

Kit 3.2: Programming

Tools – Building Girls’ and Women’s Safety and Resilience



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Section 2

Community Safety Planning and Action



Participatory Safety Mapping Exercise

Purpose: To learn from different groups of girls and women about:

- Their key safety concerns in the community;
- Locations where they feel safe and unsafe and the threats that contribute to this; and
- Strategies for improving safety and protection.

Sources of information: Girls and women of different ages

Additional information: This exercise can be done in settings where it is not possible or appropriate to conduct a safety walk (see [Community Safety Tool 2: Participatory Safety Walk Guide](#)).

It is ideally done with groups of girls and women of similar ages and with 4–5 people in each small group.

Part A: Steps in Safety Mapping Exercise outlines a suggested process for conducting a participatory mapping exercise.

Part B: Safety Issues and Solutions Log provides a template for recording the safety problems identified and recommended solutions and strategies for addressing them.

Part A: Steps in Safety Mapping Exercise

Step 1 Small group mapping (30 minutes)

1.1 Divide participants into three or four groups (ideally 4–5 people in each group).

1.2 Give each group four flipchart pages taped together along with markers, coloured stickers or post-it notes.

1.3 Ask each group to draw a geographical map of their camp or community and, using different colours, stickers or post-it notes, mark the places on the map where:

- Girls and women feel safe;
- Girls and women feel unsafe; and
- Different types of violence happen to different groups.

Step 2 Present findings (20 minutes)

2.1 Ask each group to present their map to the large group. Allow 5 minutes per group.

2.2 As groups present, write a consolidated list of all forms of GBV, where they occur and who is perpetrating them on a flipchart, as well as the places where women feel safe.

2.3 Post the maps on the wall.

Step 3 Discuss findings (30 minutes)

3.1 Facilitate a discussion about the mapping. The following questions may be used or adapted:

- *Is anyone surprised by anything on the maps?*
- *Is there anything missing?*
- *Where are men safe/unsafe?*
- *Where are women safe/unsafe?*



Part A: Steps in Safety Mapping Exercise (continued)

Step 3

Discuss findings

(continued)

- *What have we learned about the different places that men and women experience violence?*
- *Where are children safe/unsafe? What are the differences for boy children and girl children?*
- *Focusing on girls and women, who is using violence against them? (Go through forms of violence on the list compiled in step 2.)*
- *Which types of violence are the most common and of most concern to women/different groups of women?*
- *Share thoughts and ideas on what could be done to improve safety and security in different locations.*
- *Are there things that prevent us from speaking out about different types of violence occurring in the different parts of the community? How could we break the silence around forms of violence that we have identified today that are often hidden?*

Step 4

Identify solutions

(40 minutes)

4.1 Go item by item through the forms of GBV and unsafe places identified in Step 2, and ask the large group to brainstorm solutions for making girls and women safer. Encourage participants to consider actions different duty bearers (such as the community, local and international non-government organizations [NGOs], government, etc.) can take to address:

- Key safety concerns identified;
- Possible solutions to the problems; and
- Next steps (for example, if representatives from authorities and service providers are present, identify what actions and follow-up they will take and by when to implement solutions).

4.2 Document the issues and proposed solutions using **Part B: Safety Issues and Solutions Log**, and use the information to inform:

- Community safety planning;
- Advocacy with duty bearers and other actors/sectors; and
- UNICEF and partner programming.



Participatory Safety Mapping Exercise (continued)

Part B: Safety Issues and Solutions Log

Name of camp/community/settlement:

Date(s) of assessment:

Completed by:

Safety issue/risk identified	Solutions for reducing the risk/improving safety



Participatory Safety Walk Guide

Purpose: To enable adolescent girls and women to:

- Identify and articulate the safety concerns and problems they face in particular geographical areas and in accessing services;
- Communicate directly with service providers and other duty bearers (where safe and appropriate to do so) regarding their safety needs; and
- Engage in joint problem solving and decision-making regarding safety and protection.

Sources of information:

- Girls and women who regularly use the area that is being assessed
- Service providers and decision-makers

Additional information

The safety walk should take approximately three hours. If the area to be covered is too large to cover in this time, consider dividing it up into smaller areas and having more than one team work at the same time in different parts of the camp or community.

A safety walk can also be conducted to assess one route and amenity, such as a market, school or WASH facility.

Where safe to do so, obtain visual records of unsafe areas/facilities to use when explaining the problem to others – for example, in a community safety planning workshop.

More time will need to be allocated when working with women with disabilities, elderly women and any group where the members speak a variety of languages.

Part A: Steps in Conducting a Safety Walk

Part B: Tips for Conducting a Safety Walk

Part A: Steps in Conducting a Safety Walk¹

Step 1

Plan the safety walk

1.1 Identify the purpose of and route for the safety walk. The route should be decided with girls and women from the community and should include areas they have identified as unsafe during focus groups, during key informant interviews or through other means. These could be areas where incidents of sexual harassment or assault have taken place, areas that women avoid, and other areas that are considered risky or dangerous.

The size and number of areas chosen for assessment will determine how many teams will be needed to conduct the walk. For example:

- If the walk is focused on one location only, such as the school, only one team will be required.
- If the walk is assessing a whole camp or community, it will be necessary to recruit multiple teams based on the size of the area to be assessed.

¹ Adapted from ActionAid International, *Making Cities and Urban Spaces Safe for Women and Girls: Safety Audit Participatory Toolkit*, AAI, Johannesburg, 2013.



Part A: Steps in Conducting a Safety Walk (continued)

Step 1

Plan the safety walk

(continued)

1.2 Identify 6–8 girls or women per team who regularly use the route and/or facilities that are going to be assessed. For example:

- If the purpose of the walk is to understand safety issues for girls travelling to and while at school, identify girls who attend that school.
- If the purpose of the walk is to understand safety issues associated with females' access to and use of WASH facilities, identify females of different ages to participate.

1.3 If the purpose of the safety walk is to inform duty bearers about safety issues and advocate for solutions to them, make sure one or two representatives from relevant authorities or agencies are present. For example, a safety audit of WASH facilities should include a representative from the authority managing the site or community and a representative from the agency responsible for WASH services.

1.4 Make sure each team is briefed on the purpose of the activity, the route and/or locations they will be visiting. Make a rough map of the route to be covered and explain the issues and the route to the group.

1.5 Make sure team has a team leader or facilitator who will lead the process. Also, designate someone to take notes and to work with the team leader to consolidate the information.

Step 2

Conduct the safety walk

(2 hours)

2.1 As a group, follow the route identified and ask participants to identify locations where they have safety concerns and why. At each location identified by participants, stop and discuss why they feel unsafe in this area. The following questions may be helpful:

- *What is your first reaction to this place?*
- *What three words best describe this area?*
- *How well-lit is the area? Are there spaces which are poorly lit? (Mark on the map where there is lighting and where it is dark.)*
- *Does this make you feel safe/unsafe? Why?*
- *Are there a lot of people using this area?*
- *What are they doing (e.g., walking, working or meeting)?*
- *Does this make you feel safe/unsafe? Why?*
- *Are there particular spaces where people could hide?*
- *Does this make you feel safe/unsafe? Why?*
- *Are there particular groups of people hanging around who make you feel unsafe? Who are they?*
- *What is their age and sex (e.g., groups of young men)?*
- *Why are they hanging around?*



Part A: Steps in Conducting a Safety Walk (continued)

Step 2

Conduct the safety walk

(continued)

- *Why do they make you feel unsafe? Why?*
- *Are community leaders/authority figures present and visible in the area?*
- *Does this make you feel safe/unsafe? Why?*
- *Would you know where to go for help?*
- *Are there any other things about this space that make you feel unsafe?*

2.2 If appropriate, take photos of the site/area. These may be helpful for explaining the problem and context to others and for monitoring changes.

