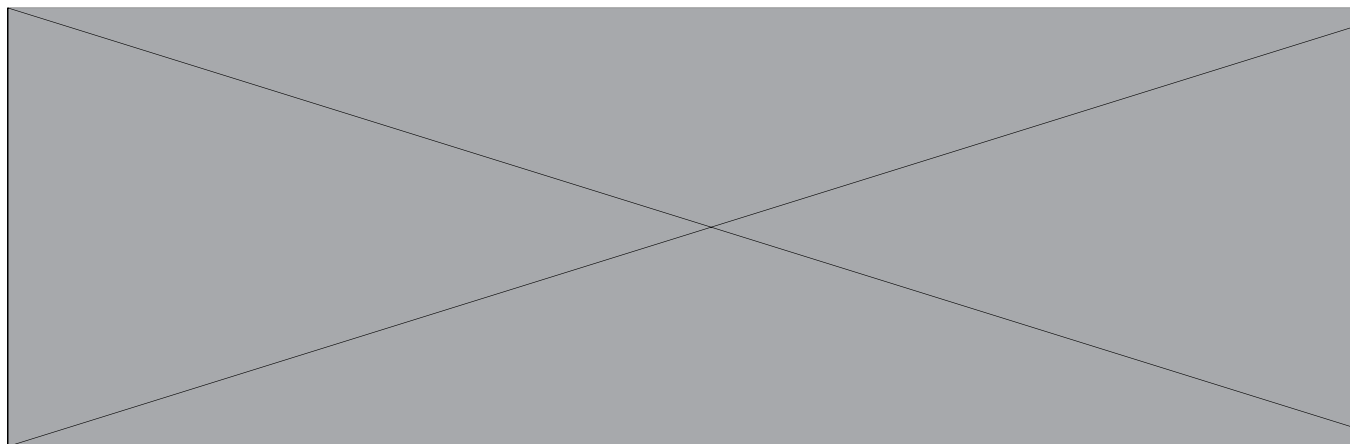
Female and Male Caregiver Group Composition

Caregiver Selection

Ideally, girls' groups will run alongside caregiver groups, i.e., a group of unmarried girls participating in the life skills sessions will have their female and male caregivers participating in the curriculum in parallel so that they are progressing through the content together and therefore making it easier for girls to practice their learning in the home in a supportive environment. We know that in reality, families are not always made up of a female and male caregiver. There may be two female or two male caregivers, single parent households and child headed households to name a few. You should always defer to girls on their preferences, and while this may be the 'preferred' set up, it should also be flexible so not to exclude girls from participation, which is the most important. See **Appendix A23** on caregiver selection. If caregivers have a disability, it is important to provide accessible communication channels, reasonable accommodation so that they are able to fully participate.

Group Composition

Caregivers of married, divorced, separated girls and young mothers participate in sessions together. Caregivers of unmarried girls participate in sessions together, caregivers who have disabilities will participate in either group depending on the group their daughter is assigned to. For married girls, mother-in laws may join the sessions. As each girl nominates a female and male caregiver, the girl can choose whether to have her mother or mother in-law participate, it should be limited to one person. However, there may be exceptional circumstances where this may not be possible to follow, the girl should always state her preferred option and we should honor that.

Caregivers of Girls with Disabilities*:

Work with Families and Caregivers

Since the intersection of age, gender, and disability affects not only individuals, but also households, it is critical that humanitarian actors work with families and caregivers of persons with disabilities. They should seek to understand the concerns, priorities, and goals of girls with disabilities, but also girls who live with persons with disabilities. It is especially important to engage caregivers of girls with more profound disabilities. By engaging wider family units, the humanitarian community can both support and strengthen healthy relationships and balanced power dynamics between and among caregivers, girls with disabilities, and other family members.

*   Adolescent Girls with Disabilities in Humanitarian Settings. "I Am Not 'Worthless'—I Am a Girl with a Lot to Share and Offer" Emma Pearce, Kathryn Paik, and Omar J. Robles

Considerations for Married Girls' Male Caregivers

Throughout field-testing, we found that it was more difficult for married girls to identify male caregivers to participate. A number of reasons have been highlighted, including, the trusted male caregiver being far away (most often because the girl relocated once married) and the male caregiver not being interested in participating. While girls are encouraged to identify a male caregiver, girls' participation in the program doesn't depend on it. So, unless there is a clear trusted male caregiver in the lives of girls, it is important to not push girls to identify someone, as the person they end up selecting may not be best placed to participate.

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 harmful practices, 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.

4. 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, however this may not always reflect the family environment girls live in. 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 female trusted adults who could include, grandparents, and other extended family.

- Husbands, boyfriends, or in-laws should not participate in the Girl Shine Caregiver Curriculum or the Girl Shine Early Marriage Curriculum for Caregivers but there is a separate curriculum designed for married girls in which mother in-laws can participate.

- 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 A13**: *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. The male caregiver space should not take place in the safe space for women and girls.

- **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.

5. Facilitators for Girl Shine Caregiver Curriculum Groups

Options for female/male caregiver groups include:

First Cycle

- **Program staff.** Staff with previous experience in facilitating discussions on violence against women and girls and gender norms in their context 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.

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.

6. 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.

The Girl Shine Community

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 can use **Appendix A3:** Outreach Strategy 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. The Outreach Strategy includes ideas on how to address this.
- **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 support girls to continue to gather once the program ends, which includes offering spaces for them to meet.
- **Assist with identifying and securing participation from the most at risk girls.** Community members, if appropriate trust is built, can be an excellent source of identifying the most at risk girls. Teachers or healthcare providers can identify girls who do not attend school or services regularly, but are known in the community.

Community and religious leaders can encourage female and male decision makers to send girls to the activities by raising awareness about the importance of the program.

- **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[81]

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 A14:** Planning Community Conversations for further guidance. And **Appendix A15**: Community Conversations Session Guide which offers content for four sessions that can be carried out with the broader community.

The Community Conversation Sessions:

- Have been designed to be conducted with the broader community, but each participants should commit to completing all four sessions.
- Have been designed to help you reach the community with messaging and information related to adolescent girls so that this information is not just limited to those participating in the caregiver sessions.

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81   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* - https://raisingvoices.org/wp-content/uploads/2013/03/downloads/Innovation/Creating_Methodologies/ MobilizingCommunitiestoPreventDomesticViolence/Introduction.pdf

- Content is suitable for women and men, but they should be separated for the sessions as they cover sensitive topics related to safety and sexual and reproductive health.
- Do not include new members to the group once the sessions get started.
- Female facilitators should be assigned to the women's groups and male facilitations to the men's groups.
- Facilitators should be trained to the same level as those implementing the curriculum for adolescent girls and caregivers. Facilitators for the female and male caregiver sessions would be suitable for facilitating these sessions.
- Mentors shouldn't be tasked with facilitating these sessions.

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.
- 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.

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. There is furher information included in the Outreach Strategy.

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

Girl Shine provides a core curriculum and recommended program structure for teams working with adolescent girls in humanitarian settings around the world. However, each 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 is 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 team can use the recommendations and tools provided to ensure that the curriculum is the most relatable and applicable to girls in the given context. Teams can 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 A17**: 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 A18**: 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 A19:** *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.

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.[82] See Audio Program Design Case Study Ethiopia in **Appendix A21.**

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.

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.

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.

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

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.

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 in 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.

g) Specific Diversities & 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 at risk 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 A11. These might include:

- Orphaned or unaccompanied girls
- Child-headed households, as the head of household or a member
- Married, divorced or widowed
- 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. 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, 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. 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 Trust section be delivered first. The trust 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 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 team and mentors/facilitators.** Are there concepts or areas in the curriculum that the 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

7

Photo Credit: Sara Hylton

There are 1.2 billion adolescents aged 10 to 19 worldwide[83], with girls making up about half of today's youth generation. However, a "girl gap"[84] persists over the period of adolescence, with adolescent girls remaining an underserved, at-risk 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

▶ Strategies to Adopt when Adapting to Crises

▶ Remote Implementation

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

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

I. The Stage of Adolescence[85]

Although there is no internationally accepted definition of adolescence, the United Nations defines adolescence as "a period of growth and development that occurs between the ages of 10–19 for both males and females"[86]. 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[87]; boys, on the other hand, are expected to become more independent and display physical strength and dominance[88]. 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.[89]

> "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.

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85   WRC. 2014, *I'm Here: Adolescent Girls in Emergencies: Approach and Tools for Improved Response* - https://www.womensrefugeecommission.org/special-projects/im-here-approach/

86   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

87   UNICEF. 2011. *The State of the World's Children: Adolescence: An Age of Opportunity* - https://www.unicef.org/reports/state-worlds-children-2011

88   World Health Organization. Maternal, Newborn, Child and Adolescent Health. *Adolescent Health* - http://www.who.int/maternal_child_adolescent/topics/adolescence/dev/en/

89   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/

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.[90] The World Policy Analysis Center found that 54 countries allow girls to marry between one and three years younger than boys.[91]

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, 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.

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90   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/

91   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/

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.[92] An estimated 70% of all premature deaths of adults have been attributed to behaviors developed during adolescence.[93] 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.[94]

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

93   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

94   Lipka, R., Brinthaupt, 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[95]

Stages of Adolescence	Development Stage	Changes	Consequences
Early Adolescence (10-14)	• Less motivated by threats or punishment • Increased risk-taking • Rise in romantic interests • Increased boredom/disengagement • Change in sleep patterns (goes to sleep later, wakes up later)	• Puberty usually begins with the development of secondary sex characteristics. For girls, this includes: weight gain, breast development, and growth spurt. Menses occurs later. • Learning strategies change. Puberty is associated with increased boredom and increased disengagement. • Increased sensitivity to rewards (compared with children or adults). Less sensitivity to punishment	• Girls are looking like mature women at younger ages and long before their brains fully mature. • Early development of limbic (reward) system makes social learning more stimulating. Exploratory learning is increasingly effective. • Adolescents are less motivated by threats and punishments than they were as children. Rewarding positive actions has greatest returns.
Middle Adolescence (15-17)	• Puberty completed • Empathetic skills increase • Decision-making capacity reaches adult levels, however, decisions tend to be short-term • Increasing ability to regulate emotions • Social support becomes increasingly important	• Puberty completed. Emotional regulation system begins to develop, allowing for improved concentration, more rational decision-making, less impulsivity, greater ability to plan. • Empathetic skills increase, resistance to peer pressure develops, working memory improves, sensation-seeking declines, decision-making reaches adult capacity. • 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.	• 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. • Increasingly able to regulate emotions and decrease distractions, allowing for better concentration and more rational decision-making. • 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.

95   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
Late Adolescence (18–19)	• Resistance to peer pressure reaches adult levels • Greater susceptibility to depression • Less influenced by fatigue and stress • Improved impulse control	• 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. • Improved impulse control, emotional regulation, less influenced by fatigue and stress.	• Social networks and reduction of social isolation become increasingly important for late adolescent girls as antidotes to depression. • Ability to make fully rational decisions if the contexts in which girls live support and encourage them.

2. Adolescent Development and Engagement Strategies

Adolescent Learning Approaches[96]

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, 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, teams can further adapt them if they feel adolescents need more activities that draw out concrete experiences.

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

Considerations for Adolescent Learning Experiences Session Structure[a]

	Key Considerations	Tips/Techniques
Adding Emotion	• 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. • 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.	**Storytelling** 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. **Pausing** after asking a question will allow girls time to process and connect with the information. **Working in pairs/groups** 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. **A safe environment** with group agreements and which allows adolescents to actively participate without fear of judgment, will encourage engagement and learning.
Practice/ Rehearsal	• Understanding must be checked frequently to ensure that adolescents are following the learning. • Practice and rehearsing can facilitate long-term learning.	**Role-plays** 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. **Storytelling** 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. **Clarifying questions** 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.
Visual Learning	• People in general take in more information visually than through any other sense. • People in general have a tremendous capacity to store pictures in long-term memory.	**Use images,** such as pictures, and animations when possible. This is especially helpful when explaining difficult information (for example, ASRH). **Videos** 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. **Imagination exercises** can help adolescents to connect to the information on a personal level, giving them space to visualize what the information means to them. **Role-plays** allow adolescents to visualize the information through acting.

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	• Session timeframes should be no longer than one hour (or one hour and a half with breaks) • Allow plenty of time for games and breaks to ensure that girls do not become restless or bored • Information should be presented through games and interactive activities as described above • Do not try to cover too many activities or topics within one session • Session plans should be short, with time built in for answering questions, clarifying instructions, and allowing for repeated practice of new skills • Recap at the end of the session to see if main points were understood and remembered • Younger adolescents are more focused on immediate consequences, and activities that focus on longer-term planning should be adapted to focus on immediate goals • 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
15–19 years	• Session timeframes can increase from one and a half hours to two hours with the inclusion of breaks • Breaks can be shorter and less frequent than with the younger group • Longer, more complex activities can be included • Less time needed for concepts and skills to be understood • Learning skills should be matured, but consideration should be given to delays related to interruption in schooling • Activities can include reflective writing, journaling, or personal art books, depending upon literacy and interest levels • Increased ability and interest to engage in discussion-based activities • Choice of methodologies can be customized to the talents and requests of the girls • Girls are more inhibited about possibly looking silly or doing something that makes them stand out • Inclusion of games and activities suggested by girls • Recap at the end to understand what the most important points were that girls took away from the session

Positive Engagement[97]

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
Safety	• Create a space where girls feel comfortable and safe to express themselves.	• Be aware of changes in behavior that are triggered by specific session content and follow up with girls.	• Build time after the session to be available for girls in case they need to discuss safety issues.
Supporting girls with mental health issues	• Ensure that mentors/facilitators are equipped with skills and techniques necessary to deal with basic crisis intervention, and response and referral related to mental health issues girls may be facing.	• Do not force girls to participate or take on roles in which they are not comfortable. • Allow girls to decide how they want to participate and let them do this at their own pace. • Adopt positive discipline techniques.	• Regularly check in with mentors/facilitators to ensure they feel comfortable dealing with any issues arising with girls in their groups. • 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.
Developmental stages and capacity to engage	• Mentors/facilitators should have a good understanding of developmental stages. • They should be equipped with skills and techniques that encourage participation and creativity.	• Adapt activities to meet the needs of girls, for example, include more games for younger girls, or use more stories to clarify certain concepts. • Allow space for group work and discussions for older girls. • Give shy girls responsibility within the group so that they feel included in a meaningful way.	• Assess what's working and where challenges exist. • Adapt approaches and techniques for future sessions.
Assess capacity of staff to engage girls and provide necessary training	• Staff must be trained on participatory facilitation techniques and be aware that girls are the experts on their own lives. • Mentors/facilitators should be supportive and encouraging, providing space to girls to explore their ideas.	• Country teams should shadow mentors/facilitators to ensure that they are facilitating sessions in a participatory way.	• Country teams should provide support and guidance to mentors/facilitators on their facilitation techniques, to help them strengthen their skills.

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97 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-girleffect-corp.s3.amazonaws.com/documents/Adolescence-_Age_and_Stage.pdf

	Before	During	After
Give girls the opportunity to voice their opinions	• Involve girls in deciding which sessions they want to include in the Girl Shine Life Skills Curriculum.	• Build feedback mechanisms into the sessions. • Create a space where girls feel comfortable giving their feedback without judgment. • 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. • 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.	• Ask girls to volunteer to provide feedback on behalf of all girls to the country team. • This can include suggestions for new activities, identifying challenges they are facing, and highlighting safety concerns.

3. Addressing 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 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.

Strategies to Adopt When Adapting to Crisis

During this project we witnessed a pandemic take hold of the world; it challenged the way we operated and disrupted ways of working that had existed for years. Tried and tested methods of implementation were halted overnight, and we had to find ways to continue reaching adolescent girls in unprecedented circumstances. In addition to this, Lebanon, one of the countries that we were field testing in, was undergoing political unrest and an unprecedented economic crisis, and they also endured a deadly explosion. Faced with this new reality, the teams had to adapt programming to ensure continued engagement with girls. Below is some suggested guidance on how to adapt programming with girls when faced with the unexpected.

1. **Maintain engagement with adolescent girls.**

   When implementing focused interventions for adolescent girls, often when faced with a crisis, practitioners ask how to adapt a curriculum to continue engaging girls. While this is a good option, it does take time and can result in girls being left out of ongoing activities or excluded from WGSS while this adaptation is underway.

   - If WGSS are still operating, ensure girls still have access to them. Even if they are not participating in organized activities, they should be given the same opportunities to attend as women.

   - Organize informal sessions or recreational activities. While structured sessions and the information included in them are invaluable, it may need to be put on hold until some stability returns, or it may need to be weaved into informal activities if practitioners feel it is not possible to implement the structured content in full.

   - Engaging girls does not need to be limited to a curriculum; however, if choosing to adapt the curriculum, you can engage girls in other activities while the process is underway.

2. **Adapt to their needs.**

   - A lot of time and effort will have gone into contextualizing the curriculum; however, faced with a crisis, girls' needs and priorities may shift. It's important to be flexible and adapt accordingly.

- When we take a girl-centered approach, it means we put them at the heart of everything we do and are responsive to their needs and wants. This may include adding more topics that they want to cover or shifting to a different curriculum (e.g., starting with Girl Shine Life Skills Sessions but then shifting to the Early Marriage Sessions or vice versa, depending on their needs). Or it could mean pausing programming and implementing other activities, if that's what girls prefer (e.g., recreational activities).

3. **Find alternative ways to implement in-person sessions.**

The early marriage sessions have been designed to be implemented in-person, with the recommended number of girls per session being 15-20. However, if circumstances don't allow girls to gather in large groups there are ways to implement in-person sessions without putting girls at risk. These include:

- Checking the national and site-specific health and security guidelines as well as any organizational guidance and following up with health and security focal points to understand limits on in-person group gatherings.
- Checking with girls and caregivers about comfort levels in regards to in-person group gatherings.
- Adjusting activities to accommodate the restrictions or limitations imposed by health or security guidelines as well as accommodating participant comfort levels.
- Reassessing periodically to ensure implementation is following up-to-date guidelines and that participants are comfortable continuing.

Example: Covid -19	Example: Security Risk
The Life Skills Sessions for girls and caregivers could be adapted based on health measures in place. • The groups can be split into smaller groups of 5–10 according to site-specific, national and organizational guidance on group gatherings during the pandemic. • Sessions can be adjusted to remove activities that bring participants into close proximity with each other. • Sessions can be moved outdoors, with sensitive content being removed due to privacy issues. • Follow up with participants through other entry points (outlined below) when in-person contact is not possible.	The Life Skills Sessions could be adapted based on security measures in place. • Have a comprehensive safety plan in place that is updated regularly and ensure staff and participants know what to do in case a security risk is posed. • Ensure sessions are held in a secure and discrete area that has been approved by your security focal point. • Have participants meet for a shorter length of time, cover the basic sessions in the curriculum, and follow up with participants through other entry points (outlined below) to minimize the in-person contact.

4. **Identify alternative entry points**

In some cases, it may not be possible to provide access to the WGSS for recreational activities or life skills sessions at all, but we can still find ways to reach out to girls, for example:

- Plan distributions of dignity or recreational kits so that they can be paired with critical information on delivery.
- Girls with access to technology can be reached with information through WhatsApp or other messaging systems.
- Where possible consider delivering information door-to-door.
- Develop radio messaging specifically for adolescent girls and radio programming, such as short stories, which can be both a learning and recreational outlet.
- Incorporate messaging for adolescent girls into communications with parents so that they can share with adolescent girls.
- Work with other sectors who may still have access to girls e.g., education or health to disseminate messages related gender equality, safety or to raise awareness about existing GBV services available to girls.

4. Remote Implementation

In high-resource settings, it may be possible to organize sessions using a remote platform. An example of this from our Lebanon team can be found in **Appendix D1**.

This guidance has been drawn from the Girls Education Challenge (GEC): Keeping in Contact with Girls Guidance,[98] but for guidance on other types of remote communication, refer to the full GEC Guidance. When organizing remote sessions, it is important to keep in mind accessibility consideration for girls with disabilities. A few things to keep in mind; check that the platform is accessible and provide live captioning and sign language interpretation if required.

Acknowledge Sexual Exploitation and Abuse (SEA) Risks

These can become particularly acute when engaging in any remote implementation with girls, especially when using online methods.

A number of actions should be taken to mitigate the risk of grooming and abuse. A non-exhaustive list of mitigation measures is provided below, and this may be added to by organizations, according to the type of communication they are using and their context. Basic mitigation measures include:

> **Access and Control of Resources**
>
> In thinking through ways in which we may safely keep in contact with girls, we also need to consider girls' access and control of resources. Implementing organizations should ask the following questions of their proposed ways of keeping in contact:
>
> - Will girls have access to this technology already?
> - What kind of access do they have (independent or through a parent/caregiver)?
> - If we introduce a new piece of technology into the home, will the girl be able to access and control this technology?
> - If we introduce a new piece of technology into the home, will this increase the likelihood of intimate partner violence or family violence?

- ✓ Re-share and/or re-train staff in your existing code of conduct and adapt codes of conduct to communication methods used if needed.
- ✓ Promote reporting pathways using your new communication method as a means to share.
- ✓ Do not share staff members' personal numbers.
- ✓ Ensure facilitators are female. Although women can perpetrate safeguarding incidents, they are far less likely to sexually abuse adolescent girls.
- ✓ Ensure staff and those facilitating communication do not contact girls outside of pre-agreed times that are logged in a communications logbook (maintaining confidentiality if discussing safeguarding, protection, or other sensitive issues).

Implementation Via Group Chats[99]

Since Covid-19, many implementing organizations have suggested the development of online communication, either for keeping in contact or for education and learning purposes. There are a wide range of apps, tools, and software that have been used. Implementers must consider access and control (See the Access and Control Box above) of resources and ensure their approaches are girl-centered. Because technology has made something possible, it does not mean that this is the right modality to use for the girls we serve.

Existing Video and Chat Tools

There are a wide variety of video and chat tools available. Each one would need to be researched, with safeguarding considerations taken into account. The National Society for the Prevention of Cruelty to Children (NSPCC)[100], provides information on the safety of many different apps and platforms. Organizations should also consider whether or not the app is compliant with confidentiality laws in the country of operation.

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98   Cornish-Spencer, D. (2020). *Keeping in contact with girls: COVID-19 communication and safegaurding guidance. Girls Education Challenge.* Available at https://hc.girlseducationchallenge.org/media/023b4xb1/gec_keeping_in_contact_with_girls_-_covid_guidance.pdf

99   Ibid.

100   NSPCC: https://www.nspcc.org.uk/keeping-children-safe/online-safety/

Safeguarding Considerations

- Does the tool collect and store personal data?

- Could the tool be hacked? This is a particular risk where there is a link used to join and anyone with a link can join (e.g., Zoom). With a screen-sharing function, a hacker could share inappropriate materials or disrupt the call. This could be mitigated by limiting screen sharing privileges at the start of the call and asking girls not to share information on joining the call with anyone outside of the project.

- Can meetings be recorded? The life skills sessions should be confidential, and they shouldn't be recorded. Just like in-person sessions, the facilitator can take notes if they need to, but not record the session itself.

WhatsApp and Similar Communication Tools

WhatsApp is an instant messaging app which lets you send messages, images, and videos in one-to-one, and groups chats with your contacts. This was the platform used by the Lebanon team for implementation. There are other, similar platforms available and organizations should explore the pros and cons of each before going ahead. Again, access and control must be factored into this decision. Additional safeguarding considerations (the same considerations as above apply to these types of apps):

- Group chat can be used to bully.

- People can get hold of numbers and, outside of group messages, send inappropriate content.

- Projects could use "broadcast function" instead of two-way communications in some instances, but numbers are still visible.

- At least one adult female administrator should be on the chat at any one time.

If considering the use of video and chat tools, consider these five points:

1. Is there an alternative way to maintain contact with the girls?

2. How will you inform caregivers and ensure they understand and agree to the girls' participation? (Ideally, caregivers should understand the platform and how it will be used.)

3. Is there any way for caregivers to be part of a separate parallel group?

4. Who will moderate the platform on behalf of the organization to deal with issues of misuse?

5. Clear boundaries should be articulated and understood by all users. Can the implementing team manage this?

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. 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 Practices

▶ Female Genital Mutilation

▶ Receiving Disclosures & Making Referrals

▶ Leveraging Supportive Laws and Policies

I. Harmful Practices

In humanitarian settings, girls will often be at risk of certain forms of violence, including traditional practices.[101] Harmful 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 harmful practices rise in emergencies due to a perception that these practices may protect adolescent..

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

Harmful practices that can appear in humanitarian settings include:

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

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

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

Recommendations for addressing these in Girl Shine program include:

- Speak to more than one source for information about what practices may be conducted in the particular context. Harmful practices are often kept secret from outsiders and some individuals may not share information or actively keep it secret.
- Identify whether a harmful practice is being introduced into a host community by displaced groups, or whether the displaced group is adopting harmful practices from the host community.
- Identify those segments of the population that may already be working to decrease harmful practices (women's collectives, human rights groups, other NGOs) and include them in developing the content and approach to addressing local harmful practices in the program.
- Consider how the Girl Shine content around harmful practices 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 harmful practice 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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101   UNICEF & UNFPA. 2016. *The Adolescent Girls Toolkit for Iraq* - 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 harmful practices, 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 harmful practices, 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[102]

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. Receiving Disclosures & Making Referrals

Girl Shine has been designed to be implemented alongside existing GBV response services. If teams are not currently providing GBV response services and do not have any plans to start providing these services, they should ensure that quality 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 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.. Without this in place, it is not possible to implement Girl Shine.

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102   Ibid.

Caseworkers should be trained in *Caring for Child Survivors of Sexual Abuse*[103] 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.

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 exists, 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.

IRC/UNICEF (2012), *Caring for Child Survivors of Sexual Abuse: Guidelines for health and psychosocial service providers in humanitarian settings* - https://gbvresponders.org/response/caring-child-survivors/

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103   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

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.

4. Leveraging Supportive Laws and Policies

It is important that you understand the national legal framework for early marriage in your context, as well as how informal, customary, and/or religious justice mechanisms treat early marriage. Keep in mind that legal rules and enforcement practices are likely to come from a variety of sources in the context, and that people may rely on a complex combination of these rules to govern life decisions. It is important to understand these dynamics, so that you can map out where supportive rules, actors, and enforcement tools may be available.

In contexts where early marriage is against the law, organizations may be required to report an early marriage case to the authorities. You and your organization must understand whether you are obligated to report in your context, because it will have legal and safety implications for the girl and her family and could impact your own safety.

Where the legal framework allows child marriage, for example from the age of 16 with parental consent, it is also important to understand what rights and protections the law also affords. For example, if national law or customary law permits early marriage, legal registration of the marriage may be important to creating protections for girls relative to actions against violence, rights to child custody, property ownership, divorce, and others. This may be incredibly important to families who are facing economic or social pressures to marry off their girls but want to ensure they are as protected as possible. By understanding the legal framework, you may be able to advocate with parents to do what is written in the law, for example, waiting until the girl has left school or turns 18.[104] You may also be able to support families to mobilize community engagement around preparing early

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104 *Inter-Agency gender-based violence case management guidelines.* (2017). Available at https://gbvresponders.org/wp-content/uploads/2017/04/Interagency-GBV-Case-Management-Guidelines_Final_2017_Low-Res.pdf

marriage contracts under customary law that outline the girl's rights, protections, and remedies in case of any violations. Such documents could give the girl and her family critical pathways to rights protection if needed.

Legal Framework [105]

The legality of marriage and the broader legal framework in the country where you implement the early marriage package will influence key aspects of implementation.

It is very common for marriage to be governed by a number of formal legal frameworks including civil, criminal, and family law. Formal, or state law, can be found in national and international legal frameworks and are mostly implemented through the police and courts of a country. Note, however, that formal law does not exist in isolation. Studies show that in a number of humanitarian settings, use of informal justice mechanisms is around 80% for a range of reasons: absence of formal systems, corruption, lack of belief in formal justice, or social stigma around using it.[106] While many people assume that formal justice may be more protective of women and girl's rights than informal justice mechanisms, it is critically important to recognize that all laws and the systems in which these laws operate—formal, informal, and religious—are products of the social environments in which they are found, and as such, no system is by definition "better" or more likely to adhere to human rights standards than another.

As you work to understand the relevant legal frameworks in which you are operating, it is important to note that most legal systems are hybrid; this means that legal rules and enforcement mechanisms are often derived from formal, informal, AND religious sources of law. For example, family law is often to be found in formal state codes, but it can be largely influenced and practiced according to religious requirements and social custom. It is important to understand how these rules, systems, and actors are interacting together around the issue of early marriage.

The following table illustrates the ways in which marriages can be recognized in a context, showing the application of different sets of available laws:

Statutory/Civil Marriages[103]	Traditional/Religious Marriages	Informal, De-Facto or Common Law Marriages
Statutory/civil marriages are contracted under State laws, which set out the conditions that must be met for a marriage to be valid. These conditions may include the minimum age. An essential feature of statutory/civil marriage is the guarantee of official supporting documentary evidence of its fact or existence.	Traditional and religious marriages are contracted in accordance with specific customary practices or religious rites, respectively, which define the conditions and processes of the marriage. Minimum age is sometimes at puberty, but can be younger, depending on the religion. State recognition and regulation may also vary. Registration of traditional/religious marriages is encouraged by State law and regional instruments; however, the marriage is often substantiated by a marriage contract.	These are arrangements in which the parties involved cohabitate over a period of time without legally formalizing their relationship, although they may have formalized the relationship through customary channels with or without documentation. Such unions tend to be officially recognized in most parts of Europe and the Americas, and in some contexts, it can be considered synonymous with more formal marriages.

105   Calimoutou, E., Liu, Y. & Mbu, B. (2016, September). *Compendium of international and national legal frameworks on child marriage*. World Bank Group. Available at https://documents1.worldbank.org/curated/en/420311476766346454/pdf/109260-REVISED-PUBLIC-Compendium-of-International-and-National-Legal-Framework-on-Child-Marria.pdf

106   United Nations. *United Nations and the rule of law: Informal justice.* Available at https://www.un.org/ruleoflaw/thematic-areas/access-to-justice-and-rule-of-law-institutions/informal-justice/

107   UN Women. (2018). Module 2: Marriage, family and property rights. *A practitioner's toolkit on women's access to justice programming.* United Nations. Available at https://www.ohchr.org/Documents/Publications/PractitionerToolkit/WA2J_Module2.pdf

Some considerations for discussing the legal implications of early marriage in a context:

- Talking about delaying marriage in a context where it is legal (under formal, informal, or religious law) could cause resistance from the community as you may be perceived as interfering with local/national traditions.

- In many countries, it is seen as socially unacceptable or unsafe for women and girls to seek access to the justice system. This may be less so with informal structures, but this is something that must be understood before discussing safety planning and longer-term options.

- In countries where it is illegal, girls or caregivers may not be comfortable sharing a married girls' age or her marital status for fear of being reported.

- It is always important to work sensitively with the communities. The overall goal is to provide support to girls, give them information, and make them feel comfortable seeking services should they require them. Therefore, no matter a girl's situation, it is important not to pass judgment, and instead to provide factual information, build trust, and create avenues for girls to seek support. A key element of a survivor-centered approach is to ensure that girls have the best information about their various legal options, including the benefits and risks of each, so that they can make the most informed decision as to what will be best for them.

- You may need to adjust your framing of the project depending on the context. For example, where early marriage is illegal and you want to work with married girls, you may need to find other ways to engage married girls without requesting to know their marital status. This could include engaging girls through referrals, through understanding their caregiving responsibilities during the assessment (i.e., are they primary caregivers for children), observations during safety audits, word of mouth, etc.

Appendix AI

Appendices Summary & Description

Appendix A	
Tool	**Description**
A1: *Appendices Summary*	N/A
A2: *Girl Shine Ranking Tool*	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.
A3: *Outreach Strategy*	Use this tool to help you find girls in the community, support trust building with caregivers and the community and secure girls' participation in Girl Shine and other activities.
A3 a: *The Story of Sara and May*	A scenario to help teams understand different forms of discrimination girls face.
A3 b: *Assessment Tool for Adolescent Girls*	Use this tool to assess girls' risks, needs, and opportunities to help inform the Girl Shine program.
A3 c: *Focus Group Discussion Tool for Female/ Male Caregivers*	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.
A4: *Safety Mapping and Planning Tool*	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.
A5: *Assessment Output Tool*	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.
A6: *Explaining Services to Girls and Female/ Male Caregivers*	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.
A7: *Safe Space Checklist*	Use this tool to help guide the decision-making process in selecting a safe space for the Girl Shine program.
A8: *Roles and Responsibilities of a Girl Shine Focal Point*	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**
A9: *Roles and Responsibilities of a Girl Shine Facilitator*	Use this tool to help put together a MoU or job description for a Girl Shine facilitator (including for the Girl Shine Caregiver Curriculum).
A10: *MoU for Mentors*	Use this tool to help put together a MoU or job description for Girl Shine mentors.
A11: *Coverage Exercise Tool*	Use this tool to understand who you are currently reaching through your program.
A12: *Introducing Female Caregivers to Adolescent Sexual and Reproductive Health Topics*	Use this tool to help you introduce ASRH topics female caregivers. The tool provides answers to some frequently asked questions that may arise.
A13: *MoU for Female/Male Caregivers*	Use this tool to help develop a MoU for female/male caregivers of girls who are participating in the Girl Shine program.
A14: *Planning Community Conversations*	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.
A15: *Community Conversation Session Guide*	This is a set of four session that can be done with female and male community members to introduce them to key issues related to adolescent girls and get them to think about how they can provide a more supportive environment for girls in their community.
A16: *Key Messages Guidance*	The messages have been primarily developed for women and men *who are not participating in Girl Shine.* The messages can be adapted to the community more broadly, reaching boys, community leaders, teachers, and anyone else within the community who have influence over the lives of adolescent girls.
A17: *Determining Assets for Girls*	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.
A18: *Piloting Content Samples*	Use this tool to help you prepare for piloting content from the Girl Shine Life Skills Curriculum.
A19: *Contextualization and Adaptation Tool*	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.

Appendix A	
Tool	**Description**
A20: *Emergency Response Sessions*	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.
A21: *Audio Program Design Case Study: Ethiopia*	Use this tool to understand how the Girl Shine Life Skills Curriculum can be adapted to low literacy settings.
A22: *List of Materials for Girl Shine Life Skills Curriculum*	Use this tool when trying to prepare the materials for the Girl Shine Life Skills Curriculum.
A23: *Caregiver Selection Tool*	
A24: *Glossary*	
A25: *Girl Shine Program overview*	

Appendix B	
Tool	**Description**
B1: *Attendance Form*	Monitor attendance trends among girl & parent groups.
B2: *Pre/Post-questionnaire for adolescent girls*	Measure girls' overall knowledge, attitude and skills
B3: *Pre/post-questionnaire for caregivers*	Measure female/male caregivers' attitudes and beliefs towards adolescent girls
B4: *Mentor/Facilitator Supervision Tool*	Support mentors/facilitators to strengthen their skills and techniques.
B5: *Session Insights Tool*	Measure facilitators/mentors' facilitation technique and approaches during session implementation.
B6: *Mentor/Facilitator Life Skills Session Notes*	Keep track of action points and girls' response to 'Check-In' monitoring activities.
B7: *Girl Shine Caregiver Curriculum Facilitator Notes*	Keep track of action points and caregivers' response to takeaway tasks.
B8: *End of cycle FGD with girls*	Measure caregivers' perceptions of relevance, appropriateness, and impact of the intervention.
B9: *End of cycle FGD with female/male caregivers*	Understand mentors' perception and satisfaction with the program and the impact it has on them.
B10: *Mentor Feedback Tool*	Understand mentors' perception and satisfaction with the program and the impact it has on them.
B11: *Girl Shine Feedback Guidance*	Provides suggestions on how to collect feedback from program participants to help improve future project cycles
B12: *Fidelity Assessment*	Designed to help organizations assess to what extent their implementation maintains fidelity to the original model, and to use this information for reflection on their programming.

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

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▶ 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[1]

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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1   The Coalition for Adolescent Girls (2015) *Partners and Allies, Toolkit for Meaningful Adolescent Girl Engagement*

- 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

How to Make Decisions

How to Protect Ourselves

Menstruation

Talking to Our Caregivers

Being Confident

Communication Skills

Problem-Solving

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

Adolescent Girls: Outreach Strategy

This outreach strategy can be used by gender-based violence (GBV) actors or child protection (CP) actors who want to increase their outreach to adolescent girls for their program activities. This strategy can be used to identify girls to participate in Girl Shine as well as other activities being offered by service providers. The strategy supports the intentional outreach to girls who could most benefit from programming—e.g., diverse girls, girls most at risk of violence, girls without strong support networks, girls with disabilities, and girls who are often missed by general outreach initiatives. It will also help service providers to tailor activities to meet the needs and interests of girls.

⁕ **Note:** Refer to the Glossary in **Appendix A24** of Girl Shine Part 1 for more information on terms and concepts used throughout this document.

Accompanying appendices for this strategy include:

Appendix A3a) The Story of Sara and May

Appendix A3b) Assessment Tool for Adolescent Girls

Appendix A3c) Focus Group Discussion Tool for Female/Male Caregivers

Appendix A5) Assessment Output Tool

What is Outreach?

Outreach is the process of communicating with a population to share information about available services in the area, to build trust in the community, and to engage certain members of the population in activities or dialogue. For the purpose of this strategy, we are focused on outreach of adolescent girls.

Why Do We Need to Intentionally Include Adolescdent Girls in our Outreach Strategy?

We need to make sure, right from the start, that all of the services and activities we provide are accessible to all adolescent girls (10–19) in humanitarian settings and that they know these services exist. By all girls, we mean the inclusion of girls aged 10–19 who are married, single, divorced or widowed, girls with disabilities, young mothers, girls from low income households, refugee girls, girls who are orphans, girls leading a household, girls from female-headed households, girls from minority ethnic groups, girls from minority religious groups, girls from minority language groups, and girls who are in or out of school. Outreach activities that are not tailored to diverse adolescent girls will result in girls being excluded from the services and activities being offered. Intentionally including adolescent girls in an outreach strategy ensures that programming is designed with adolescent girls at the center, and that they are not considered as an "add-on" to women's engagement or child protection programming. This means ensuring that the information provided is age- and ability-appropriate to ensure girls can understand.

It is important to involve the whole community—i.e., girls, women, men, religious leaders, cultural leaders, traditional leaders, opinion leaders, and representative groups, etc.—in outreach because they have the power to influence whether girls can participate in your activities and whether they are able to practice and use the knowledge they learn through your activities. They can also advise on how to ensure your activities are accessible and ensure girls will not face barriers to access.

Adolescent girls face increased risks of GBV and additional barriers to accessing services due to social and cultural norms, restricted mobility and restricted access to adolescent-friendly information and services.[1]

> Whether you are working on delaying early marriage, supporting recently married or divorced girls, young mothers, or any other group of girls, you need to ensure that your activities and services are accessible, relevant, and supportive to all adolescent girls in the areas where you operate.

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1   WRC. (2014). *I'm here: Adolescent girls in emergencies,* p. 22.

Adolescent girls are not a homogeneous group and should be considered with all of their diversity, with differences including age (10–14 defining younger adolescents, 15–19 defining older adolescents), life experience, marital status, socioeconomic status, family living situation (living with parents or orphan), HIV status, ethnicity, religious affiliation, school enrollment status, employment status, disability, being a mother or primary caregiver, sexual orientation, and gender identity.

Supporting Diverse Adolescent Girls

It is important to make sure that outreach and programming does not just benefit the most privileged girls within a community (e.g., those that come from a higher class/socio-economic status, those who are educated, heterosexual, able bodied, and/or affiliated with the majority ethnicities or religions). GBV and CP actors need to make sure that diverse adolescent girls are included and that programs are designed or adapted to meet their different needs from the start. This also includes ensuring that the team delivering services is diverse and reflective of the groups that service providers wish to serve. This will look different depending on the specific diverse groups that are targeted for participation in the programming. In the same way that adolescent girls should not be seen as an "add on" to women and children's programming, diverse adolescent girls should not be seen as an "add on" to general adolescent girls' programming.

Who are diverse adolescent girls[2] ?

Women and girls in every humanitarian context are affected by multiple systems of discrimination. Gender inequality is one such system, but others include heterosexism[3], ableism[4], racism[5], and discriminatory systems based on ethnicity, religious affiliation, etc. Women and girls who are impacted by multiple forms of discrimination (i.e., diverse women and girls) experience a further reduction in power, choice, and safety in comparison to other women and girls who are part of those systems. They also experience barriers to accessing services and activities, which need to be identified and removed. GBV and CP actors need to ensure they are actively serving diverse women and girls in their activities and services.

Some actors may call these girls "at risk" or "vulnerable" and while this may be true in the context of their experience with certain systems of discrimination, it doesn't take into consideration the strength, resilience, and self-determination that these girls have.

> **Not all girls are treated equally:** If diverse girls are able to access your program, all other girls will also benefit. However, if your program has been designed to reach "all girls" without taking into consideration the specific barriers that limit diverse girls' participation, then only the most privileged girls will benefit. See the Story of Sara and May in Appendix A3a, which illustrates this.

> A balance must be found between engaging diverse girls in the community (ensuring activities are relevant and accessible to them) and ensuring they are not further stigmatized. (For example, telling everyone in the community that you are seeking out girls who are divorced or girls with disabilities may further stigmatize those particular girls and/or anyone who accesses the program). Following the phases of the outreach strategy will help you to do this, which is why it is important to follow the sequence in which they are organized.

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2   International Rescue Committee. (2019). *GBV emergency response and preparedness toolkit inclusion guidance note.*

3   This means discrimination or prejudice against gay people on the assumption that heterosexuality is the normal sexual orientation.

4   This means discrimination against people with disabilities based on the belief that typical abilities are superior.

5   This means discrimination against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalized.

A note on accessibility[6] : Accessibility refers to the right of persons with disabilities to enjoy "access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas.[7]" Accessibility is a precondition of inclusion: in its absence, persons with disabilities cannot be included. Universal Design is an approach that advocates that "the design of products, environments, programs and services [should] be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.[8]"

▶ Outreach Phase 1: Assessing Where the Girls are

1. Mapping & Analysis
2. Establishing Trust
3. Making Observations
4. Engaging with other actors and service providers

1. Mapping and Analysis

In humanitarian settings, areas of operation are usually predetermined by the humanitarian coordination mechanisms, and each organization will be assigned areas of operation. There will be protocol that needs to be followed as per the operational plan. This guidance should be adhered to by all organizations, and internal protocol with field and security teams should be followed. The steps outlined below will help you further narrow down areas to prioritize for adolescent girls' programming within your existing organizational responsibilities.

Step 1: Complete the Mapping & Analysis Checklist

Conduct a mapping and analysis to identify diverse girls in the community who could most benefit from your services. (These girls will be at most risk of early marriage or will be recently married or divorced).

☐ Check existing population data on number of girls in the community if available (e.g., Protection Working Group data, UNHCR data, or any national household survey data). Check data on disability and how it was collected.[9]

☐ Map existing services available to girls and identify areas where services are limited or non-existent.

☐ Understand if these services are available to diverse girls, as they might face barriers to access that need addressing and identify more specialized services that some girls might need (e.g., rehab facility for girl with disabilities.)

☐ Talk to other sectors who have information about girls. Other sectors include (1) the child protection sector, (2) the education sector for girls' school attendance/drop out, (3) the health sector for childbirth among girls, girls who are unaccompanied and separated, and (4) protection actors for evictions, movements, and denial of rights for particular groups of women and girls.

☐ Talk to community volunteers, staff members, or other organizations (such as organizations of persons with disabilities) that have in-depth knowledge about areas of operation, to help you identify locations where adolescent girls (including diverse girls) are. **Locations where diverse girls are present will be where you will want to focus your outreach.**

☐ Talk to girls that you already have access to, e.g., through participation in existing activities to help validate any information gained from previous mapping.

