



United Nations Population Fund



ESTABLISHING
WOMEN & GIRLS'
SAFE SPACES
A Literature Review

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Introduction

The creation of women and girls' safe spaces (WGSS) has emerged as a key strategy for the protection and empowerment of women and girls affected by the Syrian crisis. This literature review provides a summary of existing resources and activities designed for safe spaces for women and girls, and is designed as an accompaniment to the Establishing Women and Girls' Safe Spaces: Training Manual ([insert link here](#)).

The first section contains a more detailed summary of resources that are known to have been utilized with Syrian women and girls affected by the current crisis. The second section contains a summary of additional resources that may be useful but that have not necessarily been tested specifically in the Syria region.

All staff will need to look through the materials to decide their relevance for a specific context, particular group of women or girls, and ensure that they are culturally adapted, as appropriate.

As stated in the training manual, conducting psychosocial services and activities for survivors of violence requires specific technical training and support. However, many of the recreation activities below have psychosocial benefits and have been marked accordingly in Section 1.

Where possible and relevant, this review provides information on the target age-group of each resources. Some activities are designed for, or can be used with, adolescent girls; however, as noted in the training manual, all staff should take particular care in undertaking activities with young girls in order to ensure their safety and comfort. Refer to the Facilitator's Guide for more information.

The following icons provide a method to scan through this review for relevant activities.



Life skills



Awareness raising



Psychosocial support



Activities



Section 1 - Utilized in the Syria Region



Arab Women Speak Out: A Training Manual for Self-Empowerment

by Bushra Jabre, Johns Hopkins Center for Communication Programs Population Communication Services March 1998.
<http://www.thehealthcompass.org/campaign-kit-or-package/arab-women-speak-out>

What it is:

Arab Women Speak Out was conceived as an innovative documentary, training, and advocacy project designed to promote women’s empowerment and engagement in social development in the Arab countries. While it was designed to accompany a series of documentary film shorts, or print profiles on Arab women, the training manual can be used with or without these profiles as it contains several stand alone activities and has been a resource for NGOs running safe spaces with Syrian refugees during the current crisis.

What you can use it for:

- Implementing life skills activities for women in safe spaces.
- Guidance for facilitators with specific notes and references for facilitators running activities.
- Recommended for the duration of the training not to exceed 20 hours total, with flexibility to choose the amount of weeks.

Intended audience:

The manual recommends running these activities with adult women.

Expertise required to use this resource:

Basic knowledge to highly trained staff.


Activities:

- There are numerous activities to choose from, sessions can follow the recommended progression in the manual or selectively chosen to complement existing activities.



- Contains many helpful annexes for the facilitator to read up each subject and have a basic understanding of the terminology and how to explain the material before conducting sessions.

OVERVIEW OF MANUAL:

- Introduction and video presentation or print profiles
- Changing social roles
- Self-esteem and self-confidence
- Decision making
- Negotiating skills
- Social networks and social support
- Participation in public life
- Safeguarding your health



Engaging Men in Accountable Practice (EMAP)

International Rescue Committee, 2014

<http://gbvresponders.org/prevention/emap-tools-resources/>

What it is:

Preventing Violence Against Women & Girls: Engaging Men through Accountable Practice (EMAP), is a primary prevention resource package that contains a ten-month individual behavior change intervention created with conflict affected communities, which aims to reduce violence against women and girls by addressing its root causes. EMAP centers on a detailed guidance package for accountable practice that outlines the need for structures and processes that ensure women's leadership within primary prevention intervention efforts geared toward men. EMAP offers an innovative primary prevention model for engaging men in transformative individual behavior change in a post-conflict context, guided by the input and realities of the women in their communities. While using this tool to engage men will require further training and technical support, there are discussion sessions for women that can be utilized in safe spaces.

The Activity Guide contains detailed weekly lesson plans for six Women's Dialogue Sessions that provide women in the intended community with open space for women to define their key priorities and concerns, as well as, information about engaging men in GBV prevention.

What you can use it for:

- Implementing life skills activities for women and girls in safe spaces.
- Guidance for facilitators with specific notes and references for facilitators running activities.

Intended audience:

- Adult women

Expertise required to use this resource:

- For the Women's Dialogue Sessions - staff with moderate experience running safe spaces.
- For the entirety of the EMAP tool - highly trained staff; staff who have been trained on EMAP and who have technical support available.

**Activities:**

- The Women's Dialogue Sessions span awareness raising and life skills activities.



- Sessions for the Dialogue Series can follow the recommended progression in the manual or selectively chosen to complement existing activities.

OVERVIEW OF WOMEN'S DIALOGUE SERIES:

WEEK ONE: Introduction

WEEK TWO: Understanding Gender

WEEK THREE: Gender Roles in the Home

WEEK FOUR: Understanding Power and Status

WEEK FIVE: Understanding Violence Against Women and Girls

WEEK SIX: Safety Planning

WEEK SEVEN: An Ideal Community

WEEK EIGHT: From Here to There- how to bring about our ideal community.





Building Capacity for Disability Inclusion in Gender-Based Violence Programming in Humanitarian Settings A Toolkit for GBV Practitioners

Women's Refugee Commission, International Rescue Committee, 2015 [ARABIC]

<https://www.womensrefugeecommission.org/resources/document/-945building-capacity-for-disability-inclusion-in-gender-based-violence-gbv-programming-in-humanitarian-settings-overview>

What it is:

This toolkit was designed with the goal of identifying barriers and piloting approaches to disability inclusion in GBV programming in humanitarian settings. The tools are designed to complement existing international best practice guidelines, protocols and tools for GBV prevention and response, and should not be used in isolation from these.