2.3 After the discussion, mark the area on the map. Consider using different colours or symbols to highlight areas where participants feel very unsafe, somewhat unsafe, or safe.

Step 3

Debrief and identify next steps

(1 hour)

3.1 Immediately after the walk, hold a short meeting to debrief the team. Facilitate a discussion on:

- What participants observed during the walk;
- Key safety concerns identified;
- Possible solutions to the problems; and
- Next steps. For example, if representatives from authorities and service providers are present, identify what actions and follow-up they will take and by when to implement solutions.

3.2 Document the issues and next steps, and use the information to inform:

- Community safety planning;
- Advocacy with duty bearers and other actors/sectors; and
- UNICEF and partner programming.



Part B: Tips for Conducting a Safety Walk

What to take

- Paper and pen/pencils
- Maps
- Red, orange and green stickers to mark safe/unsafe areas on map
- Camera/video camera
- Voice recording device, if appropriate

Tips for facilitators

- Provide refreshments and time for creating a friendly atmosphere that promotes dialogue and makes participants feel welcome and at ease with the facilitators and with one another.
- Ensure each participant has safe transportation to and from the meeting point.
- Take notes or use your camera to document positive features as well as problem areas.
- If it is difficult for you to take notes, use a tape-recorder if safe and appropriate and if participants give their permission.
- It is important to talk to other women you meet during the walk. Introduce yourself. Tell them that you are looking at women's safety in the area and would like to know what they think.
- Encourage participants to:
 - Stay together so that each person is listened to and heard (remember, note-takers cannot note what they have not heard);
 - Voice their opinion about an area;
 - Respect what others have to say (remember, each person's experience of an area is different, and the goal of the group is to note each person's opinion about a particular area);
 - Be mindful of the person taking notes, and speak loudly, simply and slowly; and
 - Avoid making negative comments such as "Nothing ever gets done."
- Remember that sometimes a place is so poorly designed that there are not any satisfactory solutions – only measures that will make the area a little better. It is still important to note that there is a problem.
- Take notes on everything, including comments on the process of the walk itself.



GBV Risk and Safety Observation Guide

Purpose: To assist in the collection and recording of observations related to girls' and women's safety and security in a camp or community in order to help build an understanding of the GBV situation. The tool may be used in one of two ways:

- To triangulate information generated through other rapid assessment activities – for example, to complement information collected in focus group discussions and key informant interviews; or
- As a primary information collection method in insecure environments where asking community members questions about the GBV situation might put them at risk – for example, in settings where there is a military presence within a camp or community.

Sources of information: Assessment team observations

Additional information: In insecure situations – for example, where it may not be safe to spend extended periods of time or where being seen collecting information about sensitive issues may put community members at risk of reprisal – it may be more appropriate to complete the form as soon as possible after leaving the camp or community rather than during the site visit.

GBV Risk and Safety Observation Checklist

Issue	Things to consider	Observation	Follow-up
Signs of military presence or activity	Presence of: ☐ Government forces ☐ Other armed group ☐ Peacekeepers		
Freedom of movement for girls and women in public spaces	• Are girls and women seen in different public places? • How do they appear to be behaving?		



GBV Risk and Safety Observation Guide (continued)

Community Safety

Tool 3

Issue	Things to consider	Observation	Follow-up
Visibility of different groups in public spaces	Presence of: ☐ Girls ☐ Adolescent girls ☐ Women of reproductive age ☐ Older women		
What women are seen doing	• Walking slowly or quickly? • Talking with others? • Carrying out chores?		
What girls are seen doing	• Walking slowly or quickly? • Talking with others? • Carrying out chores?		



GBV Risk and Safety Observation Guide (continued)

Community Safety

Tool 3

Issue	Things to consider	Observation	Follow-up
In and around the school	• Are girl children present? • Are adolescent girls present? • Are they moving freely?		
Latrines	• Are men's and women's latrines separated? • Are latrines private? • Are latrines secure? • Are groups of people hanging around? • Are there places for people to hide?		
Other WASH facilities	• Are men's and women's facilities separated? • Are facilities private? • Are facilities secure? • Are groups of people hanging around? • Are there places for people to hide?		



GBV Risk and Safety Observation Guide (continued)

Issue	Things to consider	Observation	Follow-up
Water points	• Are women moving freely to and from water points? • Do they appear tense? • Is the route busy?		
Distribution points	• Are women moving freely to and from distribution points? • Do they appear tense? • Is the route busy? • Are women involved in distribution?		
Other			



GBV Risk and Safety Focus Group Discussion Guide

Purpose: To use semi-structured in-depth discussions with different groups of females and other community members to learn about GBV risks and responses.

This tool will help UNICEF and partners to learn more about:

- Perceptions of GBV risk and safety solutions in the community;
- Types of GBV community member are concerned about; and
- Community responses to sexual violence.

Sources of information:

- Older adolescent girls and women of different ages and backgrounds
- Community leaders

Additional information: Focus group discussions (FGDs) can help to identify places where girls and women feel unsafe and/or experience different forms of violence. The information can be further explored in safety mapping and/or safety walks, if appropriate.

Each focus group should include 6–8 volunteers of the same cultural background. Consideration should be given to the profile of group members to reduce the risk of power inequalities in the group based on status or role in the community, which can inhibit some women from speaking freely. Consideration should also be given to ensuring the discussions take place in private and safe spaces.

There should be 2 female facilitators to lead the FGD with the following roles:

- **Lead facilitator** – This person is responsible for asking the questions and guiding the discussion. The lead facilitator should have experience in facilitating FGDs, should be able to probe and draw out discussions, and should have experience observing group dynamics.
- **Process facilitator** – This person is responsible for taking notes and recording the discussion. This person should be fluent in local languages and should be directly involved in the translation of recordings and notes after the session.

Remember to make sure that one of the facilitators is trained to respond appropriately to any disclosures made during or after the focus group and to ensure appropriate follow-up as needed.

Please review guidance and resources on focus group discussions in **Kit 2:**

Assessments, *Section 3: How to do GBViE Assessments* for more information about planning and implementing focus groups and analysing the information generated.



GBV risk and safety focus group discussion questions

1. Perceptions of risk and safety problems and solutions

Tell participants you are going to ask some questions about girls' and women's safety and security in this camp/community.

- | | |
|--|--|
| <p>1.1 Do girls and women in this camp/community worry about their safety and security? How does this compare to before the crisis/displacement?</p> <p>1.2 What/who is making girls and women feel unsafe? <i>(Generate a list and continue asking until there are no more responses.)</i></p> <p>1.3 Where and when do girls and women feel unsafe? <i>(Go through each item on the list.)</i></p> | <p>1.4 Are certain individuals or groups less safe? If so, who are they and why are they more at risk?</p> <p>1.5 What do girls and women do to feel safer? When and why?</p> <p>1.6 What is the community doing to help women and girls feel safer?</p> <p>1.7 What are others (e.g., government authorities, NGOs, etc.) doing to make girls and women safer?</p> <p>1.8 What else could be done to help girls and women feel safer?</p> |
|--|--|

2. Types of GBV

Tell participants you would like to know more about different types of violence girls and women experience. Ask if it is OK to ask some questions on this topic.