☐ Once you have identified, mapped, and analyzed these locations continue to **STEP 2.**

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6 Adapted from IASC Guidelines. *Inclusion of persons with disabilities in humanitarian action.* Available at https://interagencystandingcommittee.org/system/files/2020-11/IASC%20Guidelines%20on%20the%20Inclusion%20of%20Persons%20with%20Disabilities%20in%20Humanitarian%20Action%2C%202019_0.pdf

7 CRPD, Article 9.

8 CRPD, Article 2.

9 Note: Data collection which is using direct questioning such as "Do you have a disability?" tends to underreport disability rate.

Step 2: Reflect on How Your Organization is Perceived in the Community [10]

- *It is important to reflect on your own and your organization's positioning in the community you aim to serve. Teams intending to work with populations that have been displaced and experience multiple forms of discrimination in a community (e.g., diverse adolescent girls) should understand how their organizational composition of gender, age, citizenship, ability, sexuality, or socio-economic class influence and shape their organizational attitudes, beliefs, and approach to working with different communities.*

- It is important to also reflect on how your organization and programs (e.g., Girl Shine) may be perceived by the community. This will greatly affect community participation and the degree of acceptance, trust, and influence you have in the community.

- For example, if diverse women and girls perceive your organization to be unrepresentative of their community, they will be less likely to engage with you. If this is the case, your activities and services may be received with skepticism or doubt.

Reflection Activity

☐ Get staff members in groups/pairs to think through the following questions:

    ✓ Is your team reflective of the people you serve, in terms of gender, racial/ethnic background, nationality, socio-economic class, education, etc.?

    ✓ If so, are they holding lower-level positions or positions with decision-making power within your team?

    ✓ How do you think these similarities or differences might impact your work in the community?

    ✓ Are people with disabilities working for your organization/team?

    ✓ Is your organization/team set up to be accessible to women, girls, boys, and men with disabilities? E.g., do you take into consideration physical/communication, attitudinal, institutional barriers, and accessibility considerations for people with learning disabilities[11]? An accessibility audit will help you to understand where the gaps are.

    ✓ Does your organization/team account for the fact that girls and women, boys, and men might be working, and may not be able to participate within what are considered to be "normal working hours"? E.g., does your organization/team offer services and activities outside of these hours?

Debrief and Defining Next Steps

Reflecting on the answers to the questions from the reflection above, brainstorm the ways your team/organization can be more inclusive and representative of the women and girls you wish to serve. Suggestions could include a focus on individual growth—e.g., the team members recognizing their position and giving space for voices of diverse women and girls, or the staff realizing that their opinions and beliefs might be shaped by their own position in society—or suggestions could include a focus on structural changes—e.g., making the women and girls' safe space more accessible to those with disabilities, changing working hours to accommodate adolescent girls who work, or hiring more people from diverse backgrounds.

Step 3: Conduct a Mapping of All the Community and Opinion Leaders in the Community

- Community leaders are people that are widely perceived to represent a community. Their positions as leaders may be gained through informal or formal designation processes; these leaders may be elders, heads of municipality, camp supervisors, cultural or traditional leaders, etc. They may also be a designated for a specific religious group (religious leader). These are people (predominately male) that you would have traditionally engaged with to gain access to locations where you want to start programming. Community leaders are gatekeepers who can determine whether girls in the community will be able to attend the activities or not.

- Opinion leaders are influential members in the community that people turn to for advice, opinions, and views. These people are not the same as community leaders because they are not working in any designated capacity, but they could still be considered leaders in their field. Some may be influential at the broader community level, while others may be influential with girls, boys, or other specific diverse groups within the community. These leaders may not hold an official leadership capacity but may still have

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10   Raising Voices. *Mobilising communities to prevent domestic violence.*

11   IRC. *Access and reasonable accommodation guidance.* Available at https://rescue.app.box.com/s/cw4t0qc1t1umojsjw85khhq5ufx20ids

a lot of influence over certain groups. An opinion leader could be young or old, female or male, educated or low literacy. Examples of opinion leaders include community activists (working on gender equality, violence against women and girls, and delaying early marriage), schoolteachers, women from women-led organizations, persons with disabilities from organizations of persons with disabilities, influential small business owners, well-respected neighbors, etc. Opinion leaders can influence whether girls in the community will be able to attend activities through using their status within the community.

> People with different roles and responsibilities in your team will have access to information about different community and opinion leaders that will help give you a bigger picture of who you need to engage with.

☐ Bring together staff members from your organization who are familiar with the community and opinion leaders in the area of operation. This should be a mix of people who work at various levels: managers, officers, volunteers, etc.

☐ Ask yourself the following questions to help understand who the leaders in the community are:

✓ Who are the influential people, groups, or organizations in the community (camp leaders, religious leaders, teachers, doctors, women's committee members, business owners, activists, disability organizations, etc.)?

✓ Does your organization have existing relationships with these groups or people?

✓ Do you have information about their attitudes or beliefs towards women and girls (both expressed publicly or privately) in relation to early marriage, gender equality, and human rights (either positive or negative)? What about their attitudes towards diverse women and girls (including women and girls with disabilities)?

✓ Has your organization worked with this group/person in the past? In what way? What were the key lessons learned?

✓ Is your team best placed to work with specific leaders (e.g., religious leaders) or are there other teams or organizations you could partner with or jointly work with that are already doing this?

☐ Remember you should not spend your energy trying to work with every community and opinion leader. Rather, you should invest in understanding the different actors and their level of influence in their intervention area—including the level of access they have to the community and how likely they are to support delaying early marriage—and make strategic decisions on who to prioritize your engagement with. This also applies to engagement with religious leaders. Focusing on leaders who have the biggest influence and/or with those who are the most receptive, has often proved useful.[12] It is crucial to factor in the safety of women and girls, as well as program staff, when engaging with opinion leaders.

☐ Document who you have to engage with to secure program buy-in and who you may want to explore as a potential ally.

☐ You should also document the leaders that hold harmful attitudes towards women and girls and how much power they hold in the community. It is recommended that during the first iteration of outreach, you work with leaders that are already supportive of your presence. If planning to work in areas where community leaders are resistant or hold harmful attitudes and beliefs that could put women and girls at further risk of violence or cause stigma, you need to assess whether your programming would cause further harm or risk to girls and ensure you have a plan in place to prevent this (e.g., this can include additional sensitization, working through different NGOs, and building trust before you begin programming for adolescent girls).

☐ Decide which people/groups you can reach out to in order to seek buy-in for the organization, who will do this, and how will they do this. (More information on this can be found in PHASE 2.) For programs such as Girl Shine, it is strongly recommended that implementing organizations work closely with women's rights organizations and women- or girl-led organizations who seek to end violence against women and girls, as well organizations of women with disabilities.

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12   Working with Religious Leaders to Address Child Marriage: *Girls Not Brides 2019.* https://www.girlsnotbrides.org/learning-resources/resource-centre/working-with-religious-leaders-to-address-child-marriage/

Step 4: Conduct a Service Mapping, Analyze the Findings, and Share Them

It is important to identify existing services in the community and compile a referral list before starting outreach activities. Try to identify what services there are for women, girls (married, unmarried, divorced, and pregnant), boys and men in the community and whether they are accessible to refugees, those with disabilities and from minority language groups. This will include legal aid clinics, counseling services (in health care centers, NGOs, religious institutions, etc.), income-generating initiatives, economic empowerment initiatives, education programs, skills building or recreational activities, shelters, women's/children's/family protection units, women's desks at the police department, and other specialized services, etc.

☐ Start with collating a list that includes services familiar to your organization. Consult with other sectors and teams as well as representative organizations of diverse adolescent girls (such as girls with disabilities) to help you develop your initial list.

☐ Meet with a small group of staff members and community members (including diverse adolescent girls) to brainstorm a list of all the available services in the community.

☐ Remember that they can be formal (professional) services or informal support networks. Take this opportunity to get feedback on the services you already identified.

☐ Keep in mind that, even if a community does not have any formal services, it is likely there is an informal network of support for women and girls. List the networks that women and girls rely on for support or advice. In this instance, it is very important to check that women and girls feel safe to have these networks listed.

☐ While informal support networks may exist, there may be some groups that fall outside of the support these offer. For example, girls with disabilities often do not feel included in women's groups who focus on abled bodied women's issues nor in organizations of persons with disabilities that tend to be male-led.

☐ After the group brainstorming session, contact each service and collect the necessary details for the referral list: name, location, telephone number, name of contact person, hours of operation, type of services offered, accessibility for persons with disabilities etc. As you are contacting these service providers, ask them if they know of similar services in their area and get details.

☐ Visit services that are unfamiliar. Although it is very difficult to assess the quality, accessibility and type of services offered in either the formal or informal sector, it is important to visit any service outlets that you are not familiar with to try to determine the quality and perspective of their services.[13] For example, consider the following questions:

✓ Is there access to female staff or support?

✓ Is the location safe for women and girls to access?

✓ Is there somewhere confidential for women and girls to receive case management?

✓ Is it accessible for persons with disabilities (check for physical, communication, attitudinal, institutional barriers through an accessibility audit checklist)?

> Oftentimes, services will say they are open to girls, but we find that they are restrictive e.g., health services that will only provide contraception to married girls or a service provider requires written consent from a girls' husband or parent. It is important to reflect the limitations accurately in referral lists as well as advocate for girls' access to quality services.

☐ If you visit a service provider and they imply that women and girls are the cause of violence, do not put them on the referral list. If you feel the services are reasonable, ask them to describe the type of services available, especially to adolescent girls and ask them if you can include them on the referral list. Collect the relevant information including the operation hours.

☐ Complete the list, making sure that all entries provide the same types of information.

☐ If you plan to distribute the list, ensure it is universally accessible to women and girls in the community (i.e., to those with disabilities or low literacy, and those who speak minority language or face other access challenges). This could be achieved through having accessible versions of the list in braille or versions that are easy read for example.[14] Easy read is a way of making written information easier to understand by using simple language and illustrating the information with pictures.[15]

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13   Raising Voices. *Mobilising communities to prevent domestic violence.*

14   For examples of accessible communication for people with disabilities, See International Disability Alliance. Available at https://www.internationaldisabilityalliance.org/acessibility-campaign

15   *Easy to read guidance.* Available at https://rescue.box.com/s/qrctzbnws4dh0u3fpyulzwrewxqsoqhj

☐ Share the referral list with other relevant actors through coordination mechanisms, e.g., GBV or CP sub-clusters, so that they have the most up to date information.

☐ The list should be updated and circulated regularly, by collecting feedback from women and girls about their experiences of the services listed, including accessibility.

2. Establishing Trust

- *Establishing trust is an ongoing component of the program*

- It may not be possible to engage with girls or talk to people in the community about sensitive topics if trust has not been built.

- How you approach community members, leaders, and institutions in this first phase will, in many ways, determine their willingness to work with you in reaching adolescent girls.

- It is important to make sure all staff members feel prepared and informed to represent the organization competently, discuss issues facing women and girls, and describe your activities and Girl Shine. From the outset, demonstrate in words and actions that supporting women and girls requires the support and active participation of a range of community members.[16]

A few things you can do are:

☐ Ensure you have information about your organization's services and other services so that you can make referrals for community members (as outlined in the last section).

☐ Give space for the girls, women, boys, and men in the community to discuss the things that are important to them (prioritizing voices of diverse community members) and be honest about what you can and cannot offer.

☐ **Do not make promises or commitments you cannot keep.**

☐ Check whether feedback channels exist, are well-advertised and accessible, and whether community members have faith the process.

☐ Ensure accessibility of your feedback channels by designing them in participation with diverse girls and their representative organizations. Identify barriers, by using different types of channels and collecting data on girls using the feedback channels. Identify trends regarding diverse girls and follow up or feed these back to the community, especially on issues you for which said you would take responsibility.[17]

☐ Participate in or organize trust building activities (informal gatherings with the community) such as tea and coffee gatherings, viewing or playing sports or games, attending open days or community events; for adolescent girls, this could be open days at the safe space for recreational activities.

> It is important that you do not make promises as this can seriously impact trust with the community. We are not always able to action certain requests, and if we are uncertain that we can deliver, we should make this clear.

3. Making Observations in your Operational Areas

✳ **Note:** *If you conduct a safety audit as part of your ongoing activities there is no need to follow the guidance below. However, if you don't conduct safety audits, you can follow the guidance below.*

- Making discrete observations in the locations you've selected for intervention will help you identify which girls need to access your activities and where you might find them.

- You can do this by asking **yourself** the following questions (*do not ask these questions to members of the community*):

> Always try taking mental notes of your observations and write them down later, not at the site. Taking notes on site could threaten your safety and create a sense of distrust with the community. It is better to go in pairs to help each other remember what you have observed.

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16   Raising Voices. *Mobilising communities to prevent domestic violence.*

17   For more information, you can take a look at IRC. *Inclusive client responsiveness guidance.* https://www.rescue.org/sites/default/files/document/6040/irccrguidance-screen.pdf

✔ Is the site far from the market, health services, and primary health care center?

✔ Are services available within a short walking distance and are they safe for girls to reach?

✔ Is there overcrowding at the site?

✔ Is there overcrowding in the home? If yes, are homes shared between strangers (i.e., individuals and/or families previously unknown to each other)?

✔ Is there privacy for bathing and toilet use? Are there partitions between bathrooms and is there sufficient light at night? Are these facilities easy to reach?

✔ Are adolescent girls present in the community during the day?

✔ Are there any specific places/locations where girls gather in the community during daytime? Are their pregnant girls or girls with babies visible in the community during the day?

✔ Are there girls with visible disabilities present in the community during the day?

4. **Engaging with other actors and service providers[18]**

From the start of the outreach strategy, you will be engaging with other sectoral actors and service providers, from receiving referrals to comprehensive service mapping. It is important to continue these communication and coordination efforts throughout the program.

Women and girls have multiple needs that require a holistic response. As a GBV/CP actor, you may encounter areas that fall outside the scope of your work, areas in which adolescent girls require support and that are critical to ensuring the girls' safety and wellbeing. This could include health services, legal aid, income generating initiatives, education programs, skills building etc. During outreach activities with adolescent girls (and beyond), girls may flag risks, barriers, or discrimination they face. Certain issues require a coordinated multi-sectoral approach. So, it is essential to have the necessary information to be able to support communities holistically.

1. **Break the silos:** It is important for each program to liaise with different departments/sections/ programs within your organization. For example, if you are working as part of the Child Protection program, and there are other programs such as Health or Education within the same organization, it is recommended you meet with them to discuss what they already do in the targeted areas and ensure your work as well as their work in the community is addressed holistically, with a focus on adolescent girls. This will ensure that girls will have access to as many services as possible and hence not be stigmatized because of their participation in activities that are solely/specifically designed for them.

2. **Coordinate with other actors and service providers:** When considering the needs of diverse women and girls in particular, it is important to organize or participate in coordination meetings with other actors working on other forms of violence and discrimination (i.e., other specialized protection actors, such as organizations working on disability, older age, sexual orientation and gender identity inclusion) to promote a coordinated approach to resource mobilization and advocacy, which can foster collaboration, rather than competition, amongst different actors and issues.

3. **Advocate for a more holistic response to adolescent girls:** Actors in other sectors who are less familiar with the issues girls face or who do not understand the specific needs of and risks to adolescent girls should be encouraged to participate in trainings and capacity building opportunities to better understand the issue and ensure that girls are represented within their existing programming safely and meaningfully. Advocacy could mean communicating these needs to donors to ensure training is offered, encouraging participation of these organizations in upcoming trainings, and sensitizing organizations to these issues through coordination mechanisms or other platforms. Trainings could include gender equality concepts, GBV and power, safe referrals, disability, LGBTQIA+, feminist approaches to programming, adolescent sexual reproductive health, etc.

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18   Adapted from IRC & UNICEF. (2019). *Multi-sectoral child marriage prevention & response toolkit*. Lebanon.

Phase 1 Checklist

Phase 1 can be considered complete when your organization/team has done the following:

- ☐ You have identified the locations where diverse adolescent girls live and where you will implement your activities or Girl Shine.
- ☐ You have identified who the community and opinion leaders (including women activists) are and decided who will approach them.
- ☐ You have developed strategies to make your team more inclusive and representative of the community it intends to serve.
- ☐ You have put together your service mapping information.
- ☐ You have organized trust building activities.
- ☐ You have established connections with other actors working on other forms of violence and discrimination prevention.

▶ Outreach Phase 2[19]: Finding adolescent girls and their caregivers to participate in programming and activities

Actively Reaching out to girls and the community

- Once you've completed **PHASE 1**, you will start to conduct specific outreach activities in the community with adolescent girls, their caregivers[20] and the broader community, **to support you in reaching diverse girls to participate in your programs and activities.**
- This does not mean that you should actively seek girls out and set up groups for specific categories of diverse girls; instead, ensure the outreach approach does not exclude or discriminate against them and is accessible to all.
- Outreach activities need to ensure that the most diverse girls can access age-appropriate information about activities and services.
- A number of different strategies are listed below, and while not all strategies may apply to your context, it is important to implement more than one strategy so that you can try to reach diverse girls.
- A girl or woman might disclose a GBV incident at any outreach visit. Make sure to handle disclosure without doing any harm and to introduce case management to the group. **(Refer to Chapter 8 of Girl Shine on how to handle disclosure in a group.)**

> If there are reasons outside of your control as to why girls are unable to access activities or services, you should inform your supervisor, who can follow up with relevant stakeholders. This may not always result in the desired outcome, but you still need to advocate on behalf of the most diverse girls and communities.

Outreach Strategies

1. **Door-to-Door Visits**
2. **Visiting Community, Religious, and Opinion Leaders**
3. **Word of Mouth**
4. **Referrals from Staff and Volunteers**
5. **Referrals from Other Sectors and Service Providers**

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19   Content adapted from Raising Voices: Mobilising Communities to Prevent Domestic Violence

20   It is important to engage with caregivers of girls and to seek consent for girls' participation where possible as caregivers will determine whether girls can participate in activities.

1. **Door-to-door Visits**

   - These are conducted in areas where your program operates. Program staff and volunteers go to the site in pairs and knock on each door of the tent/house/container to introduce the Girl Shine program or other activities being offered. This will help staff find girls that are typically inaccessible and restricted to the home, e.g., girls with restricted mobility, girls with disabilities (who may be hidden even within the household), girls who are mothers, and girls who are widowed or divorced.

   - These visits should be brief so that you don't take up too much of the community members' time.

   - This is an opportunity to see whether the community is interested in further discussions about what is available to them and to find a time that is suitable for follow-up.

Before conducting door-to-door visits:

☐ Check with your line manager/field coordinator regarding the security situation of that site/location and ensure security protocol is followed in case of emergency.

☐ Contact the main community leader(s) in the area to inform them of the visit.

☐ Based on information collected in Phase 1, you should be aware of the best times of day for visits, especially times when girls are likely to be available.

☐ Based on information collected in Phase 1, you should have identified other places where girls and women are present (especially if they are working outside of the home) and should be prepared to visit.

☐ When you get to the site, sit with the community leader to briefly explain what you're doing.

☐ You should actively try to ensure that your team reflects the diversity of the groups with which you intend to do outreach.

☐ Identify communication preferences of girls (especially girls with disabilities) and have informational materials ready to share if safe to do so, including in Easy-Read[21] and/or Braille format.

☐ Have referral information ready in accessible formats (Easy-Read/Braille), in case the community members have other needs outside of what you offer. (Refer to **PHASE 1.**)

> In some cultures, it is offensive for a man to ask questions about other women and girls, so ensure female outreach workers or volunteers are available for these visits. Similarly, men may prefer to speak to male staff.

Door-to-Door Visits
During door-to-door visits, staff should:

☐ Introduce yourselves (name, organization, and role).

☐ Follow the in-country visibility and security guidance (e.g., wearing staff identification, conducting outreach in teams).

☐ It's preferable to have female and male outreach staff available to talk to girls/women and men, respectively. Ask if you can introduce your program and activities, and specifically ask if it is safe for you to do so at this time.

☐ If the person agrees, explain the Girl Shine program or other activities offered and explain that these are specifically for adolescent girls.

☀ **Note:** *girls (and boys) may not be considered children once married or when they reach puberty, so it's important to determine what the most common way is to ask about girls who are under 18.*

☐ Specify that activities are for all girls 10–19. You may be required to specifically highlight that activities are open to girls who are married or engaged, adolescent mothers, girls who are unmarried, divorced, or widowed, and girls with disabilities (ensure you are using appropriate terminology), etc. Sometimes when it is not specified, girls or their caregivers may assume that activities may only be for unmarried girls or girls in school or not accessible to girls with disabilities.

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21 *Easy to read guidance.* Available at https://rescue.box.com/s/qrctzbnws4dh0u3fpyulzwrewxqsoqhj

- ☐ Sometimes girls who are married may say they are not because they think they may be excluded. Assure them that they will not be excluded.
- ☐ It's important to stress that when talking about marriage, we mean formal and informal unions. We can also enquire about adolescent mothers.
- ☐ Give any available informational materials, while explaining the content and checking their accessibility if it is safe and contextually appropriate to do it.
- ☐ Get an understanding of whether there are girls living in the household.
- ☐ If girls are married, try to know how recently they were married. Girls who have been married recently could particularly benefit from participating in Girl Shine and other activities being offered.
- ☐ Check to see if they are happy for girls to come to a girl-only discussion to learn more about Girl Shine or other activities and whether they and other decision makers in the house would be interested in participating in discussions to find out more about how they can get involved. Note that girls with disabilities in particular may be hidden and may need the assistance of a caregiver to communicate with you. You can find some communication tips for talking to persons with disabilities [here][22].

> Certain factors have been identified as drivers of early marriage. If working on **delaying** early marriage, pay particular attention to the following factors when planning your outreach:
>
> - ➜ Low gender value of girls in the community
> - ➜ Families where girls are out of school
> - ➜ Girls living in overcrowded conditions
> - ➜ Girls who are orphans
>
> Also pay attention to mention of:
>
> - ➜ Economic challenges in the family
> - ➜ Strained relationships between a girl and her caregivers
> - ➜ Caregivers fearing for the girl's safety
> - ➜ Caregivers fearing girls will get pregnant or "lose their honor"
> - ➜ Families that are struggling to take care of girls with disabilities
> - ➜ Girls that have recently experienced female genital mutilation in "preparation" for marriage.
>
> (Taken from the IRC Lebanon and Uganda formative study findings)

- ☐ They may say no and one or two follow up visits may be required before they do consent; this may be particularly true for girls with disabilities. That is okay; once trust has been built, they may agree, and if they don't, we should respect their decision.
- ☐ If they agree, ask when a good time would be for the girls to come to the girl-only discussion.
- ☐ Ask them if there is anyone else in the community you should pay a visit to, this could be other families they know who might benefit, or leaders in the community who may be relevant.

> It is important that during the door-to-door visit, staff take note of the concerns that the community members express and try to refer them to the relevant services after receiving 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 community members and the organization.

2. Visiting Community, religious and opinion leaders

Visiting community, religious, and opinion leaders is a crucial component of getting access to community members. It is important to remember that these leaders are predominately men, and in some cases, they may prioritize access to services to those within their circles; this is how power works globally. Therefore, it is not advisable to only rely on this method for outreach.

- ☐ Liaise with relevant field and security teams, protection colleagues, and humanitarian coordination structures to help identify safe entry points for engaging with community leaders.
- ☐ Check if there is any internal and local protocol/guidance involved in approaching community or opinion leaders, such as sending an official letter requesting a meeting and/or an outline of the agenda.

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22   IRC. *Communication tips for talking to people with disabilities.* Available at https://rescue.box.com/s/3h6r88svz2ddm95n88f78zgzakkg9fe3

- ☐ Determine who is best placed to hold the introductory meeting with the leader(s). Factor for safety and accessibility and the need to introduce the program or activities accurately.
- ☐ Determine whether the person you are meeting is someone you have to engage to secure participation or someone who is a potential ally.
- ☐ When meeting with community or opinion leaders for the first time, you could:
  - ✓ Discuss the issues girls face and the impact on the community. Don't jump into issues that are too sensitive at the start, e.g., early marriage; it may be too soon to discuss this.
  - ✓ Ask the community leader to share their thoughts about the issues facing women and girls in the community (to help understand their attitudes and beliefs).
  - ✓ Briefly describe Girl Shine and other activities being offered and ask how they would like to be involved or what support they could provide, asking them to explain any relevant procedures that should be followed for Girl Shine or any other individuals that should be contacted.

3. Word of Mouth

- ☐ Staff can share information about Girl Shine and other activities being offered with women and girls who already attend the safe space and who can pass this on to other women and girls in the community.
- ☐ Staff can share information with community members and allies where they have established trust, who in turn can pass the information on to girls and their families in the community.
- ☐ Girls in particular can share information about the Girl Shine program and activities with their female peers.

4. Referrals from staff and volunteers

- ☐ Staff, volunteers, and mentors can suggest adolescent girls or female and male caregivers and make referrals to Girl Shine focal points (based on girls' consent) as well as general referrals to your services and other activities you are implementing.
- ☐ Staff, volunteers, mentors, and women and girls can suggest specific leaders in the community who could be potential allies in supporting participation of adolescent girls in services and activities, in addition to the ones you identified in PHASE 1.
- ☐ Child Protection (CP) teams may be an entry point with male caregivers and may have established relationships. CP teams may have suggestions of potential allies or male caregivers to reach through activities.

5. Referrals from other sectors and service providers

- ☐ Adolescent girls could be reached through referrals from different sectors working with girls or that know girls that are unable to access their services.
- ☐ Other sectors can suggest specific leaders in the community who could be potential allies in supporting participation of adolescent girls in Girl Shine and other activities, in addition to the ones identified in **PHASE 1**

Phase 2 Checklist

Phase 2 can be considered complete when your organization/team has done the following:

- ☐ You have reached out to the community, religious, and opinion leaders necessary to help you undertake your work.
- ☐ You have identified potential allies to have follow-up discussions with—e.g., community leaders, women leaders, opinion leaders, religious leaders, women's groups, and community-based groups and committees.
- ☐ You have identified families in the community who are interested in a follow up discussion—e.g. women, girls, and men (separately) who are impacted by multiple forms of discrimination.
- ☐ You have followed up with CP actors if you're looking to strengthen your approach to engaging with male caregivers, and you have followed up with GBV actors if you're looking to strengthen your approach to reaching women and girls.
- ☐ You have obtained consent to meet with girls alone (this can be verbal). Refer to Girl Shine guidance on consent/assent.[23]

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23   IRC. *Snapshot of informed consent/assent guidelines.* Available on page 40 at https://gbvresponders.org/wp-content/uploads/2019/09/IRC-Girl-Shine-Part-1-Digital.pdf

☐ You have organized times and dates to meet with the groups mentioned above.

☐ If meeting with girls, you've tried to group girls who are married, young mothers, and divorced together and grouped girls who are not married as separate from that group. This is because their experiences and needs will be different.

☐ For girls with disabilities, it could be helpful to group them together for the FGDs so that you are able to get as much information about their lived experiences as possible, and that information should shape program activities. However, for actual program activities, it is recommended that girls with disabilities are part of the wider groups. This is a general rule and does not apply to every situation. Always check with girls, including girls with disabilities, on how they would like to be grouped and what they feel comfortable with. This should determine which approach to take.

✴ **Note:** In some contexts, you may need to organize a community-wide meeting before holding separate meetings for girls, women, and men. If this applies in your context, organize these meetings before moving into **PHASE 3.**

▶ **Outreach Phase 3[24]: Discussion with girls, caregivers, and the community**

✴ **Note:** The steps outlined in this phase are mostly relevant for practitioners wanting to implement Girl Shine. However, it can be adapted for other sectors or activities.

1. **Discussions With Adolescent Girls and Needs Assessment**
2. **Discussions With Female Caregivers**
3. **Discussions With Male Caregivers**
4. **Discussions With Community & Opinion Leaders**
5. **Discussion With Boys (Optional for those who want to implement Girl Shine)**

Discussion with women, girls, men, and other community members

- Women, girls, boys, and men in the community will have information about adolescent girls, but it is necessary to talk to diverse women and girls, in particular, to be able to hear from them directly.

- It is also important to talk to community and opinion leaders, to understand if they are allies and to identify harmful attitudes and beliefs that may exist within the community against adolescent girls.

- Based on the information collected in PHASE 2, you have a number of people that you have made initial contact with and that you can follow up with.

- When thinking about organizing discussions with girls, it is important to separate the groups based on age, so that girls are grouped with others that they have similar experiences to. Other considerations include girls who are married, who may prefer to meet with other girls who are married due to their shared experiences. Or, for example, girls with disabilities may not feel comfortable sharing their perspectives with girls without disabilities, especially if stigma exists. However, don't assume that girls who are divorced, have a disability, single mothers or who have diverse sexual orientation or gender identity need a separate group, as this may be seen as discriminatory.

- Always check with girls, including girls with disabilities on how they would like to be grouped and what they feel comfortable with. This should determine which approach to take.

- It's also important to assess whether conducting discussions with younger adolescents could put them at risk of violence. You must ensure that consent is secured from caregivers and that younger adolescent girls feel comfortable in participating. If in any doubt, it is better not to conduct discussions with younger adolescent girls. Slight adaptations may need to be made for younger adolescent girls to ensure discussions are not too probing or intrusive, and accessibility consideration must be given for girls with disabilities.

- Group discussions are best conducted with 10 participants and should not be longer than 90 minutes.

- Persons with different types of disabilities can participate in the same group discussion, according to their communication skills and the level of difficulty of the subject matter.

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24   Adapted from IRC & WPE. *Lebanon outreach strategy.*

- It may be helpful to run separate, parallel activities with caregivers in the same space (if women) or a nearby space (if men). This can increase the participation of girls who are not used to being separated from their caregivers.[25]
- A girl or woman might disclose a GBV incident at any outreach visit. Make sure to handle disclosure without doing any harm and to introduce case management to the group. **(Refer to Chapter 8 in Girl Shine Part 1 on how to handle disclosure in a group.)**

1. **Discussions with adolescent girls and needs assessment**

   About the Visit

   - **Who do you sit with?** Meet with girls alone, as a group. This group should include girls identified through PHASE 2 of the outreach strategy who are grouped in terms of their age or marital status, e.g., married or unmarried girls. Discussions should be conducted by female staff.
   - **Objectives:** Establish trust with girls. Explain the importance of caregiver engagement, introduce activities, and understand girls' needs and interests.
   - **Preparation:** Ensure that the discussion is age- and ability-appropriate. This may involve ensuring you have interpreters, sign language assistants, or visual materials ready. Review the "Essential Steps and Information" in **Appendix A3b** ahead of the session. Ensure that you have transcript of the questions in

     Braille and Easy-Read format if required. Check the communication tips on how to communication with persons with disabilities.

   During the Visit: Introduce WGSS and Conduct Needs Assessment

   - ☐ **Introduce the WGSS:** Introduce yourselves and each other. Always start with a short icebreaker. Introduce the women and girls' safe space (WGSS) or provide additional information on activities if they are already familiar with the safe space. **Section B in this document** can help you to introduce the safe space.
   - ☐ Conduct Needs Assessment outlined in **Appendix A3b.**
   - ☀ **Note:** This Needs Assessment is relevant for GBV actors who want to implement Girl Shine. If using for Child Protection activities or other services, the assessment will need to be adapted.
   - ☐ Distribute IEC materials specific to girls, if available and safe to do so. Check accessibility requirements.

   After Completing the Needs Assessment

   - ☐ Ensure you have the contact information for all of the girls so that you can follow up with more information on Girl Shine and other specific activities.
   - ☐ If anyone expresses a wish to speak in private, inform them that the facilitator and the note taker will be available after the meeting.

2. **Discussions with female caregivers**

   About the Visit

   - **Who do you sit with?** Meet with women alone, as a group. This group should be comprised of female caregivers or female decision makers as identified by the girls
   - Female staff should be available to conduct FGDs with women.
   - **Objectives:** Get consent from an adult to engage girls in program activities and to understand the needs and interests of girls in the community. See if female caregivers/decision makers are interested in further discussions about services and activities offered both related to girls but also for women.

   During the Visit

   - ☐ Review the program, activities, and services you offer for girls and women. **Section B in this document** can help you to introduce the safe space.
   - ☐ Conduct Focus Group Discussions (FGDs) with the girls' nominated female caregivers or decision makers using **Appendix A3c.**

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25 Women's Refugee Commission and International Rescue Committee. *GBV disability toolkit.* Available at https://www.womensrefugeecommission. org/?option=com_zdocs&view=document&id=1173

✳ **Note:** This FGD is relevant for GBV actors who want to implement Girl Shine. If using for Child Protection activities or other services, the assessment will need to be adapted.

After Completing the Needs Assessment

☐ Ask women if they know of other women in the community who are not present, but whom we should talk to.

☐ Ask women if you can talk to men to introduce the activities and general services. Tell the women that with their permission, you would tell men about the safe space for women and girls; you would tell them it is a space where women and girls can meet and participate in activities and learn new information and skills that will help them in their daily life. (Do not mention GBV case management services.)

☐ Seek women's consent for girls' (and women's) participation.

☐ Distribute IEC materials and information about services available in the community if safe and contextually relevant to do so. If possible, have an easy read version of this information to share with women and girls with disabilities, low literacy or from minority language groups.

☐ Assess whether female caregivers would be interested in participating in Girl Shine Caregiver Curriculum or other activities.

☐ If issues arise that sit outside of your team or sector, ask female caregivers if they want this information to be shared with relevant teams or sectors to follow up on (i.e., get their consent).

☐ Provide caregivers with information about available services and conduct referrals if needed.

3. **Discussions with male caregivers**

About the Visit

• Only conduct these discussions if consent was given by women and girls.

• **Who do you sit with?** Meet with men alone, as a group; this group should be comprised of male caregivers or male decision makers as identified by the girls.

• Male staff should be available to conduct FGDs with men if required in the context

• **Objectives:** Build trust with male decision makers of adolescent girls. See if male caregivers/decision makers are interested in further discussions.

During the Visit

☐ Introduce the activities in general to the men and the available services in the area. Do not discuss GBV case management services.

☐ Explain to men that you would like girls (and women) to participate in activities being offered at the safe space.

☐ Conduct FGDs with the girls' nominated male caregivers or decision makers using **Appendix A3c.**

✳ **Note:** This FGD is relevant for GBV actors who want to implement Girl Shine. If using for Child Protection activities or other services, the assessment will need to be adapted.

After Completing the Needs Assessment

☐ Discuss any concerns the men have and refer them to relevant programs in the area, when possible; or, give them information on who to contact or where to go if they can get the service themselves.

☐ Assess whether male caregivers would be interested in further conversations and potentially engaging in activities related to supporting adolescent girls.

☐ If issues arise that sit outside of your team or sector, ask male caregivers if they want this information to be shared with relevant teams or sectors to follow up on (i.e., get their consent).

Section B: Explaining the women and girls' safe space

It is important at this stage to provide a basic overview of what the safe space is and what it offers, but without providing lots of detail on the different activities. This could be overwhelming and confusing with the information not being fully absorbed.

If after presenting the basic information, women, girls, or other people you talk to want more information, it is important that you provide it and answer any questions they have.

Suggested Script

- A women and girls' safe space (add the local term used for the safe space if relevant) is a place where all women and girls feel physically and emotionally safe and are supported in believing in themselves and each other.

- It is a space made just for women and girls, where they can feel comfortable and enjoy the freedom to express themselves without fear, judgement, or harm.

- Women and adolescent girls decide how they engage and support each other, through exchanging skills, information, and support networks.

- These spaces provide women and girls with a safe central location to access information about the services which are available and safe for them.

- It is also a space where all women and adolescent girls, whatever their different characteristics are, are welcomed and supported, including those that experience violence.

If caregivers require more information on activities, or if you want to explain the safe space to male caregivers, refer to **Girl Shine Part 1 Appendix 6: Explaining Services to Girls and Female/Male Caregivers.**

Introducing a Child Friendly Space

If this strategy is being used by Child Protection (CP) actors to increase participation of adolescent girls in CP activities, you can similarly add some broad details about what a safe space for children offers (i.e., Safe Healing and Learning Space).

For Example:

A safe space for children is a safe and caring environment where children and adolescents can go during the day to ensure they are learning, they are safe, they can play with their peers, and they can learn about their emotions and other topics. Depending on the culture and country, it is open to all children between 6 to 19 years old, with separate activities according to their age and gender. For example, boys and girls might attend the same activities and be together below 12 years old, while above this age, girls and boys might do different activities from each other.

4. **Discussions with community and opinion leaders as potential allies**

   About the Visit

   - **Who do you sit with?** Meet with community leaders and opinion leaders whom you've identified as potential allies to the program. This can be done as a group (split based on gender and age if appropriate) or individually. Male staff should be available to conduct FGDs with men if required in the context

   - **Objectives:** Gain a deeper understanding of which community and opinion leaders could be potential allies for your program or activities.

   During the Visit

   - ☐ Introduce yourselves again.
   - ☐ Follow up on any referrals or information that was requested during the last meeting.
   - ☐ Provide more detailed information on Girl Shine or other activities being provided at the Women and Girls' Safe Space or the Safe Space for Children by GBV actors or CP actors.
   - ☐ Some guiding questions that can help you get the most from your conversation with community and opinion leaders could include:

- ✓ What opinions do you have about how Girl Shine/ this activity might benefit girls, their families, and the community?

- ✓ What issues, if any, do you see any issues arising with implementing this program/activity?

- ✓ What do we need to do to ensure this program/activity is well received in the community?

- ✓ What do you consider to be sensitive topics that are difficult to talk about in the community?

- ✓ How do you suggest we approach sensitive topics (e.g., violence against women and girls, early marriage, female genital cutting, changes in the body)?

- ✓ How do you suggest we approach discussions around gender equality and empowerment of women and girls?

- ✓ How do you suggest we engage girls who are recently married or divorced or who are young mothers?

- ✓ How do you suggest we engage girls with disabilities?

- ✓ What is your opinion on girls marrying before 18 years old?

- ✓ Are you willing to continue conversations on this and work with us to create a supportive environment for the program/activity? If yes, how would you like to be engaged?

- ✓ Do you have any other feedback about engaging adolescent girls or about this program?

- ☐ When engaging with community activists, especially with women and girl-led organizations, some guiding questions include:

  - ✓ What are the key issues you're working on in the community?

  - ✓ How can this program/activity complement the work you're already doing?

  - ✓ How can we support you in the work you are already doing with women and girls?

  - ✓ What concerns do you have about the program/activity in how it relates to your work and objectives?

  - ✓ What do you think this program/activity should be prioritizing?

  - ✓ Are you willing to continue conversations on this and work with us to create a supportive environment for each other? If yes, how would you like to be engaged?

5. **Discussions with boys (optional for those who want to implement Girl Shine)**

About the Visit

- *Only conduct these discussions if consent was given by women and girls.*

- **Who do you sit with?** Meet with boys alone, as a group. 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 previously.

- Male staff should be available to conduct FGDs with men if required in the context

- **Objectives:** Get buy-in and contribute towards a supportive environment for girls.

During the Visit

- ☐ Be aware of available services for boys, and when necessary, direct boys to those services.

- ☀ **Note:** *It is important to coordinate with other actors and be aware of available services for boys in the community, e.g., Child Friendly Spaces (CFSs) and Youth Friendly Spaces (YFSs).*

- ☐ Inform boys of the program/activities for girls and explore ways boys can support girls' participation at the safe space without directly participating themselves. An example would be taking care of a sister's household tasks while she attends the WGSS.

- ☐ Help answer questions and dispel myths about the program.

- ☐ If possible, initiate discussions with boys about the benefits of gender equity.

Phase 3 Checklist

Phase 3 can be considered complete when your organization/team has done the following:

☐ You have conducted a Needs Assessment with adolescent girls.

☐ You have facilitated FGDs with female caregivers participating.

☐ You have facilitated FGDs with male caregivers participating.

☐ You have identified community leaders and opinion leaders who are allies in supporting the project.

▶ ## Outreach Phase 4: Securing Girls and Caregivers for the program

1. **Selecting Girls and Female and Male Caregivers for Girl Shine**
2. **Securing Girls' Participation in Other Activities**
3. **Engaging With Community Leaders, Opinion Leaders, Religious Leaders And Local Activists For Project Implementation And Sustainability**

By now, you should have identified girls and their caregivers who are interested in participating in your program and activities. You may have also identified girls, female caregivers, and male caregivers who are interested in Girl Shine. If you are not planning to implement Girl Shine, skip the first point and move to "2. Securing Girls' Participation in Other Activities."

> ✳ **Note:** For Girl Shine, adolescent girls and their female and male caregivers will participate in sessions in parallel. It is recommended that girls start before their caregivers so that girls' voices can be included in the final caregiver sessions.

1. **Selecting girls and female and male caregivers for Girl Shine**

STEP 1: Analysis of Needs and Situation of Adolescent Girls

STEP 2: Confirm Girls' Interest in Girl Shine

STEP 3: The Girl Shine Preparation Meeting for Girls

STEP 4: The Girl Shine Preparation Meeting for Caregivers

Who should participate in Girl Shine?

- Girl Shine is open to all adolescent girls and their female and male caregivers. The early marriage sessions can also be done with mothers-in-law. However, Girl Shine has not been developed to be implemented with intimate partners, husbands, and fathers-in-law of adolescent girls.

- The initial conversations, FGDs with female and male caregivers, and the needs assessments of adolescent girls will give you information on who to prioritize for programming. This will be done through assessing a number of factors, including:

  ✓ Who are the most marginalized or diverse girls that are at risk of marriage or that are recently married, divorced, a widowed, etc. that are interested in the program?

  ✓ Are these girls' nominated female and male caregivers ready and willing to engage in the program?

  ✓ Is it safe for the program team to implement the program with the community?

- Ideally, you will implement in communities where girls are the most marginalized; however, to avoid resistance, build experience, and start influencing change, when implementing for the first time, you may wish to work with communities you may already be familiar with, through other programs you implement.

STEP 1: Analysis of Needs and Situation of Adolescent Girls

☐ Use **Appendix A5** to analyze the findings from the needs assessment with girls and the FGDs with caregivers. Let that analysis determine next steps.

☐ Some issues may be outside of the scope of your team and may need to be followed up with other teams, sectors, or organizations to take action. Share this information with relevant sectors in a way that doesn't identify individuals, and only if consent has been taken.

☐ Based on the analysis, determine how the team is able to meet the needs of girls and their caregivers to ensure their participation in Girl Shine. E.g., if married girls or young mothers have been identified to participate, have you considered budget for childcare? Are there any girls or caregivers with disabilities and if so, have you planned for the accessibility needs that should be addressed? Are there specific times of day that are better for girls and their caregivers to participate due to work or school commitment? Is your staffing structure able to be flexible around this?

STEP 2: Confirm Girls' Interest in Girl Shine

☐ Once it has been decided which girls to prioritize for Girl Shine, you should contact them, remind them of what Girl Shine is, check if they are interested in participating, and check if they have any accessibility needs.

☐ For those interested, arrange the date and time to conduct the Girl Shine preparation meeting, where they will complete the pre-assessment. This should take place individually or in pairs if possible.

☐ When contacting girls, you should confirm their comfort levels with the group to which they have been assigned, e.g., the unmarried girl group, the young mothers' group, etc. If they are not comfortable, they can be prioritized for a cycle with the demographic group of their choice when it's implemented.

> ✳ **Note:** Not everyone will be interested or suitable to participate in Girl Shine. It is important that teams do not try to push girls into participating; perhaps they are not ready to participate, and they need to be further engaged in trust building and other activities.

☐ At this stage, we do not confirm which caregivers will participate in Girl Shine. This will be decided in the preparation session. But you should take consent from a caregiver for the girl's participation in the preparation meeting.

☐ Some girls may not be interested in participating in Girl Shine, and it's important to understand why. For example, is it because of specific barriers they face or because they are not interested in the type of activities in Girl Shine? If it is due to the barriers they face, it is important to try to understand what you can do to support their participation.

☐ For **all girls**, including girls who will move forward with Girl Shine, ensure they are aware of all the activities and services they have access to.

STEP 3: The Girl Shine Preparation Sessions for Girls

☐ Ensure girls are fully aware of what Girl Shine is.

☐ Ensure that girls are aware of the M&E data collection that takes place during Girl Shine and if they consent to this being collected.

☐ Complete the Pre-Questionnaire with girls in **Appendix B2.**

☐ Confirm the time, day, and frequency that works for the regular Girl Shine sessions.

☐ Clarify that there will be no money, goods or materials given in exchange for participating in sessions. It is important that participants of Girl Shine are aware of and understand this.

☐ Check to see which female and male caregivers girls want to nominate for participation, using the caregiver selection tool in **Appendix A23.** This tool will help you identify suitable female and male caregivers for participation.

• Girls will nominate their preferred female **AND** male caregiver or decision maker. It is important to try to encourage both a female and male caregiver to participate to maximize the benefits of girls' participation.

• If a girl can only identify one caregiver, that is okay. While we encourage both a female and male caregiver to participate, this might not always be possible, as both caregivers might not be present.

• If a girl does not have any caregivers[26] or other trusted adults that she wants to nominate to participate, she should not be turned away and she should be made to feel her participation is equally valued as girls with caregivers.

• Try to understand the reason that the girl cannot nominate a caregiver, e.g., the girl is unaccompanied, her caregivers live far away, she doesn't have a good relationship with her caregivers, she is living with a sibling, or she is taken care of by a neighbor, etc. This is to determine if she is at immediate risk of harm. But don't

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26 A caregiver could be a mother, father, grandparent, uncle, aunt, or someone who is responsible for the care of a girl and who makes decisions on behalf of girls. This person cannot be an intimate partner, husband, or father-in-law.

> Girls may be reluctant to have their caregivers participate, especially male caregivers. It is important to explain to girls why caregiver engagement is critical. Emphasize that caregiver participation is important because caregivers make decisions on behalf of girls. Emphasize that sessions are designed to strengthen the relationship between girls and caregivers and help caregivers to give girls space to practice what they learn, etc. For the full effects of the curriculum to be felt, it is recommended that caregivers are engaged because they have such a big influence over the lives of girls.
>
> Explain to girls that the purpose of the subsequent meetings with female and male caregivers is to introduce yourselves and the work you are doing and to gain caregivers' acceptance for working with girls. You will not be sharing any information the girls have shared with you during this session. Explain that you also want to ask caregivers to join Girl Shine groups if girls are engaging in this activity. Emphasize the confidentiality of girls' inputs and that their discussions during Girl Shine will not be shared with caregivers.

make her feel pressured to identify someone, as she may select someone who is not an actual caregiver, and this could cause more harm. Talk to your supervisor for further guidance. You can also reach out to the Child Protection team, which can provide further information on unaccompanied and separated children.

- If girls are unable to identify a female and male caregiver due to their circumstances and instead identify a neighbor, brother, or sister, you could implement "Community Conversations" instead. See **Appendix A15.**
- If girls do identify one or both caregivers, ask what the best way to contact caregivers is. Do girls want to pass information on to caregivers or would they prefer the team to contact caregivers directly?

STEP 4: The Girl Shine Preparation Meeting for Caregivers

Before the Meeting

- ☐ Once girls nominate their selected caregiver(s), contact the caregivers using the method preferred by girls to check their interest in participating in the Girl Shine Caregiver Sessions.
- ☐ Explain to caregivers that their engagement in Girl Shine is valuable because they will learn about topics similar to those being discussed with girls. This will help create a supportive environment for girls to practice the skills and information they learn, as well as support caregivers to strengthen their relationships with adolescent girls.
- ☐ For those interested, arrange the date and time to conduct the Girl Shine Pre-Assessment Meeting, which should take place individually if possible.
- ☐ Some caregivers may not be interested in participating; this might be because they do not have time to participate, or they may lack interest, be resistant to, or not see the value in participating. That is okay; at a minimum we should seek their consent to work with girls and refer them to other activities or services they are interested in.

During the Meeting

- ☐ Ensure caregivers are fully aware of what Girl Shine is.
- ☐ Ensure that caregivers are aware of the M&E data collection that takes place during Girl Shine and if they consent to this being collected.
- ☐ Complete the Pre-Questionnaire with caregivers in **Appendix B3.** If possible, caregivers will complete this on their own or select their answers on their own; if they cannot, you can help them.
- ☐ Confirm the time, day, and frequency that works for the regular Girl Shine sessions.
- ☐ Clarify that there will be no money, goods or materials given in exchange for participating in sessions. It is important that participants of Girl Shine are aware of and understand this.

2. Securing girls' participation in other activities

To secure girls' participation in other activities (i.e., activities being held at the women and girls' safe space or at child friendly spaces) that are not Girl Shine, the general steps outlined above still apply.

☐ It is important to understand girls' needs, experiences, and safety/accessibility concerns and know what they want from the service or activity being offered. Preferably, this should be conducted through a participatory needs assessment (as outlined in PHASE 3).

☐ With consent from girls, their caregivers (or decision makers) should be engaged in a focus group discussion (FGD) to identify allies for your work, ensure they are supportive of the program with girls, and to answer any questions or concerns they may have about the service or activity.

☐ To have a better understanding of the needs, accessibility/safety concerns, and situation of girls, analyze the findings of the Needs Assessment (of girls) and FGDs (of caregivers).

☐ Based on the analysis, adapt programming to ensure girls are able to access and safely participate (e.g., if girls are not able to access your safe space because it is mixed with boys or because they face barriers, provide options for girl only sessions, times, and entry points).

☐ Based on the analysis, ensure that the activities or services provided to girls are relevant to their needs, experience, and preferences and that these activities and services do not harm or stigmatize girls.

3. Engaging with community leaders, opinion leaders, religious leaders and local activists for project implementation and sustainability

☐ Based on your last conversation with community, religious, and opinion leaders, and activists, you should have made plans for continuing discussions. It is important to ensure that community and opinion leaders are engaged throughout the entire project cycle and beyond and that a plan is in place to successfully do this.

☐ One way to engage the community is through the "Community Conversations" found in **Appendix A15.** This will assist in general sensitization on key issues affecting adolescent girls, and it can help support ongoing work with community members.

☐ It is important to have a set of clear objectives that you are hoping to achieve and that these objectives have been shaped by girls, and local women and girl activists in the community. These objectives could include raising awareness on the benefits of delaying marriage, supporting recently married or divorced girls, or ensuring that girls (and women, boys, men, etc.) with disabilities have equitable access to services and are not discriminated against.

A few things to consider:

☐ How can community leaders help you secure participation? You may need their help to secure male caregiver participation in particular. Religious and community leaders can be incredibly helpful in mobilizing men to participate. If you are having difficulty engaging men, reach out to these leaders to ask for their support in raising awareness of the benefits of male participation.

☐ Who is best placed to lead on the work with community, religious and opinion leaders within your team and are they familiar with community engagement and coordination techniques?

☐ How will you continue engaging and working with these individuals and groups throughout the project cycle? Will you organize communication in person, jointly for all leaders and activists in the village/town or area of operation, or individually? You can use *"Planning Community Conversations"* in **Appendix A14** to help you guide those conversations.

☐ Will you work in partnership with local women and girl groups and organizations of persons with disabilities?

☐ What type of support (including material or financial) or collaboration opportunities exist with local women's rights organizations, organizations of persons with disabilities and activist groups? How can you work to ensure that this work is led and guided by them?

☐ How can you support (including material or financial support) the existing work of women's & activist groups in the community that can offer a support system to girls (e.g., through setting up VSLA, economic empowerment activities, building their capacity, etc.)?

☐ How will you continue growing awareness in the community on the issues you've outlined?

☐ What entry points and existing relationships do you have with religious, cultural, traditional, and community leaders who can share key messages on early marriage and the benefits of delaying marriage?

☐ What is your long-term plan for more meaningful community mobilization?

☐ How will you ensure sustainability and ownership so that allies in the community and activists are empowered to take this work forward (e.g., capacity building, allocation of materials and resources to continue this work, etc.)?

Community Mobilization[27]:

In order to conduct meaningful community mobilization, it is important to recognize that this is an intentional process based on an understanding of how change happens. It is a more comprehensive strategy than the one outlined in the outreach strategy. For community mobilization, multiple strategies are used at the same time to ensure accessibility and reach diverse individuals, groups, and institutions within a community.

Below is some more information on community mobilization approaches:

Community mobilizaion is	Community mobilizaion is not
• Systematic and long-term programming • Fostering alternative social norms • Complex and multi-faceted • A struggle for social justice • About fostering activism • Involving a critical mass of ndividuals, groups, and institutions • Stimulating critical thinking • Holistic and inclusive • Benefits-based • Focused on core drivers • Iterative and organic • Community-led	• Ad hoc, one-off activities in short-term projects • Transferring information and facts • A singular strategy • A technical quick-fix • About implementing activities or training • Possible with few individuals or groups • Transmitting standalone simple messages • Limited to specific individuals or groups • Punitive • Focused on manifestations of violence • Linear and predictable • Organization- or expert-focused

Strategies for community mobilization include[28]:

Local activism: grassroots initiatives that engage family, friends, and neighbors. Activities include drama, quick chats, door-to-door discussions, community conversations, public events, etc.

Media: influencing public perceptions through traditional, popular, and new media. Activities include soap operas, films, newspaper articles, comics, radio programs, television, etc.

Advocacy: influencing local, national, or international leaders. Activities include one-on-one meetings, petitions, policy analysis, lobbying, etc.

Communication materials: using art, graphics, and images to illustrate ideas. Activities include posters, comics, games, murals, flyers, picture cards, etc.

Training: interactive group sessions to explore issues in depth. Activities include workshops, seminars, teach-ins, mentoring, etc.

While the outreach strategy will involve some of these activities and support in laying the foundations for a more comprehensive community mobilization approach, it cannot replace it. For more information on community mobilization strategies that address violence against women and girls, refer to SASA![29] There are also tips and tools for implementing in humanitarian settings[30].

Phase 4 Checklist

Phase 4 can be considered complete when your organization/team has done the following:

☐ You have conducted the Needs Assessment with adolescent girls.

☐ You have facilitated FGDs with female and male caregivers participating.

☐ You have conducted an analysis of needs and situation, and you have implemented adaptations to allow diverse girls to participate.

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27 Raising Voices. *Community mobilization: Preventing partner violence by changing social norms.* Available at http://raisingvoices.org/wp-content/uploads/2013/03/downloads/resources/Community_mobilization.pdf

28 Ibid.

29 Available at http://raisingvoices.org/sasa/

30 Implementing SASA! in humanitarian settings: Tips and tools. Available at http://raisingvoices.org/wp-content/uploads/2013/02/ProgramBrief-6.-Implementing-SASA-in-Humanitarian-Settings.RaisingVoices-December-2018-LG.pdf

- ☐ You have confirmed with Adolescent girls and caregivers the date and time of first session of Girl Shine.
- ☐ You have made available referrals and information related to other activities and services for adolescent girls and other members of the community.
- ☐ You have created a concrete plan to continue engagement with community leaders and opinion leaders.
- ☐ You have in place plans to support the development of a comprehensive community mobilization strategy relevant to your context.

Appendix A3a

The Story of Sara and May

Sara and May are both refugees. They are both 14 years old and live in a place where the relations with the host community are tense. Both of them are learning to adjust to the new environment, and it is difficult at times. They live in a crowded space, experience harassment when they walk to the market, and miss their life back at home. But they are also hopeful about the future; they are resilient and want to make a better life for themselves. In the new place, there are some education opportunities, health services, and spaces for women and girls to gather.

May goes to some of the activities hosted by organizations where she gets valuable information and learns of new opportunities. May loves participating, she has friends at the safe space, and her parents give her money for transport. She also receives GBV case management, and the caseworker is supportive and helpful.

Sara didn't know about the safe space. She is unable to read the leaflets distributed by the organization, as she cannot read or write. Once someone from the organization came to her house and told her about their space. She was very excited to attend, but the space was only open during the day and not on weekends, and Sara works during the week because she is a single mother and needs to provide for her baby. One day, when Sara wasn't working, she decided to go to the space, and she took her baby with her. The staff at the center were surprised to see such a young girl with a baby. Sara felt judged. She participated in an activity but had to keep her baby with her as there was no childcare. The other girls in the group were annoyed by the disturbance. Plus, the activities included reading and writing, and Sara wasn't able to participate fully. Nobody spoke to Sara during the session and she felt very unwelcome; Sara comes from an ethnic minority group in her country, and there are tensions with the majority group. When she was leaving, she heard a staff member say, "I feel sorry for that girl with such a small baby, but it is very common for those people." Sara never returned.

Sara experienced multiple forms of discrimination based on her identity—being a refugee, a girl, from a low-income household, an ethnic minority, illiterate, and a single mother. May also faced discrimination based on her gender, age, and citizenship status, yet she was ultimately able to benefit from being part of the majority group, having access to some income, being literate, and not having to work.

Appendix A3b

Assessment Tool for Adolescent Girls[31]

Purpose: This tool has been developed to help field staff build trust with girls, assess their risks and needs, and based on their risks and needs, determine opportunities for intervention.

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 and Sequence
- ✓ Contextualizing and Adapting Content

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31 Adapted from Lebanon IRC Early Marriage Package 2016

Session Aims:

This activity is to be conducted with adolescent girls alone.

By the end of the session girls will:

1. Build trust with girls.
2. Assess the girls' risk, needs.
3. Determine based on their risks and needs opportunities for intervention.

Materials:

- ❑ Printed Assessment 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)
- ❑ Easy-Read guide for this tool if implementing it for girls with disabilities: Appendix C1
- ❑ Glue
- ❑ Colored paper
- ❑ A3 paper
- ❑ Refreshments for the girls

Preparation:

- If girls have children, have a plan in place for childcare.
- If girls have a disability, check their accessibility requirements, and have a plan in place to ensure they can participate fully (e.g., additional materials adapted for them, support person, sign language interpreter, support with transportation etc.).

Facilitator Notes: Important:

- The group should be made up of approximately 10 girls.
- When possible, it is preferable to carry out the assessment with girls who are in the same age range (10–14/15–19) or who have shared experiences and responsibilities so that we ensure their comfort and better interaction e.g., unmarried girls can be grouped together and girls who are young mothers, married or divorced can be grouped together.
- When you are conducting the activity, make sure to keep track of the girls' ages, names, addresses, phone numbers (or whichever way is best to contact them) in addition to taking notes on girls' answers (after getting the girls' consent) and store this securely.
- After the assessment, make sure that you fill in the Assessment Output Tool: Appendix A5 and share it with the relevant staff to discuss the outputs and the next steps.
- For more guidance on how to communicate with persons with disabilities, you can refer to pages 50–59 of the Light for the World Resource Book on Disability Inclusion.

Duration: 2 hours; add more time if the celebration and certificates are taking place on the same day.

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:

Date : _____   Location : _____

Number of participants:

Participant's age (select all applicable categories) :

☐   10 - 14 years

☐   15 - 19 years

☐   Other Segments   Please Specify: _____

What is your Marital Status:	**Disability Status If Known:**
☐ Married	☐ With
☐ Unmarried	☐ Without
☐ Divorced	☐ Both
☐ Seperated	
☐ Widow	Please specify Type of Disability if Known
☐ Other _____	_____

Registration Details:

Name	Age	Marital Status (if married, how long?)	Time & Day Availability	Implementation Area (safe space/ mobile)	Contact Details

▶ Assessment Welcome & Introduction

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.

✓ **Do:** Present the purpose of the discussion:

💬 **Say:** We would like to talk to you about your experiences in the community and to check your interest in participating in some of the activities we offer at the safe space. 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 that:

- The purpose of the exercise is to understand what they like to do, and what is important to them.
- Your organization 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.

✓ **Do:** Make sure that the girls suggest group agreements:

❓ **Ask:** What are the things we can agree on to make sure that everyone in this session feels comfortable and respected?

Group Agreements *(ADD the following if not mentioned):*

- 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.

💬 **Say:**

- I'd like to have your permission to take notes during the activity.
- No one's identity will be mentioned.
- The purpose of the notes is to ensure that the information collected is precise.

▶ Activity 1: Who am I? (30 minutes)

💬 **Say:** The purpose of this activity is for all of us to get to know each other better.

✓ **Do:**

- Distribute colored pens and the "Who Am I?" tool to the girls and ask them to write their name, age, favorite hobby (or activities they find relaxing or interesting), favorite color or food, as well as to surround their "person" with people they love or spend their time or have the most influence in their lives with etc. 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 use drawing or another method they are comfortable with to express these points. Some girls may need assistance to complete theirs; the facilitator should assist her or pair her with another girl, depending on the girl's preference.

- If girls are unable to see, ask them if they require support with writing or drawing from a facilitator or another girl.

- It's recommended that the facilitator also participates 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 display it somewhere other girls can see. For the girls who did not share their "person," check to see if they would like to display theirs, too.

- Both the notetaker and the facilitator are requested to indirectly assess if girls have friends, if they are married, if they have a circle of support, or are unaccompanied. Both the notetaker and the facilitator should be able to check the "persons" more and analyze once they are displayed.

✳ **Note:** If the group is made up of girls with disabilities, married girls, or another group of diverse girls, the questions can be made more specific to their experience.

ANALYZE: Facilitators can document three areas for analysis:

1. How the girl is feeling (facial expression on the image)
2. The number of people she trusts (this will indicate how many people make up her support network)
3. The number of things she is good at (this could indicate her self-esteem). Girl Shine may be relevant for girls with a small support network and low self-esteem among other factors that may emerge.

▶ Activity 2: Needs and Interests of Adolescent Girls (40 MINUTES)

💬 **Say:** The purpose of this activity is to discuss together what the needs and interests of girls are this will help us determine which activities you might be interested in participating in. So, in this activity we will be asking you a few questions.

❓ **Ask:** How do you like to spend your free time?

Probing Questions:

- How do you currently spend your time (inside and outside the home)?
- Do you have any free time, for example, time to be with friends, do something you like, etc.?
- How do you negotiate for more free time?

✳ Note: If you are doing the assessment with diverse girls (e.g., with a disability, married, divorced), ask them what the specific issues are related to their free time. If there are no diverse girls in the FGD, you will be missing their perspective. You could ask the girls in the FGD what they think the specific issues are for diverse groups of girls.

❓ Ask: What are the needs of girls your age in the community?

Guiding Points:

- A need is something that some girls may want to have or do, so they feel comfortable, safe, and are able to be happy.
- Girls may express material needs; it is important to allow them to do so, document it, and follow up with relevant referrals and information. But it is also important to get them to think about psychosocial needs (e.g., having friends, having a good relationship with parents, having the ability to move, to have hobbies, or to do something they are passionate about).
- If you are doing the assessment with diverse girls, ask them what the needs are specific to girls with similar experiences to them.

❓ Ask: What are girls your age interested in discussing or learning 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 how to make decisions, how to deal with problems, how to make friends, etc., but still make sure that the girls have space to come up with topics that interest them.
- If you are doing the assessment with diverse girls, ask them what topics might be most relevant to girls with similar experiences to them.

❓ Ask: What could be some of the things that stop girls from being able to participate in activities where they can get this information?

Guiding Points:

- Probe to understand if there are risks involved in participating.
- If parents/caregivers are the barrier, ask what could be done to address this. If girls don't feel comfortable attending the safe space, ask what the reasons for this could be.
- If doing the assessment with diverse girls, ask them what particular challenges they may face related to participation due to their situation.

❓ Ask: What are some of the things organizations can do to help girls have more access to these activities and spaces?

Guiding Points:

- Do girls have suggestions to some of the barriers they've mentioned that your organization can follow up on?
- Do girls have ideas about what could make their participation easier and more comfortable?
- What days or time of day works best for girls to participate in activities?
- Check diverse groups' preferences on group demographics for activities (i.e., do they prefer to be mixed with other groups of girls or do they prefer to be grouped based on marital status, minority background, etc.)

Note: If issues related to the broader group arise that sit outside of your team or sector, ask girls if they want this information to be shared with relevant teams or sectors to follow up on (get their consent). This might include an issue with lighting in the camp, lack of locks on toilets, an area of the camp that is particularly risky for girls, etc.

Appendix A3c

Focus Group Discussion Tool for Female and Male Caregivers

For the 'Easy to Read' version of this file, please see Appendix C2

Purpose: To provide practitioners with guidance on how to gain trust and acceptance from parents and caregivers as well as 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

Focus Group Discussion Tool Overview

Focus Group Discussion Aims:

This activity is to be conducted with adolescent girls alone.

By the end of the session girls will:

1. Build trust with caregivers.
2. Assess the girls' risk, needs.
3. Secure access for girls' participation in activities

Materials:

❑ Printed Focus Group Discussion Tool

❑ Pens

❑ Clip board

❑ Notebook or flip chart

❑ Markers

❑ Easy-Read guide for this tool if implementing it for caregivers with disabilities: Appendix C2

❑ Refreshments for caregivers

Preparation:

- If caregivers have small children, have a plan in place for childcare or activities for children.
- If caregivers have a disability, have a plan in place to ensure they can participate fully (e.g., additional materials adapted for them, support person etc.)

Facilitator Notes:

- When you are conducting the activity, make sure to keep track of the caregivers' **names, addresses, phone numbers (or whichever way is best to contact them)** in addition to taking notes on caregivers' answers **(after getting their consent)** and store this securely.
- For more guidance on how to communicate with persons with disabilities, you can refer to pages 50–59 of the Light for the World Resource Book on Disability Inclusion[1].

Duration: 2 hours; add more time if the celebration and certificates are taking place on the same day.

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32   https://lab.light-for-the-world.org/publications/resource-book-disability-inclusion/

General Information[33]:

Directions: *Fully complete this section in prior to the start of the session after you get the permission from participants to take notes.*

Geographic Region:

Date : _____   Location : _____

Participants Category (select all categories that apply):

☐ Mothers of Adolescent Girls

☐ Fathers of Adolescent Girls

☐ Older Brothers of Adolescent Girls

☐ Other Decision Makers in Household   Please Specify: _____

☐ Caregivers of Girls With a Disability
(If selecting this last box, please specify participant category from above, too.)

Age of Participants (select all categoriesthat apply)

☐ 15-19

☐ 20-24

☐ 25-30

☐ Older Than 30

Disability Status If Known:

☐ With

☐ Without

☐ Both

Please specify Type of Disability if Known

_____

Registration Details:

Name	Female/Male Caregiver Mother-in-law Other (please specify)	Age of girls in your care	Marital Status of girls in your care	Time & Day Availability	Implementation Area (safe space/ mobile)	Contact Details	Interest in Girl Shine?

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33   Adapted from Lebanon IRC Early Marriage Package 2016.

▶ Focus Group Discussion Welcome & Introduction

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 parents/caregivers.

✓ **Do:**

- Introduce all facilitators.
- Sit in a circle and do a round of names.

💬 **Explain** The purpose of the discussion:

- The purpose is to offer general information about the safe space and activities.
- The primary goal is to talk about adolescent girls in the community and to understand how you are able to support girls through your safe space.
- 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 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.

✓ **Do:** Make sure that the girls suggest group agreements:

❓ **Ask:** What are the things we can agree on to make sure that everyone in this session feels comfortable and respected?

Group Agreements *(ADD the following if not mentioned):*

- This is a safe space for you to express yourselves 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.)
- 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.

💬 **Say:**

- I'd like to have your permission to take notes during the activity.
- No one's identity will be mentioned.
- The purpose of the notes is to ensure that the information collected is precise.

✳ **Note:** this is an opportunity for you to start identifying allies among female and male caregivers who can support the program moving forward.

▶ Questions for the focus group discussion

1. Just to get started, can you tell me a little bit about the community/ area you are living in?

   - **Probe:** Who lives here, how do you spend your day, etc.?

2. Can you tell me a little bit about the adolescent girls who have lived in your household in the last 6 months? How old are they? How do they spend their time? What activities do they do?

3. How does the community treat adolescent girls?

   - How do service providers treat them?

   - What barriers to access exist?

   - Which groups of girls are most unlikely to access services? (if they don't mention it you can ask: What about for girls with disabilities, divorced girls, and young married girls, or young mothers?)

4. In your opinion, what would you say are the biggest challenges that girls face?

   - **Probe:** How is this different for girls with a disability, recently married girls, young mothers, etc.?

   - For each challenge mentioned, what can be done to assist and support these girls? (Ask them to think about this from an individual, community, or organizational level.)

5. What barriers exist that prevent girls from accessing public spaces, activities, and opportunities in the community/area?

   - **Probe:** Which groups of girls are most likely to face barriers? (If they don't mention it you can ask: How is this different for girls with disabilities, divorced girls, married girls, young mothers, etc.?)

   - What can be done to address this (on an individual, community, or organizational level)?

6. As a parent/caregiver, what kinds of things would be helpful for girls to learn about that can help them in their future?

   - What could be helpful for caregivers to learn about to support girls?

7. Do you think girls should have information about changes in their body, safety, and protection?

   - How should they receive this information? (Probe to see if they would be comfortable with it coming from the organization staff who are female and trained.)

   - We would like girls to join our activities. If you agree, how many days/hours a week do you think girls can meet and during what times?

   - How can we ensure our WGSS is safe and acceptable for girls to go to? How can we make it more accessible for specific groups if girls (with disabilities, married girls, etc.)?

8. Are there any questions that you want to ask us, or final words you would like to tell us as we go about planning the program?

▶ Focus Group Discussion Conclusion

✓ **Do:** It is important to have accountability to the caregivers, so share with them how you plan to report back to them on the information collected and what you did with that information.

💬 **Explain:** There is a program called Girl Shine which includes sessions for caregivers to learn more about how to support adolescent girls during adolescence. (In brief, offer any more information on Girl Shine that may be pertinent to the discussions caregivers had.)

✓ **Do:** Check to see if this is something they might want more information on or be interested in participating in. If they are interested, note this in the registration details.

Thank participants for joining you for the focus group discussion.

Appendix A4

Safety Mapping and Planning Tool[34]

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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.		
Step 1	**Introduction**	Introduce all mentors/facilitators.
Step 2	**Icebreaker**	Names and adjectives: • Participants think of an adjective to describe how they are feeling. • 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." • As they say this, they can also mime an action that describes the adjective.

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34   Adapted from IRC (2015) Lebanon Safety Mapping Tool: Community Mobilisation Strategy

Step 3	Objective	💬 **Say:** The purpose of the exercise is to understand risks girls face in accessing safe spaces.
		Participation is voluntary.
		No one is obliged to respond to any questions if they do not wish.
		No one is obliged to share personal experiences.
Step 4	**Group Agreements**	Ask girls 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?
		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.
Step 5	**Note-taking**	Ask permission to take notes.
		Stress that no one's identity will be mentioned.
		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.
Step 6	**Mapping**	Give the girls blue and black markers.
		💬 **Say:** Imagine you are looking at the area where you live from above. Maybe you are on a very big hill, looking down.
		❓ **Ask:** What do you see?
		💬 **Say:** 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.
		When the girls are finished, make sure the safe space is included on the map if the girls didn't mark it.
Step 7	**Identifying Risks**	💬 **Say:** 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.
		Circle the areas in GREEN where girls feel safe or they feel comfortable going alone (on the way to and from the safe space).
		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).
		❓ **Ask:** Is there a certain time of the day when you feel safe or unsafe going to and from the safe space?
		• Circle the areas in RED on the map that are not safe for girls at night.
		• Circle the areas in a dotted RED line on the map that are not safe for girls during the day.

Step 8	Questions	❓ **Ask:** What makes the places marked with a GREEN circle safe for you? ❓ **Ask:** What makes the places you marked with a RED "X" unsafe for you? ❓ **Ask:** If a girl in your community experiences concerns or risks, what can she do?
Step 9	Safety Brainstorm	💬 **Say:** 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. ❓ **Ask:** What would make X feel comfortable and safe when walking and going around the community, streets, roads, places, etc.? How can people surrounding X make her feel safe? Write down their answers on a flip chart. 💬 **Say:** 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.
Step 10	Safety Plan	💬 **Say:** 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. 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. ✳ **Note:** 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.

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?

Step 11	Follow-up questions	💬 **Say:** 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. 💬 **Say:** 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. 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). 💬 **Say:** Beside the safety plan developed, is there anything else we can add to help girls to feel safer and to help them protect themselves?

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.

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 A5

Assessment Output Tool[35]

Purpose: To help support field staff in translating findings into outputs for program development.

Once the assessment has taken place, use this Assessment Output Tool to determine the next steps. This will help you 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.

Materials: Needs assessment data for adolescent girls and FGD data for caregivers

> **This tool can be used during the following steps of the Girl Shine Program Model:**
>
> ✓ Assessing Risk & Opportunity
> ✓ Setting Program Details
> ✓ Determining Content & Sequence

▶ **General Information**

Patricipant Category	Name of Facilitator	Location	Date	Note Taker	Number of Participants	Age Range
Adolescent Girls						
Female Caregivers						
Male Caregivers						
Mother in-laws						
Other category (please specify						

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1. **Registration Details**

Name	Participant Category	Age	Marital status (if married, how long – for girls only)	Time & Day availabil-ity	Implementa-tion Area (safe space/mobile)	Contact Details

2. **Risks, Topics, Needs and Implementation Steps:**

Based on the assessment conducted with girls, what were the key needs, experiences, accessibility and safety concerns arising for this group?

Based on the assessment conducted with girls, what were the key strengths and opportunities for working with this group? (e.g. trust already established, girls available and interested in participating, girls have supportive caregivers).

Based on your discussion with the girls, did you notice any issues that could be addressed with them in the Girl Shine sessions? (E.g. known safety/accessibility issue, observations of girls' level of confidence, discussions with parents/caregivers, information on early marriage delay, supporting married girls etc.)

Based on your discussion with parents/caregivers, what were the main issues arising in relation to adolescent girls?

Based on your discussion with the community, what were the main issues arising in relation to adolescent girls?

What were the specific issues that came up for diverse girls? Please specify based on type of experience (i.e. divorced girl, girl with disability, recently married girl etc.)

If referred to Girl Shine, are staff/mentors available to implement activities with girls at the specified time & day?

If referred to Girl Shine, are staff/mentors available to implement activities with girls at the specified time & day?	Yes	No

Specific for the Girl Shine Life Skills Curriculum: What is the proposed intervention and what is the justification? E.g. Number of modules to be implemented, specific topics and why? (Specify any differences for diverse girls)

Topic	Rationale	Unmarried girls, married girls, girls with disability, girls who are divorced

Specific for the Girl Shine caregiver curriculum: are there any issues arising that need special focus during the curriculum? E.g. a special focus on early marriage, supporting divorced girls etc. (Specify any differences for women and men)

Topic	Rationale	Female/ Male caregiver, mother in-law, other

Appendix A6

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 and Early Marriage 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."

- 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 and Early Marriage 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[36]

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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36 Adapted from UNICEF/UNFPA (2016) *Adolescent Girls Toolkit Iraq*

▶ Explaining Case Management to Girls[37]

✳ **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 chat 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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37   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 A7
Safe Space Checklist

Purpose: Provides country teams with a checklist to help them chose 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 A8

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 A9

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 A10

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 advanced 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**

_____ _____ _____

Appendix AII

Coverage Exercise Tool[38]

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

Center/Space Type (CFS, YFS, Women's Center etc.)	
Location	
Camp or Non-Camp	
Target Group (Age/Sex)	
Target Coverage Area	

	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									

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38 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 A12

Introducing Female Caregivers to Adolescent Sexual and Reproductive Health (ASRH) Topics[39]

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

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▶ **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.

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39   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 A13

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 A14

Planning Community Conversations[40]

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. **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. **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.

6. **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.

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40   Adapted from UNICEF, *The Adolescent Kit for Expression and Innovation*

Appendix A15

Community Conversation Session Guide

- These sessions have been designed to be conducted with the broader community, but each participant should commit to completing all four sessions.
- The sessions have been designed to help implementing organizations reach the community with messaging and information related to adolescent girls so that this information is not just limited to those people participating in the caregiver sessions.
- Session content is suitable for women and men, but women and men should be separated for the sessions as they cover sensitive topics related to safety and sexual and reproductive health.
- Do not include new members to the group once the sessions get started.
- Female facilitators should be assigned to the women's groups and male facilitators to the men's groups.
- Facilitators should be trained to the same level as those implementing the curriculum for adolescent girls and caregivers.
- Facilitators for the female and male caregiver sessions would be suitable for facilitating these sessions.
- Mentors should not be tasked with facilitating these sessions.

Session I: Introduction to the Girl Shrine Program

Session aims:

By the end of this session, community members will:

1. Build trust with the facilitator and other community members.

2. Be introduced to the Girl Shine program.

3. Discuss the role community members have in supporting girls.

Materials: flip chart paper, markers, pens, post-it notes, tape, Resource 1.1: Asset Cards

Preparation:

- Be prepared to explain topics like sex and gender in a way that is understandable to the community.
- Print out and cut out the asset cards found in Resource 1.1: Asset Cards and use the ones that match the context well. Assets should focus on Safety, Health & Hygiene skills and be relevant to girls recently married, at risk of marriage, divorced, with a disability etc.

Terminology: Refer to Glossary in **Appendix A24** in Girl Shine Part 1

Duration: 2.5 hours. Allow extra time if a detailed explanation of Girl Shine is necessary.

▶ Welcome (20 minutes)

✅ **Do:**

- Welcome the community members to the group.
- Introduce yourself, your role and your organization and thank the group for coming and for their willingness to participate.

💬 **Explain:** The reason we have brought you all together is so that we can introduce you to the program that some girls in the community are participating in and discuss how you can support all girls in the community.

✅ **Do:**

- Have participants talk to their neighbor, introduce themselves, and share how they are feeling about being in the group today.
- Then ask participants to introduce their neighbor to the wider group. It is okay if they forget things; their neighbor can assist them.
- If the group is all women, give information about the safe space. Let them know that you are available to answer any questions they have after the session.

Group Agreements

✅ **Do:** Get the group to suggest some agreements for your meeting and add the following if they don't mention them:

1. We agree that the main purpose of these sessions is to learn how we can be a support to girls and to each other. While some of the information we hear and the discussions we have might relate to all children, our priority here is to talk about adolescent girls (age 10–19) and our experiences with them. We can also make referrals and discuss other things important to us after the sessions.

2. If anyone wants to disclose sensitive information, it may be better to do this in a confidential space with the facilitator after the session.

3. Personal stories shared in the group are not to be shared outside the group.

4. We respect and listen to all. We won't interrupt or talk over each other.

5. We support and encourage each other.

6. We treat everyone equally.

7. We keep an open mind and don't judge others for things they share.

▶ Let's explore (20 minutes)

💬 **Say:** To help achieve the goal of supporting all girls — regardless of whether they are married, not married, have a disability, etc. — to lead healthy and happy lives and achieve their dreams, it is critical to involve you, as important members of the community and people who are important to girls who are participating in the sessions.

✅ **Do:**

- Explain to participants that you would like to meet them four times over the course of the activities that girls are participating in. Ask them to commit to participating in as many meetings as possible, as each meeting will cover a different topic.
- Confirm the best time of day to participate in future meetings, how best to contact them, and how many hours they will be available to meet for (ideally two hours).
- Give participants a brief overview of the sessions you plan to cover with them and ask them if they would like to discuss anything else.

Brief overview of the Sessions

Session 1 — Introduction to the Program

Session 2 — Supporting Adolescent Girls

Session 3 — Girls' Safety

Session 4 — We Are Girl Champions

▶ Activities (1 hour 10 minutes)

▶ Activity 1: Supporting Girls for the Future (30 minutes)

✅ **Do:**

- Have with you the asset cards that match your context from Resource 1.1: Asset Cards. Assets should focus on Safety, Health & Hygiene skills and be relevant to girls recently married, at risk of marriage, divorced, with a disability, etc.
- On flip chart paper, list the ages 10–19, or draw pictures of girls, starting with a very young one to an older adolescent.

- One by one, read the assets out to the group and ask them to decide at which age a girl should have received the information or skills that are listed on the card. They should make a decision as a group (or a majority decision).

- Place the card under the age bracket mentioned by the group.

CONTEXUALIZATION: If age is not a category used to determine maturity, swap this out with relevant categories such as marital status, disability, employment, etc.

✅ **Do:**

- Once finished, ask participants to look at where the assets are placed.
- If you notice that the cards are listed mainly in later adolescence or after marriage etc. probe as to why participants made the choices they have.
- If you notice that cards are listed in early adolescence or before marriage, reinforce the point that it is important for girls to receive this information as early as possible to help ensure their safety and well-being.

💬 **Explain:**

- If girls have access to this type of information, it can help to protect them from harm. They can learn very important things that will help them make informed decisions and support their safety. The earlier they receive the information, the more helpful it will be.

- Through Girl Shine, girls are learning about many things that will be useful to them in their daily life. This includes information about health, how to communicate well with decision makers, how to stay safe, and how to make good decisions about their future. Regardless of marital status, ability, or age, all girls have the right to receive the same information.

Ask: How can we be a support to girls who are in the Girl Shine program?

▶ Activity 2: Understanding Sex & Gender (40 minutes)

Say: The work we are doing focuses on girls specifically. This is because girls, boys, women, and men all have different experiences because of their sex and gender. To understand what these words mean, I will tell you a story:

CONTEXUALIZATION:

Say: Fatima is married to Salim and is pregnant. Salim and Fatima also have a baby boy who is one year old. Fatima gives their son milk from her breast some days.

Ask: Can Salim also get pregnant and breastfeed? Why not? (Because he does not have the organs to carry a baby in his body.)

Say: Salim goes to work every day and comes home at 7p.m.

Ask: Can Fatima also go to work?

Ask: Why?/Why not?

Say: Fatima does go to work, two days a week. When she goes to work, a family member looks after the baby.

Ask: Is the family member male or female? (Either can look after a baby.)

Say: Fatima cooks dinner for the family, their favorite thing to eat is rice and vegetables.

Ask: Can Salim also cook?

Ask: Why?/Why not?

Say: Salim does cook, especially on the days that Fatima goes to work. Salim prepares dinner because Fatima cooks dinner on the other days.

Say: With a small child at home and with two caregivers working, the household chores are sometimes forgotten. On the weekend, Fatima likes to make sure these chores are done.

Ask: Who can take care of chores in the house?

Say: Fatima and Salim split the chores between them. This way, it takes less time to do and is a fairer division of the labor.

Ask: Did you notice that there were some things only Fatima could do, and Salim couldn't, and there were other things they were both able to do? What were these things?

Explain: The things that only males and females can do are related to their sex, but the things they can both do are related to their gender.

- "Sex" refers to the physical body and the biological differences commonly found between females and males. Most females are born with female body parts and functions—such as breasts, a vagina, uterus, going through menstruation, etc. Most males are born with male body parts and functions—they have a penis, they ejaculate, they have sperm, etc.

- "Gender" refers to family, social, or community expectations of females and males. Most of the time it has nothing to do with the body parts we have but is related to the roles and behaviors society thinks are appropriate for females and males. For example, many women can give birth because of their sex, but the expectation that it is a woman's role to raise children and clean the house is about gender.[41] And I say expectation because many women and girls will enjoy raising children and doing chores, but if they decide they do not want to do it, there is still the expectation that they will do it and if they don't, they will be judged by society. So, their choice about which roles they want to perform is decided by society.

- There are some people who may be mocked or shamed especially when they don't behave in ways society expects them to according to their "gender." For example, if a man cries his community might say he is acting like a woman, since the society has decided that being emotional is something only women can be, even though it is very normal for a man to cry. Another example is that girls and women are expected by society to not have body hair and if they do not remove it, society may mock them and tell them they look like a man, even though it is very normal for women and girls to have hair.

Ask: What do you think about the information presented?

> **Include descriptions in the box if safe to mention in your context:**
>
> ***Intersex:** There are babies that are born with bodies that are different from the common "female" or "male" body. They might have a combination of male and female genitals as one example. We call these people "intersex."
>
> ***Transgender:** There are also some people who do not fit into society's ideas of a man or woman. They may have mixed features from both sexes, e.g., a person may have breasts as well as a beard. She may wear women's clothes and have a man's voice. They are referred to as transgender persons. Transgender people are also those persons who may be given the gender identity of a girl or boy since birth but do not feel comfortable with it. A boy may feel she would be more comfortable as a girl and the other way around. Or they may decide they don't want to be labelled a girl or a boy. They are as human as any man or woman and need to be equally accepted in society.

Explain:

- Women and men are often told that they should do certain things because of their "gender." We learn that society expects us to behave differently and to fulfill certain gender roles. These expectations impact us throughout our lives and lead to unequal power between women and men.

- We can see this by looking at the positions men and women have in society and who is in control of decision making. The different value placed on women and men can sometimes also lead to different access to rights.

- This affects women and girls, in particular those who are divorced, those living with a disability and those who are experiencing other challenging situations due to their economic or nationality status. But people should not be treated differently because of these issues, and we should all have access to the same rights and opportunities and feel valued in the community.

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41   https://www.alignplatform.org/sites/default/files/2018-09/2-GCOC_GEN_Module_FA.pdf

Ask:

- Can you think of any examples of expectations based on someone's gender or roles someone is supposed to perform because they are a man or woman?
- How can the expectations of someone's gender roles impact girls in particular?

▶ **Key Message**

Resource I.I Assets List			
Know to ask for help if she is uncomfortable in the company of a man/boy	Know signs of danger during pregnancy and labor	Understand the biological basics of sexuality and reproduction	Know how HIV is transmitted, how to prevent it, 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 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 where to go for help if experiencing signs of danger during pregnancy
Know that she has the same rights as her brother	Know the names of trained people in the community who can be relied upon to support girls' safety	Know her right to determine and communicate the number of children she wants and the timing of births	Know where to get tested for HIV

Say: We all have a responsibility to support girls in our community in achieving their vision for their futures. They have the right to a life free from harm and the right to access opportunities.

▶ **Check in (5 minutes)**

Ask: The participants how they found the session and whether there are any changes they would like to make for the next one.

▶ **Takeaway (5 minutes)**

Say: Before our next session, please take a moment to discuss with girls who are participating in Girl Shine how they want to be supported and what you can do to make their participation easier.

Session 2 Supporting Adolescent Girls[42]

> **Session aims:**
> By the end of this session, community members will:
> 1. Gain basic information on the changes girls go through during adolescence.
> 2. Learn how to support girls during this time.

> **Materials:** flip chart paper, markers, large printout of Resource 4.1: The Tanner Scale or handouts for smaller groups
>
> **Preparation:**
> * Prior to the sessions, supervisors and facilitators go through the sessions, identify, discuss, and simplify words; if possible, find a local word. This will help facilitators and translators properly discuss sessions with participants. For example, a word like "Puberty"- teens, adolescence Pubescence.
> * Facilitators may face some resistance from participants when trying to talk about girls' rights. Try to find ways that are appropriate to discuss this before the session as part of your facilitator preparation.
> * Facilitators may find it difficult to discuss menstruation with male relations of girls, try to find ways that are appropriate to discuss this before the session as part of your facilitator preparation.
> * Contextualize the menstruation myths.

> **Facilitator Note:**
>
> As this is a sensitive topic, it is important to remind participants of the group agreements and ask if they would like to have any additional agreements specifically for this session.

> **Duration:** 2 hours.

▶ Welcome & Review (20 minutes)

✓ **Do:** Check on how people are doing since you last met. Check to see if they have anything to share on how they've been supporting girls' participation in Girl Shine since the last session.

💬 **Say:**
* Today we are going to talk about the changes that girls experience during adolescence. It is a time of great change, opportunity, and new learning for girls. It can also generate confusion if girls are not adequately supported in understanding the changes they are experiencing.
* When girls reach puberty, they are often perceived by society as "adults" and are expected to fulfil certain roles—such as marriage—that they might not be ready for as they are still developing and growing. They may also be restricted from going to school, spending time with friends, or accessing opportunities.

❓ **Ask:** What do you understand by the term "puberty"?

✓ **Do:** After participants have responded, you can add if necessary: Puberty is a process of hormonal and physical change where a girl or boy becomes capable of reproduction. This usually lasts between one to three years. It happens during the period of adolescence, where girls and boys go through social and emotional growth, and this period lasts from the age of 10–19.

💬 **Say:**
* Girls may find themselves facing increasing restrictions on them while they pass through this phase. They may be restricted from certain spaces or opportunities due to community fears about girls related to their safety or honor.

- Instead of dealing with the people who put girls' safety at risk, we often focus our attention on how to control girls instead. Today we want to explore some of these perspectives and know from you what your opinions are on this topic.