- | | |
|--|---|
| <p>2.1 What types of violence were girls and women exposed to before the crisis/displacement? <i>(Probe, if appropriate, and list different forms of GBV.)</i></p> <p>2.2 What types of violence have girls and women been exposed to since the crisis/displacement?</p> | <p>2.3 Which forms of violence that you have identified are most important to address? <i>(Consider doing a group ranking exercise to identify priorities.)</i></p> <p>2.4 Are some girls/women more at risk of violence? If so, who are they and why are they more at risk? <i>(If not already covered in Section 1.)</i> What do parents do if they believe their child has been raped?</p> |
|--|---|

3. Community responses to sexual violence

Tell participants that in most communities, there are people who have been raped or sexually abused. Ask if it is OK to ask some questions about this topic to help identify how to best help people.

- | | |
|--|--|
| <p>3.1 If someone has been raped in this community, what kind of problems might they have?</p> <p>3.2 Where do people who have been raped seek help?</p> | <p>3.3 What do community members think about people who have been raped? How do they treat them?</p> <p>3.4 What do community members do to help someone who has been raped?</p> <p>3.5 What more could be done to help those who have been raped?</p> |
|--|--|

4. Additional information

- 4.1 Are there other things you'd like to mention in relation to girls' and women's safety in this camp/community?
-
-
-



Community Safety Planning Guide

Purpose: To bring community stakeholders together to analyse and discuss gaps in safety and accountability identified through the rapid assessment, and to strategize how to enhance the safety of girls and women and develop safety action plans. Participatory safety planning helps to:

- Mobilize affected communities to improve girls' and women's safety and protection from GBV;
- Strengthen the capacities of rights holders to make their claims;
- Strengthen the capacities of duty bearers to meet their obligations toward the protection of emergency-affected populations; and
- Promote girls' and women's voices, visibility and agency in humanitarian relief planning and management.

Sources of information:

- Community leaders, including religious and traditional leaders
- Community-based organizations (CBOs), representatives of children and youth organizations, etc.
- Local authorities and camp management agencies
- Service providers from WASH, food and nutrition, health, education, etc.
- Peacekeepers, if relevant and appropriate.

Additional information: The timeframe provided here is simply a suggestion; more time may be needed, particularly if it is a large community and community consultation meetings will be of help prior to the planning workshop.

Make sure the team is aware of resources that UNICEF can contribute toward implementing community safety plans.

Part A: Steps in Community Safety Planning

Part B: Community Safety Plan Template

Part A: Steps in Community Safety Planning

Step 1 Preparation

1.1 Identify approximately 30 stakeholders to participate in a community safety planning workshop. The following actors should be considered:

- Female representatives from different demographic and social groups (e.g., different ages, abilities and ethnicities);
- Community leaders, including religious and traditional leaders;
- CBOs, representatives of children and youth organizations, etc.;
- Local authorities and camp management agencies;
- Service providers from WASH, food and nutrition, health, education, etc.; and
- Peacekeepers (if relevant and appropriate)

Note: In situations where the community is large and having representation may not be possible in one workshop, consider:

- Holding planning workshops for different geographical areas of the camp/ community; and /or



Part A: Steps in Community Safety Planning (continued)

Step 1 Preparation (continued)

- Holding consultation meetings with community members before the planning workshop to obtain the perspectives and input of a wide variety of women, girls and other community members. Participants may wish to nominate representatives to attend the planning workshop on their behalf.

1.2 Using information collected through the rapid assessment, develop a presentation on the following:

- Unsafe locations in and around the camp or community;
- Risks associated with shelter and site layout;
- Risks associated with access to and use of facilities and services;
- Risks related to access to basic resources such as food and fuel; and
- Potential solutions identified by community members for reducing risks and improving safety.

Step 2 Conduct an initial one-day planning workshop

2.1 Introduce participants and explain the purpose of the workshop, outcomes expected and resources available to support implementation of safety plans.

2.2 Deliver a presentation on the rapid assessment findings, wherever possible using visual aids (such as photos, diagrams, maps, etc.). Provide written information if stakeholders are literate and if it would not create safety risks for girls or women – for example, by detailing sensitive incidents such as conflict-related sexual violence, the public disclosure of which could incur reprisal from perpetrators.

2.3 Facilitate a question-and-answer session and a discussion on why each problem is occurring.

2.4 Break the large group into working groups of approximately 5 people each, and allocate each group an even number of safety problems identified. Where there are sector representatives present, make sure they are in the group addressing the problem associated with their sector.

2.5 Instruct each working group to:

- Discuss each issue/problem;
- Identify potential solutions to the problem and strategies for reducing risk and improving safety; and
- Identify the resources required to implement the solutions/strategies. Make sure each group considers existing resources and capacity from within the community, as well as external resources that may be required.

Allow at least 30 minutes per issue/problem, and more time if needed. Provide information and ideas to the groups as they are discussing the problems and strategies for addressing them. For example, where relevant, make sure the groups are aware of:

- Minimum actions as set out in the IASC GBV Guidelines;¹
- Mandates of peacekeeping forces; and
- Examples of good practices from other settings.

1 See <www.gbvguidelines.org>.



Part A: Steps in Community Safety Planning (continued)

Step 2

Conduct an initial one-day planning workshop

(continued)

2.6 Have each team provide a 10-minute report back to the larger group on their solutions/strategies and obtain input from others, including additional suggestions and comments on the feasibility of each solution.

2.7 Develop a **consolidated safety plan** using **Part B: Community Safety Plan Template** for implementing these risk reduction strategies, identifying duties, responsibilities, timelines and resources required for each action. If the responsibility for an action lies with an actor not represented in the workshop, agree how the issue and recommendation will be communicated to them. For example, will the community directly advocate for action, or will UNICEF or partners advocate on their behalf?

2.8 Agree on how the plan will be monitored to ensure strategies are implemented, risks are reduced, and girls and women feel safer.

Step 3

Immediately following the workshop

3.1 Document and distribute the plan to stakeholders.

3.2 Begin implementing actions immediately.

Step 4

Conduct a follow-up workshop

4.1 Invite participants to a half-day follow-up workshop 1–2 weeks after the initial workshop to review the action plan. Go through the plan action by action and identify:

- Whether the action has been implemented;
- Whether it has improved safety;
- Whether it requires adjustment; and
- Any further action needed, and by whom.



Part B: Community Safety Plan Template

Location:

Date developed:

Date for review:

Problem/Issue	Actions	Resources	Person(s) responsible	Target date



Community Safety Monitoring Sheet

Purpose: To help monitor the quality of community safety assessment and planning processes.