▶ Let's Explore (30 minutes)

☑ **Do:** Use a large printout of the Tanner Scale[43] (Resource 4.1) to explain the various stages of adolescence. The Tanner Scale explains the different physical stages, so you can use the information included there and explain the concepts below to explain the emotional stages.

☑ **Do:** Ask participants to gather around the poster (or distribute handouts for smaller groups)

💬 **Explain:**

- Adolescent girls, just like boys, go through a number of physical and emotional changes during this stage. These changes can be linked to chemical messengers in their bodies called hormones. These hormones affect things like our mood, our likes and dislikes, and our physical and mental growth and development.
- For example, in early adolescence (10–14) girls, like boys, gain improved abilities to express themselves and develop close friendships, while less attention is shown to parents. Girls can show occasional rudeness and also return to childish behavior. Girls and boys may also start developing physically.

✳ **Note:** If appropriate, show examples of this from the Tanner Scale.

- As girls continue to grow in late adolescence (15–19), girls, like boys, want more independence, pay more attention to their appearance (because their body is changing), and have an increasing ability to think through ideas and express these in words. They can start making independent decisions and also show greater emotional stability. Girls and boys may continue developing physically during late adolescence, while mental development will continue well into adulthood.
- These changes in adolescence happen to all girls and boys across the world. There may be differences in what age this takes place and how they develop (girls and boys may be different shapes and sizes, tall and short, lots or little body hair etc.).

❓ **Ask:**

- Does this sound similar to your own experiences?
- What other things may have been taking place in your life at the time of these changes that would have influenced your growth or development?

💬 **Explain:**

- Adolescent girls may all share common physical and emotional changes, but their experiences, environments, and settings do also play a big role in how these changes occur, which makes each one's experience unique, despite some of the similarities we mentioned. Adolescents with diverse life experiences will develop and grow at different ages due to these factors.
- For example, a girl who is 13 years old might have a disability and attend awareness sessions that have developed her knowledge and capacities in problem solving and dealing with her emotions. Additionally, there are different factors (such as displacement, war, etc.) that might contribute to developing or limiting girls' capacities.

❓ **Ask:** What kind of information would have been helpful to you during this time?

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43   Adapted from Advocates for Youth. Lesson 1: Puberty part 1. Access at https://www.advocatesforyouth.org/wp-content/uploads/storage/advfy/lesson-plans/lesson-plan-puberty-part-i-and-ii.pdf

Say: Supporting girls by providing them with sanitary and hygiene materials; with accurate information or helping them to access information during this stage can help them be better informed and prepared for the changes they go through. Also, we can play a role in advocating for their right to stay in school, their right to live a life with no-discrimination, to be safe from harm and their right to have their views respected.

▶ Activities (1 hour)

▶ Activity 1: Menstruation Myths and Facts (25 minutes)

Ask: During adolescence, girls will also begin menstruation. Can anyone tell us what menstruation is?

Explain:

- Menstruation is a normal and healthy part of being a woman or girl. Roughly once a month from the time a girl reaches puberty until the age of about 45–50, a woman/girl will experience bleeding from the vagina. This is caused from the shedding of the thick lining of the uterus, when fertilization does not take place.

- Sometimes it can be difficult to have access to factual information about menstruation. Sometimes we may get information from friends or family members, or we may hear things in the community. Some of this information can be really helpful, but some may not be correct or is unhelpful. So, it is important to understand what the facts and myths (information that is not correct) are.

Say:

- We are going to play a game now about some common menstruation myths that you can dispel in the community. I'm going to read some statements about menstruation.

- Please put your hand up if you think the statement is true. Keep your hand down if you think the statement is false.

✓ Do:

- Read the statements below one by one, or invite participants (depending on time, you could invite few participants) to share their own beliefs about menstruation.

- Wait for the participants to raise their hand/keep hand down.

- Take a few responses from the participants about their reasons for taking that position, and then explain the correct answer after each statement.

- Allow discussion after each as needed.

CONTEXUALIZATION: (Update with locally relevant myths and review these together with your technical advisors/specialists before using.)

1. The bleeding during periods is the discharge of "bad and dirty blood" from the body. *(False)*
2. When menstruating, girls can continue with their daily activities as normal. *(True)*
3. Once girls start to menstruate, they are capable of getting pregnant. *(True)*
4. Just because it's possible to get pregnant doesn't means girls bodies are ready for pregnancy. *(True)*
5. Once a girl starts menstruating, she should get married. *(False)*

CONTEXUALIZATION: In some contexts, you may need to **ADD/EXPLAIN:**

- Girls might say that they are not clean when they have their period because in Islam, a girl cannot pray if she has her period, and is considered "impure." "Purity" is a religious term for when men and women are considered "physically and spiritually ready" to conduct certain religious duties or rituals, whereas "cleanliness" is related to hygiene.

- So, there is a difference between "purity" and "cleanliness." If a girl is not considered by religion as "pure or cleansed" when on her period, and cannot conduct certain practices, this doesn't mean that she is dirty. "Cleanliness" is related to hygiene. When girls have their periods, they are not dirty.

✳ **Note:** Some participants may want more information on managing menstruation. There is session content included in the Girl Shine Life Skills Curriculum (Part 2) and also in the Girl Shine Caregiver Curriculum (Part 3), which you can use this to supplement this activity.

▶ **Activity 2: Supporting Girls in the Community (35 minutes)**

💬 **Explain:** As already discussed, adolescence is a time of change that all girls experience. It's a time of growth and marks a new stage in a girl's life, but it can also be a challenging time due to restrictions that are often placed on girls by their families and the community.

But there are certain rights that girls all over the world have, which have been designed to prevent people from restricting or causing harm to girls. Rights are things we all need to live full, happy, and healthy lives, and there are rights that are specifically intended for girls and boys under the age of 18. We call these rights "The Convention on the Rights of the Child," and most countries across the world have committed to upholding these rights.

❓ **Ask:** What are some of the rights that girls have?

💬 **Say:** Some of the rights girls have include:

- The right to live without discrimination.
- The right to develop to their full potential.
- The right to express their views, feelings, and wishes on all matters that affect them.
- The right to meet other children.
- The right to access reliable information.
- The right to be free from violence.
- The right to access healthcare.
- The right to education.
- The right to leisure and play.

❓ **Ask:** Can anyone think of other rights afforded to girls?

❓ **Ask:** What can we do as a community to better support girls who are married, unmarried, or divorced, or who are out of school or have a disability, etc.?

✅ **Do:**

- Have the participants split into two groups, each group focusing on one point below.
  - **ASK Group 1:** What can *you* currently do to manage the situation for women and girls when menstruating?
  - **ASK Group 2:** What can the **community, local authorities,** *or* **NGOs** do to improve the situation for women and girls when they are menstruating?
- Have them share their ideas back to the wider group.

✳ **Note:** Write down their recommendations for community and local authorities. NGOs should be fed back this information through appropriate channels, WASH partners, allies in the community, and coordination groups.

✅ **Do:** Tell the participants what you intend to do with the information they have provided. For example, tell them that you will share with your manager for advocacy, or ask them to raise these issues with the GBV sub-cluster, etc. Then, be sure to follow up and do the action you committed to.

Add the following to what the groups have suggested if contextually relevant:

- Girls may need extra support to stay in school. Schools may not be equipped to support girls who are menstruating, and this can create a barrier for girls' access. We can try to understand how best to support girls' attendance and even advocate with the school or with religious or community leaders.

- Girls who are married or divorced, or girls who work or are out of school, may all have diverse needs, but they all have the same rights as all other girls. We can talk to other community members to inform them of girls' rights and how we have a responsibility as a community to uphold these rights.

- We can make time and space for girls to participate in groups and spend time with their friends, as this is a healthy part of their development.

- Women and girls do not need to stay at home during menstruation unless they choose to—for example, as they might if they are experiencing a lot of pain—and not because it is expected from them.

- There are different materials women and girls can use during menstruation. It is important that we ensure adolescent girls and women have access to these materials when menstruating. For girls in particular, it can really impact their school attendance, confidence, and self-esteem. Girls can become withdrawn and isolated if not given the right support during this critical time.

- All girls should be supported to access their rights.

▶ Key Message

Say: While these topics may be uncomfortable for some, it is important that we ensure that girls have access to information about their bodies and the changes they are experiencing. We can support girls in accessing this information through the women and girls' safe space. We also have a role in upholding the rights of girls; while there may be some rights that are outside of our direct control, we can raise awareness about girls' rights with the community more widely and encourage religious and community leaders to support girls' rights.

▶ Check in (5 minutes)

Ask: the participants how they found the session and whether there are any changes they would like to make for the next one.

▶ Takeaway (5 minutes)

Say: Please talk to girls about their rights and let them know what you can currently do to support them.

Puberty Tanner Stages Visual – Teacher Resource

The Tanner Scale was created by doctors to show the progressive stages of body development for boys and girls. Everyone progresses from childhood to adulthood at his or her own pace.

THE TANNER SCALE

Stage 1 | Stage 2 | Stage 3 | Stage 4 | Stage 5   Stage 5 | Stage 4 | Stage 3 | Stage 2 | Stage 1
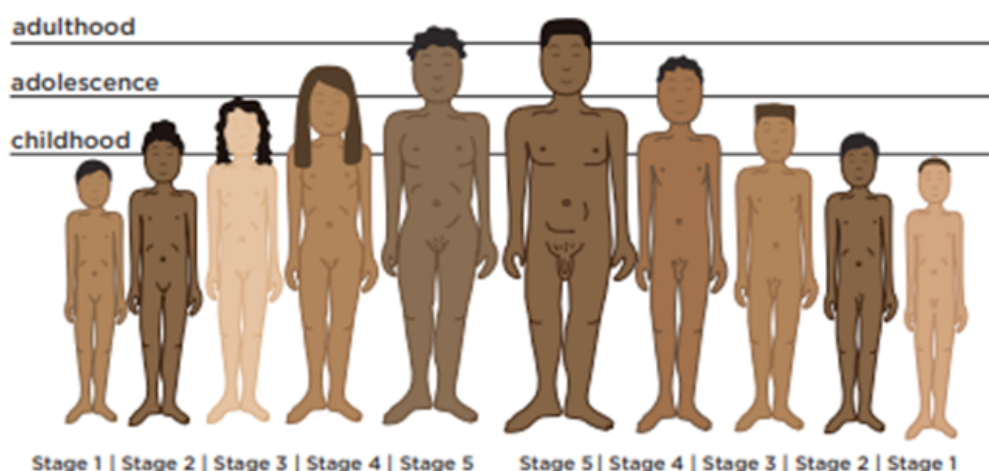
CHANGES FOR GIRLS

STAGE 1 (USUALLY AGES 8–11)
Hormone production begins; ovaries enlarge.

STAGE 2 (AVERAGE AGES 11–12)
Breast buds grow.
Height and weight increases.
Fine pubic hair appears.

STAGE 3 (AVERAGE AGES 12–13)
Breasts grow.
Pubic hair darkens.
Vagina enlarges and begins to produce discharge.
First menstrual period may occur.

STAGE 4 (AVERAGE AGES 13–14)
Underarm hair appears.
First menstrual period is likely; ovulation begins in some girls, but is irregular.

STAGE 5 (AVERAGE AGE 15)
Growth is complete.
Menstruation and ovulation are well established.

CHANGES FOR BOYS

STAGE 1 (USUALLY AGES 9–12)
Male hormone production becomes active.

STAGE 2 (AVERAGE AGES 12–13)
Testicles and scrotum begin to enlarge.
Height increases.

STAGE 3 (AVERAGE AGES 13–14)
Penis begins to grow.
Pubic hair darkens.
Voice begins to deepen.
Facial hair and pimples may develop.

STAGE 4 (AVERAGE AGES 14–15)
Penis and testicles continue to grow.
Underarm hair appears and facial hair grows.
Most boys have first ejaculations.

STAGE 5 (AVERAGE AGE 16)
Near-full adult height and physique attained.
Shaving may begin.

HUMAN RELATIONS MEDIA

THE PUBERTY WORKSHOP AND CURRICULUM

UNFPA

Advocates for Youth
Rights. Respect. Responsibility.

United Nations
Educational, Scientific and
Cultural Organization

Session 3 Girls' Safety

Session aims:

By the end of this session, community members will:

1. Understand the root causes of gender-based violence.
2. Understand the consequences of gender-based violence

Materials: flip chart paper, markers(in at least four different colors), post-it notes, pens

Preparation:

- Ahead of the session, familiarize yourself with Resources 8.1, 11.1, and 11.2 (found at the end of this section) to remind you of root causes and consequences of GBV, the types of GBV, and how to handle resistance.
- This session can be very sensitive and cause discomfort to some participants during discussion. You can organize small "energizers" in the session to help break the content up.
- Also, make sure all key messages have been reviewed to ensure they are appropriate to the context and audience.
- Some participants may not agree with all of the definitions or examples of types of violence. It is important to be prepared to deal with conflict and to know how to respond. All relevant content is included in the session, but you will need to read it and prepare in advance to feel comfortable with facilitation.

Facilitator Note:

- Violence against women and girls is often considered a taboo subject and not openly discussed, despite being experienced by many adolescent girls and women. This topic may make some participants feel uncomfortable and may also remind some of them of their own personal experiences.
- Be aware of any violence disclosed, especially against adolescent girls. This may need to be followed up with your supervisor, especially if you believe a girl is in immediate harm.
- This session may be quite sensitive, so it is important to check in with participants to see how they are feeling as you move through each activity.
- Although we will be introducing the topic of power here, we will not go into detail until the next session, so it is important to be prepared to provide a brief description if needed.

Duration: 2 hours.

▶ Welcome & Review (20 minutes)

Ask: Were you able to talk to girls about their rights? How have you been able to support them since we last met?

Say: Today we are going to discuss girls' safety.

▶ Let's Explore (25 minutes)

Ask: What do you think about when I say the word "safety"?

Say: When we talk about safety, we mean being free from harm, danger, threats, or risks, both inside and outside the home. Harm, danger, threats, and risks can be caused by a number of things. For example, the environment can make people unsafe if there is an earthquake or storm.

Ask: Can anyone think of other types of harm, danger, threats, or risks that make people—men and women— unsafe? (For example, war, conflict, lack of money, being homeless, violence, etc.).

Do: Write their answers on a flip chart.

💬 **Explain:**

- Women, girls, boys, and men can all experience harm, danger, threats, or risks, but there are some safety issues that are directed towards women and girls. These safety issues are types of violence that women and girls face because of their gender.

- This type of violence is done to women and girls because men use their power over women and girls. Sometimes women may use violence towards a girl because of their power as an adult over a girl. We will talk about power more in the next session.

- Sometimes, women and girls accept this violence because they may not realize that it is actually a type of violence. It may be something very common in the community, and therefore it is perceived as normal and acceptable for this to happen. Sometimes, women may be violent towards girls, or have certain expectations of girls based on their own experiences and expectations placed on them. (For example, marrying girls early because this is what happens in the community, or girls having to leave school earlier than boys.)

> Power is the ability or capacity to do something or act in a certain way or the capacity or ability to direct or influence the behavior of others or the course of events.
>
> e.g., financial power to buy something you need or status (as a form of power) in the community that allows you to make decisions on behalf of others.
>
> **Forms of power are:**
>
> - **"Power with":** This means joining power with others for positive change.
>
> - **"Power over":** The influence that one person or group uses to control another person or group; power over is abuse of power.
>
> - **"Power within":** Our own power that comes from us recognizing our uniqueness and the contribution we can make when we are free to reach our potential.

💬 **Say:** The definition of *violence against women and girls* is "any threat or act (physical, emotional, sexual and economic) directed at a girl or woman that causes harm and is meant to keep a girl or woman under the control of others."

For the men's group,

💬 **Explain:** For the purpose of this session, we are going to focus on the issue of violence and the types of violence that men in particular inflict onto women and girls. While we know men also experience violence, the reason we are focusing on the violence women and girls face is because it is men who are usually committing this violence against women and girls, and men can play a role in preventing this violence from happening to women and girls, too.

💬 **Say:** It is important to remember that violence is not something that "just happens" to someone because they are a woman or girl. It is a choice that other people make to be violent towards women and girls.

❓ **Ask:** What do you think are some specific safety risks and threats that people create for women and girls in the community and at home?

▶ **Activities (1 hour 20 minutes)**

▶ **Activity 1: Types of Violence[44] (40 minutes)**

💬 **Say:** We talked about safety and the fact that women and girls face different forms of violence because they are women and girls. We call this gender-based violence, or GBV. Any form of violence is harmful and not acceptable; this includes all forms of gender-based violence.

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44   Adapted from SASA http://raisingvoices.org/wp-content/uploads/2013/03/downloads/resources/Unpacking_Sasa!.pdf

✓ **Do:** Draw an outline of a woman on a large piece of flip chart paper and divide the paper into 4 parts (see example below). Have some post it-notes ready.

💬 **Say:**

- I want you to take a few moments to think about violence, risk, harm, or dangers that women and girls experience.
- Remember, there are many forms of violence against women. They are usually categorized into four types: physical (hurts the body), emotional (hurts feelings and self-esteem), sexual (controls sexuality) and economic (controls access to money, property, or resources).
- Take a few moments to discuss with the person next to you the different types of violence they know of and then to share this with the wider group.

✳️ **Note:** You may need to give some examples to help participants make the distinction between GBV and other forms of violence. You can say to participants "Before you discuss your answers, think to yourself: do men or boys experience these things as often as women and girls do?" If they need further guidance, you can give them some examples such as: early marriage, rape, sexual comments, etc.
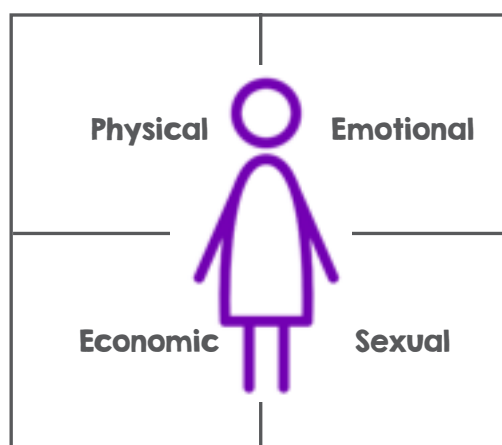
✓ **Do:**

- When participants are sharing with the wider group, the facilitator should write their points on the post-it notes based on the categorizations, explaining which category they are going in, if participants haven't already mentioned it.

✳️ **Note:** some types of violence may belong in a number of categories. Those post-its can go in the middle. Example: If someone suggests slapping, you can place it in the "physical violence" square. If someone suggests sexual assault it could be in sexual and physical, so it can go in the middle.

- When they have finished, gather everyone around the outline.

✳️ **Note:** Refer to Resource 2 for more information on types of violence.

❓ **Ask:** How difficult or easy was it to identify types of violence that women and girls experience?

✓ **Do:**

- Once people return to their seats/the circle, go back to the definition of violence against women.
- Read the last phrase: "…is meant to keep a woman or girl under the control of others."
- Ask participants what they think that means. They can discuss in pairs for a few minutes if they prefer.

Explain:

- Violence is used to control another person through fear.
- As a society, we expect men to demonstrate that they hold power over their partners or daughters.
- As a community, it is seen by many as normal for men to have more power than women. It is thought that without men using power over women, women are unable to manage themselves (and this is of course incorrect).

Ask: Even if men experience some of the same acts as women, how is the violence men experience different than that experienced by women? Give them a few minutes to discuss and share answers.

Explain:

- Men do experience acts of violence, but generally, violence is not used as a way of controlling men as it is for women. For example, if a man experiences violence from his female partner it is usually an event—it happens and is over. Violence or the threat of violence is not used as a way of controlling him through fear.
- Men as a group do not live in fear of violence from women as a group. The majority of women live in fear of violence from men (partners or strangers). Women have this fear because society accepts men's power over them and violence against them.
- In most cases, men are physically stronger than women. Therefore, the harm or threat of harm from violence for men is not as great.
- Most often, when a man experiences violence from his partner, the woman is defending herself from the violence he has used against her.
- As mentioned, men do experience violence from other men, for example a male employer may be violent towards a male employee. But the violence is not related to the gender of the male employee; it could be related to other factors of discrimination that places the man in a marginalized category (e.g., citizenship status).

Ask: If someone experiences sexual violence, what should they do?

Explain: If a women/girl experiences physical or sexual violence, she should tell someone she trusts to help her seek medical attention, if required. To prevent Sexually Transmitted Infections, it is advisable to seek help within three days/72 hours. To prevent pregnancy, it is advisable to seek help within 5 days/120 hours. If you know a woman of girl who needs support, you can put her in touch with the women and girls' safe space.

▶ Activity 2: Effects of Violence on Adolescent Girls (40 minutes)

Say: We discussed how violence and control are linked and the ways in which violence is experienced by women and men.

Ask: How do you think this is different for girls? Take some responses and add the following explanation.

Explain: In the same way that violence against women is used to keep women under control, violence against girls is used to keep girls under control—especially when they reach puberty. The way in which girls are treated changes, and violence can be used to control them, especially in relation to honor or intimate relations. This treatment towards girls may be new for them and because they are navigating a time in their lives where they are getting used to other changes related to their body and emotions, they are also realizing that their freedoms are narrowing. As adolescent girls are not yet adults, they have even less power than adult women to be able to claim their right to be free from violence.

✓ Do: Read the following case study to the group.

> **Case Study: Betty's Story**
>
> Betty is 17 years old and married. Sometimes Betty has bruises on her body. Betty's friend notices her bruises and tries to talk to Betty; she tells Betty that she should leave her husband. Betty tells her friend she cannot leave him because she is scared of what he will do to her. Betty tells her friend that she doesn't want to talk to her about what is happening in her relationship because her husband would be very angry if he found out that she had shared this with anyone.

Ask:

- Is Betty experiencing a type of gender-based violence? *(Yes, the violence Betty is experience is being used to control her and make her fearful.)*
- What are the potential physical, emotional, and social effects of what is happening to Betty?
- What can Betty's friend do to support her in this situation?

After participants share their thoughts,

Explain:

- Betty's friend should make it clear to her that she is there to support and listen to her if she needs help or needs to talk.
- She can check in with Betty regularly to see whether she is okay and wants to share anything.
- She should tell Betty that the violence is not Betty's fault, and she should also inform her about places that might be able to help her, such as the WGSS.
- Telling Betty she should leave her husband can make Betty feel like she is being judged, and this might prevent Betty from sharing her situation with her friend.

Ask: What can we do to create a safer environment for girls who may be facing the different types of violence we discussed?

ADD the following if participants don't mention them:

- Don't blame girls for violence they experience.
- Create an open and non-judgmental space for girls to feel comfortable to discuss violence they may be experiencing. This is especially important for girls who may be experiencing violence from boyfriends, partners, fiancés, or husbands.
- Create an open space for girls to talk to you about the things concerning them.
- Respect girls' rights to a life free from violence, the right to have free time, the right to be children, and to get an education even after marriage. This applies to all girls—unmarried, married, with a disability, divorced, widowed, etc.
- Praise girls for being bold and confident, and for standing up for themselves and saying "no" to people who might want to harm them.
- Use open communication and show empathy in order to help girls develop positive and healthy relationships, especially when they are recently married.
- Treat and value girls equally to boys, regardless of their age, ability, sexuality, etc.

▶ Key Message

Say: Even though we know that violence against women and girls is used a means of control, there are things we can do, because we do hold power. While it may not always be possible to stop the violence, because it is those who are inflicting the violence who should take the responsibility for their own behavior, we can look at our own actions; we can be supportive of women and girls and not blame them for experiencing violence. We can come together to create a better environment for girls so that they do not experience violence. We can show them they are valued, let them know they can turn to us if they are having any problems, and advocate for them if it is safe to do so.

▶ Check in (5 minutes)

Ask: the participants how they found the session and whether there are any changes they would like to make for the next one.

▶ Takeaway (5 minutes)

Say: Before the next session, try using one of the strategies we discussed on how to create a safer environment for girls. You can share which one you used next week and let us know what the result was.

Resource 8.1: Common Resistance Responses

Common Resistance Responses Definitions and Examples

Below are examples of Common Resistance Responses that facilitators should be prepared to identify (within themselves and others) and respond to throughout the intervention.

All of these reactions:

- Are learned. They are taught by our society in order to reinforce traditional and harmful norms.
- Prevent men from having to take responsibility for their or other men's actions.
- Allow for women to distance themselves from victims of violence.
- Involve minimizing, denial, and justification.
- Are not right and perpetuate violence and harm against adolescent girls and women.
- **ARE ESSENTIAL FOR GIRL SHINE FACILITATORS TO ADDRESS:**

  1. **Denial:** Asserting that something is not true or not a problem: "That is not an issue." "Violence is a normal part of any relationship—stop making an issue of it." "I do not know where she got the bruises on her face, she must have fallen." "There is no problem here—nothing happened."

  2. **Minimizing:** Making something smaller or less serious than it is: "I don't know why girls (and women) make this such a big deal." "We were hit when we were growing up; it's a normal part of discipline." "It was only a slap." Joking about violence against adolescent girls and women is a minimizing response as well.

  3. **Justification:** Stating that something is right or reasonable: "The Bible requires girls and women to serve men; this is natural." "Women need to learn to stay in line and listen to their husbands." "She deserved it."

  4. **Woman/Girl Blaming:** Stating or implying that the female survivor is at fault for any violence that she experienced: "Well, if she had listened to her father, this wouldn't have happened." "She asked for it by (behavior)." "She provoked me; I had no choice."

  5. **Comparing Victimhood:** Changing the focus of the discussion/situation by stating that another group also experiences the same problem: "Men experience violence too." "Both boys and girls are victims of violence—why is it always about girls?" "Women can be abusive to men, too."

  6. **Remaining Silent:** Choosing to keep quiet or not speak up in the face of an injustice or problematic act, and thereby normalizing those acts. Not speaking up when violence/disrespect occurs, ignoring something, or pretending you didn't notice.

  7. **Reinforcing Norms:** Engaging in behaviors that support power inequality and harmful beliefs and attitudes. Taking control of women's work in the community around violence against adolescent girls and women. Perpetuating violence and/or discrimination.

  8. **Colluding:** Participants supporting harmful beliefs and attitudes of other participants. Agreeing with any of the above responses—by verbal expression or silence. Believing or supporting excuses and justifications for violence. Laughing at harmful attitudes and beliefs that other participants express.

Violence against women and girls.

EFFECTS/CONSEQUENCES

FORMS/TYPES

ROOT CAUSES

CONTRIBUTING FACTORS

Depression

Sickness

Shame

Death

Injury

Trauma and PTSD

Fear

Self-blame, denial

Isolation

Suicide

Loss of self esteem

STIs, including HIV

Murder

Silencing

Servitude

Intimate partner violence

Sexual exploitation and abuse

Economic violence

Prostitution

Domestic violence

Women and girls enslaved into the sex trade

Trafficking

Forced marriage

Rape

Physical violence

Emotional abuse

Coercion and intimidation

Stalking

Silencing

Harassment

Natural disaster

War

Poverty

Displacement

Impunity

Racism

Classism

Violence against women and girls

Male domination and female subordination

Male abuse of control and power over women and girls

Inequality between men and women across all aspects of life

Sex-based discrimination and oppression against women and girls

Patriarchy and misogyny

Patriarchy: the system of male supremacy and the root cause of women's oppression. It is men's claim to control and own women's bodies, minds and lives. Women and girls are taught to be submissive to their fathers, husbands, sons. Common view that husbands beating wives is acceptable, and that women and girls are to blame. Women and girls are not respected and recognized by society.

Misogyny: Hatred of women, prejudice against women, mistrust of women, suspicion of women.

Resource 11.2: Types of Violence

Some types of violence may cut across different categories. For example, neglecting somebody physically can also lead to emotional violence in terms of how it makes them feel. The list is indicative, and you can also open a discussion about how some types of violence cut across different categories
.

Physical
(hurts the body)t

- hitting
- punching
- slapping
- throwing things at her
- pulling hair
- throwing her to the ground
- hurting her using objects
- locking her in the house
- neglecting her
- withholding medical care from her
- giving her medical interventions without her consent or understanding
- not allowing her to wash herself or her clothes
- punishing her for bringing "shame" on the family (honor crimes)

Emotional
(hurts the feelings and self-esteem)

- telling her she is stupid, ugly, useless
- threatening her with abandonment
- threatening to get another wife
- making her beg for essentials
- making her beg for money
- making her eat with animals or off the floor
- stopping her from seeing her friends and family
- making her afraid all the time
- telling her the violence is her fault
- telling her no one cares about her
- telling her no one will believe her
- making her keep harmful secrets
- humiliating her
- telling her she is a bad mother
- threatening to kill or hurt her or others (children, family members, anyone who helps her)
- threatening to withhold food
- disregarding her privacy and dignity
- using abusive language

Economic
(controls access to money, property, or resources)

- taking control of her money
- not supporting her or her children intentionally
- denial of opportunities for education or income generating activities
- not telling her how much money is in the household
- excluding her from decisions about how to use resources
- denial of inheritance rights
- denial of property rights
- withholding money and other resources
- denial of children born outside marriage
- making her responsible for others' debts
- misusing her resources
- taking the profit from her labor without her permission
- giving preference to other wives and children
- making her responsible for children without the means to be so (for example, telling her she must pay their school fees when she has little or no opportunity to generate income)

Sexual
(controls sexuality)

- Sexual violence can include any form of undesired sexual contact such as:
- stalking
- making comments about her body and her sexuality
- sexual humiliation by saying things to others that would create a "bad" reputation
- sexualized name-calling
- forcing someone to watch pornography
- grooming
- incest
- forcing a widow to marry her brother-in-law
- knowingly transmitting an STI
- refusing to allow her to use contraception
- abusing women through sex work

- forced nakedness
- forced childbearing
- forced sex in front of others
- enabling others to sexually abuse her
- selling or buying women and girls to/from others for sexual exploitation
- early marriage
- child marriage
- forced marriage
- any sexual activity with children
- refusal to allow women to choose their own partners
- sexual exploitation and abuse
- It also includes rape and attempted rape. Rape is when a girl or woman is forced to have sex against her will, including penetration of any part of the body (mouth, vagina, anus) with a body part or object.

Session 4 We are girl champions

Session aims:

By the end of this session, community members will:

1. Learn how to share power with adolescent girls.
2. Understand how to support girls who experience early marriage and other forms of violence.

Materials:

- ☐ flip chart paper,
- ☐ markers

Facilitator Note:

- As you explore how community members can support adolescent girls, it is important to be aware of the risks associated with some types of support they may want to offer girls, such as talking to their parents or other decision makers. All actions should be thought about in terms of risks, and participants should be told not to engage with a perpetrator of violence as this could put girls in more harm.
- It is recommended they ask girls to talk to a GBV caseworker who can guide a girl on how best to approach this situation.

Duration: 2 hours.

▶ Welcome & Review (10 minutes)

✓ **Do:** Check on how people are doing since you last met. Check to see if they have anything to share on how they've been supporting girls since the last session.

💬 **Say:** Today we are going to talk about power. In particular, we'll talk about how power influences everything around us, including adolescent girls.

▶ Let's Explore (25 minutes)

❓ **Ask:** What do you think we mean by "power"?

💬 **Explain:** Power is the ability to control and access resources, opportunities, privileges, and decision-making processes. This does not mean that power is always negative. We all have some kind of power in the community, but we all choose whether to use this power for good or for bad.

Forms of power are:

- **"Power with":** This is the strength felt when two or more people join together to do something that they may not have done alone. *Power with* includes supporting those in need, those trying to change, and those speaking out. It means joining power with others for positive change, creating a sense of support and possibility in the community. *Power with* also includes asking for help and holding men who use violence accountable.
- **"Power over":** This is the influence that one person or group uses in order to control another person or group. This control might be used directly in the form of violence, such as physical violence, early marriage, or intimidation. It can also be used indirectly, such as through the norms and practices that position men as superior to women. Using one's *power over* another is an injustice. Respecting everyone's *power within* and balancing *power with* others are positive alternatives.
- **"Power within":** Our own power that comes from us recognizing our uniqueness and the contribution we can make when we are free to reach our potential.

Say: As a community, we generally tend to assign women and girls a lower status than men and boys—and this results in women and girls being treated differently than men and boys and having different day-to-day lives than men and boys.

Ask: How does power influence the choices that we have as women/men, or that boys or girls have?

Explain: As we mentioned, society generally tends to assign women and girls to a lower status than men and boys, but within that, women and girls may experience further barriers or challenges due to their marital status, citizenship status, economic status, ability, etc. Regardless of situation, every woman and girl deserves to be treated equally and with dignity.

Say: I am going to read you some scenarios and I want you to tell me if the power described is helpful or harmful.

CONTEXUALIZATION:

- **Scenario 1:** A woman needs to feed her children but does not have enough money. A merchant says that he will forgive her credit at the store if she gives him a sexual favor in the backroom. (Harmful)
- **Scenario 2:** A young man stands up in the bus and allows an elderly woman to take his seat. (Helpful)
- **Scenario 3:** Men march with women to demand an end to domestic violence. (Helpful)
- **Scenario 4:** After a flood, families from the dominant ethnic group help rebuild the school that is primarily used by children from the minority group. (Helpful)

> In the event that exploitation or abuse is disclosed as being perpetrated by an NGO/UN/humanitarian agency, this should be documented separately and reported to your supervisor immediately. You could approach the individual(s) after the session to let them know that you need to share this information with your supervisor, but that you will consult with them before you take any steps.

▶ Activities (25 minutes)

▶ Activity 1: Mary's Story (25 minutes)

✓ **Do:** Read the following story to the group.

> **Mary's Story**
>
> Mary's father tells Mary that because she is now 18 years old, he has arranged her marriage to a rich man. This man is the son of a good friend of the family and has a good reputation. Mary's mother tries to ask questions about the man, but Mary's father simply says that the marriage is arranged. Mary feels afraid because he is much older than she is, and she has heard stories about men beating their wives. She asks her mother to speak to her father and convince him to stop the marriage, but her mother tells her that it is up to her father and that she cannot do anything to change his mind.

Ask:

- Does this kind of situation happen in this community?
- Who has power in this scenario?
- What kind of power does the father have? What kind of power does the mother have?
- Does Mary have any power?
- How does power relate to having choices?
- What are the expectations of Mary's mother? Of Mary?

Do: Break participants into small groups and ask them to discuss the following:

For the Women's Group	For the Men's Group:
Imagine you are a neighbor/aunt of Mary, and she tells you about the situation. Mary is upset that her father and mother are not taking into consideration what she wants. **Ask:** • How would you support Mary? • What support do you need to be able to better help girls in situations like Mary's? • Have you been able to support other women or girls in similar situations to Mary?	Imagine you are the friend of Mary's father, and he tells you about his plan to marry his daughter off and that his daughter is not happy about the marriage. **Ask:** • What could you say to Mary's father? • What are the risks of saying something? • What are the benefits of saying something?

Do: After 10 minutes, ask for volunteers to share their discussion with the larger group.

Explain: Those with more power in the home and community are usually the ones who make the rules for how things run and what people do. In order for things to become more equal, we have to re-think the ideas that we have about women and men, girls and boys and develop new kinds of *power that is shared—power with* rather than *power over.*

Say: When we are trying to support girls, especially if we don't have the same decision-making power as a caregiver, there are certain steps you can take:

• We can give people information about services that exist for women and girls where they can go to get specialized support.

• We can encourage people to seek the opinions and needs of women and girls in these situations and to listen to girls.

• We can also let women and girls in our community know that they are never to blame for the violence they experience. We may do this when we hear someone making blaming comments.

• We can also speak up and share information on the opportunities that women and girls deserve.

• We can speak out against discrimination that all women and girls are faced with, especially those who have disabilities or who are divorced.

• Where we feel we have limits, we can start with ourselves and our circles of influence, which will have a ripple effect.

• We have to be very careful about intervening in situations directly. For example, if a man is abusing his wife, by talking to the man, you could be putting the woman at more risk. But if you are a relative of a girls' parents and her parents listen to you, talking to them might help the girl's situation. You have to assess the risk to yourself and others before involving yourself, and it is not advisable to intervene with a known perpetrator of violence against girls. You can always support a girl in accessing GBV services so a trained case worker can support that girl on how to approach the situation.

• When seeking to support girls, it is important that we listen to what they want and respect their wishes.

Ask: Do you think this is something you can realistically try? What do you think will be the result?

▶ Key Message

💬 **Say:** Power can be positive or negative. While certain people hold more power than others, everyone has some kind of power. We can use our power to influence others that have more power than we do, but we can also use our power by sharing it with others that do not hold as much power as us, such as adolescent girls.

▶ Check in (5 minutes)

❓ **Ask:** the participants how they found the session and whether there are any changes they would like to make for the next one.

▶ Takeaway (5 minutes)

💬 **Say:** Talk to girls in your life about how you can do more to share power with them. Ask how you can support them in their daily life.

💬 **Say:** Thank you for continuing to support women and girls in our community.

Appendix A16

Key Messages Guidance

Purpose of the Key Messages Document

This document complements the Early Marriage curriculum that is implemented with female and male caregivers of adolescent girls who participate in girl groups. As the reach of the curriculum can be limited (because there is a cap on number of participants for each group), the key messages included here can be used to broadly disseminate information about early marriage in the community.

Target Audience

The messages have been primarily developed for women and men **who are not participating in the early marriage sessions,** as the content is already covered there. The messages can also be adapted to the community more broadly, reaching boys, community leaders, teachers, and anyone else within the community who have influence over the lives of adolescent girls. In some contexts, these messages can be suitable for communities in which trust has not yet been built and can be part of a broader dissemination initiative (e.g., through posters, billboards, radio etc.), and in other contexts, it may only be possible once trust is built with the community. It is important to assess this first.

Early Marriage[45] Delay and Response Messaging: Background Information

Between January and March 2019, the IRC conducted a formative study in Lebanon and Uganda to gain information on common themes and variations related to early marriage to inform the development of the Early Marriage tools and guidance. The objectives of the formative study were to:

- Unpack the drivers that lead to early marriage and identify examples of positive deviants that we can build from
- Understand what works to delay marriage
- Identify the social norms or attitudes that enable early marriage to happen in the first place
- Understand the experiences of married girls and how they can be supported
- Understand the experiences of girls who are divorced or separated and girls with disabilities in relation to early marriage

The data provided important and nuanced insights into how and why early marriage occurs in crisis, alongside new understanding of how to potentially work with girls, their families, and other community members to delay marriage.

"Marriage Delay" vs. "Early Marriage Prevention"

Based on feedback from the formative study, "early marriage prevention" was received negatively by the communities, and although we discussed it in the sense of preventing early marriage, it was understood as preventing marriage entirely. The term "marriage delay" was better understood and more accepted, therefore we are using "marriage delay" or "delaying marriage" throughout this document. What we mean by this is the delay of marriage until after age 18. The terminology may vary in different contexts, and it may be possible to talk about early marriage prevention, so it's important to know how best to frame it where you work.

Common Themes

There were some common themes that emerged across both countries in the context of the study, and these are outlined below.

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45   Child Protection Actors would also refer to this as Child Marriage, which is defined as a marriage of a girl or boy before the age of 18 and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married (UNICEF).

1. **Gender norms are strongly patriarchal in both contexts, determining that:**
   - Girls have a lower value when compared to boys, with limited access to power.[46]
   - Divorced girls and girls with disabilities have even more restricted access to power—limiting their access to resources, services, and opportunities.
   - Women and girls' roles are clearly defined/marked—for example, girls' responsibilities center around marriage, housework, and childbearing.
   - Men are the dominant power holders; women and girls can be perceived as passive—their voice can be silenced by men.
   - Women's power is decided depending on the situation, but men can be ridiculed and mocked for conceding to their wife or allowing their wife to make decisions.

2. **Forms of GBV are pervasive.** Sexual, physical, and emotional violence—specifically rape, beatings, and manipulation—were commonly reported in both contexts.

3. **Social norms around expectations of when girls should marry are clearly marked and these expectations are reinforced by caregivers and communities.** For example, female caregivers and mothers who have married young can reinforce the expectation and acceptability of early marriage. The community served as a source for promoting early marriage, but also in some cases, the community worked to prevent it; the situation was nuanced in different areas in both contexts.

4. **Displaced communities:** Economic stress and uncertainty, density and proximity of camps, and lack of access to adolescent-girl-friendly services and resources—particularly for girls with disabilities or divorced girls— played a big role across contexts; this, in particular, is an area of opportunity to strengthen response on early marriage, in addition to the critical protection work that should happen alongside this.

5. **Girls with disabilities:** There is a lot of stigma around having a disability and many girls with disabilities have internalized the stereotypes. Accessibility to services and support is very limited, with girls often being excluded from service provision. The link between early marriage and disability was not clear due to nuance related to various types of disabilities and how this can influence marriage outcomes. An increase in GBV was noted among girls with disabilities. Girls with physical disabilities were viewed with less stigma than girls with intellectual disabilities.

▶ Using and Contextualizing Key Messages for Communities

How to Use the Following Messages

The messages within the document are arranged thematically, with a description of the issue and suggested messages.

- **Theme:** The themes are based on key areas that emerged in the formative study as areas of focus.
- **Description of Issue:** The description provides some background information on why certain key messages are being proposed. Knowing the rationale will help you to see whether the issue is the same in your context and also to help you adapt the messages to fit your context better.
- **Suggested Messaging for Adaptation:** These are the messages based on the description of the issue. They are suggested messaging, meaning that they can be changed to make them more relevant to your context. We need to be careful of changing the message entirely and losing the meaning behind it, which is why it is important to refer to the description of the issue.

Reaching the Most at-Risk

✓ The messages have been designed to be applicable to **all girls,** i.e., those who have a disability, from minority groups, LGBTQI+ girls, etc. Where messages are intended for a specific group of girls, this is stated in the guidance.

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46 Power is the ability or capacity to do something or act in a certain way or the capacity or ability to direct or influence the behaviour of others or the course of events (Oxford Dictionary).
Forms of power are:
- **"Power with"**— It means joining power with others for positive change.
- **"Power over"**—This is the influence that one person or group uses to control another person or group.
- **"Power within"**—Our own power that comes from us recognizing our uniqueness and the contribution we can make when we are free to reach our potential.

✓ Messages will require translation, including into minority languages. This should be prioritized to ensure the messages reach all parts of the community.

✓ All communication materials and services should be designed in line with the principles of Universal Design.[47] For example, for no/low-literacy groups, specifically focus on image-based messaging (easy-to-read) and use large font and strong color contrast. The implementing organization should also consider providing materials in braille, materials with language levels appropriate to different ages and developmental stages, materials in language that is accessible to those with disabilities, and materials in language that is relatable to different groups within the community (e.g., contextualized). The focus should be accessibility for all people, no matter their abilities or situations.

✓ To work with the most marginalized groups, implementing organizations may consider working with local specialized partners who support specific groups—e.g., organizations of persons with disabilities, LGBTQI groups, or religious minority groups—to ensure messaging is accessible and reaching them. They may also be willing to share information among their networks if the messages are tailored to their issues effectively.

Channels for Messaging

These messages should supplement messaging that has already been developed for communities for your programs; this may be through outreach, at Safe Spaces for children[48] or adolescents, at the Women and Girls Safe Space (WGSS), or through tailored programs[49] and any other activity or program you are implementing. Messaging could be used for coordination efforts and shared with other actors (e.g., community stakeholders/leaders already organized in existing groups) who have broader access or different access within the community. Messaging could be shared through promotional materials, posters, leaflets, or radio broadcasts, within health centers, through religious institutions, or other avenues where the community gain information. More than one channel should be used to ensure accessibility.

Contextualization

The suggested messages will need to be adapted and translated for specific contexts. When going through the contextualization process, think about the following questions.

1. Will the meaning of the message be lost through translation? How can it be worded? Have you thought about tone, pronunciation, especially for those who are delivering the messages and are not from the same tribe/ethnicity/language group?

2. Are the messages too sensitive to be shared widely? How can they be adapted to be more accessible? E.g., will you use "delaying marriage" or "early marriage prevention" in your messaging?

3. Are the messages culturally and socially appropriate, e.g., is asking caregivers to use communication strategies something that already happens or are there other ways we can get them to approach the issue from a place that is centered in their culture and experience?

4. Are the messages accessible to the groups they are intended for? E.g., if being adapted for boys, does it take into consideration developmental stages and relevance to their age group? Does it take into account people with disabilities?