Section 1 – General information				
Date of visit (DD/MM/YY)		Name of monitor		
Province/State	District		Sub-District	
Town/Village/Camp		Neighbourhood		
Name of partner organization		Date safety audit completed		
Key informant information				
Name	Sex M/F	Position/Role	Phone number	
Section 2 – Observation			Yes	No
The purpose of this section is to observe the actual safety plan and any outcomes/actions that are observable.				
1. Is there a written action plan?			☐	☐
2. Are the action points feasible?			☐	☐
3. Does it specify timelines, resources and responsibilities?			☐	☐
4. Is there evidence of implementation of actions that are observable (e.g., locks on latrines or community watch groups)?			☐	☐
5. Use this space to note additional relevant information or issues requiring follow-up regarding the previous questions: 				



Section 3 – Review of records and key informant interviews	Yes	No
Key informants for this section will most likely be NGO partner staff who are on-site and implementing the safety planning.		
1. Were multiple stakeholders (e.g., community representatives, CBOs, local leadership and humanitarian actors) involved in the safety audit and action planning process?	☐	☐
2. Were risks associated with safety planning considered before the safety audit and planning process started?	☐	☐
3. Were girls and women directly involved in the safety audit and action planning?	☐	☐
4. Were different groups and ages of girls and women involved in the safety audit and action planning (e.g., those with particular vulnerabilities and from different ethnic or religious groups)?	☐	☐
5. Was the involvement of girls and women done in a safe and ethical manner, taking into consideration the risks of their participation?	☐	☐
6. Were a variety of tools used to collect data and assess safety problems (such as observation, safety walks, focus group discussions, safety mapping, etc.)?	☐	☐
7. Are the action points in the safety plan realistic and achievable?	☐	☐
8. Have the action points been implemented?	☐	☐
9. Have there been any unintended consequences associated with the safety audit and planning process?	☐	☐
10. Has there been an improvement in areas of concern highlighted through the safety audit?	☐	☐
11. Are there actions UNICEF could take to assist with implementation of the safety action plans?	☐	☐



Section 4 – End user monitoring: focus group discussions (FDGs)

The purpose of this section is to get feedback on the safety planning process and to monitor perceived changes in safety.

of interviews/discussions _____

When conducting FDGs, it is important to conduct at least two group discussions based on the questions below. At least one of each should be with adolescent girls/younger women. Be sure to move to a quieter space for the discussion.

	Number	Age(s)	Sex of participants
Group 1 participant profile			
Group 2 participant profile			
Group 3 participant profile			

Questions

1. Were girls and women involved in the community safety audit and planning?
2. Were there any individuals or groups of girls/women within the community who should have been involved in the safety audit and planning but were not? *Probe specifically: age groups; religious/ethnic groups; children or women with disabilities; children/families away from centre of community; poorest families (who are they); displaced people vs. host families; etc.*
3. Do you have any ideas on how this could be addressed next time?
4. Are you aware of changes/actions that have occurred as a result of the safety plans to improve safety?
5. Do you think the community/camp is safer for girls and women as a result of the community safety planning? Why or why not?
6. Do you personally feel safer as a result of the community safety planning? Why or why not?
7. Do you have any comments on additional actions that could be taken to help girls/women feel safer?
8. Do you have any other comments or recommendations to help improve future safety audits and safety planning processes in this community?

Section 3

Dignity Kit Programming



Good Practice Checklist

Safety and security	
Safety and security risks associated with kit distribution are addressed, including:	
• Risks and threats to distribution team;	☐
• Risks and threats to girls and women travelling to and from distribution site; and	☐
• Risks and threats to girls and women after distribution.	☐
Participation of girls and women	
Appropriate level of participation of girls and women in kit programme design and implementation has been determined:	
• Girls and women have been consulted;	☐
• Girls and women have been actively involved;	☐
• Girls and women are assuming responsibility; or	☐
• Girls and women are managing the dignity kit programming.	☐
Assessment and monitoring tools suitable for the level of participation have been adapted as appropriate for use with:	
• Assessment and design; and	☐
• Monitoring.	☐
Where appropriate, girls and women from different ethnicities, religious or language groups have the opportunity to participate in kit assessment, design and monitoring.	☐
Partnership	
Relevant clusters or sector coordination mechanisms have been consulted during kit needs assessment and design, including:	
• Camp Management/camp coordination;	☐
• WASH;	☐
• Shelter;	☐
• Education; and/or	☐
• Protection.	☐



Good Practice Checklist (continued)

Dignity Kit

Tool 1

Partnership (continued)	
Relevant partners and actors on the ground have been consulted and informed regarding kit distribution, including:	
• Implementing partners;	☐
• Camp management;	☐
• Other authorities; and/or	☐
• Service providers.	☐
Partners have been consulted on and are aware of distribution plan.	☐



Sample Focus Group Discussion Guide¹

Purpose: To assess the needs and preferences of adolescent girls and women to guide procurement of *Family Hygiene and Dignity Kits*.

The tool will help UNICEF and partners to:

- Learn about menstrual hygiene management practices and preferences; and
- Identify appropriate gender-sensitive non-food items (NFIs) to increase dignity and safety for adolescent girls and women.

Sources of information:

- Girls 12–17 years of age
- Women 18–50 years of age

Additional information: Each focus group should include 6–8 volunteers of the same cultural background. Consideration should be given to the profile of group members to reduce the risk of power inequalities in the group based on status or role in the community, which can inhibit some women from speaking freely. Consideration should also be given to ensuring the discussions take place in private and safe spaces.

There should be two female facilitators to lead the focus group discussion (FGD) with the following roles:

- **Lead facilitator:** This person is responsible for asking the questions and guiding the discussion. The lead facilitator should have experience in facilitating FGDs, should be able to probe and draw out discussions, and should be experienced in observing group dynamics.
- **Process facilitator:** This person is responsible for taking notes and recording the discussion. This person should be fluent in local languages and should be directly involved in the translation of recording and notes after the session.

Part A: Adult Women Focus Group Discussion Guide

1. Dignity and safety

- | | |
|---|--|
| 1.1 Are there personal items women need to enable them to move freely, feel safe in the community and carry out chores? | 1.4 Are there areas in this place/community where you feel unsafe? |
| 1.2 What personal items or clothing make you feel comfortable and safe in the community? | 1.5 Do you think other women feel unsafe in these or other areas? |
| 1.3 Were you able to get these items when you first came to this place? <i>Probing questions: How did you obtain the items and/or support? Were you given the items for free or did you have to buy them? If you had to buy them, where did you buy them? Were you able to buy any items in a local shop?</i> | 1.6 What makes women feel unsafe in these areas? |
| | 1.7 Are there items that could be given to women to help them feel safer in these areas? |
| | 1.8 Are there other things that could be done to make women feel safer in these areas? |

¹ Adapted from United Nations Children's Fund, *Menstrual Hygiene Management in Emergencies Focus Group Discussion Guide*.