5. Are concepts such as power, rights, and equality easily understandable? How can we adapt messaging to reflect similar terms understood and used by the community?

6. How does the community like to receive this information—verbally, posters, radio, etc.? How can we adapt to get messages to them through a channel that they are most comfortable with and that is accessible to them? Is the channel you're using accessible to the community (e.g., if it is an informational leaflet, have you checked the literacy levels among the groups you want to reach)?

7. Is it safe to promote these messages? Is there any fear of backlash for our staff, especially taking into consideration the content and implications for female staff?

8. Will the message or image traumatize some members of the community (e.g., a survivor)?

9. When you test these messages with the community, you can also ask them similar questions to the above, to see whether they agree with your perceptions.

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47   For more information on Universal Design: Berkley Disability Access and Compliance https://dac.berkeley.edu/committees/ccrab-home/universal-design-principles

48   For IRC-specific programming, this could be through Safe Healing and Learning Spaces.

49   For IRC-specific programming, this could be through EMAP, EA$E, FMD, SAFE, Women Rise, etc.

Phrase Buckets

Another thing you can prepare are "phrase buckets." Once the translations and messages have been adapted, you can pull out common themes across all key messages and have these in your "phrase buckets." These are phrases that may be used often until they become memorable and well used, similar to a slogan. Below are some examples of phrases; it is not advisable to use these directly, but to use them as a reference point when developing your own.

- We have a responsibility to shape girls' futures for the better.
- Happy, healthy homes lead to happy, healthy communities.
- When you invest in girls, you invest in your future.
- Everyone can be a hero in the household when we share household tasks between us.
- When women and girls are equal to boys and men, communities thrive.
- A community that supports those most in need is the strongest kind of community.
- A marriage involving a girl under 18 can have harmful consequences.
- Recognize women and girls as equal players in the home and in the community.
- Let's all work together to end early marriage.
- Women and girls empowered and in control of their lives are resources for their own safety and the success of a family.
- Healthy, educated, and happy adolescent girls are role models in their communities.
- A successful marriage requires emotional and physical maturity.
- A child should not take care of another child; you need to have the right developmental maturity to raise children.
- Marriage is for adults and not for adolescents.
- Young mothers can go to school.
- Girls with disabilities have the same rights as all girls

Similar phrases to these can be out on posters or repeated generally; usually they are "catchy," and others will also begin to use them.

A Note on Key Messages for Religious Leaders[50]

While early marriage is not a religious problem (countries sharing the same religion often have different laws and prevalence of early marriage), religious leaders can be powerful in ending early marriage. We have not developed key messages specific to any religion in this document due to the nuance required in developing these messages, which cannot be captured in a global tool. But, there are some considerations detailed below.

Working with religious leaders can be challenging for a number of reasons, including:

- Religious texts are open to interpretation, which can be used to condone child marriage.
- Customary and religious laws often allow to marry at a young age.
- Deference to religious customs over the protection of girls' rights has stalled progress.
- Religious landscapes can be complex, which makes it hard to understand who to reach out to.
- Religious leaders are so respected that trying to teach them can be viewed badly, especially when you're seen as an outsider.
- Religious leaders can have beliefs around disability that contributed to attitudinal barriers towards girls with disabilities.

But there are ways to overcome this:

1. **Know your context.**
   - Where early marriage is most common, are religious leaders influencing decisions of marriage? If not, working with them may not be effective. If they are, knowing who holds the power and how to start a discussion is key.

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2. **Identify how to reach out to religious leaders and involve them from the start.**

   - This can include working with grassroots groups who can help identify the right leaders. Partner with local government or institutions to reach religious leaders. Meet with local religious leaders and ask them to identify issues they cared about. Once you have that contact, involve religious leaders in your programs.

3. **Provide space for open and respectful dialogue.**

   - Many organizations hold workshops to discuss the harms of early marriage, explore how religious texts can support children's rights, and encourage religious leaders not to register early marriages. Shaming does not bring about change. Dialogue does.

   - Some religious leaders may not want to act alone for fear of backlash, which is why bringing them together through a seminar or workshop could help address that.

4. **Develop messages that will mean something to them.**

   - There isn't a single argument that will convince all religious leaders of the need to end early marriage. Some focus on the health impact. Others will find the religious angle more effective—in which case, make sure you know the scriptures well.

   - Relying on international conventions on early marriage may not help. These may be seen as a product of the West by religious leaders and could be rejected.

5. **Most importantly, be patient!**

   - Social change takes time. There will be obstacles along the way. It can be hard to work with religious leaders, but with the influence they have, they can change girls' lives for the better.

For more information on working with religious leaders, see the resource list put together from Girls Not Brides.[51]

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51   More information at https://www.girlsnotbrides.org/documents/1438/Useful-resources-on-working-with-religious-leaders-July-2017.pdf

Key Messages

Theme	Description of the issue	Suggested Messaging for Adaptation
Relationships	**Delaying Marriage Until After 18 (Marriage Delay)** • Girls and their caregivers have reported that when there are strained relationships between girls and caregivers, this can push girls into marriage. • Girls' hormones during adolescence can cause them to have various feelings and emotions. Without an understanding that this is a normal part of adolescence, caregivers may believe girls are behaving badly and may want them to marry due to fear and the perceived necessity of controlling their behavior or sexuality. • Girls and caregivers may be struggling with communication, and this can cause misunderstanding and tension during their interactions. • Girls may agree to marriage due to various reasons, including the importance placed on weddings or brides, girls' inability to "date" within a culture (marriage being the only option for romantic relationships), or because they think they will have more decision making in their husband's house. • Parents may support marriage by thinking of it as a protective and economic mechanism to support both the girl and the family. Message to combat that belief. • You can also use this video to highlight intergenerational poverty and how supporting girls not to marry and have children too early benefits the whole society. The video has subtitles in a number of languages: https://www.youtube.com/watch?v=1e8xgF0JtVg	• When girls are in the stage of adolescence, there are many changes happening; some we can see, and others we cannot. The change in their behavior is a normal part of adolescence, and eventually this will stabilize, especially when receiving the right information and supportive guidance from caregivers. • Support girls during the adolescent changes by giving them the right information, being understanding to their changes, and finding ways to communicate expectations during this time. • Caregivers should be aware of the changes girls go through during adolescence. You can access this information from (name a resource for this information that exists in the community. Organizations can give the information directly or refer to other resources) • Developing positive relationships with girls in our family will lead to a happier and more supportive environment for all. • Caregivers are the best support for girls during the changes of adolescence. • Girls are still developing all the way to age 19. Make time to check in on how they are feeling during this time of change and be patient. • Girls with disabilities can make decisions about whom they have relationships with, and they should not be encouraged into early marriage. • As caregivers we may not have the resources to take care of all of the needs of girls, but one thing we do have control over is supporting girls' emotional needs in particular, giving them a listening ear, and being available to talk to (can be adapted for in-laws).

Theme	Description of the issue	Suggested Messaging for Adaptation
Relationships	**Responding to the Needs of Married Girls (Marriage Response):** • Girls who are married off during adolescence still need the support of their caregivers. Sometimes that support system is entirely removed, and girls may not have anyone to turn to as they navigate a new environment. • The relationship with their in-laws can determine if girls have a good experience or a bad experience in their new environment. In-laws should also understand that girls will need extra support during this time and should be understanding towards girls.	• Developing trust and open communication between caregivers and girls can lead to healthier and supportive relationships. • Long-term vulnerability of girls, families, and communities is reduced when girls delay marriage, when they are educated, and when they can make healthy decisions. • We need to show love and support to our daughters; even after they are married, they still need our support. • Support girls who are married to access services and resources, including birth control, as girls' bodies are not ready to have children yet. • Help girls who are married to have access to communication, for example a mobile phone and fees if possible, so that she is able to get in touch with those she trusts if she needs support. • Support the access needs of married girls with disabilities, as access needs might look different based on their disability. • In-laws can ensure that married girls joining their family are supported, loved, and treated with kindness. • Girls still need friendships outside of their marriage.
Decision Making	**Marriage Delay:** • Often girls are not brought into the decisions that affect them, this is especially important in relation to school, marriage, and girls' participation in the community. • This is often because of age discrimination and gender and disability discrimination. Adults may think that girls are not capable of making decisions because they are "young" and because they are "girls"; i.e., they think girls must leave decision making to men/boys and/or adults. **Marriage Response:** • When girls are married, they may have numerous people making decisions on their behalf, particularly husbands and in-laws. This can have serious consequences on girls' access to sexual and reproductive health, her ability to exercise her reproductive rights, her sexual decision making, and her financial decision making (especially for herself and her household).	• Girls need to be involved with important decisions about their future. When caregivers consult with girls, together they can find the best outcomes for girls' futures. • Girls are smart and are capable of making decisions about their future. Caregivers can include girls in decision making and can guide girls to make the best decisions for their future through communication and patience. • A girl has the right to make decisions related to her own body, and husbands, partners, and in-laws can support girls to access those rights. • When a girl makes decisions about her own body, this can result in the best choices for herself and her family. • A girl has the right to be involved in decision making on financial issues that affect her and her household. • A girl has the right to control her own money, resources, and assets.

Theme	Description of the issue	Suggested Messaging for Adaptation
Decision Making	• Decisions related to nutrition for pregnant mothers and nutrition for children may also be made by others.	• When decisions are made jointly by families, it makes for a stronger and healthier household.
Gender Equality	• Many women and girls reported the perceived low value of girls in the community. Women and girls' roles are linked to their reproductive functions, e.g., their value is determined by their ability to produce children perform household duties, and care for children. • Girls are sometimes pushed into making decisions about marriage; they may be presented with a "good catch" and fear that if they don't take this offer, another offer won't come along. The longer they wait, the less "value" they hold, as their value is linked to fertility (and therefore youth). • This reduces the aspirations that people hold for girls and that they hold for themselves.	• Girls can be anything they want if they are given the right support and encouragement. • Everybody can help by taking part in household and childcare responsibilities! Everyone can have a positive role in their household. • Girls are smart, and with the right support and encouragement, they can go on to fulfill their potential and have successful futures. • Gender equality benefits the whole community. • Girls and boys have equal value and can make equal contributions to their families and communities if they are given equal opportunities.
Marginalized Groups	• All girls can experience discrimination based on their gender and their sex, but some girls experience even more discrimination because they are not part of a dominant/majority group, e.g., girls with disabilities, divorced girls, separated girls, poor girls, refugee girls, and minority groups. • People who experience one form of discrimination are still capable of discriminating against someone else with less power than them, e.g., a woman may face discrimination, but may discriminate against another woman from a minority group. Understanding this and seeing the role we all play can help us to ensure we don't oppress other groups, and instead work together to create a fairer community.	• Everyone deserves to be treated with kindness and respect and have meaningful access to existing services and opportunities. • When we treat everyone with kindness and respect, we build better communities. • We need to speak out when we see or hear about others being treated badly. A community that is inclusive of everyone will benefit all of us. • Communities that look out for and support all members are stronger, healthier, and more successful. • Everyone has the right to be treated equally and with dignity, and this applies to girls, boys, people with disabilities, divorced girls, women, men, and other diverse groups.
Girls With Disabilities	• Marriage is seen as a way for girls with a disability to get long-term social security and protection from potential sexual violence. In the absence of support mechanisms and alternatives, marriage is seen as a solution to existing problems, an "opportunity" to get away from a difficult to a slightly better situation	• When girls with disabilities have access to education, increased social interaction and more independence, they become less vulnerable to early marriage. • When girls with intellectual disabilities have the same knowledge and skills about GBV and personal safety as other girls, their risk of early marriage may be lower.

Theme	Description of the issue	Suggested Messaging for Adaptation
Girls With Disabilities	• In most cases, information on GBV is not conveyed in a way which girls with disabilities can understand. • Children with disabilities have limited agency in the overall process of arranged marriages. The agency is even less for girls. • In case of early marriage, caregivers are the main decision-makers, but they are heavily influenced by community perceptions of eligibility and conventions of marriage.	• Girls with disabilities can have relationships, get married, and have a family.
Health	• Often when girls start menstruating, the process of marrying her off begins as a way to control her sexuality. and also because of gender roles being tied to reproductive functions. • It is important for girls to know about their bodies and the changes they are experiencing; this will help them to have a better understanding of what they are experiencing and to be able to make decisions over their own bodies. • Girls should be encouraged to learn about their bodies, whether they are married, unmarried, divorced, or have a disability. Sometimes, girls may not be able to receive this information if they are not married or if they are divorced. • Girls who get pregnant before 18 may experience risks during pregnancy and childbirth as their bodies are still developing.	• When girls have information about their bodies, they and their children will have healthier futures. • There can be very harmful consequences for girls having children when their bodies are not yet ready to.[49] • Support girls to get accurate information about their bodies. All girls can benefit from this information, no matter their marital status or age. • Getting information from a service that is "girl-friendly" will help girls to get the best advice and support possible. • If girls can wait until they are more developed and mature before having a baby, it can lead to a healthier and happier family environment. • Access to sexual and reproductive health services empowers and protects girls.
Violence/Safety	• Men need to share power with women and girls to shift the power imbalance that exists in society. This helps to create harmonious families and communities and improves the situation for everyone as stress/tension and violence is reduced • Women and girls are often blamed for the violence they experience and can be stigmatized as a result. This can prevent them from accessing help when they need it the most.	• As men, we can use our position to share power with women and girls, which will lead to a happier and more harmonious community. • A violence free community is a happier and more peaceful community. • If women and girls experience violence in the community, they are never to blame, and they should be supported to seek help.

52   Some facts about early marriage and health:
   • Early marriage puts women and girls at particular risk of sexual, physical, and psychological violence throughout their lives.
   • Girls who marry as children are particularly at risk of violence from their partners or their partners' families (ICRW).
   • They are more likely to be beaten or threatened by their husbands than girls who marry later (Girls not Brides).
   • Child brides are more likely to describe their first sexual experience as forced (Equality Now).
   • Pregnancy and childbirth complications are the leading cause of death among girls aged 15–19 years globally (WHO).
   • Adolescent mothers aged 10–19 years face higher risks of eclampsia, puerperal endometritis, and systemic infections than women aged 20–24 years (WHO).

Theme	Description of the issue	Suggested Messaging for Adaptation
Violence/Safety	• These safety issues are types of violence that women and girls face because of their gender. Those who commit the violence are the ones responsible for their actions, it is never the fault of the survivor –violence is always a choice	• There is no excuse for violence. Everyone has the right to a safe home and community. The person committing the violence is always to blame for their actions. • There is Zero Tolerance for sexual exploitation and abuse in our facilities. Please contact/reach out to us if you witness or experience misconduct from our staff members. (Insert information on available reporting mechanism in your context here.) • As men we are accountable for actions of violence against women and girls. • All violence against women and girls—whether physical, sexual, emotional, or economic—is harmful. • We are all responsible for making our communities safe and violence-free for all women and girls. • If you hear your friends or family making negative comments about women or girls, be brave enough to speak up and give them information about the harmful effects of their comments.
Supporting Girls in Accessing Services	• Adolescent girls have many barriers to accessing services. From services being too far away, services not catered to their needs, not having information about services etc. • Even when they are able to get past these barriers, decision-makers can also restrict their access, deciding that girls shouldn't be accessing these services without their permission or without being accompanied by them. • Decision-makers need to be supportive of girls accessing health services or GBV services and participating in other areas of the community.	• If you or a woman or girl you know is experiencing violence, they can access support via these different services providers—(insert contextual info here). • If you are a woman or girl and you feel lonely, isolated, stressed, or afraid at any time, you can talk to someone at this place/location—(insert contextual info here). • If you know an adolescent girl who is pregnant, it is important to help her seek support for natal care, parenting skills, and delivery assistance. • As caregivers or decision-makers for girls, it is important that you encourage them to access services if they need to. Supporting girls to access services can improve their health and emotional wellbeing and may even save their life. • Ask us about girl-friendly services that exist in the community. • Services providers should assess the barriers for girls to access services, and they should support their communication (phones), financial, and transportation needs.

Theme	Description of the issue	Suggested Messaging for Adaptation
Early Marriage	**Marriage Delay:** • There are many harms associated with girls marrying at a young age. When they marry at a later age, they have more chances of sharing power in the household and may encounter fewer risks to their health related to childbearing and birth. • Supporting girls to delay marriage until they are a little older takes the decision of caregivers, but it also takes influencing the community, particularly men and boys, who have a lot of decision-making power when it comes to deciding whom girls should marry and when. **Early Marriage Response:** • Girls who are married or divorced are often more excluded from participating in the community—divorced girls due to stigma attached to being divorced and married girls because they don't have time and their role is considered to be within the household. • During this time, married and divorced girls need the ongoing support of their families. Support should not end because she no longer lives at home. Now more than ever, she will need additional support as she adapts to a new environment. • Married and divorced girls should be encouraged to participate in opportunities in the community as those opportunities help to improve girls' wellbeing and strengthen their support networks and choices.	• When a girl waits until she is older to marry, she has a more promising future and a healthier family to look forward to. • As decision-makers, we have the power to shift the age of marriage for girls; we have the power to guarantee girls a better and healthier future (i.e., healthier/safer pregnancy, delivery, and child, etc.). • A community that promotes the wellbeing of all girls is a community that is strong.[53,54] • All girls are deserving of participation in community activities. You can use your power to support all girls in participating, regardless of their marital status. • When girls get married, they still need the love and support of their in-laws, the family they were raised with, and their friends. Support married girls during this time of transition, so they can have the best chance of a promising future.
Economic	• Girls are married off to relieve household economic pressures on the family. • Caregivers/parents may believe that marriage will enhance a girl's financial situation.	• Girls are not commodities and should be respected and valued. • Marrying a girl off for financial reasons has long term consequences on her health and well-being.

53 Children of women who get married later are more likely to complete their required vaccinations, have a higher weight-for-height, are more likely to enroll at school and attain better grades. (University of Sussex, University of Washington at Seattle, and the World Bank). More information at http://www.sussex.ac.uk/broadcast/read/39854

54 An important benefit of ending child marriage would be an increase in women's expected earnings in the labor market (World Bank).
Ending child marriage could reduce risks of children dying by age five or being affected by delayed physical development (World Bank).
Ending child marriage would boost girls' educational achievements (World Bank). More information at https://www.worldbank.org/en/news/immersive-story/2017/08/22/educating-girls-ending-child-marriage#:~:text=Ending%20child%20marriage%20and%20early,more%20than%20%24500%20billion%20annually.

Theme	Description of the issue	Suggested Messaging for Adaptation
Education	**Early Marriage Prevention:** Education is key to a successful future for girls. Many girls drop out once they start menstruating due to a range of factors, which include barriers related to menstrual hygiene management in schools, harassment to and from school, and/or removal from school by parents because parents don't see the value of girls attending school or because they are worried about the girl's safety. **Early Marriage Response:** • For girls who are pregnant or married, there may be policies in place that prevent them from being able to access school. When girls stay in school, they marry later and have a greater likelihood of sharing power within the household.	• Girls have so much potential and add so much value in our community. Support girls to stay in school so they can fulfill their potential. • As a community, we have the power to ensure that girls are safe going to and from school and that they have the support they need when in school. Taking girls out of school is not a solution to these issues. • Girls who have dropped out of school should have access to alternative learning and vocational opportunities. • All girls deserve to go to school, even if they are married, pregnant, or have a disability, etc. • Let's help make schools a safe and accessible space for all girls. Let's ask girls how we can do this and advocate with decision makers to ensure married girls can attend school.
Rights	• Sometimes people are not aware of their rights, or they may be aware of them but not able to access them. • Talking about rights can sometimes be difficult and can be a cause of frustration if people see that their rights are not being honored. People may question why they are being given this information. But knowing what rights we "should" have is the first step in trying to secure them. • It can also be helpful to talk about how people in the community should not take other people's rights away that they have more power over—i.e., as may be their behavior towards people with disabilities.	• As caregivers, we have a responsibility to support girls and boys in securing their rights, while at the same time making sure we are not stopping other people from securing their own rights. • We have the power to create a fair and equal community. The first step is knowing our rights and the rights of others. By knowing the rights of everyone, we can make sure we are not stopping anyone from accessing their rights.

Theme	Description of the issue	Suggested Messaging for Adaptation
Community Change	- One of the key issues with a number of interventions we implement within the humanitarian sector is the dominance of NGOs leading the efforts, and limited investment on sustainability of those interventions. - The ideas discussed and shared during these interventions need to be owned by the community for real change to occur. - One thing we can do is bring attention to the fact that the people in the community do have the power to make a change. They will already know this, but reinforcement can be empowering.	- Each of us has the power and responsibility to make a positive change in our community. - We can start by making positive changes to the things we do have control over and by identifying who we can influence. Small steps can lead to big change. - By coming together, we have the ability to make a change in our community, to create a place where everyone is treated equally. - We should always listen to girls and involve them in bringing about positive changes for themselves and the community.

Appendix A17

Determining Assets for Girls[55]

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.

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55   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*.[56] Country teams will find asset cutout cards and other materials available for printing on that site.

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56   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 A18

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

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▶ 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 adaptions made throughout as needed.

Activities should include:

Activity type	Observations during activity	Questions to ask after activity
Icebreakers & Games	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?	• What did you think about the games and icebreakers we did? • Which ones did you like the most? • Which ones didn't you like? • Do you have any suggestions for games that you think girls would enjoy?
Story Circle	• Are girls interested in the story? • Are they engaged, disinterested, focused or confused?	• What did you think about the stories we discussed? • Were any of the stories close to what girls in this community could experience? • Which stories were hard to understand and why? • Do you know any stories that would be good to include for other girls?
Drawing	• Do girls find this too childish? • Does it distract from the objective of the activity or is it a way to actively engage girls?	• What did you think about the drawing activities? • Would you liked to have done more or fewer drawing activities? • If less, do you have any ideas on how to do those activities, using different techniques?
Group Work	• Are girls able to work effectively in small groups? • Are they able to focus on the task? • Do they get distracted with side conversations? • When feeding back to the wider group, is their contribution off track or is it rich?	• What did you think about working in small groups? • Would you like to see more or fewer group work activities and why? • Do you have any ideas on how to do the activities using different techniques?
Working in Pairs	• Do girls work well in pairs? • Are they shy and quiet or do they talk to their partner? • When feeding back to the wider group, is their contribution off track, or is it rich?	• What did you think about working in pairs? • Were you comfortable using this technique and why? • Would you like to see more or less of this in future activities?
Group Discussion	• Are girls comfortable having a large group discussion and sharing their ideas? • Are there some girls who are more dominant than others? • Does the discussion represent the wide range of views and ideas in the group?	• How comfortable were you with the large group discussion? • Did you feel that it allowed everyone to share their thoughts and opinions? • Is there another way that could make girls feel more comfortable?

Activity type	Observations during activity	Questions to ask after activity
Role-Play	• Do girls enjoy the role-play activities? Are they able to get messages across in line with the objective of the activity? • Are they lost or confused? • Are they shy to perform in front of the group?	• Were the instructions for the role-play clear? • How could they be clearer? • Was it easy or hard to work in a group trying to organize a role-play? • Were you comfortable performing your role-play to the group? • Would you like to see more role-play activities?
Reading/Writing Exercises	• Do girls need support with reading and writing? • Is this the majority of girls or is it just a few who need support with these activities? • Are they more comfortable doing reading and writing activities in groups or individually?	• What did you think about the reading/writing activities? • Was it difficult or hard to follow instructions on these activities? • Is this something you think other girls would enjoy?

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 A19

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.

Example:

If facilitating a session on early marriage for a group between 10 and12 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.

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		For low or no literacy, use audio or visual suggestions for content delivery, or adapt to remove individual reading and writing activities. Use group reading and writing activities where there are some girls who are literate. Include more creative arts activities (drawing, role-play, visualization) as alternative learning methods. Include basic writing when facilitating for girls who are interested in increasing their literacy skills.
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		Simplify session language in collaboration with facilitators or mentors to ensure that the material is accessible to them. Break sessions down into manageable pieces, limiting content to one or two main learning points. Include more visuals to support mentors/facilitators in understanding session content and facilitating the sessions. 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).

Adaption Summary:

Safety & Sensitivity

Adaption Question	Answer	Suggestion
Is the approach used during sensitive topics (for example, ASRG/GBV) appropriate to the context?		It is important to ensure that the language used is in line with what is commonly used in that specific context. 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.

Example:

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.

Adaption Question	Answer	Suggestion
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)?		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. 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. 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.
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 about girls experiences of violence or questions about sexuality if it could lead to mentors/facilitators sharing harmful beliefs.

Adaption Question	Answer	Suggestion
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?		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.

Adaption Summary:

Gender & GBV

Adaption Question	Answer	Suggestion
How are boys and girls treated differently in the family? What do boys have access to that girls do not? Vice versa? What roles and responsibilities do girls and boys have? Can girls make decisions at home? What are the different needs of girls and boys?		Use this information to address specific gender roles and dynamics with female/male caregivers during the Girl Shine Caregiver Curriculum. 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.

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. 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 addressed 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 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.

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. 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.

Adaption Summary:

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.

Example:

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.

Adaption Question	Answer	Suggestion
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.

Adaption Summary:

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

Example:

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"?

Adaption Question	Answer	Suggestion
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.

Adaption Summary:

Appendix A20

Emergency Response Sessions[57]

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.

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57   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 peopl 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 processthree 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 A21

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.

Step 1	• Contextualize the curriculum sessions to the context. • Translate into Arabic or other locally relevant language. • Double-check translation of locally relevant language to make sure the messaging is correct.
Step 2	• Rewrite the session into an audio format. • Translate the audio form session into Arabic and other languages or dialects. • Double-check translation of the Arabic or other language in order to make sure the right message is transfered.
Step 3	• Find a transcriber in order to personalize the audio session. • Personalize the content through a character who is similar to a girl from the community you are working with.
Step 4	• Audio record each session.
Step 5	• Double-check translation for audio recorded session.
Step 6	• Pilot the audio session in the girls' group. • Get feedback from mentors/facilitators and girls.
Step 7	• Convert three sessions into audio. • Observe the gaps/challenges/errors. • Continue to convert the remaining sessions based on lessons learned from the last three sessions.

Appendix A22

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
Introduction to Girl Shine	Art Box, Services Handout, 'Who Am I' Handout, M&E Guidance for 'Who Am I' Activity
Our Safe Space	Art Box, post-it notes
Communicating Without Words	Art Box
People I Trust	Art Box, Trust Flower Diagram,
My Safety Map	Art Box, at least 5 different colored markers, M&E Guidance for 'Safety Planning'
Our Support Services	Art Box, String, Services Handout
What Makes a Girl?	Art Box
What is Power?	Colored tape or chalk, comments box, flip chart markers, Character Cards, sweets or biscuits
Listening Skills	Drama Bag, Listening Tip Sheet
Friendships	Art Box, Listening Tip Sheet
Expressing Emotions	Art Box, an enlarged copy of the Emotion Barometer Thermometer Sheet, Emotion and Body Language Sheet, stickers
Managing Stressful Times	Art Box, stickers, Stress Management Tips Sheet
Communicating Our Choices	Drama Bag
Resolving Disagreements	Drama Bag, Art Box, Stop-Think-Act Poster
Family Relationships	Art Box, Drama Bag
Being Confident	Art Box, Drama Bag, toilet paper (or stones, leaves, etc.), Nature Box, Water Jug Picture, actual water jug or container
Decision-Making	Art Box, ball, Decision-Making Graph
Our Rights	Art Box, Drama Bag
Staying Healthy	Art Box, Drama Bag, Health and Hygiene Handout
I Am Changing	Art Box, 'I Am Changing' Poster, stickers
Our Bodies	Internal and External Organs Posters, Ovulation Cycle Poster

Session	Materials
Our Bodies	'Changes in Puberty' Handout, Internal and External Organ Posters, Male Organs Resource Sheet (upon consent)
Our Monthly Cycle	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)
Our Monthly Cycle	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)
Sexual Health	Reproductive Health Myths'
Contraception	Art Box, Drama Bag
Condom Use	Art Box, condom demonstration materials
Sexual Decision-Making	Art Box, agree/disagree signs, Drama Bag
Sexual Intimacy	Art Box, true/false cards
Comfortable and Uncomfortable Touch	Art Box, fabric or tape
Healthy Relationships	Art Box, scrap paper, Drama Bag
When Girls Are Hurt	Art Box, Perpetrator Cards, types of violence images, red dot stickers
Who is to Blame?	Drama Bag, Art Box
How can Girls Respond to Violence?	Drama Bag, Art Box, informational leaflets on case management (adapted to girls)
Setting Boundaries	Art Box, Drama Bag, hoop
Early Marriage Prevention	Art Box, Drama Bag, Nature Box, baskets
Female Genital Mutilation	Art Box, Drama Bag, poster of clitoris for girls who have undergone FGM
Staying Safe Online	Art Box
My Safety Map	Art Box, At least 5 different colored markers, M&E Guidance for 'Safety Planning'
Positive Peer Power	Art Box, individual pieces of large paper for each girl, Saying-No-Tip Sheet

Session	Materials
Embracing Our Diversity	Art Box, Drama Bag
Building a Movement of Girls	Art Box, ball of string, pre-cut out hands/symbols
We are All Role Models	Art Box, Role Model Cards
Girl Facilitation	Art Box, Drama Bag, Nature Box, other materials requested by girls
Solidarity	Art Box, Drama Bag
My Life Goals	Art Box, Goal Setting Resource Sheet
Why Save?	Art Box
My Wants and Needs	Art Box, tape, 'Wants and Needs' Signs, Drama Bag
Making Spending Decisions	Art Box, Drama Bag, small pieces of paper
My Life Journey	Art Box
Our Girl Shine Community Event	Art Box, 6-7 everyday objects, Drama Bag
Preparing for Our Girl Shine Community	Art Box
My Girl Shine Experience	Art Box, ball, optional: certificates (if not distributed at community event), Who Am I Handout

Appendix A23

Selecting a Caregiver for the Early Marriage Curriculum

Selecting caregivers for the early marriage curriculum, especially for married girls can be very difficult as they may be far away from their most trusted support network. You can help girls identify a caregiver by walking through some of the questions and options below:

Use the same questions to identify both a female and male caregiver.

Ask: the girls who their preferred caregivers are

If girls identify a preferred caregiver ask:		If girls cannot identify preferred caregiver ask:	
1.1. What is the relationship?		**1.2.** Is there someone in their household or who lives nearby that makes decisions or influences the girls' life?	
a. Does this person live close enough to them to be able to participate in sessions?		**a.** If yes, What is the relationship?	
2.1. If yes: does this person make decisions or influence the girl's life?	**a.** If no: Box **1.2.**	**2.2.** If relationship is mother in-law, aunt, grandma etc. move to Box A, If relationship is sister, friend, husband, father in-law cousin etc. move to Box B.	**2.3. If the relation is someone else, ask:** Is there anyone you trust who you'd like to participate, someone who you can practice your knowledge and skills with a debrief after the sessions? If yes, what is the relationship? If no, go to **Box C.**
2.3. If yes, this is the caregiver you can select.		**Box A:** Move to box **2.1.**	**Box B:** Is there someone else you can identify who may be suitable to participate that you trust? If yes, go to **2.2.** if no go to **Box C.**
		Box C: It looks like you do not have any caregiver who is suitable to participate in the session, you can participate without a female/male caregiver. Should your situation change and you want to involve them at a later stage you can let us know.	

Appendix A24
Glossary

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Some of these terms are used in the Girl Shine curriculum; therefore, it is recommended that printed copies of this glossary are made available for facilitators, who can use it to identify locally appropriate terms for the definitions listed below.

Ableism: Discrimination in favor of able-bodied people (people without disabilities).

Activist: A person who campaigns to bring about political or social change.

Ally: An ally is someone who supports people who are in a minority group or who are discriminated against, even though they do not belong to that group themselves.

Bias[58]: Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. Bias is a human trait that results from a need to quickly categorize individuals, objects, beliefs, and items as we make sense of the world. Bias can be either explicit or implicit.

- **Conscious/Explicit Bias:** Occurs when individuals are aware or conscious of their bias towards certain groups. Explicit bias can take the form of racist comments and overt discrimination against specific groups.
- **Unconscious/Implicit Bias:** Refers to negative and positive stereotypes that exist in our subconscious and affect our decisions, behaviors, and interactions with others. Becoming aware of one's implicit biases is useful to the individual; however, awareness alone is not enough to eliminate the effects of bias on others.

Boundaries: The limits and rules we set for ourselves within relationships. A person with healthy boundaries can say "no" to others when they want to, but they are also comfortable opening themselves up to intimacy and close relationships[59].

Child Sexual Abuse: Any form of sexual activity with a child by an adult or by another child who has power over the child. By this definition, it is possible for a child to be sexually abused by another child. Child sexual abuse often involves body contact. This could include sexual kissing, touching, and oral, anal or vaginal sex. Not all sexual abuse involves body contact, however. Forcing a child to witness rape and/or other acts of sexual violence, forcing children to watch pornography or show their private parts, showing a child private parts ("flashing"), verbally pressuring a child for sex, and exploiting children as prostitutes or for pornography are also acts of child sexual abuse[60].

Child, Early, or Forced Marriage (CEFM): 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[61].

- **Early Marriage:** Definitions of child and early marriage are often used interchangeably to refer to the marriage of a girl or boy under the age of 18. For the purpose of this resource, we are using the term "early marriage," which encompasses child marriage and forced marriage because:
  - There are multiple factors to consider when talking about marriage that extend beyond just under or over age 18. Early marriage allows us to include girls who may, for example, be married at 19 but who are not physically or emotionally mature or don't have enough information to make a fully formed decision.

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58   Adapted from the IRC foundational DEI lexicon. (2021).

59   Adapted from Therapist Aid, LLC. (2016). *Personal boundaries. University of California, Berkeley.* Available at https://uhs.berkeley.edu/sites/default/files/relationships_personal_boundaries.pdf

60   *Adapted from Inter-agency gender-based violence case management guidelines. (2017).* Available at https://gbvresponders.org/wp-content/uploads/2017/04/Interagency-GBV-Case-Management-Guidelines_Final_2017.pdf

61   Ibid.

- In some countries, the age of majority may be reached before 18, or adulthood may be achieved upon marriage—especially for girls (irrespective of age)—and in those cases, when we talk about child marriage, it may be confusing for communities or they may not see that this applies to them because the concepts of adulthood and childhood are not perceived in the same way as they are by the international community.

- **Forced Marriage:** A marriage in which one or both people do not consent to the marriage and where pressure or abuse is used to elicit the marriage. This can happen at any age. **All child marriages are forced**, because a child cannot provide informed consent to marriage due to their age.

Dignity: The right of a person to be valued and respected for their own sake, and to be treated ethically.

Disability: A long-term physical, mental, intellectual, or sensory impairment, which in interaction with various barriers may hinder a person's full and effective participation in society on an equal basis with others[62].

Discrimination[63]: The unequal treatment of members of various groups, based on conscious or unconscious prejudice, which favors one group over others on differences of race, gender, economic class, sexual orientation, physical ability, religion, language, age, national identity, religion, and other categories.

Diverse Sexual Orientation and Gender Identity: Everyone has a sexual orientation and gender identity (SOGI). Diverse SOGI in general refers to people who have a sexual orientation and/or gender identity which may be perceived to be or is different from that of the majority of people in a community. This commonly includes people who are homosexual, transgender, non-binary, asexual, or bisexual.

Other Key Related Terms:

- **Biological Sex:** The sex assigned to a person at birth based on their genitalia and chromosomes.

- **Intersex:** People born with full or partial genitalia of both sexes, or with underdeveloped genitalia, or with unusual hormone combinations which do not fit with typical male or female biological classifications.

- **Gender Identity:** A person's inner gendered self and how they express this identity, for example through dress, behaviors, or speech. A person's gender identity is not always the same as their biological sex. Gender identity may align with dominant gender binary (e.g., man or woman) or may identify with non-binary understanding and expressions of gender (e.g., transgender, third gender). Gender identity is often closely related to gender roles; gender roles can be the outward manifestation of one's gender identity, but not always.

- **Transgender:** A person whose gender identity does not match their biological sex. A transgender person may decide to wear clothing of another gender, decide to change their biological sex (called "gender reassignment surgery"), or do neither.

- **Transgender Women and Girls:** Women and girls whose gender identity and/or gender expression diverges in some way from the biological sex they were assigned at birth. Transgender women and girls have transitioned from male to female.

- **Transgender Men and Boys:** Men and boys whose gender identity and/or gender expression diverges in some way from the biological sex they were assigned at birth. Transgender men and boys have transitioned from female to male.

- **Cisgender Women and Girls:** Women and girls whose gender identity and/or gender expression is the same as the biological sex they were assigned at birth.

- **Cisgender Men and Boys:** Men and boys whose gender identity and/or gender expression is the same as the biological sex they were assigned at birth.

- **Non-Binary:** People whose gender identity does not fit into the male-female binary. A person who identifies as non-binary may not identify as either female or male.

- **Sexual Orientation:** The sex a person is attracted to sexually and romantically. While many people's sexual orientation does not change over time, for some people it does. A person's sexual orientation is often linked to but is not the same as their sexual behavior. A person's sexual behavior does not always indicate his or her self-identified sexual orientation.

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62 Adapted from Article 1. *United Nations Convention on the Rights of Persons with Disabilities.* https://www.ohchr.org/en/hrbodies/crpd/pages/conventionrightspersonswithdisabilities.aspx#:~:text=Article%201%20%2D%20Purpose,-The%20purpose%20of&text=Persons%20with%20disabilities%20include%20those,an%20equal%20basis%20with%20others.

63 Adapted from IRC foundational DEI lexicon. (2021).

- **Heterosexual:** People who are intimately, emotionally, and/or sexually attracted to someone of the opposite sex.
- **Homosexual (lesbian, gay):** People who are intimately, emotionally, and/or sexually attracted to someone of the same sex.
- **Bisexual:** People who are intimately, emotionally, and/or sexually attracted to people of both sexes.
- **Asexual:** People with a lack of sexual desire or sexual interest in others.

Diverse Women and Girls: This phrase aims to be inclusive of all women and girls present in a humanitarian context. Each woman or adolescent girl will have a unique identity formed by her own choices, life experiences, characteristics, and also by external intersecting inequalities, which place some women and girls into dominant or subordinate groups to each other. GBV programming aims to proactively include diverse women and girls within services and activities and build "power with" each other across social divides that marginalize and separate women and girls from each other.

Empathy: An attempt to see things from someone else's point of view, respecting that view and sharing that understanding with the person. Empathy can be communicated through verbal and non-verbal communication.

Equality: The state of being equal in terms of value, status, rights, and opportunities.

Equity[64]**:** A state of equality that recognizes that each person has different circumstances, and therefore, in order to achieve equal outcome for those people, differing amounts of resources and opportunities need to be allocated according to circumstance.

Evolving Capacities: An enabling principle that serves four functions: (1) It affirms the child as a rights-holder under international law, recognizing that as children grow, develop, and mature, they acquire capacities to exercise increasing levels of agency over their rights; (2) It supports and recognizes children's agency in decision-making; (3) It recognizes that all children, even very young children, should be engaged as agents in the promotion and protection of their own rights (4) It crystalizes the role of parents and legal guardians as duty-bearers to their children, providing guidance and direction to support their child's exercise and enjoyment of rights under the UNCRC[65].

Exclusion: is to deny (someone) access to a place, group, or privilege. There are conscious and subconscious ways that people relegate excluded groups to subordinate positions and make them feel as if they are less important than those who hold more power or privilege in the community.

Feminism[66]**:** A range of theories and political agendas that aim to eliminate all forms of discrimination against women due to sex and gender. Increasingly, feminist frameworks recognize the need to simultaneously address all other forms of discrimination, oppression, and exclusion, such as those based on class, caste, race, ethnicity, ability, sexual orientation, geographic location, nationality, etc. Feminism is not a monolithic phenomenon. Different historical moments and contextual configurations have led to the formation of diverse feminisms, including, but not limited to, intersectional, postcolonial, queer, black, poststructuralist, liberal, and socialist feminisms.

- **A Feminist Perspective:** A way of looking at the world and its systems that emphasizes the individual and collective empowerment of women and the transformation of the social and structural dimensions of women's inequality and subordination. A feminist perspective is essential for understanding and dismantling the underpinnings of unequal systems of power, especially gender inequality, that produce, reinforce, and perpetuate GBV.[67]

Gender-Based Violence (GBV): Any harmful act that is perpetrated against a person's will and is based in inequality between men and women; GBV results from abuse of power. Women disproportionately experience GBV, whereas the majority of perpetrators are men. This pattern of violence is rooted in patriarchal social dynamics, which teaches that men should have more power than women, and as such enables GBV as a way to reinforce that power imbalance[68].

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64   Adapted from Milken Institute School of Public Health. (2020, November 5). *Equity vs. equality: What's the difference? George Washington University.* Available at https://onlinepublichealth.gwu.edu/resources/equity-vs-equality/

65   Adapted from Varadan, S. (2019). *The Principle of Evolving Capacities under the UN Convention on the Rights of the Child, The International Journal of Children's Rights, 27(2), 306-338.* DOI: https://doi.org/10.1163/15718182-02702006

66   IRC foundational DEI lexicon. (2021).

67   Adapted from COFEM. *What is a feminist perspective and why is it important?* Available at https://cofemsocialchange.org/feminist-pocketbook/#1536528086422-50fec3f9-1fb3

68   Adapted from IASC. (2015). *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action.* Available at http://gbvguidelines.org

Girl: We use "girl" throughout the sessions, but where appropriate, the term "young women" or another locally appropriate term for girls who do not identify with the word "girl" can be used.

Hormones: Chemical substances that act like messenger molecules in the body. After being made in one part of the body, they travel to other parts of the body where they help control how cells and organs do their work.[69]

Inclusion: The process of improving the way diverse people participate in the community, and access services and resources. Inclusion is particularly important for diverse women and girls who face discrimination, increased risk, and additional barriers to participation and access to services. Inclusion involves proactively addressing barriers and risks to ensure everyone can meaningfully participate and benefit from services. Inclusion requires enhancing opportunities, access to resources, voice, and respect for rights. Inclusion means also recognizing the capacities of diverse women and girls and the critical formal and informal roles they play in humanitarian response. Inclusion also about adapting the environment to ensure that no barriers get in the way of any person, no matter how that person's body or mind works. It means fulfilling ALL the human rights of ALL people.[70,71]

Intersecting Systems of Oppression: See Systems of Oppression below.

Married Girls: For the purpose of this document, when we say married girls, we are referring to girls (10–19) who may be in formal or informal marriages, cohabiting with partners, divorced, separated, or widowed girls as well as young mothers. When talking about a specific subset of married girls, we will mention them explicitly.

Neglect: Neglect is the ongoing failure to meet a child's basic needs and is the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision, or health care. This can put children and young people in danger. And it can also have long-term effects on their physical and mental wellbeing.[72]

Oppression[73]: Mistreatment we experience or barriers and disadvantages we encounter by virtue of existing power dynamics that disproportionately impact marginalized or disadvantaged groups or communities. Oppression is a direct result of abuse of power, and is informed and influenced by ideologies such as racism, sexism, ableism, etc. Also see Systems of Oppression below.

Power: Power means that you have the capacity, ability, and freedom to influence or control decisions affecting your life. Depending on how power is used, it can either be positive or negative.

    Types of Power:

- Power to do something—inner strength and courage
- Power with someone—the ability to support and encourage others
- Power over someone—the ability to control and dominate others
- Power over someone, also known as abuse of power—the use of influence, access to resources, or decision making in a way that makes someone else's life smaller, does not pay attention to their needs, wishes, or boundaries.

Prejudice: A preconceived judgement, evaluation, or opinion, that is usually unfavorable towards a person, based on the person's perceived group membership or affiliation, and that is informed by systems of power. Common prejudices include those on the basis on sex, gender, religious and/or ethnic affiliation, political affiliation, age, disability status, gender identity and sexual orientation, class, nationality and citizenship status, education, and occupation.

Privilege: An unearned right or benefit awarded to a person/persons and not others on the basis of their group membership or affiliation. Systems of power determine which groups are awarded privilege; for example, patriarchy awards males privilege over females.

Puberty: The time in the lifecycle when human's bodies begin to develop and change as they transition from being a child to being an adult.

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69   Adapted from Nemours TeenHealth. *Hormones.* Available at https://kidshealth.org/en/teens/hormones.html

70   WID, Where do we stand? https://www.centreforwelfarereform.org/library/where-do-we-stand.html

71   Adapted from International Rescue Committee. (2019). *GBV emergency response & preparedness: Inclusion of diverse women and girls guidance note.* Available at https://gbvresponders.org/wp-content/uploads/2021/01/IRC-Inclusion_Guidance-ENG-screen.pdf

72   Adapted from NSPCC. Neglect. Available at https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/

73   Adapted from IRC foundational DEI lexicon. (2021).

Sexual and Reproductive Health and Rights:

- **Sexual Health:** "A state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction, or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination, and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected, and fulfilled.[74]"

- **Sexual Rights[75]:** "The application of existing human rights to sexuality and sexual health." Sexual rights "protect all people's rights to fulfil and express their sexuality and enjoy sexual health, with due regard for the rights of others and within a framework of protection against discrimination" and "embrace certain human rights that are already recognized in international and regional human rights documents and other consensus documents and in national laws."

- **Reproductive Health:** "A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes. Reproductive health implies that people are able to have a satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so.[76]"

- **Reproductive Rights:** "The rights of individuals to decide whether to reproduce and have reproductive health. This may include an individual's right to plan a family, terminate a pregnancy, use contraceptives, learn about sex education in public schools, and gain access to reproductive health services.[77]"

Sexually Transmitted Infection (STI): An infection passed from one person to another person through sexual contact.

Stereotypes[78]: Overarching beliefs and expectations about members of certain groups that present an oversimplified opinion, prejudiced attitude, or uncritical judgment. They go beyond necessary and useful categorizations and generalizations in that they are typically negative, are based on little information, and are highly generalized.

Survivor-Centered Approach[79]: An approach that creates a supportive environment in which survivors' rights and wishes are respected and their safety is ensured, and they are treated with dignity and respect. A survivor-centered approach is based on the following guiding principles:

- **Safety:** The safety and security of survivors and their children are the primary considerations.

- **Confidentiality:** Survivors have the right to choose to whom they will or will not tell their story, and any information about them should only be shared with their informed consent.

- **Respect:** All actions taken should be guided by respect for the choices, wishes, rights and dignity of the survivor. The role of helpers is to facilitate recovery and provide resources to aid the survivor.

- **Non-discrimination:** Survivors should receive equal and fair treatment regardless of their age, disability, gender identity, religion, nationality, ethnicity, sexual orientation, or any other characteristic.

Systems of Oppression: Systems of oppression are systemic institutionalized power relations that discriminate against one social group while benefiting others. Systems of oppression are grounded in the ideology of the superiority of some groups and the inferiority of others; they act to center dominant social groups while excluding and marginalizing others considered "less than."

Intersecting Systems of Oppression: Systems of oppression that overlap to compound discrimination and violence experienced by a person on account of their various group memberships (e.g., black and female).

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74   World Health Organization. (2006). *Defining sexual health: Report of a technical consultation on sexual health, 28–31 January 2002.* Available at https://www.who.int/reproductivehealth/publications/sexual_health/defining_sexual_health.pdf

75   Updated in World Health Organization. (2010). *Developing sexual health programmes: A framework for action.* Available at https://www.sxpolitics.org/wp-content/uploads/2011/01/who_rhr_hrp_1022_eng.pdf

76   Ibid.

77   Ibid.

78   Adapted from IRC foundational DEI lexicon. (2021).

79   Adapted from GBV Area of Responsibility. (2020). T*he Inter-Agency minimum standards for gender based violence programming in emergencies programming.* https://www.unfpa.org/minimum-standards

Unaccompanied and Separated Children[80]:

- **Unaccompanied children** (also called unaccompanied minors) are children who have been separated from both parents and other relatives and are not being cared for by an adult who, by law or custom, is responsible for doing so.

- **Separated children** are those separated from both parents or from their previous legal or customary primary caregiver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members.

Vagina: A muscular canal lined with nerves and mucus membranes. In the female reproductive system, it connects the uterus and cervix to the outside of the body, allowing for menstruation, intercourse, and childbirth. When talking about this in all contexts, it is important to use locally relevant terms that are respectful and that don't reinforce discrimination or stigmatize women and girls.

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80   Adapted from Alliance for Child Protection in Humanitarian Action. *Field handbook on unaccompanied and separated children: Inter-agency working group on unaccompanied and separated children*. Available at https://www.iom.int/sites/default/files/HANDBOOK-WEB-2017-0322.pdf

Appendix A25
Girls Shine Program Overview

Purpose: This document provides an overview of the key program components for Girl Shine. It can be used by practitioners as a quick reference guide to help support the design and implementation of Girl Shine. This guidance provides an overview of the intervention. It also provides practical design and implementation guidance covering the life of the project cycle—planning and design, start-up, implementation, monitoring and evaluation, and project close-out/transition.

Intervention Overview:

▶ Why Focus on Adolescent Girls and Gender-Based Violence?

Gender-based violence (GBV) is rooted in gender inequality and the subordinate status of women and girls. It is well-documented that women and girls experience a wide range of GBV in humanitarian settings (Inter-agency Standing Committee, 2015[81]). Adolescent girls face increased risks of GBV due to the intersection of gender and age inequalities (UNICEF 2014[82]). This is worsened by the consequences of humanitarian crises

▶ What is Girl Shine?

Girl Shine is a GBV intervention for adolescent girls in humanitarian settings.

› **There are 5 components to the Girl Shine Program model:**

1. **The Girl Shine Safe Space.** A "girl-only" safe space (within a women's safe space). These spaces provide girls with a safe entry point for services and offer girls an opportunity to engage with each other, exchange information, and strengthen support networks.

2. **The Girl Shine Life Skills Curriculum Groups.** Girls participate in a collection of learning sessions that have been tailored to their needs (age range, experience, and situation). The learning sessions equip girls with key skills that contribute towards prevention, mitigation, and response to GBV. There is also a dedicated curriculum focused on early marriage that is tailored to girls who are at risk of early marriage as well as girls who are married, divorced, separated, or widowed.

3. **The Girl Shine Mentors and Facilitators.** The use of mentors will expand the safety network for the girls in their communities and allow for sustainability and ongoing solidarity. If eligible young women are not available, staff can serve in the mentor role.

4. **The Girl Shine Female/Male Caregiver Engagement.** Female and male caregivers should be engaged with Girl Shine whenever it is safe and possible. At a minimum, caregivers should be informed of the program and provide consent for adolescent girls to participate. Ideally, they should be engaged in the parallel Girl Shine Caregiver Curriculum while adolescent girls are participating in the Girl Shine Life Skills Curriculum. There is also a dedicated curriculum within Girl Shine that is focused on early marriage that accommodates for the participation of mothers-in-law.

5. **The Girl Shine Community Outreach.** Community support for the program is essential to ensuring that girls who participate can safely access Girl Shine. Staff are encouraged to conduct outreach in the community before the start of the program, to build trust, knowledge, and acceptance of the program. There is a dedicated set of sessions that can be implemented with the broader community. Additionally, it is essential that health and psychosocial service providers are linked to Girl Shine for needed referrals.

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[81]   Interagency Standing committee 2015: https://gbvguidelines.org/wp/wp-content/uploads/2016/10/2015_IASC_Gender-based_Violence_Guidelines_full-res.pdf

[82]   UNICEF 2014: https://data.unicef.org/resources/hidden-in-plain-sight-a-statistical-analysis-of-violence-against-children/

Girl Shine is an approach that should be included within comprehensive GBV programming to ensure the proactive inclusion of younger and older adolescent girls within women and girl safe space activities. Girl Shine introduces new information and skills, as well as suggestions for the replacement of oppressive attitudes and beliefs that limit adolescent girls' choices and participation in decision-making. However, Girl Shine alone cannot create the full extent of change needed to achieve adolescent girls' protection and empowerment; it should be complemented by GBV response services and wider social change and empowerment efforts.

▶ When Should Girl Shine Be Considered?

Girl Shine can be considered when the population has its primary needs met, where GBV response services are fully established, and when adolescent girls are stable enough to regularly attend the life skills groups. Girl Shine can be considered when GBV caseworkers have been trained in GBV Case Management[83] and Caring for Child Survivors of Sexual Abuse[84] (CCS), and staff & young women mentors facilitating the life skills curriculum have been trained in GBV Core Concepts[85]. The existence of quality GBV services and trained staff is critical to ensure the safety and wellbeing of adolescent girls (COMPASS 2017[86]) and wider social change efforts, such as Women Action Groups, Engaging Men in Accountable Practice[87] and SASA[88]! are recommended to transform harmful social norms and promote women and girls' safety and empowerment within local communities.

▶ Who is the Target of Girl Shine?

Girl Shine is an intervention for adolescent girls aged between 10-19, female and male caregivers of adolescent girls and young women mentors in humanitarian settings. Adolescent girls are divided into groups based on their stage of adolescence to ensure content is relevant for their development stage. If participating in the content related to early marriage, girls are divided into groups based on marital status. Female and male caregiver sessions are held separately, and run in parallel to the adolescent girls' curriculum. Young women mentors are members of the community and engage in ongoing training and capacity building in the implementation of Girl Shine, offering continued mentorship of girls. Girl Shine cannot be used with intimate partners of adolescent girls, fathers-in-law or any known perpetrator of GBV against adolescent girls.

▶ Programmatic Guidance:

▶ Assessment and Design

Assessment: Understanding the risks, needs, and opportunities adolescent girls have is essential to designing a contextually responsive intervention. This begins with examining the information we already have related to the situation of women and girls through the tools provided within Girl Shine, starting with the Outreach Strategy. In addition, The Girl Shine tools can be used to complement other existing GBV Emergency Assessment Tools[89], such as Focus Group Discussions[90], Service Mapping[91], and Safety Audits[92]. These tools will help teams determine and prioritize the needs of adolescent girls, map the key risks specific to adolescent girls, and analyze the results of the assessment findings to help shape the intervention.

Design: Girl Shine is highly adaptive, with flexibility integrated throughout to ensure that the intervention is contextually relevant and responsive.

83 GBV Case management: https://gbvresponders.org/response/gbv-case-management/

84 Caring for Child Survivors of Sexual Abuse: https://gbvresponders.org/response/caring-child-survivors/#CCSResources

85 GBV Core Concepts: https://gbvresponders.org/response/core-concepts/

86 COMPASS 2017: https://gbvresponders.org/wp-content/uploads/2017/11/IRC-COMPASS-Global-Report-Exec-Summary.pdf

87 https://gbvresponders.org/prevention/emap-approach/

88 https://gbvresponders.org/prevention/sasa/

89 GBV Emergency Assessment Tools: https://gbvresponders.org/emergency-response-preparedness/emergency-response-assessment/

90 Focus Group Discussion Tool: https://gbvresponders.org/wp-content/uploads/2014/03/Focus-Group-Discussion-Tool-2013-ENG.doc

91 Service Mapping Tool: https://gbvresponders.org/wp-content/uploads/2014/03/Service-Mapping-Tool-2012-ENG.doc

92 Safety Audit Tool: https://gbvresponders.org/wp-content/uploads/2014/03/Safety-Audit-Tool-Updated-2013-ENG.doc

As outlined below, there are a number of components to consider when designing your Girl Shine intervention.

> *Type of Intervention*

- Girl Shine Minimum Package for Emergencies can be implemented in one full day with adolescent girls. There are six sessions. Options are also provided if dealing with a situation in an emergency, such as the need to address a sexual and reproductive health (SRH)-related issue or a specific safety issue, or offer general psycho-social support.

- Girl Shine Life Skills Sessions can be implemented with adolescent girls once or twice weekly. There are over 45 sessions. Female and male caregivers are encouraged to participate in the parallel caregiver curriculum. It is important to note, however, that if the curriculum is shortened, the overall impact of the program will be reduced.

- Girl Shine Marriage Delay Content is designed to help support the prevention of early marriage and is suitable for girls 14–19. There are 16 sessions, all of which must be completed.

- Girl Shine Early Marriage Response Content is designed to help support girls who are already married, divorced, widowed, or young mothers. It is suitable for girls 14–19. There are 16 sessions, all of which must be completed.

> *Staffing Structure*

It is highly recommended that teams that want to use the Girl Shine resource identify a focal point—or recruit a dedicated person—to develop and manage the primary program components.

- **Girl Shine Focal Point/Officer**
  - *Gender:* Female
  - *Profile:* GBV staff
  - A GBV staff member is required to oversee the selection of mentors and facilitators for Girl Shine. They also supervise mentors and facilitators of Girl Shine and provide on-the-job mentoring & training, weekly/bi-weekly check-ins with mentors, and bi-weekly peer supervision sessions. They are also responsible for overseeing the implementation of activities.
  - *Ratio:* 1 staff member for 5 life skills groups (up to 10 mentors)

- **Girl Shine Life Skills Curriculum Staff/Volunteers (curriculum includes content on early marriage)**
  - Gender: Female
  - Profile: GBV Staff or volunteer mentors
    All facilitators (mentor or staff) are ideally aged 18-30 (if possible), literate, have good communication skills, motivated to support adolescent girls, open to learn new information, have a good understanding of cultural sensitivities, have a basic understanding of GBV core concepts and available to implement at least 2 hours a week, plus an additional 1-2 hours for preparation.

    *Although recruitment criteria are needed, 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.
  - Ratio: 1 staff facilitator or 2 mentors per 10-20 girls.

- **Girl Shine Caregiver Curriculum Facilitators (curriculum includes content on early marriage)**
  - Gender: Female facilitators for female caregiver groups and male facilitators for male caregiver groups
  - Profile: Medium-to-high literacy skills, experience in facilitation, training on GBV core concepts*, strong understanding of gender equality

    * It is important to invest in the capacity building of staff facilitators on these concepts before they begin implementing the Girl Shine Caregiver Curriculum.
  - Ratio: 1 or 2 staff facilitators for up to 15 female or male caregivers

> *Budget for Girl Shine*

Each team will budget differently depending on existing available resources. A few key considerations are outlined below.

- **Staff and Mentors:** A salary for Girl Shine focal point/officer. A stipend or salary for Girl Shine facilitators. If recruiting mentors, additional support should be considered such as in-kind support (t-shirts, rainboots, raincoats, etc.).

- **Training:** An initial 5-day training is suggested for the Girl Shine Life Skills Curriculum and an additional 3 days of training for the Caregiver Curriculum. Costs may include venue hire, training materials, per diems, translator/interpreter costs. More guidance is included in the [Girl Shine Training Manual.](#) Additional trainings that staff and mentors may need should also be budgeted for, e.g., [GBV Core Concepts](#) and [CCS.](#) An online e-learning training is also available for Girl Shine but is not intended to replace the trainings outlined above.

- **Supervision and Capacity Building:** Weekly supervision support during implementation of Life Skills Sessions by community volunteers or staff. Bi-weekly or monthly all-day group supervision meetings and periodic training (based on capacity of facilitators). Budget for mentor refreshments, travel allowances and room hire if required.

- **Activities and Supplies:** [Girl Shine](#) lists all the materials needed for the life skills groups. Transportation costs to and from the safe space and refreshments should also be included. Include a budget line for menstrual hygiene products (especially important for Health and Hygiene sessions). Also consider budgeting for arts and crafts, sports equipment, and other materials related to activities girls are interested in.

- **Caregiver Groups:** Female and male groups will be held separately, so staffing, materials, and refreshments for both groups should be budgeted for.

- **Translation and Design:** Costs may include curriculum translation and design (if applicable), poster translation, printing, design of other visual resources, and photocopying of curriculum.

- **Data Collection:** If conducting baseline and endline assessments, teams should factor in data collection materials, translation costs, transport costs, and data collector costs (as data collection assessments should not be completed by the staff implementing the program).

- **Group Closure:** Money for certificates at the end of the curriculum, thank-you cards, supplies for girls to organize their small group projects, small gifts, and a community celebration/graduation.

- **Girl Shine Engagement Groups:** Girls that have completed Girl Shine may want to establish committees. Budget should be available for girls to hold meetings, and this may include refreshments and stationary costs.

- **Sustainability Plan:** When closing a program in a community, money could be set aside for a sustainability plan development workshop and associated training costs for a handover.

> *Monitoring and Evaluation Plan*

The Girl Shine Focal Point ensures the quality of the program through a number of monitoring and evaluation methodologies:

- Pre and Post Questionnaires for girls and caregivers
- Facilitator Supervision Tool
- Feedback Tool for mentors
- End-of-cycle Focus Group Discussion Tools for girls and caregivers
- Fidelity Quiz
- Feedback Guidance

Teams should select the tools that are relevant to their plan.

▶ Implementation

Outlined below are the key considerations for implementing Girl Shine:

> *Safe Space*

Girl Shine Life Skills Curriculum: This should be conducted in a space deemed as safe by adolescent girls. This should be a girl-only safe space within an existing women's safe space. GBV services should be available through the safe space (or with strong referral links to GBV services available and accessible to girls).

Girl Shine Caregiver Curriculum: The female caregiver component should be conducted in a space deemed as safe by women, e.g., a women and girl safe space (WGSS). GBV services should be available through the safe space (or with strong referral links to GBV services available and accessible to women). The male caregiver component should be conducted in a community space outside the WGSS which does not compromise the safety of women and girls.

> *Outreach and Trust Building*

Conducting outreach activities is an essential component of setting up Girl Shine and continues through the duration of the program cycle and beyond. This is critical at program start-up, as outreach will enable us to identify where adolescent girls are in the community and to get consent from decision-makers to engage adolescent girls. Girl Shine has a dedicated Outreach Strategy that can be used for this purpose.

> *Girl Shine Life Skills Program Implementation*

The following needs to be established before the Girl Shine Life Skills Curriculum is implemented:

✓ GBV staff are assigned to supervise Girl Shine implementation and trained. As Girl Shine is implemented within WGSS, usually female staff members of GBV response or empowerment teams who operate out of the safe space on a day-to-day basis are best placed to supervise Girl Shine activities. Additional staff should be hired to implement Girl Shine activities so that girls have a specific focal point in the WGSS who can run activities.

✓ Safe space is selected and deemed safe for program operations and a schedule is set.

✓ Mentors/facilitators are recruited and trained.

✓ Girls are mobilized to participate.

✓ Girls and mentors/facilitators are assigned to Girl Shine Life Skills Curriculum groups.

✓ Time, day, and frequency of life skills groups are set. Female and 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. These could include (1) addressing self-reports or suspected abuse of girls in the program; (2) linking girls to health or psychosocial support services; and (3) supporting girls at the threat of early marriage or female genital mutilation (FGM).

> *Tailoring Program Content*

Content will be decided based on the assessment findings, the staff/mentors' capacity and availability to facilitate, and the location's stability. 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. This requires ongoing assessment and observation, and monitoring tools are included in Girl Shine to support this process.

> *Training*

The Girl Shine Training Manual includes five days of basic training content, refresher training content, and guidance on coaching and mentoring. The basic training should be conducted ahead of the start-up of Girl Shine groups. The training is designed for staff and mentors who will facilitate Girl Shine groups and should be conducted by someone who has attended a Girl Shine training of trainers (ToT). Prior to participating in the training, prospective mentors/facilitators should (1) have a basic level of literacy, (2) hold some attitudes and beliefs in line with the Girl Shine principles, and (3) have completed the GBV Core Concepts 3–5-day training.

> *Group Closure*

From the beginning of the intervention, girls should be made aware of the length of the intervention so that expectations are successfully managed. At the end of the cycle, their achievements should be celebrated to help provide closure. Girls should also be encouraged to review and evaluate the Girl Shine intervention and be invited to establish Girl Shine engagement groups or committees where they can represent adolescent girls in the community, shape future program cycles and volunteer in the life skills sessions. They can also be recruited as mentors.

▶ Close-Out Transition

> *Communication*

Participants should know that the organization's presence in the area is limited to a specific time frame from the outset and be reminded regularly from at least 6 months before planned closure. Girls should have accessible information about who to contact if they experience GBV and other risks in the community. Sessions should be held with the community to give space for them to discuss questions or concerns they have regarding program closure. Additional sessions should be organized for girls only, to ensure their voices are represented in decision making.

> *Training*

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. 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.

> *Referrals*

All referrals and follow-up (individual and/or community) should be completed before exiting the location.

> *Documentation*

Prepare a document that contains all the contact information of service providers and a description of their services. All of the following information should be documented, stored, and shared with those to whom the Girl Shine program is being handed over: contact information for the community focal points, community leaders, and municipalities, as well as information on challenges, major GBV risks reported, and action plans, etc.

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					

24 25	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					
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14					
15					
16					
17					
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19					
20					
21					
22					
23					
24			If PRESENT, insert a check mark	If ABSENT: Was the participant absent for the last session? (Y/N)	Remarks
25			If ABSENT, insert a	If yes, follow-up needed to understand reason of absence	

▶ 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 Pre and Post Questionnaire Adolescent Girls

▶ ### Implementation Guidance

This tool should be conducted with female and male caregivers that have been selected for the caregiver curriculum before the first session takes place[1] and again, after the end of the last session[2].

- The tool needs to be conducted for each caregiver **individually** and it is important to be able to identify the Pre and Post data for each person, which is why asking for their name or giving them a memorable reference or symbol that will help you to keep track of each person is important.

- The data collected should inform further iterations of implementation and help practitioners to strengthen their intervention.

Who Are the Participants?

Participants are adolescent girls who have been selected to participate in the curriculum

Who is the Facilitator?

The facilitator can be someone who is planning to facilitate the sessions, someone who is aware of the program, and/or someone who participants will feel comfortable giving open and honest answers to.

Facilitator Tips:

- Participants should be strongly encouraged to complete the form themselves. The facilitator should read the statement, and the participant should indicate which box they feel represents their opinion best.

- If participants have low literacy or struggle to complete it, the facilitator can support them.

- Facilitators should not react to any responses participants may share out loud; stay neutral.

- Remove or hide points from respondents when implementing.

Materials:

☐ printed Pre or Post Questionnaire,

☐ pens

▶ ### Pre-Questionnaire Facilitator Guidelines

To begin the Pre Questionnaire, introduce yourself and explain the purpose of the Girl Shine Caregiver Sessions.

For example,

💬 **Say:** This is a Girl Shine group that will meet for approximately 2 hours each week. The group will meet at the same time on the same day every week. During our time together we will learn new things, make new friends, and have time to reflect on our experiences and how they influence us. We will go through a number of topics, covering issues on safety, trust, our body, and valuing girls, but more importantly, this is a space to hear your ideas and experiences. Each week will start with a check in on how everyone is doing and then move on to activities on the subject we're discussing. After the activities we will think about how we can use what we have learned in our homes and community. We want all girls participating to feel safe and comfortable in the space. To help achieve this, we want all group members to attend all of the (insert number)

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1   If it is not possible to do before the first session takes place, ensure it is completed before the second session takes place.

2   This must be completed a maximum of a week after the last session takes place.

sessions and to commit to coming for each session. By the end of the group, we hope that all girls will feel able to make more decisions related to their own lives in their homes and community and that they will work together to support other girls.

We need to collect some information about you and would also like to ask you some questions about your views and opinions on topics related to women and girls. There are no right or wrong answers, and this is not a test; we are just interested in knowing if your views and opinions on these topics change over the duration of the sessions.

> **For Married or Divorced Girls, ADD:** "We hope this is a place where married or divorced girls feel supported."
>
> **For Unmarried Girls, ADD:** "We will discuss marriage and the importance of waiting until girls are ready."

▶ Post- Questionnaire Facilitator Guidelines

To begin the Post Questionnaire, introduce yourself and explain the purpose of the Post Questionnaire.

For example,

Say: We want to collect some information about you and would also like to ask you some questions about your views and opinions on topics related to women and girls. These questions will be familiar to you because we asked the same questions before you started participating in Girl Shine. We are asking them again because we are interested in knowing if anything has changed since you first started attending. As before, there are no right or wrong answers, and this is not a test; we are just interested in knowing what your views and opinions are.

If facilitators are verbally asking adolescent girls questions and filling out the form on their behalf, print out and use the following version of the Pre/Post Questionnaire, labelled Facilitator's Guide. If adolescent girls are filling out the form themselves, use the version found below the Facilitator's Guide—the version which does not include points for scoring or notes for facilitators. Follow along with the Facilitator's Guide in case of questions.

GENERAL INFORMATION: Facilitator's Guide

Date : _____   Location : _____   Village : _____

Name of Interviewer: _____

Name of respondent (this can also be a code, if preferred): : _____

1.1	**How old are you?**	Number : _____ *(If they don't know their age, ask them to guess how old they are.)* ☐ Prefer not to say
1.2	**What is your Marital Status?**	☐ Single ☐ Married with more than one wife (specify number) ☐ Engaged ☐ Living with a partner ☐ Married as only wife ☐ Divorced/Separated ☐ Married as one of X wives (please specify) ☐ Widowed/Widower ☐ Married with one wife ☐ Other (please specify)

1.3	How many children do you have? Or are you responsible to care for. Please write how many of each gender and then list their ages.		Ages	Number
		Girls		
		Boys		

1.3a	Are you pregnant?	☐ Yes	☐ No

1.4	Are you regularly attending school?	☐ Yes	☐ No

1.5b	Who do you live with?	☐ One parent (m/f) ☐ Both Parents ☐ Husband	☐ One in-law (m/f) ☐ Both in-laws ☐ Other (please specify)

15c	Are you currently working?	☐ Yes	☐ No

1.6	The next questions ask about difficulties you may have doing certain activities because of a HEALTH problem	

1.6a	Do you have difficulty seeing, even if wearing glasses?	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all

1.6b	Do you have difficulty hearing, even if using a hearing aid?	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all

1.6c	Do you have difficulty walking or climbing steps?	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all

1.6d	Do you have difficulty (with self-care such as) washing all over or dressing?	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all

1.6e	Do you have difficulty (with self-care such as) washing all over or dressing?	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all

1.6f	Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all

Say: Now we are going to move into some questions about your views and opinions on women and girls.

Explain: To the participant that you will read a statement, and they should select the box that most reflects their view or opinion. If they struggle with this, you can help them check the boxes.

PART A: Norms and Attitudes

Circle how much the respondent agrees with each statement.

Do not show the respondent the points that accompany the response options.

A1	**In my family, girls are treated equally to boys.**	Strongly Agree	3
		Somewhat Agree	2
	✓✓ Strongly Agree / ✓ Agree / ✗ Disagree / ✗✗ Strongly Disagree / ? Don't know or prefer not to answer	Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR
A2	**Girls with disabilities should have the same opportunities as everyone else.**	Strongly Agree	3
		Somewhat Agree	2
	✓✓ Strongly Agree / ✓ Agree / ✗ Disagree / ✗✗ Strongly Disagree / ? Don't know or prefer not to answer	Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR
A3	**My opinion should count when choosing at what age I should get married.**	Strongly Agree	3
		Somewhat Agree	2
	✓✓ Strongly Agree / ✓ Agree / ✗ Disagree / ✗✗ Strongly Disagree / ? Don't know or prefer not to answer	Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR
A4	**A girl's role should be limited to marriage, household chores, and childbearing.**	Strongly Agree	3
		Somewhat Agree	2
	✓✓ Strongly Agree / ✓ Agree / ✗ Disagree / ✗✗ Strongly Disagree / ? Don't know or prefer not to answer	Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

PART B: Knowledge of Available Services/Support

| B1 | **Where would you go to seek support if you or someone you know experienced violence?**

✳ **Facilitator Note:** *Do not give the girl any options, just circle the answer(s) as she says them.* | Family Member

Community Leader

Police

NGO working with women

Any Female Aid worker

Friend

Don't know

Other

If "Other", please specify |

B2	**What type of support would you seek if you or someone you know experienced violence?** ✳ **Facilitator Note:** *Write exactly what she says in the box to the right.*	

PART C: Relationships

C1	**How many female friends do you have outside of your family?**	Numbers:	

C2	**I do not feel comfortable disagreeing with my family when they make a decision that affects me.**	Strongly Agree	3
	✓✓ Strongly Agree ✓ Agree ✗ Disagree ✗✗ Strongly Disagree ? Don't know or prefer not to answer	Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

C3a	**My family listens to me when I share my opinion.**	Strongly Agree	3
	✓✓ Strongly Agree ✓ Agree ✗ Disagree ✗✗ Strongly Disagree ? Don't know or prefer not to answer	Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

C3b	*Ask married girls only:* **My in-laws listen to me when I share my opinion.**	Strongly Agree	3
	✓✓ Strongly Agree ✓ Agree ✗ Disagree ✗✗ Strongly Disagree ? Don't know or prefer not to answer	Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

C4	**I feel valued by my family.**	Strongly Agree	3
	✓✓ Strongly Agree ✓ Agree ✗ Disagree ✗✗ Strongly Disagree ? Don't know or prefer not to answer	Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

C5	**My caregiver does not feel comfortable talking to me about difficult topics.**	Strongly Agree	3
	✓✓ Strongly Agree ✓ Agree ✗ Disagree ✗✗ Strongly Disagree ? Don't know or prefer not to answer	Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

C6	I would talk to my caregiver if I needed support.	Strongly Agree	3
		Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

✓✓	✓	✗	✗✗	?
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know or prefer not to answer

Is there anything else you want to tell us?

✅ **Do:** Thank participants for their participation and check to see if they need any information about services.

If adolescent girls are completing the form themselves, print out the following version of the pre/post questionnaire and use the above version (labelled Facilitators Guide) to assist or when scoring their responses.

GENERAL INFORMATION

Date : _____ Location : _____ Village : _____

Name of Interviewer: _____

Name of respondent (this can also be a code, if preferred): : _____

Demographics

1.1	How old are you?	Number : _____
		(If they don't know their age, ask them to guess how old they are.)
		☐ Prefer not to say

1.2	What is your Marital Status?	☐ Single	☐ Married with more than one wife (specify number)
		☐ Engaged	☐ Living with a partner
		☐ Married as only wife	☐ Divorced/Separated
		☐ Married as one of X wives (please specify)	☐ Widowed/Widower
		☐ Married with one wife	☐ Other (please specify)

1.3	How many children do you have? Or are you responsible to care for. Please write how many of each gender and then list their ages.		Ages	Number
		Girls		
		Boys		

| 1.3a | Are you pregnant? | ☐ Yes | ☐ No |

| 1.4 | Are you regularly attending school? | ☐ Yes | ☐ No |

1.5b	**Who do you live with?**	☐ One parent (m/f) ☐ One in-law (m/f) ☐ Both Parents ☐ Both in-laws ☐ Husband ☐ Other (please specify)
15c	**Are you currently working?**	☐ Yes ☐ No
1.6	**The next questions ask about difficulties you may have doing certain activities because of a HEALTH problem**	
1.6a	**Do you have difficulty seeing, even if wearing glasses?**	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all
1.6b	**Do you have difficulty hearing, even if using a hearing aid?**	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all
1.6c	**Do you have difficulty walking or climbing steps?**	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all
1.6d	**Do you have difficulty remembering or concentrating?**	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all
1.6e	**Do you have difficulty (with self-care such as) washing all over or dressing?**	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all
1.6f	**Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?**	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all

- Now we are going to move into some questions about your views and opinions on women and girls.
- For each statement, select the box that most reflects your view or opinion.

ADOLESCENT GIRL OUTCOMES

PART A: Norms and Attitudes

Circle how much you agree with each statement

A1   In my family, girls are treated equally to boys.

✓✓ Strongly Agree	✓ Agree	✗ Disagree	✗✗ Strongly Disagree	? Don't know or prefer not to answer

A2   Girls with disabilities should have the same opportunities as everyone else.

✓✓ Strongly Agree	✓ Agree	✗ Disagree	✗✗ Strongly Disagree	? Don't know or prefer not to answer

A3   My opinion should count when choosing at what age I should get married.

✓✓ Strongly Agree	✓ Agree	✗ Disagree	✗✗ Strongly Disagree	? Don't know or prefer not to answer

A4   A girl's role should be limited to marriage, household chores, and childbearing.

✓✓ Strongly Agree	✓ Agree	✗ Disagree	✗✗ Strongly Disagree	? Don't know or prefer not to answer

PART B: Knowledge of Available Services/Support

B1   Where would you go to seek support if you or someone you know experienced violence?

B2   What type of support would you seek if you or someone you know experienced violence?

PART C: Relationships

C1   How many female friends do you have outside of your family?

C2   I do not feel comfortable disagreeing with my family when they make a decision that affects me.

✓✓ Strongly Agree	✓ Agree	✗ Disagree	✗✗ Strongly Disagree	? Don't know or prefer not to answer

C3a	My family listens to me when I share my opinion.

✓✓ Strongly Agree	✓ Agree	✗ Disagree	✗✗ Strongly Disagree	? Don't know or prefer not to answer

C3b	*If you are married:* My in-laws listen to me when I share my opinion.

✓✓ Strongly Agree	✓ Agree	✗ Disagree	✗✗ Strongly Disagree	? Don't know or prefer not to answer

C4	I feel valued by my family.

✓✓ Strongly Agree	✓ Agree	✗ Disagree	✗✗ Strongly Disagree	? Don't know or prefer not to answer

C5	My caregiver does not feel comfortable talking to me about difficult topics.

✓✓ Strongly Agree	✓ Agree	✗ Disagree	✗✗ Strongly Disagree	? Don't know or prefer not to answer

C6	I would talk to my caregiver if I needed support.

✓✓ Strongly Agree	✓ Agree	✗ Disagree	✗✗ Strongly Disagree	? Don't know or prefer not to answer

Appendix B3

Girl Shine Pre and Post Questionnaire Female and Male Caregivers

▶ ## Implementation Guidance

This tool should be conducted with female and male caregivers that have been selected for the caregiver curriculum before the first session takes place and again, after the end of the last session.

- The tool needs to be conducted for each caregiver individually and it is important to be able to identify the Pre and Post data for each person, which is why asking for their name or giving them a memorable reference or symbol that will help you to keep track of each person is important.

- The data collected should inform further iterations of implementation and help practitioners to strengthen their intervention.

Who Are the Participants?

Participants are female and male caregivers of adolescent girls who have been selected to participate in the curriculum.

Who is the Facilitator?

The facilitator can be someone who is planning to facilitate the caregiver sessions, someone who is aware of the program, and/or someone to whom participants will feel comfortable giving open and honest answers.

Facilitator Tips:

- Participants should be strongly encouraged to complete the form themselves. The facilitator should read the statement and the participant to indicate which box they feel represents their opinion best.

- If participants have low literacy or struggle to complete it, the facilitator can support them.

- Facilitators should not react to any responses participants may share out loud; stay neutral.

- Remove or hide points from respondents when implementing.

Materials: printed Pre or Post Questionnaire, pens

▶ ## Pre-Questionnaire Facilitator Guidelines

To begin the Pre Questionnaire, introduce yourself and explain the purpose of the Girl Shine Caregiver Sessions.

For example,

💬 **Say:** This is a Girl Shine group that will meet for approximately 2 hours each week. The group will meet at the same time on the same day every week. During our time together we will go through a number of topics, covering issues related to women and girls in our lives. We will talk about our relationships with the people most important to us, our concerns about safety, how to create a safe and open environment for the people we love, and how we can show girls they are valued in the home and the community. We will discuss the marriage of girls, how we decide when the right time for girls to marry is, and what we can do to support married girls, and we will explore ideas about the benefits and challenges of delaying marriage. Each week will start with a check in on how everyone is doing and then move on to activities on the subject we're discussing. After the activities, we will think about how we can use what we have learned in our homes and community. It is very important that the group feels like a comfortable and familiar space for everyone participating. To help achieve this, we want all group members to attend all (insert number) sessions and to commit to coming for each session.

We need to collect some information about you and would also like to ask you some questions about your views and opinions on topics related to women and girls. There are no right or wrong answers, and this is not a test; we are just interested in knowing whether your views and opinions on these topics change over the duration of the sessions.

▶ **Post- Questionnaire Facilitator Guidelines**

To begin the Post Questionnaire, introduce yourself and explain the purpose of the Post Questionnaire.

For example,

Say: We want to collect some information about you and would also like to ask you some questions about your views and opinions on topics related to women and girls. These questions will be familiar to you as we asked the same questions before you started participating in the caregiver sessions. We are asking them again as we are interested in knowing if anything has changed since you first started attending. There are no right or wrong answers, and this is not a test; we are just interested in knowing what your views and opinions are.

If facilitators are verbally asking caregivers questions and filling out the form on their behalf, print out and use the following version of the Pre/Post Questionnaire, labelled Facilitator's Guide. If caregivers are filling out the form themselves, use the version found below the Facilitator's Guide—the version which does not include points for scoring or notes for facilitators. Follow along with the Facilitator's Guide in case of questions.

GENERAL INFORMATION: Facilitator's Guide

Date : _____   Location : _____   Village : _____

Name of Interviewer: _____

Name of respondent (this can also be a code, if preferred): : _____

Demographics		
1.1	**How old are you?**	Number : _____ *(If they don't know their age, ask them to guess how old they are.)* ☐ Prefer not to say
1.2	**What is your gender?**	☐ Female ☐ Male
1.3	**What is your Marital Status?**	☐ Single ☐ Engaged ☐ Married as only wife ☐ Married as one of X wives (please specify) ☐ Married with one wife ☐ Married with more than one wife (specify number) ☐ Living with a partner ☐ Divorced/Separated ☐ Widowed/Widower ☐ Other (please specify)

1.4	**How many children do you have? Or are you responsible to care for. Please write how many of each gender and then list their ages.**		Ages	Number
		Girls		
		Boys		

1.5	What is your relationship to the adolescent girl who will participate in Girl Shine?	☐ Mother ☐ Father ☐ Grandparent (m\f)	☐ Mother in-law ☐ Uncle/Aunt ☐ Other (please specify)
1.6	Are you currently working?	☐ Yes	☐ No
1.7	The next questions ask about difficulties you may have doing certain activities because of a HEALTH problem		
1.7a	Do you have difficulty seeing, even if wearing glasses?	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all	
1.7b	Do you have difficulty hearing, even if using a hearing aid?	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all	
1.7c	Do you have difficulty walking or climbing steps?	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all	
1.7d	Do you have difficulty (with self-care such as) washing all over or dressing?	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all	
1.7e	Do you have difficulty (with self-care such as) washing all over or dressing?	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all	
1.7f	Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all	

Say: Now we are going to move into some questions about your views and opinions on women and girls.

Explain: to the participant that you will read a statement, and they should select the box that most reflects their view or opinion. If they struggle with this, you can help them check the boxes.

PART A: Gender Roles

Circle how much the respondent agrees with each statement.

Do not show the respondent the points that accompany the response options.

A1	**Women should always do what their husbands tell them**	Strongly Agree	3
	✓✓ Strongly Agree / ✓ Agree / ✗ Disagree / ✗✗ Strongly Disagree / ? Don't know or prefer not to answer	Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

A2	**Both girls and boys should be equally supported to attend school.**	Strongly Agree	3
	✓✓ Strongly Agree / ✓ Agree / ✗ Disagree / ✗✗ Strongly Disagree / ? Don't know or prefer not to answer	Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

A3	**It is better to invest in the future of boys than girls.**	Strongly Agree	3
	✓✓ Strongly Agree / ✓ Agree / ✗ Disagree / ✗✗ Strongly Disagree / ? Don't know or prefer not to answer	Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

A4	**Spending time with friends is not a good use of time for adolescent girls.**	Strongly Agree	3
	✓✓ Strongly Agree / ✓ Agree / ✗ Disagree / ✗✗ Strongly Disagree / ? Don't know or prefer not to answer	Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

A5	**Girls should be able to access sexual and reproductive health information even if they are unmarried.**	Strongly Agree	3
	✓✓ Strongly Agree / ✓ Agree / ✗ Disagree / ✗✗ Strongly Disagree / ? Don't know or prefer not to answer	Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

A6	A girl's role should be limited to marriage, housework, and childbearing.	Strongly Agree	3
		Somewhat Agree	2
	✓✓ Strongly Agree / ✓ Agree / ✗ Disagree / ✗✗ Strongly Disagree / ? Don't know or prefer not to answer	Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR
A7	Men should share childcare responsibilities equally with women.	Strongly Agree	3
		Somewhat Agree	2
	✓✓ Strongly Agree / ✓ Agree / ✗ Disagree / ✗✗ Strongly Disagree / ? Don't know or prefer not to answer	Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

Part B: Violence Against Adolescent Girls

B1	If an adolescent girl experiences violence, it is usually because she has made a bad decision.	Strongly Agree	3
		Somewhat Agree	2
	✓✓ Strongly Agree / ✓ Agree / ✗ Disagree / ✗✗ Strongly Disagree / ? Don't know or prefer not to answer	Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR
B2	If an adolescent girl experiences violence, it is usually because she has made a bad decision.	Strongly Agree	3
		Somewhat Agree	2
	✓✓ Strongly Agree / ✓ Agree / ✗ Disagree / ✗✗ Strongly Disagree / ? Don't know or prefer not to answer	Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR
B3	Caregivers should make the final decision about whether a girl should marry.	Strongly Agree	3
		Somewhat Agree	2
	✓✓ Strongly Agree / ✓ Agree / ✗ Disagree / ✗✗ Strongly Disagree / ? Don't know or prefer not to answer	Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR
B4	A girl's opinion should count when choosing at what age she should get married.	Strongly Agree	3
		Somewhat Agree	2
	✓✓ Strongly Agree / ✓ Agree / ✗ Disagree / ✗✗ Strongly Disagree / ? Don't know or prefer not to answer	Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

B5	It is possible for a couple to have a good relationship even if the husband sometimes hits his wife.	Strongly Agree	3
		Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

B6	If men say insulting things to their wives, this is emotional violence.	Strongly Agree	3
		Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

B7	Girls with disabilities should have the same opportunities as everyone else.	Strongly Agree	3
		Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

PART C: Relationships

C1	I do not feel comfortable talking to my daughter about difficult topics.	Strongly Agree	3
		Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

C2	I believe that my daughter would talk to me if she needed support.	Strongly Agree	3
		Somewhat Agree	2
		Somewhat Disagree	1
		Strongly Disagree	0
		Prefer Not To Answer	NR

C3	From Whom Outside of the family would you feel comfortable with your daughter seeking support? ⁂ **Facilitator Note:** *Reade List and circle all that applies.*	Family Member
		Community Leader
		Police
		NGO working with women
		Any Female Aid worker
		Friend
		Don't know
		Other
		If "Other", please specify

Is there anything else you want to tell us?

If caregivers are completing the form themselves, print out the follow version of the Pre/Post Questionnaire and use the above version (labelled Facilitator's Guide) to assist or when scoring their responses.

GENERAL INFORMATION

Date : _____   Location : _____   Village : _____

Name of Interviewer: _____

Name of respondent (this can also be a code, if preferred): : _____

Demographics

1.1	How old are you?	Number : _____ *(If they don't know their age, ask them to guess how old they are.)* ☐ Prefer not to say	
1.2	What is your gender?	☐ Female	☐ Male
1.3	What is your Marital Status?	☐ Single ☐ Engaged ☐ Married as only wife ☐ Married as one of X wives (please specify) ☐ Married with one wife	☐ Married with more than one wife (specify number) ☐ Living with a partner ☐ Divorced/Separated ☐ Widowed/Widower ☐ Other (please specify)

1.4	How many children do you have? Or are you responsible to care for. *Please write how many of each gender and then list their ages.*		Ages	Number
		Girls		
		Boys		

1.5	**What is your relationship to the adolescent girl who will participate in Girl Shine?**	☐ Mother ☐ Father ☐ Grandparent (m\f)	☐ Mother in-law ☐ Uncle/Aunt ☐ Other (please specify)
1.6	**Are you currently working?**	☐ Yes	☐ No
1.7	**The next questions ask about difficulties you may have doing certain activities because of a HEALTH problem**		
1.7a	**Do you have difficulty seeing, even if wearing glasses?**	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all	
1.7b	**Do you have difficulty hearing, even if using a hearing aid?**	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all	
1.7c	**Do you have difficulty walking or climbing steps?**	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all	
1.7d	**Do you have difficulty remembering or concentrating?**	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all	
1.7e	**Do you have difficulty (with self-care such as) washing all over or dressing?**	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all	
1.7f	**Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?**	☐ No - no difficulty ☐ Yes - some difficulty ☐ Yes - a lot difficulty ☐ Cannot do at all	

- **Now we are going to move into some questions about your views and opinions on women and girls.**
- **For each statement, select the box that most reflects your view or opinion.**

Say: Now we are going to move into some questions about your views and opinions on women and girls.