Part A: Adult Women Focus Group Discussion Guide (continued)

- | | |
|--|--|
| <p>1.9 What information do women get about personal safety for women in this location?</p> <p>1.10 Where does the information come from?</p> | <p>1.11 What other information would be beneficial to help women keep themselves safe? <i>Probing questions: How/when should information be disseminated? With kit? Written? Discussion? To what ages?</i></p> |
|--|--|

2. Personal hygiene and menstrual management

- | | |
|--|---|
| <p>2.1 Think about when you first arrived here (camp/location). What things did you feel you needed for your personal health or hygiene requirements? <i>Probing questions: How did you obtain the items and/or support? Were you given the items for free or did you have to buy them? If you had to buy them, where did you buy them? Were you able to buy any items in a local shop? Were facilities (water, latrines, bathing facilities, places to do laundry, etc.) available?</i></p> <p>2.2 Before coming to this place/before the emergency, did you have a latrine at home? <i>Probing questions: Did all members of the household use it, or were some members unable or preferring not to use it? For babies and infants, how did you manage their faeces? Do the small children know how to use a latrine? Do they know how to use a potty? If yes, how/where did you normally empty the potty?</i></p> <p>2.3 Before coming to this place/before the emergency, what did you normally use to manage your menstrual cycle? <i>(Note if support other than personal sanitary items is raised, but don't bring it out otherwise – it will be drawn out later.) Probing questions: Describe the items you used. Were they locally produced sanitary pads or cloths?</i></p> <p>2.4 What are you using now to manage your menstrual cycle? <i>Probing questions: If different from what you were using before the emergency, why? If same, is it easy to get items now? How does the current emergency affect your menstrual hygiene management needs? How did it feel not having these items/facilities?</i></p> | <p>2.5 <i>(If not already discussed in previous questions)</i> What facilities are needed to help you with your menstrual hygiene management? <i>Probing questions: Where do you change your sanitary pads? Do you have areas for washing and drying of towels? Are there appropriate disposal facilities for disposable sanitary items? Are there separate/private functional latrines with internal washing facilities? Are the toilets lockable from the inside? Are there lights? Do you have to pay for use of toilets?</i></p> <p>2.6 Do women have access to the proper facilities for menstrual hygiene management?</p> <p>2.7 If facilities are not available or suitable, how do you cope? <i>Probing questions: What are the restrictions? How do you make do? If you go to bush to bathe, do you go alone or with other family members? Do you feel safe doing this?</i></p> <p>2.8 Looking at your current situation, what type of changes or improvements to facilities are needed for your menstrual hygiene management?</p> <p>2.9 How do girls/women get information about menstrual management and hygiene?</p> <p>2.10 What other information would be beneficial? <i>Probing questions: How/when should information be disseminated? With kit? Written? Discussion? To what ages?</i></p> |
|--|---|

3. Additional information

- 3.1 Is there anything else you would like to share about girls'/women's safety and dignity or menstrual hygiene management?
-
-
-
-



Part B: Adolescent Girls Focus Group Discussion Guide

Considerations

- This section is for getting the opinion of girls primarily in a school setting; however, it could also be used for girls not attending school (i.e., girls in child-friendly spaces).
- The age of girls is flexible, but focus groups should consider those who have enough experience and confidence of menstrual hygiene management to talk about it. To reach teenage girls, FGDs may have to be conducted with mothers or run through school programmes.
- The questions can be combined with questions from the adult FGD if appropriate.
- The group leader and data collector should be female.
- The FGD should be conducted in a private setting to ensure all girls are comfortable to discuss with each other in confidence.
- Ensure the facilitator tells participants that information will be confidential and names will not be collected.

1. Menstrual management and hygiene

- 1.1 What do you know about becoming a woman? What does it mean? *Probing questions: What changed after you reached puberty? What do you know of menstrual cycles?*
- 1.2 Who taught you about your menstrual cycle? What age were you? What types of things were you taught?
- 1.3 What types of menstrual hygiene management items were you taught to use? *(Show samples or pictures of products.)*
- 1.4 Before coming to this place/before the emergency, did you have a latrine at home? *Probing questions: Did all members of the household use it, or were some members unable or preferring not to use it?*
- 1.5 Before coming to this place/before the emergency, what did you normally use to manage your menstrual cycle? *Probing questions: Describe the items you used. Were they locally produced sanitary pads or cloths?*
- 1.6 What are you using now to manage your menstrual cycle? *Probing questions: If different from what you were using before the emergency, why? If same, is it easy to get items now? How does the current emergency affect your menstrual hygiene management needs? How did it feel not having these items/facilities?*
- 1.7 *(If not already discussed in previous questions)* What facilities are needed to help you with your menstrual hygiene management? *Probing questions: Where do you change your sanitary pads? Do you have areas for washing and drying of towels? Are there appropriate disposal facilities for disposable sanitary items? Are there separate/private functional latrines with internal washing facilities? Are the toilets lockable from the inside? Are there lights? Do you have to pay for use of toilets?*
- 1.8 If facilities are not available or suitable, how do you cope? *Probing questions: What are the restrictions? How do you make do? If you go to bush to bathe, do you go alone or with other family members? Do you feel safe doing this?*
- 1.9 Looking at your current situation, what types of changes or improvements to facilities are needed for your menstrual hygiene management?
- 1.10 How do girls/women get information about menstrual management and hygiene?
- 1.11 Do you come to school when you are menstruating? If not, why not?
- 1.12 What would make it easier to come to school when you are menstruating?
- 1.13 Are the toilet facilities at your school appropriate to deal with your menstrual flow? If you could change one thing about the toilets, what would it be?
- 1.14 What type of information would be useful for younger girls who are about to start menstruating? *Optional activity: Draw facility and discuss.*



Part B: Adolescent Girls Focus Group Discussion Guide (continued)

2. Safety

- | | | | |
|-----|--|-----|---|
| 2.1 | Are there areas in this place/community where girls feel unsafe? | 2.3 | Are there items that could be given to girls to help them feel safer in these places? |
| 2.2 | What makes you or other girls feel unsafe in these areas? | | |

3. Additional information

- 3.1 Is there anything else you would like to share about girls' and women's safety, dignity or menstrual hygiene management?



Dignity Kit Monitoring Sheet

Purpose: To help monitor the quality of UNICEF dignity kit programming.

Section 1 - General Information					
Date of visit (DD/MM/YY)		Name of monitor			
Province/State	District		Sub-District		
Town/Village/Camp	Name of partner		Type of procurement ☐ UNICEF supply division ☐ Local procurement		
Kit contents					
Date received		# Received	# Distributed		
Key informant information					
Name	Sex M/F	Position/Role		Phone number	
Section 2 – Observation				Yes	No
The purpose of this section is to observe whether the kit contents meet standards.					
1. Do the contents appear to be of sufficient quantity, as per the UNICEF WASH/dignity kit content list?				☐	☐
2. Do the contents appear to be of appropriate quality?				☐	☐
3. Is relevant information included on the kits contents (e.g., how to use, dispose of and clean items)?				☐	☐



Section 2 – Observation (continued)		Yes	No
4.	Is other relevant information included (e.g., WASH and GBV safety information)?	☐	☐
5.	Use this space to note additional relevant information or issues requiring follow-up regarding the previous questions (for example, describe any issues with quality). 		
Section 3 – Review of records and key informant interviews		Yes	No
Key informants for this section will most likely be NGO partner staff who are distributing the dignity kits.			
6.	Were girls and women consulted on dignity kit contents prior to procurement?	☐	☐
7.	Was the community involved in targeting and distribution?	☐	☐
8.	Are the kit contents of sufficient quantity?	☐	☐
9.	Are the kit contents of adequate quality?	☐	☐
10.	Are the kit contents locally and culturally appropriate?	☐	☐
11.	Were risks associated with distribution or use of kit items considered before distribution?	☐	☐
12.	Have any risks been identified with kit distribution or use since distribution? ¹	☐	☐
13.	Have there been any unintended consequences associated with dignity kit distribution or use? ²	☐	☐
14.	Are there items that were included that were not appropriate/relevant?	☐	☐
15.	Were there items that were not included that might be included in future distributions to promote girls'/women's dignity, mobility and/or safety?	☐	☐

¹ Risks to consider include safety and security of kit recipients – for example, threat of harassment; threat of attack travelling to or from distribution; risk of recipients being targeted for theft of items contained in the kit; etc.

² Unintended consequences to consider include unsafe use or disposal of items included in the kits, such as blocking latrines and unsanitary waste disposal; sale of items; etc.



Section 4 – End user monitoring focus group discussions

The purpose of this section is to get feedback on the effectiveness, acceptability and use of UNICEF dignity kits – including appropriateness of items, any improvements that should be made, etc.

When conducting interviews or FGDs, it is important to conduct at least two group discussions based on the questions

below. At least one of each should be with adolescent girls/younger women. Be sure to move to a quieter space for the discussion. Partner staff should not be present for the discussions in order to ensure that participants can speak freely about the project.

of interviews/discussions _____

	Number	Age	Sex of participants
Group 1 participant profile			
Group 2 participant profile			
Group 3 participant profile			

Questions

1. Were there any problems for girls and women during or after the distributions (for example, harassment or accessibility)?
2. Were there any individuals/families/groups within the community who should have received the kits but did not? *Probe specifically: age groups; religious/ethnic groups; children or women with disabilities; children/families away from centre of community; poorest families (who are they); displaced people vs. host families; etc.*
3. Do you have any ideas on how this could be addressed next time?
4. Do you have any comments on the menstrual hygiene items that were included in the kits? *Probe about cultural relevance and acceptance, disposal, cleaning, etc.*
5. Do you have any comments on the clothing or other items that were included in the kits to promote dignity and mobility? *Probe about cultural relevance and acceptance, etc.*
6. Do you have any comments on the protection items that were included in the kits to promote safety? *Probe about specific items; if and how they made girls women feel safer; etc.*
7. Are there other items that could be considered for future distributions that would help girls/women move freely in the community, carry out chores or attend school?
8. Are there other items that could be considered for future distributions that would help girls/women feel safer moving around the community?
9. Do you have any other comments or recommendations to help improve future distributions of gender-sensitive NFIs/kits?

Section 4

Safe Space Programming



Assessment and Design Checklist for Women- and Girls-Friendly Spaces

Purpose: This checklist presents standards for ensuring that each women- and girls-friendly (WGF) space is designed and implemented according to good practice.¹ It can be used with partners during programme planning to help establish clear expectations and standardize programming in WGF spaces. The checklist can also be used to develop more detailed guidance on how to establish and manage WGF spaces in a setting.

Before establishing a WGF space	
Coordination with other humanitarian actors has taken place to determine needs, gaps and appropriateness of establishing a WGF space.	☐
Community leaders, including girls and women, have been consulted about the appropriateness of establishing a WGF space and support the plan to do so.	☐
Assessment and design	
Capacity, consultation and coordination	
Partner capacity for establishing and managing a WGF space has been assessed (including organizational and technical capacity) and, where required, a capacity-building plan is in place to address gaps.	☐
Needs and strengths/capacities of girls and women, as well as available community resources, have been identified.	☐
A period of consultation with the community has taken place to explain the purpose and process for establishing a WGF space and to obtain ideas and suggestions from the community. Those consulted include: • Girls and women of different ages;	☐
• Girls and women with disabilities;	☐
• Marginalized girls and women in the community (e.g., those from ethnic minorities, girls and women recruited and used by armed groups, and child mothers); and	☐
• Boys and men of different ages.	☐
Coordination with other community service providers and actors takes place to ensure complementarity, collaboration and linkage with other actors.	☐

¹ The checklist is based on UNICEF's experiences in establishing and managing WGF spaces in multiple contexts, including Lebanon and South Sudan. For more detailed guidance developed in one setting, see HealthNetTPO and United Nations Children's Fund, 'Promoting Positive Environments for Women and Girls Friendly Spaces in South Sudan', UNICEF, 2016.



Assessment and design (continued)	
Catchment and service delivery model	
The catchment for the WGF space has been determined in consultation with the community, taking into account the vulnerability and needs of different groups of girls and women in the community, including refugees, female-headed household, out-of-school girls, etc.	☐
An appropriate model for the WGF space in the setting has been identified in consultation with stakeholders, considering the need for outreach and mobile services where relevant for those living outside safe walking distance.	☐
Mobile services have been considered in the following circumstances:	☐
• Areas where there are reports of high GBV risks, GBV incidents, or vulnerable girls and women;	☐
• Circumstances where girls and women identify it will be difficult to access the WGF space due to distance, movement restrictions, insecurity or other reasons;	☐
• Circumstances where there is community acceptance of mobile services;	☐
• Areas where the security situation is stable enough for intervention; and/or	☐
• Areas where there is a lack of GBV services, but basic GBV services are accessible in a safe and reasonable distance.	☐
Space location and design	
Girls and women participated in the selection of the location and structure for the WGF space.	☐
The following issues have been considered during location selection and facility design:	☐
• Surroundings, considering presence of politically affiliated offices, faith-based organizations/ structures and general security;	☐
• Proximity to other services, such as child-friendly spaces, schools and health services;	☐
• Physical access to the centre, including safe routes for walking, access for people with disabilities and distance to settlements;	☐
• Adequate secure space for group activities that cannot be overheard by others (including individual private rooms for consultations with case workers; sleeping space for crisis accommodation for women and their children at risk of immediate harm; and rooms that can be locked);	☐
• Space for children to play safely or be cared for while girls and women participate in activities;	☐
• Sense of safety felt by girls and women in the location and at the facility;	☐
• Opening hours and days, consulting with girls and women and reflecting time-use of different groups; and	☐
• Safe access to latrines.	☐



Assessment and design (continued)	
Space location and design (continued)	
Where the WGF space is established in a structure that also hosts other activities or services, the following issues have been considered:	
• There are dedicated rooms and/or hours for girls and women only;	☐
• Girls and women have control over the space when they are using it;	☐
• Girls and women feel safe in the space;	☐
• The community perception of the structure has been considered and it is acceptable to girls and women; and	☐
• The room/space is not used by men and boys over the age of 12 years to live or sleep in.	☐
Access for different groups	
Barriers to access for different groups have been considered and addressed, including:	
• Barriers faced by adolescent girls, such as parental permission to attend;	☐
• Barriers faced by girls and women recruited and used by armed groups, such as social isolation and stigma; and	☐
• Barriers faced by girls and women with disabilities, such as needs related to intellectual and physical disability.	☐
Staffing and capacity	
There is an appropriate staffing structure in place, including provision for the following:	
• Management and supervisory staff responsible for overall operations, programming, coordination, and staff training and supervision;	☐
• Social work/case work staff responsible for working with survivors;	☐
• Psychosocial support workers responsible for managing formal and informal psychosocial support activities, including peer-support groups, life skills, emotional support groups, etc.;	☐
• Community engagement and outreach staff; and	☐
• Education and empowerment specialist staff as required, such as qualified teachers for literacy programmes and certified trainers for vocational or livelihoods activities.	☐
Staff have clear job descriptions that outline their role and responsibilities according to the position.	☐
All staff have had initial minimum training on GBV (including a survivor-centred approach) and on sexual exploitation and abuse.	☐



Assessment and Design Checklist for Women- and Girls-Friendly Spaces (continued)