Explain: For each statement, select the box that most reflects your view or opinion

CAREGIVER OUTCOMES

Part A: Gender Roles
Circle how much the respondent agrees with each statement.

A1 Women should always do what their husbands tell them

✓✓	✓	✗	✗✗	?
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know or prefer not to answer

A2 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

A3 It is better to invest in the future of boys than girls.

✓✓	✓	✗	✗✗	?
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know or prefer not to answer

A4 Spending time with friends is not a good use of time for adolescent girls.

✓✓	✓	✗	✗✗	?
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know or prefer not to answer

A5 Girls should be able to access sexual and reproductive health information even if they are unmarried.

✓✓	✓	✗	✗✗	?
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know or prefer not to answer

A6 A girl's role should be limited to marriage, housework, and childbearing.

✓✓	✓	✗	✗✗	?
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know or prefer not to answer

A7   Men should share childcare responsibilities equally with women.

✓✓	✓	✗	✗✗	?
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know or prefer not to answer

B1   If an adolescent girl experiences violence, it is usually because she has made a bad decision.

✓✓	✓	✗	✗✗	?
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know or prefer not to answer

B2   If an adolescent girl experiences violence, it is usually because she has made a bad decision.

✓✓	✓	✗	✗✗	?
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know or prefer not to answer

B3   Caregivers should make the final decision about whether a girl should marry.

✓✓	✓	✗	✗✗	?
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know or prefer not to answer

B4   A girl's opinion should count when choosing at what age she should get married.

✓✓	✓	✗	✗✗	?
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know or prefer not to answer

B5   It is possible for a couple to 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

B6   If men say insulting things to their wives, this is emotional violence.

✓✓	✓	✗	✗✗	?
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know or prefer not to answer

B7	Girls with disabilities should have the same opportunities as everyone else.

✓✓ Strongly Agree	✓ Agree	✗ Disagree	✗✗ Strongly Disagree	? Don't know or prefer not to answer

PART C: Relationships

C1	I do not feel comfortable talking to my daughter about difficult topics.

✓✓ Strongly Agree	✓ Agree	✗ Disagree	✗✗ Strongly Disagree	? Don't know or prefer not to answer

C2	I believe that my daughter would talk to me if she needed support.

✓✓ Strongly Agree	✓ Agree	✗ Disagree	✗✗ Strongly Disagree	? Don't know or prefer not to answer

C3	From Whom Outside of the family would you feel comfortable with your daughter seeking support?

Is there anything else you want to tell us?

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:	

Q: 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.

Q: 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?

Q. Were there any sessions you felt uncomfortable facilitating/discussing? Why do you think this was?

Q. 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.

Q. 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

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.

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.
- 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
Established a supportive environment	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
Introducing the topic	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
The use of body language	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
Icebreakers and games	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
Active listening	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
Use of session guide:	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
Did they provide appropriate examples and clarifications to the girls if they needed it?	Never	Sometimes when specified in the session guide	Sometimes, when they could sense girls were not following	Regularly, with or without prompts
Did they emphasize that there is no right or wrong answer (if relevant)?	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
Did they provide girls with positive messages and encourage-ment?	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
General language used such as "what problems do girls like you face," instead of direct questions.	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

End of cycle focus group discussions with adolescent girls

▶ **Implementation Guidance**

This tool is optional and before implementation, **it is important to know why you are collecting this information and what it will be used for.** If it is being used to inform future iterations of implementation, to help you make adaptations to implementation and to understand where you have been effective or not as effective, then it can be considered for implementation. If the data you collect will not be used, it is better to not collect it; in order to be accountable to women and girls, **we must only collect information we plan to act upon.**

When To Implement?

The FGD should be conducted about one month after the end of the Girl Shine cycle with girls. For the purpose of the FGD only, girls should be separated into groups based on categories below related to age, marital status, and disability status. This will allow us to collect more in-depth information based on their lived experience.

Who Are the Participants?

Participants should be people who have participated in at least 70% of the sessions.

Who Is the Facilitator?

The facilitator should be someone who is not in regular direct contact with the girls, but also could be someone familiar to them and is well aware of the program. For example, this could be an Officer/Senior Officer/Social Worker who has regularly visited the site and thus known in the community. The facilitator should not be the person facilitating Girl Shine activities to the girls in this particular group.

✳ **Facilitator Tip:** It can be good to ask yes/no questions to make sure we aren't assuming anything. If a yes/no question is asked in an FGD, you MUST follow it up with a question asking for an explanation.

Who Is the Note-taker?

Please make sure that there is at least one designated note-taker per group; comments from the adolescent girls should be recorded exactly as they are said, capturing as much detail as possible. The note-taker should be very familiar with this form and all the questions before the FGD begins.

Materials:

☐ printed "General Information" and "Discussion Questions" (below)

☐ pens

☐ notebook

▶ General Information

Date : _____   Session Site Location : _____

Number of participants: _____

Girl Shine Group Type (e.g., Married Girls, Unmarried Girls, Young Mother, etc.)**:** _____

Participant Demographics

Tick only one box per group/status. FGDs should always be made up of individuals with similar demographics. For example, the group might be older, married adolescents with disabilities, or they could be younger, divorced adolescents without disabilities, etc.

The facilitator should already know the adolescent girls' demographic information before starting the FGD and should NOT ask adolescent girls demographic questions in front of the group or make assumptions as to their status. If facilitators are unsure as to the demographic information, after the FGD, they should refer to the Pre/ Post Questionnaires, where the adolescent girls self-identified.

If there are individuals with different demographics, tick all relevant boxes and indicate how many people for each status (e.g., Age Group: Older Adolescents–3; Younger Adolescents–5).

Age Group	**Marital Status**	**Disability Status:**
☐ Older Adolescents (15–19)	☐ Married	To correctly indicate if FGD participants have a disability, please refer to their responses to the Washington Group Short Set of Questions in their Pre and Post Questionnaires.
☐ Younger Adolescents (10–14)	☐ Unmarried	
	☐ Divorced	
	☐ Separated	
	☐ Other _____	

▶ Focus Group Discussion Welcome & Introduction

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 improve the program and curriculum content.

✅ Do:

- Welcome the group.
- Sit in a circle.

Present the purpose of the discussion.

💬 Explain:

- We are having this discussion today to get honest feedback and perspectives from the adolescent girls who have just participated in the curriculum.
- The information will be used to make changes and improvements to the curriculum, so that it will be as relevant as possible for adolescent girls and their caregivers. The girls' perspective is very important, and we take their opinions seriously.
- Participation is voluntary; no one is obliged to respond to any questions if they do not wish to.
- No one is obliged to share personal experiences.
- Participants can leave the discussion at any time.

Remind everyone about the "Group Agreements" they established in the very first session of the curriculum.

Say:

- 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.
- If sharing stories, make sure not to use names or identifying information.
- Do not share what is said in this group outside of the group.

✅ **Do:** After explaining the purpose of the discussion, and reminding girls about the "Group Agreements," ask girls to verbally agree to continuing with the discussion and to having their responses recorded in writing.

Did the adolescent girls give permission to continue with the discussion?

☐ Yes   ☐ No

If adolescent girls do not give their permission, do not continue with the FGD.

▶ **Discussion Questions**

1. How would you explain Girl Shine to a friend?

2. What knowledge or skills from the Girl Shine sessions have you been able to use in everyday life?

3. What was your favorite session or activity in Girl Shine and why? (This question is open ended, but please list all the sessions girls mention, how many girls mentioned them, and reasons why).

Session Name	How many girls liked that session	Reasons why girls liked that session

4. Since you first started attending sessions, what have you learned about the violence that affects girls in your community?

5. Since you first started attending sessions, what have you learned about the available services for girls who have experienced violence?

6. Since you first started attending sessions, what have you learned about health, relating to menstruation, pregnancy, and sexuality?

7. **Question Only for Unmarried Girls:** Since you first started attending Girl Shine, what have you learned about marriage? *(If group has both married and unmarried girls, skip this question.)*

8. Have you noticed any changes in your relationship with your caregivers/mother in-laws since they started participating in the Girl Shine Caregiver sessions? Please explain. *(If the girls are silent or don't provide details, you can probe further: How is it different? Is it better? Is it worse?)*

9. What kinds of decisions do influential people in your life allow you to make about the issues that affect you directly?
   a. Are these decisions different after participating in Girl Shine sessions? How so?

10. What did you think about:
    a. The timing of the sessions?
    b. The length of the sessions?

11. Is there anything you would suggest changing for future sessions?

Appendix B9

End of cycle focus group discussions with female and male caregivers[1]

▶ Implementation Guidance

This tool is optional and before implementation, **it is important to know why you are collecting this information and what it will be used for.** If it is being used to inform future iterations of implementation, to help you make adaptations to implementation and to understand where you have been effective or not as effective, then it can be considered for implementation. If the data you collect will not be used, it is better to not collect it; in order to be accountable to women and girls, **we must only collect information we plan to act upon.**

When To Implement?

The FGD should be conducted at the end of the Caregiver cycle with female and male caregivers. For the purpose of the FGD, women and men should be separated into groups based on categories below related to gender, relationship to girls, daughter's marital status and disability status. This will allow us to collect more in-depth information based on their lived experience.

Who Are the Participants?

Participants should be people who have participated in at least 70% of the sessions.

Who Is the Facilitator?

The facilitator should be someone who is not in regular direct contact with the caregivers, but also should be someone familiar to them and is well aware of the program. For example, this could be an Officer/Senior Officer/ Social Worker who has regularly visited the site and thus known in the community. The facilitator should not be the person facilitating the FGD.

✳ **Facilitator Tip:** It can be good to ask yes/no questions to make sure we aren't assuming anything. If a yes/no question is asked in an FGD, you MUST follow it up with a question asking for an explanation.

Who Is the Note-taker?

Please make sure that there is at least one designated note-taker per group; comments from the caregivers should be recorded exactly as they are said, capturing as much detail as possible. The note-taker should be very familiar with this form and all the questions before the FGD begins.

Materials:
- ☐ printed "General Information" and "Discussion Questions" (below)
- ☐ pens
- ☐ notebook

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1   Adapted from Girl Shine Appendix A4.

▶ General Information

Fully complete this section prior to the start of the session, after you get the permission from participants to take notes.

Date : _____   Session Site Location : _____

Number of participants: _____

Caregiver Group Type (e.g., Caregivers of Married Girls, Caregivers of Unmarried Girls, Caregivers of Young Adolescent Girls etc.)**:** _____

Participant Demographics

Tick only one box per group/status. FGDs should always be made up of individuals with similar demographics. For example, the group might be caregivers of married girls, caregivers of unmarried girls, or they might be in-laws of girls.

The facilitator should already know the caregivers' demographic information before starting the FGD and should NOT ask caregivers demographic questions in front of the group or make assumptions as to their status. If facilitators are unsure as to the demographic information, after the FGD, they should refer to the Pre/Post Questionnaires, where the caregivers self-identified.

If there are individuals with different demographics, tick all relevant boxes and indicate how many people for each status (e.g., Relationship to Adolescent Girl: Mother–3; Aunt–5).

Sex

☐ Female

☐ Male

Daughter's Marital Status:

☐ Caregivers of Married Girls

☐ Caregivers of Unmarried Girls

Relationship to Adolescent Girls:

☐ Mother	☐ Father
☐ Mother-in-law	☐ Uncle
☐ Aunt	☐ Grandfather
☐ Grandmother	☐ Other (please specify): _____

Disability Status:

To correctly indicate if FGD participants have a disability, please refer to their responses to the Washington Group Short Set of Questions in their Pre and Post Questionnaires.

▶ Focus Group Discussion Welcome & Introduction

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 improve the program and curriculum content.

✅ **Do:**

- Welcome the group.
- Sit in a circle.

Present the purpose of the discussion.

💬 **Explain:**

- We are having this discussion today to get honest feedback and perspectives from the female and male caregivers who have just participated in the curriculum.
- The information will be used to make changes and improvements to the curriculum, so that it will be as relevant as possible for female and male caregivers and their adolescent girls. The caregivers' perspective is very important, and we take their opinions seriously.
- Participation is voluntary; no one is obliged to respond to any questions if they do not wish to.
- No one is obliged to share personal experiences.
- Participants can leave the discussion at any time.
- Participants can leave the discussion at any time.

Remind everyone about the "Group Agreements" they established in the very first session of the curriculum.

💬 **Say:**

- This is a safe space for you to express yourselves and everything discussed should be kept confidential.
- Respect people's opinion and ideas.
- If sharing stories, make sure not to use names or identifying information.
- Do not share what is said in this group outside of the group.

✅ **Do:** After explaining the purpose of the discussion, and reminding girls about the "Group Agreements," ask girls to verbally agree to continuing with the discussion and to having their responses recorded in writing.

Did the adolescent girls give permission to continue with the discussion?

☐ Yes   ☐ No

If adolescent girls do not give their permission, do not continue with the FGD.

▶ **Discussion Questions**

1. How would you explain the Caregiver sessions to a friend?

2. How have you used the knowledge and skills you've learned in your everyday life?

3. Has your relationship with your daughter changed since you began participating? If so, how?

4. Have you made any changes in the way you involve your daughters in decision making? If so, what are these changes? What has been the impact?

5. Has your opinion on marriage of young girls changed since participating in the curriculum? How so?

6. **ONLY for Caregivers of Unmarried Girls:** Have you taken any actions to help a girl delay marrying at a young age? If yes, what actions?

7. **ONLY for Caregivers of Married Girls:** Have you taken any actions to support married girls? If yes, what actions?

8. What was your favorite session or activity and why? *(This question is open ended, but please list all the sessions caregivers mention, how many caregivers mentioned them, and reasons why).*

Session Name	How many girls liked that session	Reasons why girls liked that session

9. Is there a topic that was not included in the curriculum that you would have liked to learn more about? Please explain.

10. Were there any topics in the curriculum that did not seem important or appropriate to you? Which one(s) and why?

11. What did you think about:
    a. The timing of the sessions?
    b. The length of the sessions?

Appendix B10

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?

| Poor | Adequate | Good | Excellent |

Girl Participation: Are the girls participating actively, are they engaging in the topics discussed, and are the topics relevant to them?

| Poor | Adequate | Good | Excellent |

Timing: Is the amount of time allocated enough to cover the full session without rushing and allowing for lots of discussion?

| Poor | Adequate | Good | Excellent |

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?

| Poor | Adequate | Good | Excellent |

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?

| Poor | Adequate | Good | Excellent |

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?	

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				

	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

Activty #	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 accompannied 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					

Appendix BII

Girls Shine Feedback Guidance

▶ Implementation Guidance

- It's essential to collect feedback from girls during the sessions so that you can know how they are feeling about the sessions and if they want to make any improvements or suggestions. Collecting and acting on feedback from girls is very empowering for them, as they will know that they are being listened to and that their opinions matter. It is also important to collect feedback from female and male caregivers so that we ensure the program is meeting their expectations.

- You must provide opportunities for girls and their caregivers to share detailed feedback and raise any concerns they have.

- There are different ways to collect feedback, and you will need to find the way that works best in your context. You will need to consider literacy, accessibility (including access to technology), and ease of use. It is important to consult girls and their caregivers about what the best mechanism will be so that you can ensure accessibility.

General Feedback Outside of Girl Shine Sessions

- Below are some examples of feedback mechanisms. You can consult with girls on these mechanisms before deciding which are best; they may also provide their own suggestions which should be prioritized.[2]

- **Before or during the first session with the girls,**

💬 **Say:** We are very interested in your opinions and thoughts on these sessions and want to establish a safe, comfortable way for you to provide us with feedback. We are open to any ideas you have as to how to share your thoughts and suggestions on the sessions, and here are some options we have considered:

- ✓ Individually, at the WGSS service providers' office
- ✓ Individually, with WGSS staff
- ✓ Individually, through a Girl Shine facilitator or mentor
- ✓ Collectively, through a nominated adolescent girl in the girls' group
- ✓ Collectively, through a nominated caregiver in the caregivers' group
- ✓ Girl Shine participants can call the WGSS phone line
- ✓ Girl Shine participants can send feedback via SMS or WhatsApp
- ✓ Girl Shine participants can send feedback through social media
- ✓ Girl Shine participants can send feedback through email
- ✓ Girl Shine participants can send feedback through a comments box, this will always be available during the sessions
- ✓ Girl Shine participants can send feedback through nominated community leaders
- ✓ Other (girls may have other suggestions)

- You can refer to the Women and Girls Safe Space Toolkit[3], Tool 12, Tool 13, and Tool 14 for more details on establishing feedback mechanisms.

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2   Adapted from *Women and girls safes spaces: A toolkit for advancing women's and girls' empowerment in humanitarian settings.* Available at https://gbvresponders.org/wp-content/uploads/2020/02/IRC-WGSS-English-2020.pdf

3   IRC. *Women and girls safe spaces.* Available at https://gbvresponders.org/empowerment/womens-and-girls-safe-spaces/

Feedback During the Girl Shine Sessions

- During the sessions with girls and caregivers, you can include a simple activity that will help you get a sense of how girls and their caregivers feel about the sessions.

- Possible ideas include asking girls or caregivers to:

  - ✓ Place a post-it note next to a smiley, neutral, or sad face

  - ✓ Add pebbles into jars that indicate whether they enjoyed or didn't enjoy the session (one jar for enjoy, one jar for didn't enjoy)

  - ✓ Draw an expression that sums up how they felt about the session or write a few words and place these into a box

  - ✓ Share one word on the session or write one word on the session and place into the comment box

  - ✓ Place stickers on a thermometer—towards the cold end if they didn't enjoy it, and towards the hot end if they did

- You can follow up on all these suggested ways of collecting their feedback by debriefing on the activity if you want to get more information.

Feedback on Girl Shine After Cycle Ends

- Once Girl Shine ends, you can gather feedback from girls through a series of activities outlined in **Appendix B8 of Girl Shine.** This includes activities where girls provide feedback on their favorite and least favorite sessions through fun activities. There is also an option of a Focus Group Discussion (FGD) to get in-depth feedback.

Appendix B12

Girls Shine Fidelity Assessment[4]

While Girl Shine can be used and adapted in many different contexts, understanding the essentials of the program model and how to maintain fidelity to this will help to ensure positive outcomes. This assessment is designed to help organizations assess to what extent their implementation maintains fidelity to the original model, and to use this information for reflection on their programming.

To use the assessment, go through each section and t**ick a, b, or c, depending on what seems most reflective of your Girl Shine implementation.** Count the number of As, Bs, and Cs you ticked. Then read the "Understanding Your Answers" section. You can use the information to generate further discussion within your organization about how you are implementing Girl Shine and to help strengthen your future Girl Shine programming.

1. **To what extent does your adaptation of the Girl Shine curriculum discuss gender, safety, and power?**
   a) Not at all – Gender, safety, and power are not talked about.
   b) Somewhat – Some content related to gender, safety, and power has been taken out.
   c) Completely – Our adaptation has kept all content on gender, safety, and power.

2. **There are five components of Girl Shine:**
   1) **Safe Space**
   2) **Mentors**
   3) **Life Skills Groups**
   4) **Female and Male Caregivers**
   5) **Community**

   How many of the above do you use in your Girl Shine implementation:
   a) 0–2 components
   b) 3–4 components
   c) All 5 components

3. **To what extent does your Girl Shine implementation involve adolescent girls?**
   a) Not at all – Staff lead on the program and activity development with no input from girls.
   b) Somewhat – Assessments and feedback are collected from girls to feed into the program and activity development, but final decisions are made by staff.
   c) Completely – Feedback is collected from girls and the final program and set of activities is validated by girls, with flexibility for adaptation during the program cycle.

4. **To what extent does your Girl Shine program engage the most marginalized girls?**
   a) Not at all – We don't take any specific steps to engage the most marginalized girls, and many of our participants are unmarried and in school.
   b) Somewhat – We take some specific steps to engage marginalized girls; some of our participants, for example, are divorced or married, have a disability, are out of school, or are from a minority group.
   c) Completely – We intentionally do outreach to find the most marginalized girls in the community and find ways to engage them in Girl Shine, so a large number of girls participating are from this group.

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4   Adapted from Raising Voices. *Fidelity to the SASA! activist kit.* Available at http://raisingvoices.org/wp-content/uploads/2017/05/ProgramBrief2.FidelitytoSASA.RaisingVoices.may2017.pdf

5. **Which of the following best describes the team composition in your Girl Shine implementation?**

    a) There is no core Girl Shine team, and/or there are no focal points; Girl Shine activities are supported by staff who are not assigned focal points.

    b) There is a minimal Girl Shine team or only a few focal points in place, with one staff member expected to support more than 10 mentors in different locations.

    c) There is a dedicated Girl Shine staff team or focal points that have enough time to regularly support and build the capacity of mentors in Girl Shine communities.

6. **To what extent have staff and facilitators received GBV training to meet Girl Shine pre-requisites?**

    a) Not at all – Staff have not received any GBV training.

    b) Somewhat – Staff have received some training but do not meet all the pre-requisites.

    c) Completely – Caseworkers have been trained in GBV Case Management and Caring for Child Survivors of Sexual Abuse (CCS) and staff & young women mentors facilitating the Life Skills Curriculum have been trained in GBV Core Concepts.

7. **To what extent do staff or mentors facilitating Girl Shine receive ongoing capacity building and coaching?**

    a) Not at all – Staff are briefed on Girl Shine at the start of implementation, but no training or practice of the modules are done with the team.

    b) Somewhat – Staff training is done at the start of Girl Shine but there is no time for regular and ongoing staff practice and skills building.

    c) Completely – Staff are trained at the beginning of Girl Shine and receive ongoing training, practice, or learning sessions as they progress through the curriculum.

8. **On average, how often do Girl Shine activities take place in your community?**

    a) Less than once a month

    b) 1–3 times a month

    c) Weekly

9. **To what extent does your Girl Shine implementation gather data and use it to inform programming?**

    a) Not at all – Some data is collected, but this data is not used to inform programming.

    b) Somewhat – Girl Shine M&E tools are selected and used inconsistently. This data is sometimes used to inform reflections on programming.

    c) Completely – Girl Shine M&E tools are selected and used consistently; data is regularly recorded, analyzed, and shared with staff and the Girl Shine team/focal points, and is then used to make decisions about programming.

10. **Does your organization offer GBV services for adolescent girls?**

    a) No, and we have no strong referral links to GBV service providers in the community, **OR** the GBV service providers do not have appropriate training.

    a) Yes, all case workers are trained on GBV case management (but not CCS), **OR** there are strong referral links to well-trained GBV services providers in the community.

    a) Yes, all caseworkers are trained on GBV case management and CCS, **OR** there are strong referral links to well-trained GBV services providers in the community who have had both GBV case management and CCS.

11. **Does your Girl Shine implementation include mechanisms for girls' feedback to ensure implementation and materials seem relevant, safe, and informative?**

    a) Not at all – Girls are not given any opportunity to provide feedback.

    b) Somewhat – Feedback is inconsistently collected and rarely used to improve programming.

    c) Completely – Feedback is collected in multiple ways and routinely/regularly used to improve programming.

12. To what extent is girls' feedback incorporated into Girl Shine implementation?

    a) Not at all – Feedback is collected but never applied to programming.

    b) Somewhat – Feedback is collected but inconsistently applied to programming.

    c) Completely – Feedback is collected and routinely/regularly applied to programming.

13. To what extent does your Girl Shine implementation include cultural and language adaptation?

    a) Not at all – There has been no culture or language adaptation.

    b) Somewhat – Adaptation and/or translation is done by staff without community testing and feedback.

    c) Completely – Adaptation includes community testing and time to incorporate feedback to improve materials and implementation.

Understanding Your Answers

This assessment was designed as a tool for reflection rather than an exact measure of a program's fidelity to the Girl Shine methodology. The guidance below can be used as a prompt for deeper team reflection and analysis of your Girl Shine programming.

If you ticked 8 or more As: Your program is Girl Shine influenced:

- Your adolescent girl programming has been influenced by some Girl Shine ideas and activities, yet also relies heavily on other input and programming approaches. You may have taken some of the core activities or approaches from Girl Shine and integrated them into your existing programming, but the Girl Shine outcomes will not be achieved if the program does not incorporate more of the Girl Shine program model and approach.

- To help you get there, think about if steps can be taken to move your "a" responses toward "c" responses.

- After working through some program options, take the assessment again. If you continue to combine approaches, look at how the underlying theories for each approach fit together and ensure that the different materials you are using are a methodological fit.

If you ticked 8 or more Bs: Your program has Girl Shine building blocks in place:

- Your adolescent girls programming has integrated some or many of the core components and approach of Girl Shine, which is very encouraging. However, you may not achieve similar impact to the full Girl Shine program model because there are several components that still need to be considered. In each place in the assessment where you answered "a" or "b," are there steps you can take to move toward "c"?

- After working through some program options, take the assessment again.

If you ticked 8 or more Cs: Your program demonstrates fidelity to the Girl Shine program model:

- Your adolescent girl programming is based on the Girl Shine program model. Your fidelity to Girl Shine is relatively high, which means you have adapted Girl Shine to your context but have kept what is core to the approach. You are likely to achieve positive outcomes, similar to those outlined in Girl Shine.

- You have strong monitoring and evaluation systems in place that can help you track Girl Shine impact in your communities and can adapt your program accordingly. You have a strong GBV focus and are centering girls' needs and interests at the heart of your program. Keep up the great work!

If you ticked a mix of As, Bs, and Cs (less than eight of each): Your program has some foundations in place, but some areas may need attention.

- Assess how many A, B and Cs you have and try to think about the steps you can take to move you're "a" or "b" towards "c."

- After working through some program options take the assessment again.

Appendix C1

Assessment Tool for Adolescent Girls

▶ About our Talk Today

Today we:

- Get to know each other

- Talk about what you do in your community

- Would like to find out what else you would like to do

- Tell you about some of the activities you can do at the safe space

We are also talking to other groups of girls about what they would like to do.

You can decide if you want to:

- Join in

- Answer some questions, no questions or all questions

- Leave the chat at any time

You can tell us what you think. It doesn't have to be about your story when you answer questions.

▶ How you will work together

It is important that everyone feels comfortable and respected in our group.

We have some ideas about what helps girls to feel comfortable and respected.

They are:
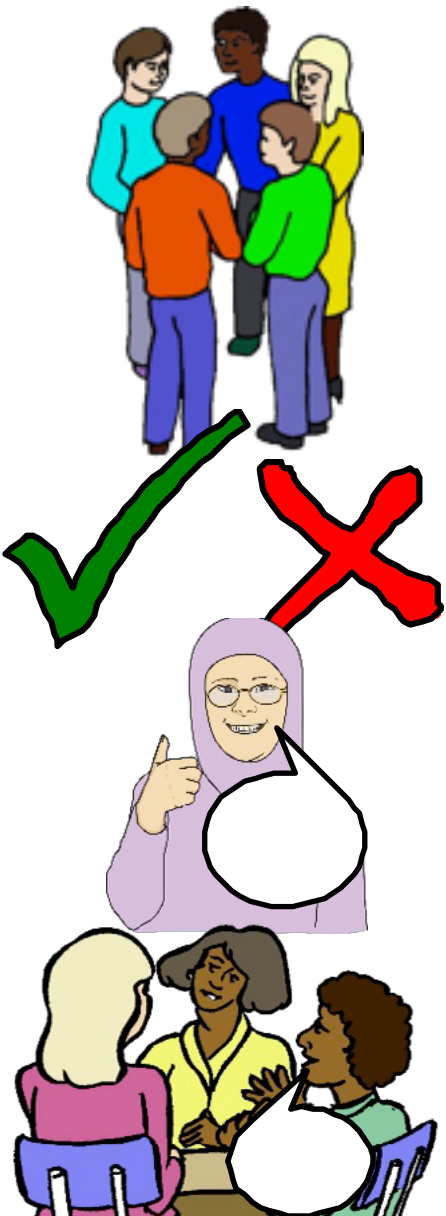
- Respect people's opinion and ideas

- There is no right or wrong answer

- Everyone's opinion is important

- Be respectful when others speak
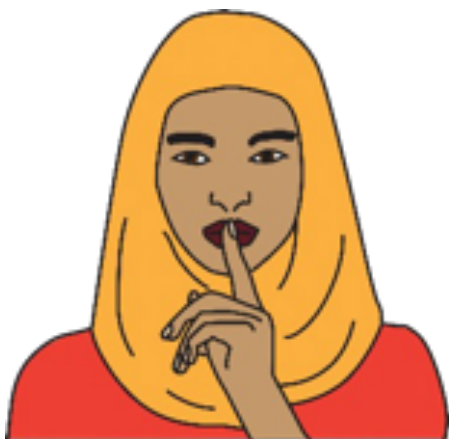
Today we need to keep other people's information **confidential.** **Confidential** means not telling other people about what other girls shared.

▶ **Is it okay if we keep notes?**

We'd like to keep notes about the things we talk about so we can:

- Make sure we have the right information

- Have the right information to help us make decisions
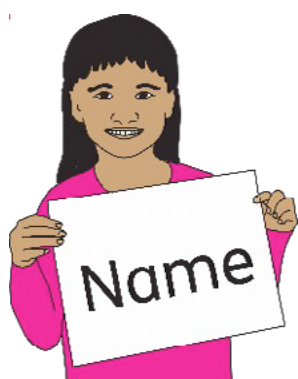
We never write down anyone's name in our notes. No one can tell what anyone said.

Name
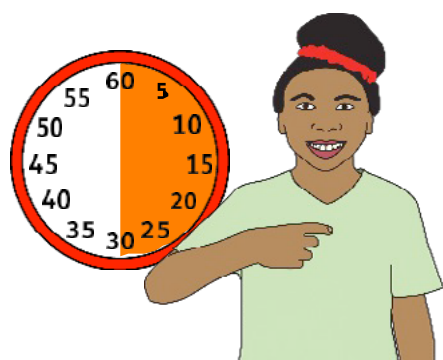
Is it okay with you if we keep notes about the 'Who am I?' activity (30 minutes)?

This is an activity to help everyone get to know each other.

We will use the **"Who am I?"** tool. You can:

- Write your answers

- Draw your answers

- Be creative

- Chat about your answers and someone will write them down for you

Put your name on the "Who am I?" tool.

You can ask for help if you want to.

Add more information about you to the tool:

- How old you are

- What you like to do

- Your hobbies or how you relax

- The foods you like to eat
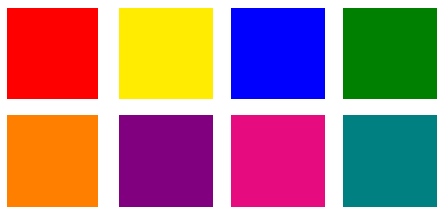
- Your favorite color

Add pictures or words about:
- People you love

- People you spend the most time with

- Other people who help you in your life
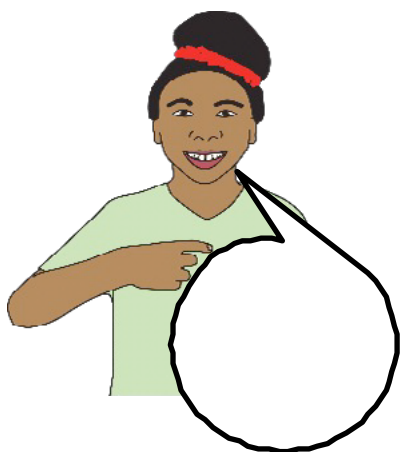
When everyone is done some people will tell their story about their "Who am I?" tool.

Do you want to share your story? It's your choice.

▶ Needs and Interests of girls (40 minutes)

This activity is to find out what girls like to learn about and do.

The safe space has some activities you might like too.

There will be questions for you to think and talk about.
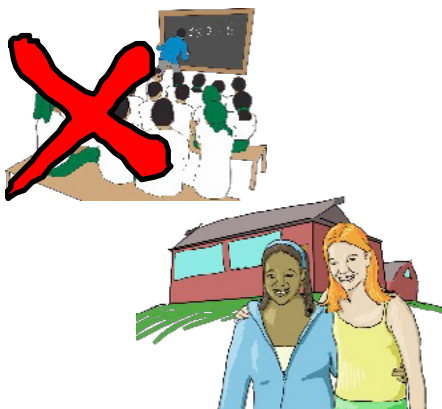
▶ About free time

Free time is when you don't have school or jobs to do. It is your time to spend with friends or do something you like.

• Do you have free time?

• What do you do at home when you have free time?

What do you do when you are out if you have free time?

What other issues might girls with disabilities experience with:

Having free time

What they do in free time

What other issues might girls who are married experience with:

Having free time

What they do in free time

What other issues might girls who are divorced experience with:

Having free time

What they do in free time

▶ **What do girls your age need?**

• A need is something that is important to feel:

  » Comfortable

  » Safe

» Happy

• What do you need?

What other things might girls with disabilities need?

▶ **What do girls your age want to learn about?**

What do you want to learn about:

• friendships

• how to have good conversations

• trust

- being confident

- relationships
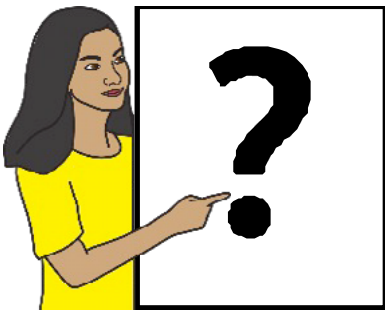
Are there any other topics girls want to learn about?

▶ Are there any problems that might stop girls from coming to learn and talk?

Is it safe for girls to come to activities?
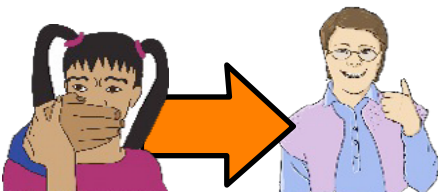
How can we make it safer?

Sometimes parents and caregivers might have a problem with girls coming to learn.

What might they be worried about?

How can we help parents and caregivers feel comfortable?
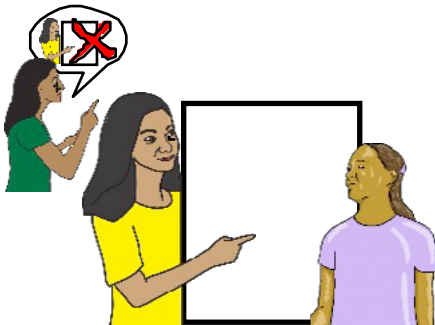
How can we help girls come when their parents or caregivers might not want them to?

What other problems might girls with disabilities have if they want to come to activities?

What other problems might girls who are married have if they want to come to activities?

What other problems might girls who are divorced have if they want to come to activities?

▸ How can we help girls come to activities?

How else can we help you come to activities?

What days can you come?

What time is best for you?

Who do you feel comfortable learning with? Girls who are like you? Any girls your age?

▶ What happens next?

Thank you for telling us what girls are interested in.

Everyone helped with ideas.

There are more activities you can be part of, if you come to the safe space.
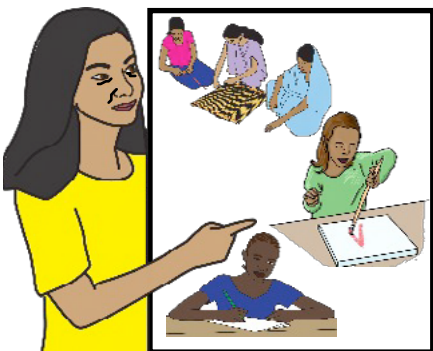
Your parents or caregivers might want to learn more about the activities girls can do.

When parents and caregivers learn about the activities, they usually feel happy about them.

Is it okay for the facilitator to talk to your parents or caregivers?

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Appendix C2

Focus Group Discussion Tool for Female and Male Caregivers

▶ **About Today**

Thank you for coming today.

The talk is about how we can work together to help teenage girls in your community.
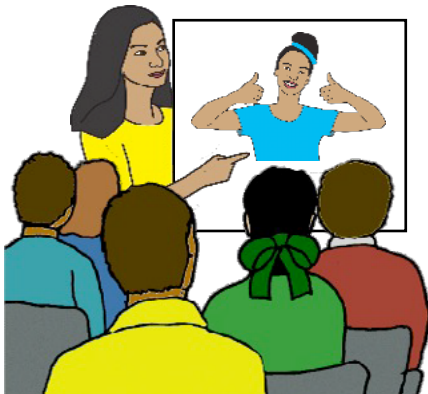
We will also talk to other groups in the community about what we do.

We want to hear what you think. This will help us to know the best way to support girls in your community.

You can decide if you want to:

- Join in

- Answer some questions, no questions or all questions

- Leave the chat at any time

You can tell us what you think. It doesn't have to be about your story when you answer questions.

▶ How you will work together

It is important that everyone feels comfortable and respected in our group.

What helps you feel comfortable and respected when you are talking in a group?

Here are some ideas:

- Respect everyone's opinion and ideas
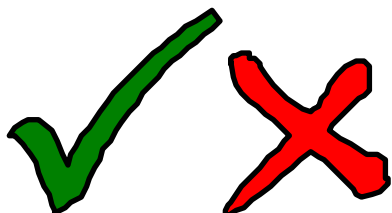
- There is no right or wrong answer
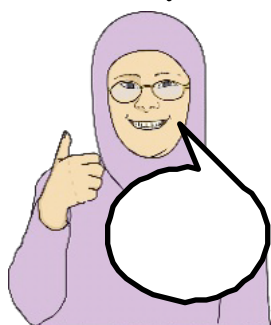
- Everyone's opinion is important

- Be respectful when others speak

- Keep other people's information confidential

Confidential means not telling the details about what other people share today.

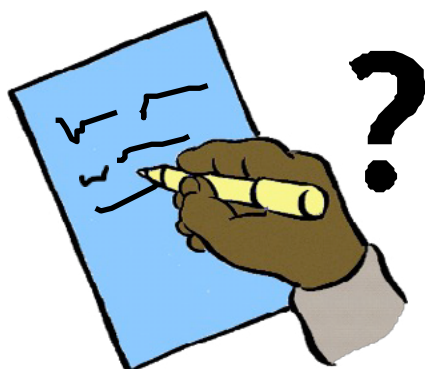### ▶ Is it okay if we keep notes?

We'd like to keep notes about the things we talk about so we can:

- Make sure we have the right information

- Have the right information to help us make decisions
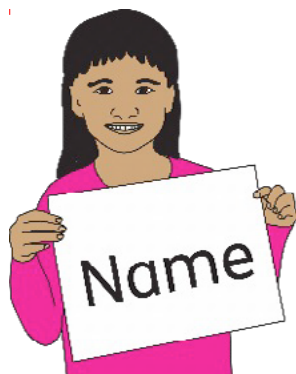
We never write down anyone's name in our notes. No one can tell what anyone said.

▶ Is it okay if we keep notes?

About your community
We'd like to learn about your community.

Can you tell us about:
- Who lives in your neighbourhood

- The shops and places you go to

- How you spend your day

About the girls you know

Our activities are for girls.
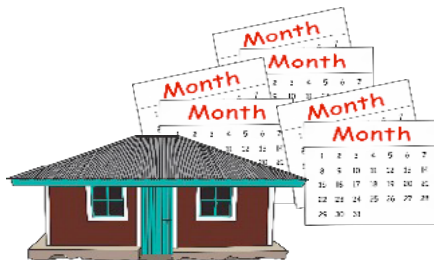
Can you tell us about the teenage girls who have lived in your house in the last 6 months:

- How old are they

- What do they like to do

• What do they do in their **free time** **Free time** is when a person doesn't have school or jobs to do. It is time to spend with friends or do something you like.

▶ **About problems for girls**

What problems do girls have in your community?

How do girls get treated by service providers?

Can girls get to places and services they need?

What problems are bigger for some groups of girls?

What other problems might girls with disabilities have if they want to come to activities?

What other problems might girls who are married have if they want to come to activities?

What other problems might girls who are divorced have if they want to come to activities?

What are the biggest problems for girls?

What are the biggest problems for girls with disabilities?

What are the biggest problems for girls who are married?

What are the biggest problems for girls who are divorced?

▶ **About problems getting to places in the community**

What problems might stop girls:

• Going out in the community

• Doing activities in the community

What problems are bigger for some groups of girls?

What other problems might girls with disabilities have if they want to come to activities?

What other problems might girls who are married have if they want to come to activities?

What other problems might girls who are divorced have if they want to come to activities?

How can we help these girls?

What can you do to help?

What can service providers do to help?

What can the community do to help?
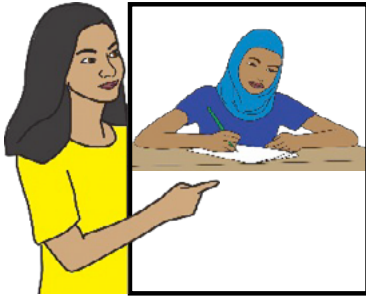
▶ What girls should learn about?

What new things could be helpful for girls to learn?
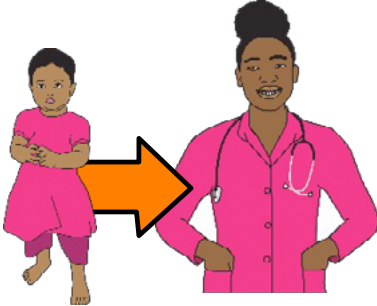
What will help a girl to have a good future?

What would you like to learn to help girls in your family?

There are many different things to learn.

Do you think girls should learn about:

- How their body changes

- Being safe

- Feeling supported
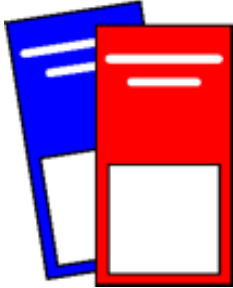
How can girls learn this information?

We have female staff who are trained to talk about this information.

How do you feel about girls learning from our female staff?

Girls can join our activities to learn. Can the girls in your home come to the activities?

What days could she come?

What time of day could she come?

Are there any problems with the girls coming to activities?

How can we help you to come to the activities?

▶ **What happens next?**

Thank you for talking with us today.

Do you have any questions?

Thank you for helping us think about how to help teenage girls.

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Appendix C3
Safety Mapping and Planning Tool

▶ **Introductions**

Welcome.

To start the session today we will all introduce ourselves.
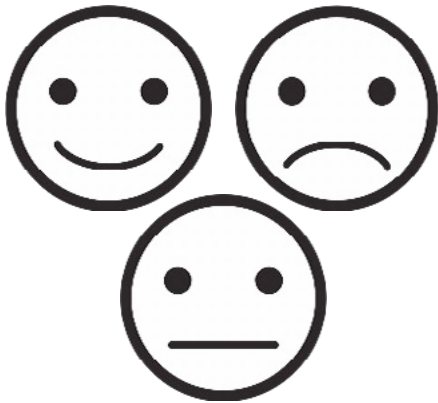
We will use a feeling word to introduce ourselves.
Think about a word to describe how you feel. You can use the feelings chart for some ideas.

When it's your turn you can say your name and how you feel. Here is an example:

"I'm Amal and I'm amazing."

▶ **About Safety Mapping**

Safety mapping is a way to find out what safe and unsafe places there might be in the community.
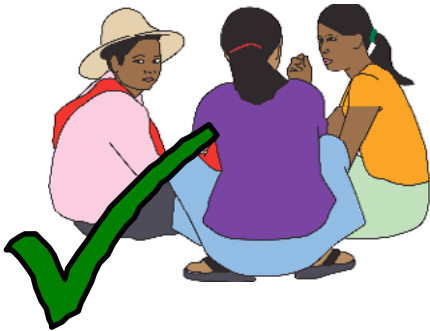
You can decide if you want to join in.

You can decide if you want to answer some questions, no questions or all questions.

You can tell us what you think. It doesn't have to be about your story when you answer questions.
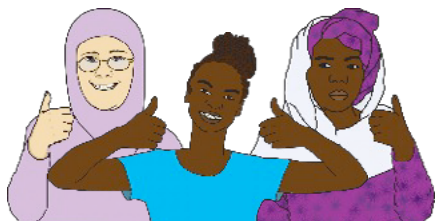
How you will work together?

It is important that everyone feels comfortable and respected when we do the safety mapping.

Think about what helps you to feel comfortable when you are talking in a group.

Think about what helps you to feel respected when you are talking in a group.

Listen to what other people think.

Today we need to keep other people's information **confidential.**
Confidential means not telling other people about what other girls shared.

If you want to talk about something personal you can talk to a facilitator after the session.

▶ **Do you think it is okay if we keep notes?**

We'd like to keep notes about the safety map so we can:

- Make sure we have the right information

- Have the right information to help us make decisions
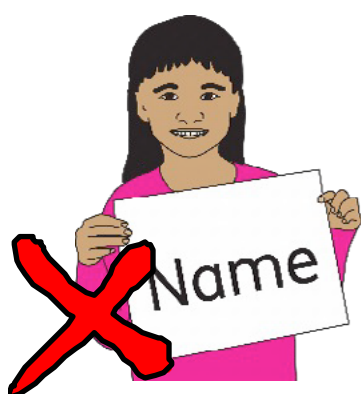
We never write down anyone's name in our notes. No one can tell what anyone said.

Is it okay with you if we keep notes?
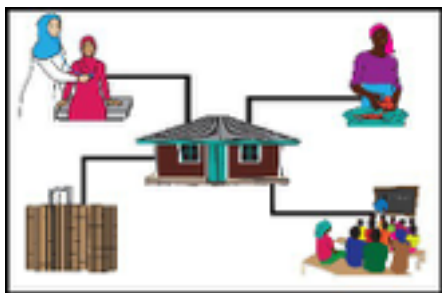
▶ Making our map

We are going to make a map of where you live and the places you go to.

You can:

• Draw the places on your map

• Tell me about the places in your community and I can draw it for you
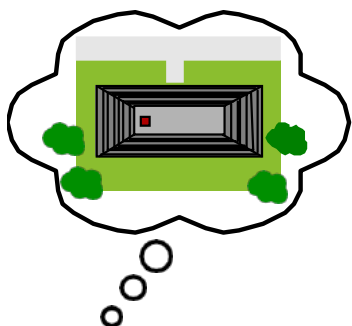
Think about where you live. If a bird flew over your house what would it look like from above?

Tell me about your house, draw it on the map or tell me and I will draw it.

Next think about where you go during your day.

When you go out of your house where do you go?

Where are the shops and markets you might go to? Are they right next to your house, or somewhere else?
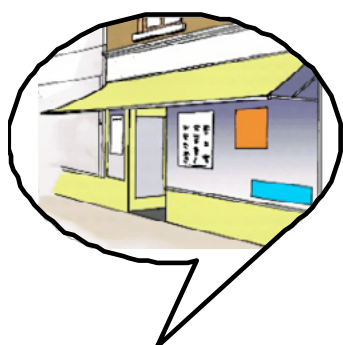
Tell me about the shops and markets, draw them on the map or tell me and I will draw them.
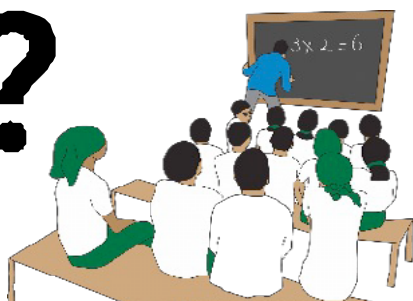
Do you go to work or school?
Tell me where they are, draw them on the map or tell me and I will draw them.
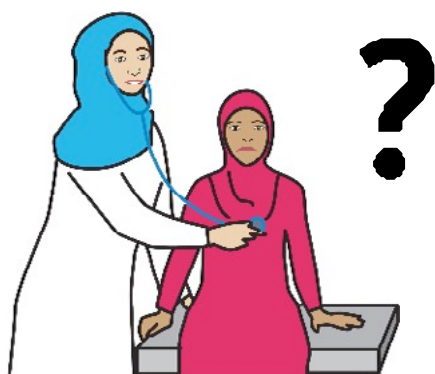
Do you go to medical services?
Tell me where the medical services are, draw it on the map or tell me and I will draw them.
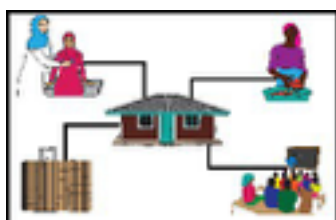
Look at your map. Do you have all of the places you visit on the map?
Tell me about what else needs to be on the map or draw them on.

What do the roads look like between the places on your map?

Tell me about the road you take to get to each place or draw them on the map.
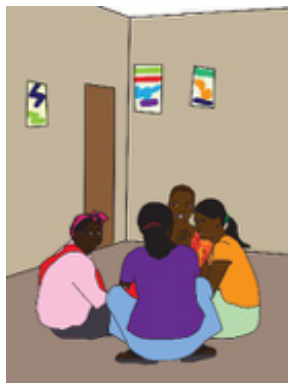
Let's add the safe space on your map too. I can help.
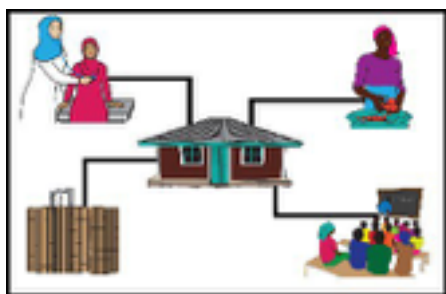
▶ **Where are the safe and unsafe spaces?**

Look at your map and think about how you get to the safe space.

Think about:

- All of the places you walk past to get to here

- Where you feel safe

- Where you feel comfortable on your own
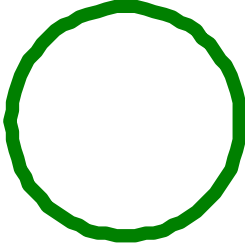
Circle these places in green.

Think about:

- All of the places you walk past to get to here

- Where you don't feel safe

- Where you are worried to be on your own

Put a big red "X" on these places.
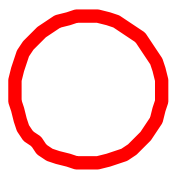
Next we will draw a:

- Red circle around the places that feel unsafe at night
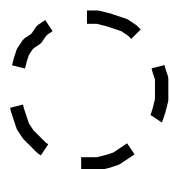
- Dotted circle around the places that feel unsafe during the day
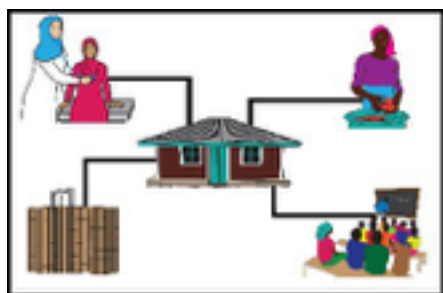
▶ **Let's talk about the safety map**

Look at the safety map.
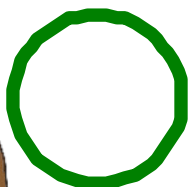
- What makes the places circled in green safe for you?

- What makes the places with a red X unsafe for you?

If a girl in your community was worried or felt unsafe what could she do?
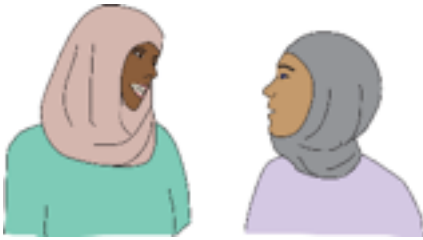
Let's talk about feeling safe

What helps girls feel safe in your community?

What would help a new girl that needed to go to the same places as you?

How can other people help a new girl in our community feel safe?

Making a safety plan

Everyone should feel safe.

We will work together to make a safety plan for a new girl in our community. It will be a plan to help her feel safe and secure.

We will think about how we can make it safer.
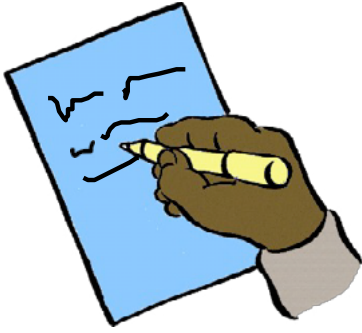
The facilitator will write down the ideas.
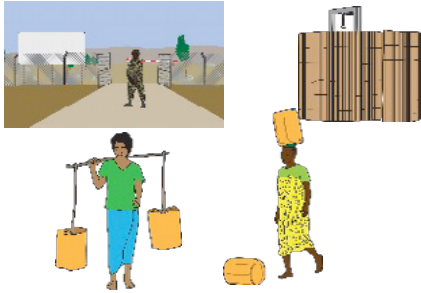
Let's think about:

• What places can be unsafe?

• Who can make you feel unsafe?
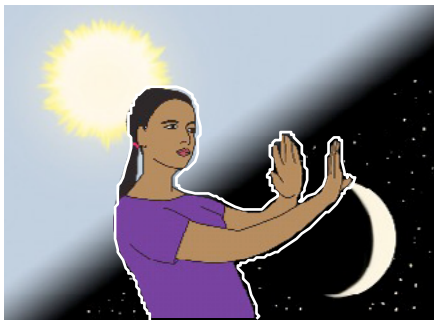
• When is it unsafe, it might be during the day or at night?

• Where are the places that are unsafe?
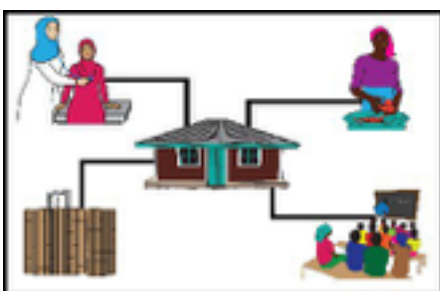
Our safety map will help say what places.

- Where are the people who are unsafe?
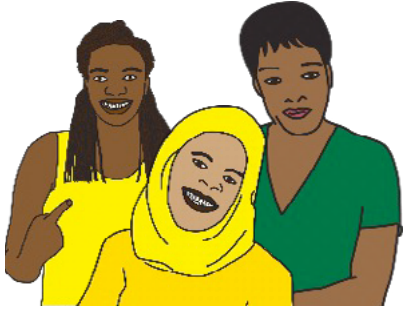
- Who can help and support girls to feel safe in the places or situations?

- What support will the people give to help you feel safe?

- How do we check to make sure girls feel safe?

- We talked about people who can help the new girl, or any girl feel safe.

The people who help girls feel safe could be:

- Friends

- Other girls she might see when doing activities

- People who listen carefully and never judge or blame the girl

- People she meets in places where she is comfortable, this could be the safe space

- Trustworthy people like caseworkers

- We have talked about lots of things.
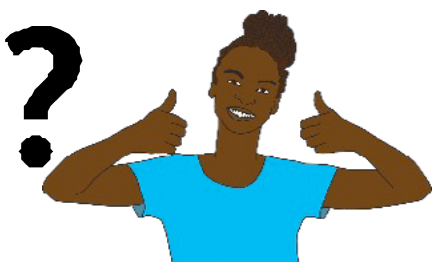
- Is there anything else that helps girls feel safer?

Is there anything else that helps girls protect themselves?

▶ Let's check the safety plan

Think about the ideas the group has had to keep girls safe.

• Will the ideas work in real life?

• You might have your own ways to stay safe.

There are lots of things that can help girls stay safe. The safety plan is just one thing to keep girls safe.

If a girl is harmed it is important that she knows it wasn't her fault.

You can talk to someone at the safe space if you are having any problems.

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Appendix C4

Explaining Services to Girls, Female and Male Caregivers

▶ **Introduction**

Welcome.

Thank you for coming today. We would like to tell you about a safe place we can provide for girls to learn.
Our program for girls at the safe space is called Girl Shine.

During Girl Shine girls can learn new things:

- To help them

- To help their families

During Girl Shine activities:

- Only girls can come to the safe space

- All the staff working with girls are female

Girls can learn:
- How to have better talks with their parents or caregivers

- About staying safe

- About unsafe situations
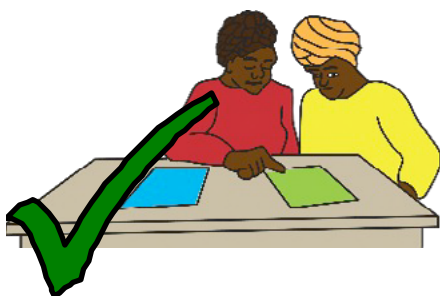
- How to make smart decisions for them and their family
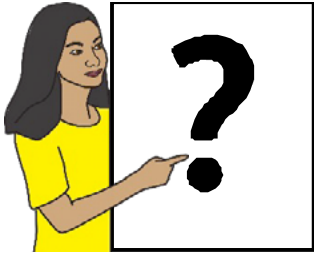
► What do you think?

What new things could be helpful for your daughter or girls to learn?

What will help your daughter or girls?
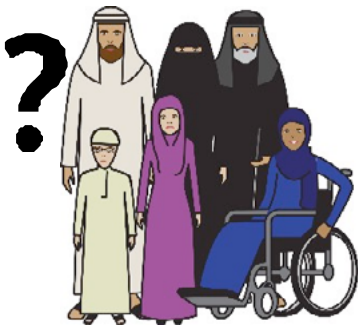
What will help your family?

What time of day could your daughter or girls come for 1 to 2 hours?
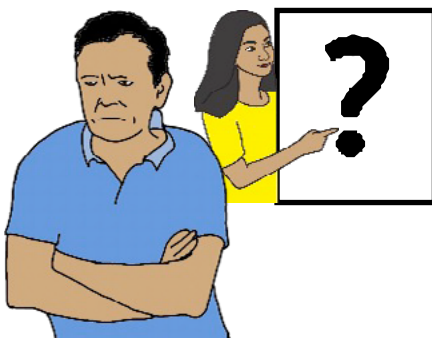
Do you have any worries about your daughter or girls coming to learn?

How can we help make you feel comfortable?

▶ About Girl Shine for Caregivers

Welcome.

Thank you for coming today.
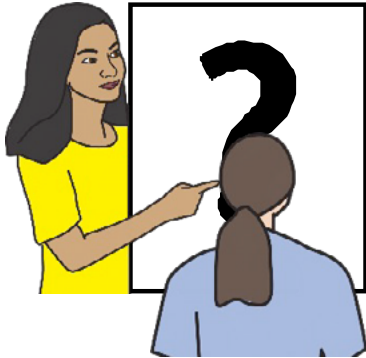
Your daughter and girls are coming to learn at the safe space.

You can come to meet other parents too.

We have groups for mothers.

We have other groups for fathers.

All of the groups can come and talk about how to have a safer environment for:

• Your daughter and girls

- For you

- For everyone

What do you think?
Would you like to come to the group?
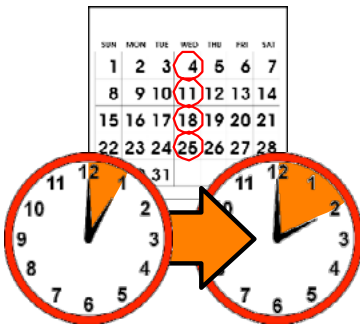
The groups meet 1 to 2 hours every week.
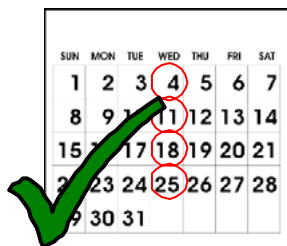
It is good to come every time.

What days could you come?

What time of day could you come?
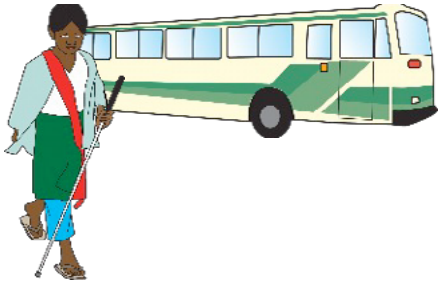
How can we help you to come to the groups?

✳ **Facilitator Note:** Have all the activities written out (preferably using a single word to describe them accompanied by an image)

Look at the list of activities.

What activities would you like to do? You can:

• Say in the group what activities you would like to do
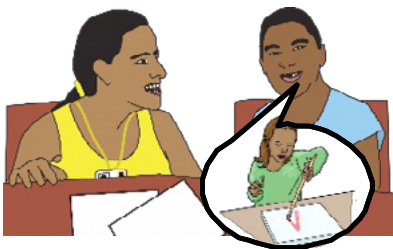
• Tell the facilitator at the end of the session

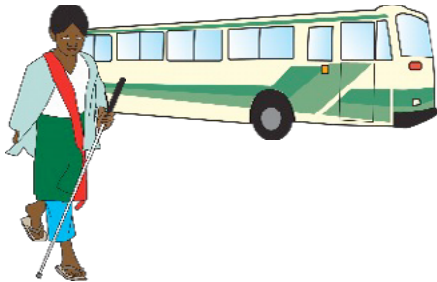• Write what you want to do and give these to the facilitator

What days could you come?

What time of day could you come?

Are there any problems with you coming to activities?

How can we help you to come to the activities?

▶ **About Case Management**

We are going to pretend we are walking in nature for this activity.
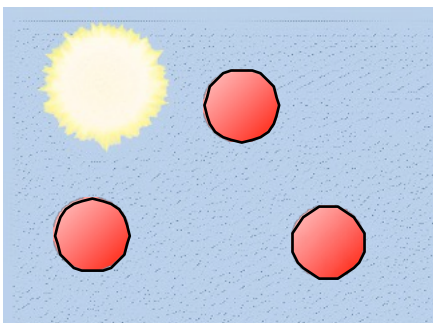
You can use your imagination.
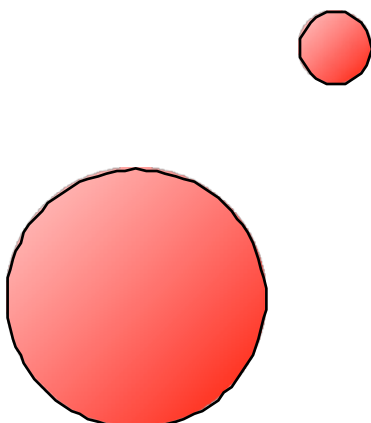
If you can, move around the room.

You can imagine we are walking outside.

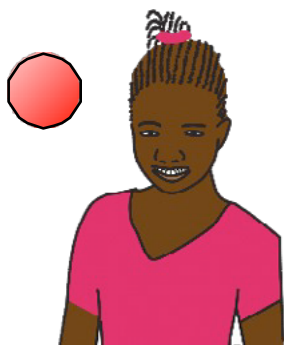It is a nice day and the sun is shining.
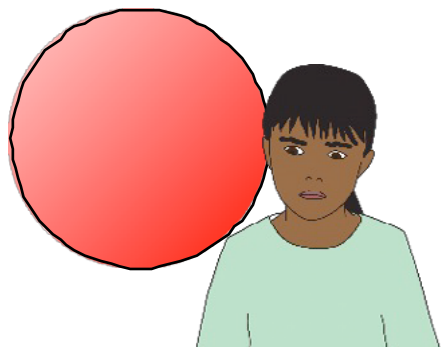
Imagine there are balls bouncing in the air.
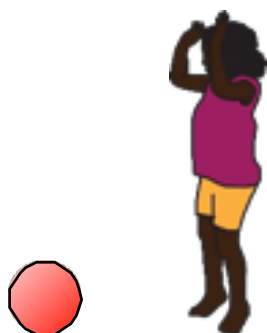
You can imagine two different balls:

• Small balls

• Big balls

Pretend to catch a small ball if you are feeling good today.

Pretend to catch a big ball if you don't feel good.

Let go of your pretend ball.

We know that sometimes:
• Girls feel good

• Girls don't feel good.

We can listen to girls who have worries or problems. When girls talk about their worries or problems it can help them feel better.

▶ **About Girl Shine**

Together we are going to make a story about a girl.

You can help.

The girl in the story is like you.

What name shall we give this girl?

How old is she?

Does she go to school?

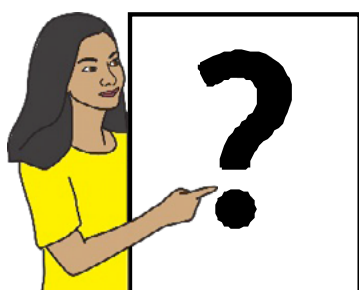What does the girl like to do?

Who does she trust?

Does she have friends?

What things annoy her?

Does she feel safe to go out?

What new things does she want to learn?

We have activities to help girls have a happy and healthy life.

The activities are just for girls.

The activities help girls learn new skills about:

- Friends

- Being confident

- Being safe

- Things that can help their lives

Would you like to do activities that help girls learn new skills

? If you'd like to come:
- What days can you come?

?
- What time of day can you come?

? What might make it hard for you to come?

How can we help you to come and learn?

Credits

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Ref ISL199 21. January 2022.

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Speaking Up Together -
Making EasyRead Information.

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Appendix C5

Key Messages Examples
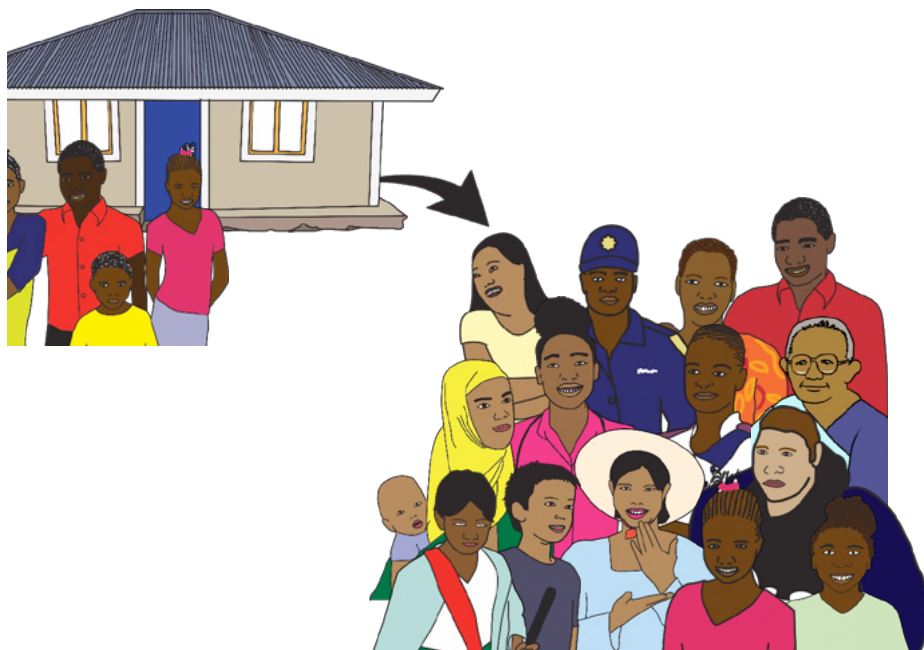
Happy, healthy homes lead to happy healthy communities

Everyone can be a hero in the household when we share household tasks between us

A community that supports those most in need is the strongest kind of community
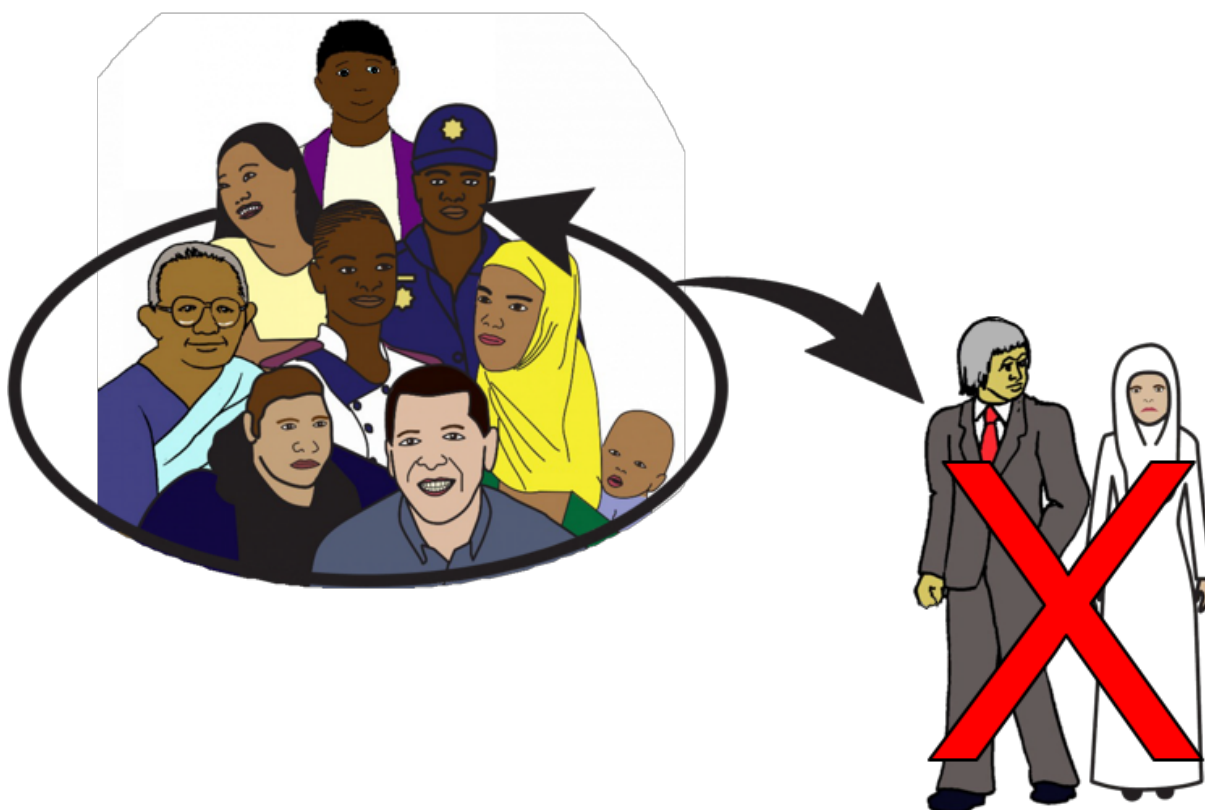
Let's all work together to end early marriage

Young mothers can go to school
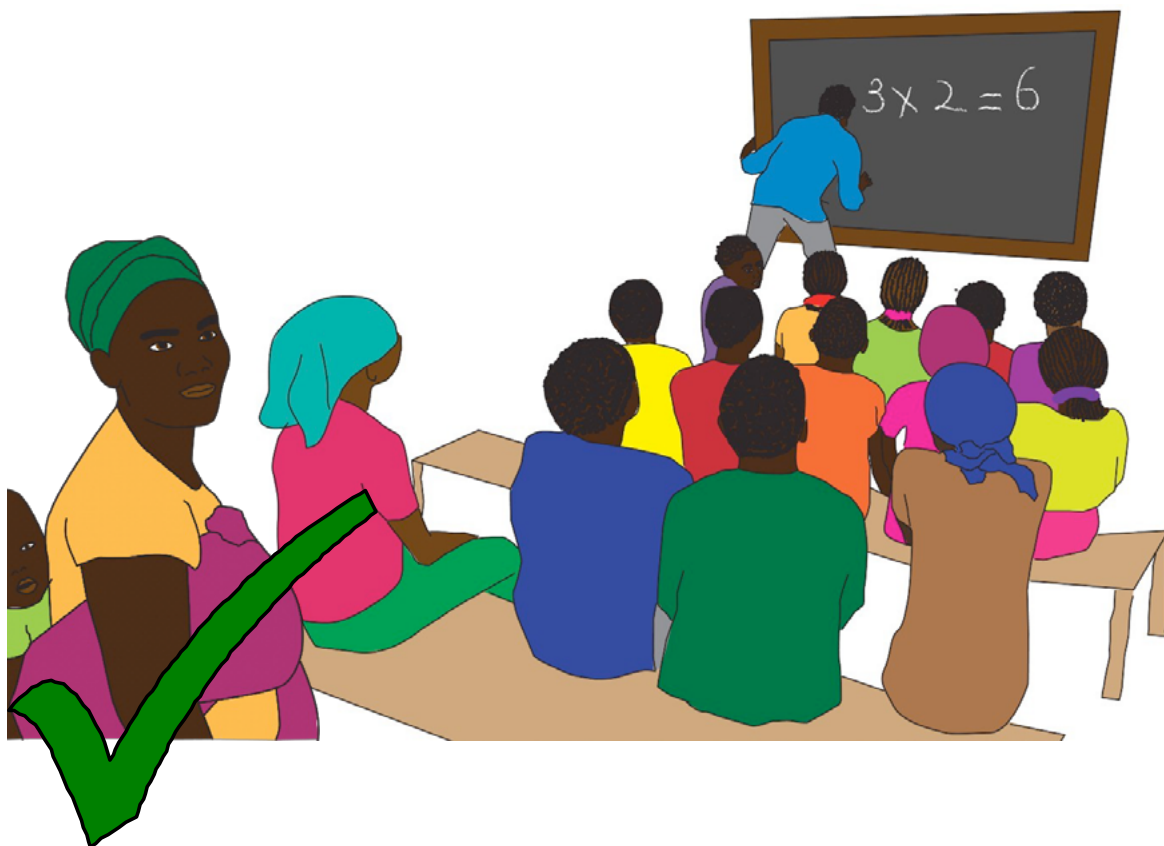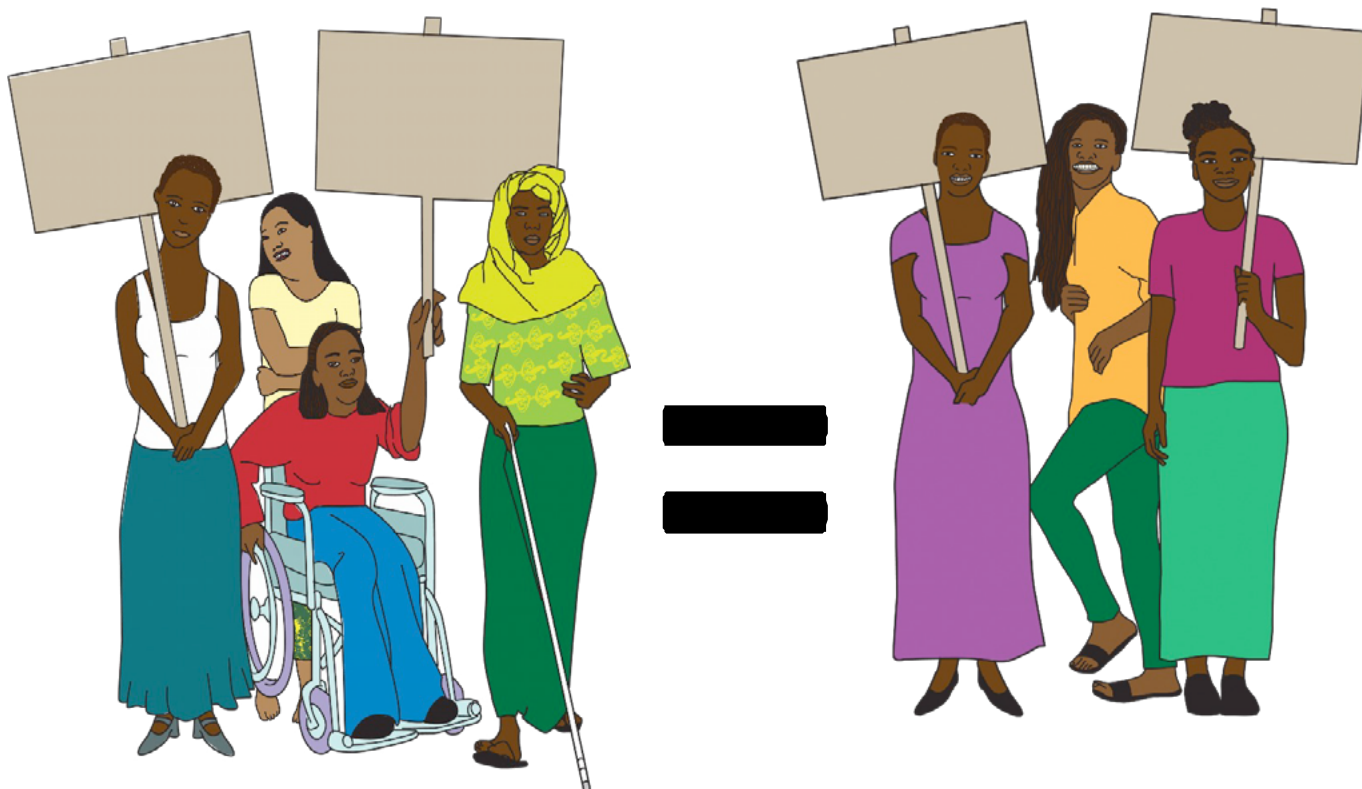

Girls with disabilities have the same rights as all girls

Remote Girl-Centered Intervention in Lebanon

Executive Summary

I. Introduction

1. In fragile contexts, many girls live in unsafe, insecure conditions, unable to access support services for gender-based violence (GBV). The COVID-19 pandemic has compounded the risks and increased their vulnerabilities. Globally, assessments revealed increasing levels of violence experienced by women and girls has highlighted the importance of ensuring lifesaving GBV response services to meet emerging needs. In Lebanon, like elsewhere, women and girls faced increased GBV risks and violence within their homes during the outbreak.

Mindful of the new challenges arising from the COVID-19 crisis and informed by available technical resources and expertise, the IRC in Lebanon set up contingency measures and thoroughly adapted its services, including specialized GBV response services coordinated by the Women's Protection and Empowerment (WPE) sector. The development of a remote intervention aimed at adolescent girls was an integral part of this planning. At the core of the intervention was the development of the **Remote Girl Shine Life Skills Curriculum**, in tandem with other WPE GBV lifesaving services and activities for adolescent girls and women. The development of the remote curriculum is part of a three-year global project funded by the U.S. Bureau of Population, Refugees, and Migration (2019-2021) and implemented by the IRC Violence Prevention and Response Unit (VPRU) in partnership with two IRC WPE country teams: Uganda and Lebanon. The project aimed to build the capacity of global humanitarian actors to support, protect and empower adolescent girls in crisis settings, including addressing early marriage and other forms of GBV.

Building on the project experience in Lebanon, the IRC pursued an opportunity for dialogue and reflection around the implementation of the Remote Girl Shine intervention. Practice-based learning that emerged through the process is compiled in this document, which provides an overview of key results, areas for further consideration and useful good practice.

Girls' voices were central to the learning process, as was the valuable experience of IRC frontline and technical staff in identifying good practices to inform program development.

2. Learning Framework

This learning exercise identified and analysed four main areas of interest:

1. CURRICULUM STRUCTURE AND CONTENT	2. IMPLEMENTATION MODALITIES
3. DIGNITY AND EDUCATIONAL/ RECREATIONAL KITS	4. GIRL SHINE EFFECT

The learning methodology drew from data generated throughout the monitoring of the Remote Girl Shine intervention, supplemented by desk research and additional qualitative methods designed to capture insights and inputs from relevant staff involved. The process included a technical desk review of the curriculum and secondary sources; evidence-gathering through key informant interviews with girls and their caregivers, focus group discussions and online consultations with WPE staff; data analysis and visualization; and a final validation and reporting of findings.

3. The Adapted Curriculum

The Remote Girl Shine Curriculum is the adapted version of the full Girl Shine Curriculum for Life Skills Group Sessions developed by the IRC to build on the potential of girls and support them 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.
The adapted version, which maintains the core structure, has five sections covering the following topic areas: **Trust; Social and Emotional Skills; Health and Hygiene; Safety; Solidarity and Visioning.** The content was delivered sequentially over 22 sessions.

4. Remote Girl Shine: A Learning Journey

In your own words, how would you describe your experience with participating in Girl Shine?

This question to adolescent girls marks the beginning of this learning journey to describe the main achievements, challenges and lessons from the implementation of the Remote Girl Shine intervention in Lebanon. Overall, the feedback from the girls interviewed revealed enjoyment, appreciation and interest.

1. Curriculum Structure and Content

What was the most memorable or important thing that girls learned from the Remote Girl Shine sessions?

"
How to know if this friend is good for us or not… I used to become friends with every girl I met; however, this is wrong. I must know if this is a good or a bad friend. A good friend is always by your side. This person is your shield. Someone who won't abandon you. "
(Adolescent girl)

Most of the girls interviewed described learning how to relate with others, especially family and friends, as the most important learning for them. This was followed closely by learning about 'trust' and 'early marriage'. Many girls also mentioned a better understanding of staying healthy, understanding their body and building self-confidence and self-esteem. In terms of new topics and revisions, girls suggested the following extra content be included i) **Online safety risks** linked to social media ii) More specific content on **reproductive health** and **puberty**, as girls need this information however, it is not being discussed iii) Materials need to be more **inclusive and diverse** to represent all girls.

2. Implementation Modalities

What were the participation challenges faced by girls in the Remote Girl Shine sessions?

In their responses to this question, girls in Akkar and Bekaa pointed to contextual

challenges related to electricity, internet and telecom systems in the country.

This heavily affected the implementation of the curriculum according to girls, caregivers and field staff. Another layer of difficulty concerned the lack of private settings (either at their home or a neighbour's) and in some instances, safety risks (mainly faced by girls in their communities). One critical barrier was limited access to phones, which are normally owned by their fathers, brothers or husbands. Lastly, girls mentioned difficulties related to the length of the sessions (too short for some of them).

How were challenges of the remote experience addressed by implementing practitioners?

"*My husband was attending information sessions with your colleague. I used to finish the housework at 11 A.M. then attend the session with the other girls in my house.*"
(Adolescent girl)

To effectively implement the curriculum, staff and facilitators needed to stay flexible and adapt to evolving conditions, including solving technical problems, assessing security risks and addressing specific feedback from the girls.

Staff worked to secure buy-in from caregivers and other key family members, including husbands of married girls, through constructive interaction, regular communication, and providing adequate information about the program. This was instrumental to creating the enabling environment necessary for girls to attend the sessions.

To address girls' availability to attend sessions given their commitments (school, household chores, or work outside the home), facilitators consulted with them on the most suitable dates and times before scheduling sessions.

The lack of control over the virtual space in view of potential safety risks was a key concern. To mitigate this, facilitators worked closely with the girls to set safety protocols such as agreeing on a code word that the girls would flag to the facilitator whenever they did not feel comfortable, it was unsafe to speak or unable to continue attending the session. Beyond group sessions, regular follow-up with girls on an individual basis was also considered valuable.

Community-based focal points and outreach volunteers proved important assets, supporting the program by disseminating key information about GBV services and conducting safe referrals, as well as providing girls with safe places to gather for sessions. Phones, power banks, and communication cards were made available in these places to ensure connection would be possible.

3. Dignity and Educational/ Recreational Kits

How did the kits support girls and link to Girl Shine?

In conjunction with the life skills sessions and the COVID-19 awareness raising action, girls received a Dignity kit and an Educational/ Recreational kit. All respondents – both girls and their caregivers – found the kit items extremely useful, especially hand sanitizer and soap (due to the pandemic); and personal hygiene items such as sanitary pads, toothpaste and shampoo, which are often deprioritized due to their cost. Respondents highlighted that the kits were often shared with other family members, such as younger sisters and/or mothers.

The distribution of kits helped reinforce key messaging from the Remote Girl Shine Curriculum (e.g. on health and hygiene, reproductive health) and facilitated implementation of the sessions (e.g. sanitizer and soap for COVID-19 prevention, stationary for participating in session activities).

4. Girl Shine Effect

To what extent did girls and people around them benefit from this intervention?

From individual development to collective growth, the Girl Shine effect is about positive change in the lives of adolescent girls, their siblings, their caregivers and other family members, their peers and younger girls, and community members. Findings from the learning exercise revealed positive benefits to girls in three key areas:

Newly acquired knowledge and skills

> "I understood what inappropriate touching is about when someone speaks to you or touches you inappropriately. We believed that was normal. We learned how to protect ourselves and be self-confident."
> *(Adolescent girl)*

Overall, girls felt that the Remote Girl Shine experience contributed to increasing their self-confidence, enhancing their awareness about safety risks and improving their relationship with parents and friends. They also affirmed that they learned about issues they previously knew little or nothing about. For example, they reported that they did not know many basic aspects of hygiene, puberty and physical or psychological consequences of early marriage. However, they have learned this new information and if it were not for the Girl Shine sessions, they would not know this material.

Making/influencing decisions and transferring knowledge to others

> "There are many girls that haven't attended with us and would like to become more conscious. What we learned and passed to them is not like what they learn from life."
> *(Adolescent girl)*

Some girls expressed they now feel equipped to make decisions autonomously or to influence decisions that concern their lives. Other girls said they applied the newly acquired skills in their daily life, including transferring information to other people around them – primarily friends, sisters, mothers and other family members such as aunts and cousins.

Peer networking for mutual support

> "I recall the girls sharing information among themselves. They referred to me so many girls and they were doing their own safety planning. There were several successes in this region where women and girls were encouraged to participate."
> *(WPE Facilitator)*

Beyond the individual and family sphere, the effects of the Remote Girl Shine Curriculum involve a social dimension when girls apply the concepts of solidarity and peer power. Once girls complete the Remote Girl Shine Curriculum, they can participate in the Girl Shine Mentorship Program and become mentors. As mentors they participate in GBV trainings, support community members with assessments and referrals and become focal points for girls in their community.

5. Final Learning Highlights

The implementation of the Remote Girl Shine Curriculum has been an inspiring learning journey for all those involved both at the organizational and community levels. Drawing from the analysis concerning the identified core areas of interest, a number of final remarks and learning highlights are outlined below for practitioners' consideration.

An agile but comprehensive girl-focused Life Skills Curriculum

Adapted to fit remote working modalities, the curriculum presents core elements of life skills messaging in addition to an awareness raising element that focuses on COVID-19 prevention and response.

With some further adjustments in terms of contextualization and content integration on reproductive health, early marriage, gender concepts, healthy relationships, and online safety risks the Remote Girl Shine Curriculum remains an effective resource to respond to the needs of adolescent girls in circumstances that disrupt regular interventions.

Adapting Girl Shine Curriculum to the evolving context

One of the ingredients that contributed to the success of this experience was the flexibility of the practitioners. The practitioners were highly receptive to feedback from the girls and inputs provided by local community members. Due to this, the remote implementation of the Girl Shine Curriculum was able to evolve and

adapt to the changing context and different needs.

As remote implementation modalities increased, this placed more pressure on frontline responders. For the Remote Girl Shine Curriculum to be successful, it is important that facilitators and frontline staff are well trained, properly supervised and technically supported in order to adequately handle the delivery of the curriculum to girls.

Remote life skills interventions are an integral part of broader support services

Life skills interventions for adolescent girls must be coupled with safe referral pathways and functioning GBV response services. For IRC WPE, these activities are often delivered in tandem with other WPE programming that provides GBV services and activities according to girls' specific needs.

The combination with literacy and additional educational and recreational opportunities is particularly relevant to supporting the safe, healthy lives and future of adolescent girls. Evidence based research in this area can be further considered.

The value of Dignity and Educational/ Recreational kits for adolescent girls and their families

In times of the COVID-19 crisis, the experience from Lebanon showed that the distribution of kits was highly beneficial to girls as it was described as an essential support for them and their families. Feedback from girls and their caregivers emphasized that items related to menstrual hygiene management were the most needed as they often do not have access to these resources.

Learning from the implementation of the Remote Girl Shine Curriculum points to the need for practitioners to supplement the Girls Shine sessions with the provision of kits as this was a key intervention for the girls. Given this, kits should reflect the needs of the girls, be adequately planned and resourced. The kits not only provided items, but were educational as they were linked and reinforced information from the Girl Shine sessions

Inclusive and participatory field-based strategies are likely to lead to better results

Engaging in positive communication with the girls' caregivers and husbands proved effective in creating an enabling environment for the girls to enrol and participate in the Remote Girl Shine Curriculum.

The role of community focal points is a great resource to sustain field operations in times of crises. It is strategic to continue investing in these resources both as individuals and as community-based structures.

Since engaging girls with diverse backgrounds in remote service delivery remains challenging, it is important to increase focus on this aspect in close collaboration with field-based groups or organizations. Outreach and participation of Girl Shine must be inclusive and reach girls with diverse backgrounds. Therefore, Girl Shine materials need to be adapted and/or created to reflect and encompass all girls.

PART I
Girl Shine Practitioner Guidance
Designing Girl-Driven Gender-Based Violence
Programming in Humanitarian Settings