Safe Space Programming

Tool 1

Staffing and capacity (continued)	
Staff in specific roles are qualified or have received training in their area of work.	☐
There are plans and resources in place for ongoing staff training and development.	☐
There is a staff supervision and support plan in place.	☐
Services and activities	
The appropriate mix of services has been identified in consultation with girls and women of different ages and different needs.	☐
Separate age-appropriate activities are available for younger adolescent girls, older adolescent girls and adult women.	☐
There are opportunities for girls and women of different ages to mix and participate in activities.	☐
Activities and services include the following:	☐
Drop-in service where girls and women can gather, socialize, support each other, access information on what is going on, access services and assistance, and learn about their entitlements and rights;	☐
Structured and unstructured psychosocial support activities based on assessed needs;	☐
Distribution of gender-sensitive emergency NFIs and access to other material support;	☐
Community-based risk and safety planning and other community mobilization initiatives to build girls' and women's safety and well-being;	☐
Confidential reporting, support, case management and referral for GBV survivors and those at risk; and	☐
Education and empowerment activities to develop girls' and women's knowledge, skills and assets.	☐
Community outreach, including culturally appropriate and context-specific key messages, have been developed about the WGF space to promote wider community acceptance and support for uptake and use of services by girls and women.	☐
Phase-out	
A phase-out or transition plan has been developed in consultation with the community.	☐
The phase-out plan has a clear timeline and clear resources allocated for transfer of responsibilities to other actors.	☐
A capacity development plan has been developed and resourced to support local actors to assume responsibility for different aspects of programming within WGF spaces after phase-out or handover.	☐

[illegible]



Monitoring Sheet for Women-and Girls-Friendly Spaces

Purpose: To help monitor the quality of UNICEF-supported WGF safe spaces.

Section 1 – General information				
Date of visit (DD/MM/YY)		Name of monitor		
Province/State	District		Sub-District	
Town/Village/Camp	Neighbourhood		Agency/Organization	
Type of Service ☐ Mobile ☐ Static ☐ Both ☐ Stand-alone facility ☐ Integrated into other building/service If integrated, describe: _____ _____		Is the centre active at the time of visit? ☐ Yes ☐ No If No, why not? _____ _____		
Key informant information				
Name	Sex M/F	Position/Role	Phone number	
Section 2 – Observation			Yes	No
The purpose of this section is to observe whether the space meets standards.				
1. Does the facility appear to be in a safe and accessible location for girls and women?			☐	☐
2. Is there safe access to latrines?			☐	☐
3. Does the space have essential equipment and supplies (e.g., water, gender-sensitive NFIs such as female hygiene kits, communication materials and other supplies)?			☐	☐



Section 2 – Observation (continued)	Yes	No
4. Is there a private space within the facility where individual girls and women can meet confidentially with staff?	☐	☐
5. Is there a space within the facility where groups of girls and women can meet privately together?	☐	☐
6. Is there space for children to play or be cared for while their mothers participate in activities?	☐	☐
7. Are there protocols in place for responding to reports of GBV?	☐	☐
8. Is the safe space friendly and accessible for girls and women with disabilities?	☐	☐
9. Is the safe space friendly and accessible for marginalized groups, such as girls and women with children born of rape, girls and women recruited and used by armed groups, etc.?	☐	☐
10. Use this space to note additional relevant information requiring follow-up regarding the above questions: 		
Section 3 – Review of records and key informant interviews	Yes	No
Key informants for this section will most likely be NGO partner staff who are on-site and implementing the programme.		
1. Is the location safe and accessible for girls and women?	☐	☐
2. Are dedicated staff trained on responding to adult GBV survivors, including on case management?	☐	☐
3. Are dedicated staff trained on responding to child and adolescent GBV survivors, including case management? Is there a social worker/case worker trained to interview/work with child survivors?	☐	☐
4. Are there dedicated staff trained on providing psychosocial support to different age groups?	☐	☐
5. Are there dedicated staff trained to deliver education and empowerment activities?	☐	☐
6. Are all staff trained on GBV?	☐	☐
7. Is there ongoing staff training and development?	☐	☐



Section 3 – Review of records and key informant interviews (continued)	Yes	No
8. Do staff receive supervision and support?	☐	☐
9. Is there a safety information system in place?	☐	☐
10. Is there a referral pathway and system in place between the WGF space and other GBV service providers?	☐	☐
11. Are age-appropriate psychosocial support services/activities available and tailored for different groups?	☐	☐
12. Are age-appropriate information and education materials and sessions offered?	☐	☐
13. Are outreach or mobile services available to those who cannot travel to the WGF space?	☐	☐
14. Have the staff been involved in community safety planning and/or other mobilization activities?	☐	☐
15. Do safe space staff coordinate with other humanitarian actors in the setting on safety and other matters relating to girls' and women's well-being?	☐	☐
16. Do safe space staff regularly liaise with community leaders and other gate keepers about the service and about GBV/safety concerns?	☐	☐
17. Have girls and women been involved in the design of programs and services?	☐	☐
18. Use this space to note additional relevant information or issues requiring follow-up regarding the previous questions: 		



Monitoring Sheet for Women- and Girls-Friendly Spaces (continued)

Safe Space Programming

Tool 2

19. Services offered and % of eligible clients receiving services

Services	Yes	No	% of eligible child survivors receiving service in last month	% of eligible adult survivors receiving service in last month
Material assistance, including gender-sensitive NFIs	☐	☐		
Drop-in for information and support	☐	☐		
Age-appropriate, structured and unstructured psychosocial support activities	☐	☐		
Community safety assessments and other mobilization activities	☐	☐		
GBV response, including confidential reporting, information and immediate support	☐	☐		
Case management and support with referral and access to other services	☐	☐		
Information and group education on GBV, rights and other health and safety issues	☐	☐		
Non-formal education (e.g., literacy) for adult women	☐	☐		
Non-formal education for adolescent girls	☐	☐		
Economic support activities	☐	☐		
Other support activities	☐	☐		



Monitoring Sheet for Women- and Girls-Friendly Spaces (continued)

Safe Space Programming

Tool 2

20. Equipment and supplies received

Supplies	Date last received (if never received, put N/A)	Organization	If UNICEF, describe any issues with quality, relevance and/or use

21. Do referral pathways exist for the following services? **If yes**, write the # of referrals made in last month: _____

Services	Yes	No	% of eligible child survivors referred in last month	% of eligible adult survivors referred in last month
GBV-related healthcare	☐	☐		
Other healthcare	☐	☐		
Psychosocial support	☐	☐		
Case management (when not offered at the WGF space)	☐	☐		
Other social services (e.g., Child Protection, Health, Shelter, Food, Nutrition and/ or NFI services)	☐	☐		
Police	☐	☐		
Legal services	☐	☐		
Other	☐	☐		



Section 4 – End user monitoring: focus group discussions/key informant interviews

The purpose of this section is to get user feedback on GBV-related activities at the service and, if they are accessible, any improvements that should be made.

When conducting interviews or focus group discussions, it is important to conduct at least three interviews or group discussions based on the questions below. Be sure to move

to a quieter space for the discussion. Partner staff should not be present for the discussions so that participants can speak freely about the project.

of interviews/discussions _____

	Number	Age	Sex
Individual informant or group 1 participant profile			
Individual informant or group 2 participant profile			
Individual informant or group 3 participant profile			

Questions

1. Is the location of the WGF space safe and accessible for girls and women of different ages and from different locations?
2. Are there any individuals/families/groups within the community who would find it harder to use the service?
Probe specifically: age groups; religious/ethnic groups; girls and women with disabilities; girls away from centre of community; poorest girls (who are they); displaced people vs. host families; etc.
3. Do you have ideas on how this could be addressed?
4. Are you aware of GBV services offered at the WGF space?
5. Do you believe staff provide non-judgmental and compassionate help for GBV survivors?
6. Do you believe staff/volunteers at the service keep survivors' details and information private and confidential?
7. Have you seen information or awareness messages about GBV at or from the service? If so, what are the main messages you recall?
8. Are you aware of other activities offered at this place for different groups? If so, what are they?
9. Do you have any recommendations about additional activities that the service could offer to help make girls safer and build their knowledge and skills?
10. Do you have comments or recommendations for improving this service to benefit girls and women?



Monitoring Sheet for Addressing GBV through Child-Friendly Spaces

Section 1 – General information

Date of visit (DD/MM/YY)		Name of monitor	
Province/State	District		Sub-District
Town/Village/Camp	Neighbourhood		Agency/Organization
Type of service ☐ Child-friendly space ☐ Adolescent-friendly space ☐ Integrated friendly space ☐ Other _____ _____ _____		Type of facility ☐ Mobile ☐ Static Is the centre active at the time of visit? ☐ Yes ☐ No If No, why not? _____ _____	
Key informant information			
Name	Sex M/F	Position/Role	Phone number



Section 2 – Observation	Yes	No
The purpose of this section is to observe whether the space meets standards.		
1. Does the facility appear to be in a safe and accessible location for girls and women?	☐	☐
2. Is there safe access to latrines for girls?	☐	☐
3. Does the space have essential equipment and supplies (e.g., water, gender-sensitive NFIs such as female hygiene kits, communication materials and other supplies)?	☐	☐
4. Is there a private space within the facility where individual children can meet privately with social work staff?	☐	☐
5. Is there a space within the facility where groups of girls can meet privately together and not be overheard?	☐	☐
6. Are there protocols in place for responding to GBV reports and making referrals?	☐	☐
7. Is the safe space friendly and accessible for girls with disabilities?	☐	☐
8. Is the safe space friendly and accessible for marginalized groups, such as girls with children born of rape, girls recruited and used by armed groups, etc.?	☐	☐
9. Use this space to note additional information and issues requiring follow-up regarding the above questions: _____ _____ _____		
Section 3 – Review of records and key informant interviews		
Key informants for this section will most likely be NGO partner staff who are on site and implementing the programme.		
1. Is the location safe and accessible for girls and women?	☐	☐
2. Is there a GBV focal point in the safe space?	☐	☐
3. Has the GBV focal point been trained on GBV?	☐	☐
4. Are other workers/volunteers trained on GBV?	☐	☐



Monitoring Sheet for Addressing GBV through Child-Friendly Spaces (continued)

Safe Space Programming

Tool 3

Section 3 – Review of records and key informant interviews (continued)	Yes	No
5. Is the GBV focal point trained to interview and support child survivors?	☐	☐
6. Is the GBV focal point trained on giving age-appropriate information about GBV and making referrals for healthcare and immediate safety?	☐	☐
7. Is the GBV focal point trained on providing information, education and support to caregivers of child survivors?	☐	☐
8. Does the GBV focal point receive supervision and support?	☐	☐
9. Is there a referral pathway and system in place between the child-friendly space and GBV services?	☐	☐
10. Are age-appropriate information and education materials and sessions offered?	☐	☐
11. Does the GBV focal point/other staff coordinate with GBV actors in the setting?	☐	☐
12. Do staff regularly liaise with community leaders and other gatekeepers about the child-friendly space, girls' participation in the space and safety concerns?	☐	☐
13. Have girls been involved in the design of safe space programmes and services?	☐	☐
14. Is there a GBV safety information system in place?	☐	☐
15. Has the GBV focal point been involved in community safety planning and/or other mobilization activities?	☐	☐
16. Are outreach services available for at-risk groups?	☐	☐
17. Use this space to note additional relevant information or issues requiring follow-up regarding the previous questions: _____ _____ _____		



Monitoring Sheet for Addressing GBV through Child-Friendly Spaces (continued)

Safe Space Programming

Tool 3

18. Services offered and % of eligible child-friendly space clients receiving services

Services	Yes	No	% of eligible girls receiving service in last month	% of eligible boys receiving service in last month
GBV information and referral	☐	☐		
Case management	☐	☐		
Distribution of dignity kits/NFIs	☐	☐		
Peer/social support activities	☐	☐		
Group education for boys and girls (on rights, responsibilities, GBV, respectful relationships, etc.)	☐	☐		
Non-formal education for girls	☐	☐		
Economic support activities for girls	☐	☐		
Other support activities	☐	☐		

19. Equipment and supplies received

Supplies	Date last received (if never received, put N/A)	Organization	If UNICEF, describe any issues with quality, relevance and/or use



Monitoring Sheet for Addressing GBV through Child-Friendly Spaces (continued)

Safe Space Programming

Tool 3

20. Do referral pathways exist for the following GBV services? **If yes**, write the # of referrals made in last month: _____

Services	Yes	No	% of eligible girl survivors referred in last month	% of eligible boy survivors referred in last month
GBV-related healthcare	☐	☐		
GBV-related psychosocial support	☐	☐		
GBV case management	☐	☐		
Other social services (e.g., child protection)	☐	☐		
Other	☐	☐		



Monitoring Sheet for Addressing GBV through Child-Friendly Spaces (continued)

Safe Space Programming

Tool 3

Section 4 – End user monitoring – focus group discussions/key informant interviews

The purpose of this section is to get user feedback on GBV-related activities at the service and, if they are accessible, any improvements that should be made.

to a quieter space for the discussion. Partner staff should not be present for the discussions in order to ensure that participants can speak freely about the project.

When conducting interviews or focus group discussions, it is important to conduct at least three interviews or group discussions based on the questions below. Be sure to move

of interviews/discussions _____

	Number	Age	Sex
Individual informant or group 1 participant profile			
Individual informant or group 2 participant profile			
Individual informant or group 3 participant profile			

Questions

1. Is the location of the child-friendly space secure and accessible for girls?
2. Are there any individuals/families/groups within the community who would find it harder to use the service? *Probe specifically: age groups; religious/ethnic groups; girls with disabilities; girls away from centre of community; poorest girls (who are they); displaced people vs. host families; etc.*
3. Do you have ideas on how this could be addressed?
4. Are you aware of GBV services offered at the child-friendly space?
5. Do you believe workers in the child-friendly space provide non-judgmental and compassionate help for GBV survivors?
6. Do you believe workers/volunteers at the service keep survivors' details and information private and confidential?
7. Have you seen information or awareness messages about GBV at or from the service? If so, what are the main messages you recall?
8. Are you aware of community education or information activities on GBV (such as community safety assessments, etc.) offered through the child-friendly space?
9. Are you aware of education or other skill-building or economic support activities for girls offered at the child-friendly space?
10. Do you have any suggestions for how this child-friendly space could improve its services for girls to help build their resilience?
11. Do you have any recommendations about additional activities the service could offer to help make girls safer?