What you can use it for:

- It is intended to support GBV staff to build disability inclusion into their work, and to strengthen the capacity of GBV practitioners to use a survivor-centered approach when providing services to survivors with disabilities.
- These tools are intended to complement, not replace, existing resources for GBV program design, implementation, and monitoring and evaluation.

Intended audience:

- Staff who will be facilitating activities in safe spaces and/or in the community.
- The training is designed to build the capacity of GBV staff and community workers to incorporate disability inclusion into their work.
- This Toolkit provides general guidance on working with people with different types of disabilities. Every individual, however, will have different needs. These resources should be seen as a starting point in supporting GBV practitioners to consult with persons with disabilities and their caregivers, and to consider their needs when designing and carrying out programs.

Expertise required to use this resource:

- This training and toolkit function with the assumption that participants already have, at minimum, a basic understanding of GBV, its causes and consequences. It is also meant to be used in conjunction with the IRC's Core Concepts in GBV training <http://gbvaor.net/?get=005885%7C2015/04/Core-Competencies.pdf> or other basic GBV concept trainings that your organization conducts.

OVERVIEW OF TOOLKIT:

Tool 1: Including persons with disabilities and caregivers in GBV assessments

Tool 2: Group discussion guide

Tool 3: Individual interview tool

Tool 4: GBV and disability: A training module for GBV practitioners in humanitarian settings

Tool 5: Pre- and post-training test for the GBV and disability training module

Tool 6: Guidance on communicating with people with disabilities

Tool 7: Accessible information, education and communication (IEC) materials

Tool 8: Guidance for GBV caseworkers: Applying the guiding principles when working with survivors of disabilities

Tool 9: Guidance for GBV service providers: Informed consent process with adult survivors with disabilities

Tool 10: Working with caregivers of survivors with disabilities

Tool 11: Reflection tool for GBV practitioners

Tool 12: Documenting "stories of change"

Additional Tool: Identifying skills and capacities of persons with disabilities



Toolkit On “Children And Adolescents’ Sexual And Reproductive Health Rights”: Activities Guide For Adolescents Age 17-14

Save the Children, 2012 [ARABIC]

<http://resourcecentre.savethechildren.se/library/toolkit-children-and-adolescents-sexual-and-reproductive-health-rights-activities-guide0->

What it is:

This toolkit aims to raise awareness and enhance the protection of children and adolescents in the MENA region from gender based violence (early marriage, FGM and sexual abuse) through promoting their right to Sexual and Reproductive Health.

What you can use it for:

This toolkit targets trainers to work with groups with exercises in order to: Increase awareness of the importance of sex and reproductive education for children and adolescents by linking it to the rights of the child; Provide the necessary knowledge for enhancing the safety and sexual and reproductive health of children and adolescents and avoid the risks that threaten their health; Enhance positive attitudes and sound skills relating to sexual and reproductive health among children and adolescents.

Intended audience:

Staff who will be facilitating activities in safe spaces and/or in the community.

Adolescent girls, age groupings 13-10 and 17-14 years old.

Guidance is included to engage parents and service providers as well.

Expertise required to use this resource:

These guides do provide some step by step instruction, however based on the heavy rights based approach and sensitive subject matter, a minimum moderate level of expertise is recommended.



Activities:

- Activities can follow the recommended progression in the guides or selectively chosen to complement existing activities.



- The kit is designed in the form of five application guides: (1) The Information Guide, aimed to aid the facilitator; (2) The Activities Guide for children age 3 ;13-10) The Activities Guide for adolescents age 4 ;17-14) The Activities Guide for parents; and (5) The Activities Guide for service providers.

OVERVIEW:

Every guide is divided into 4 interdependent units: Unit One: Introduction to Sexual and Reproductive Health Rights; Unit Two: Puberty – Our Growing Bodies; Unit Three: Personal Hygiene; Unit Four: Puberty – Psychosocial changes and life skills.



Section-2 Additional Resources for Safe Spaces Activities



Adolescent Girls Empowerment Program Health and Life Skills

Curriculum (Population Council, UKAID, Zambia YWCA, 2013)

http://www.popcouncil.org/uploads/pdfs/2013PGY_HealthLifeSkills_AGEP.pdf

This life skills curriculum has been implemented in Zambia among adolescent girls (19-10 years old) from vulnerable backgrounds. The training includes weekly safe space meetings with topics on: sexual reproductive health, life skills, HIV and AIDS, STIs, gender and gender-based violence, leadership, human rights, and financial education.



Adolescent Reproductive Health and Life Skills Curriculum (PATH, USAID and Population Council, 2006)

https://www.path.org/publications/files/CP_kenya_KARHP_curric_06-3_pt1.pdf

The curriculum has 30 sessions that focus on life skills and adolescent health. The curriculum is for use with adolescent boys and girls aged 10 to 19. It covers areas such as: values; life cycle; friendship; managing stress, anger and conflict; introduction to gender; gender stereotypes; self-esteem; being assertive; decision making; setting goals; sexual exploitation, rape, and violence.



Choose a Future: Issues and Options for Adolescent Girls: A Sourcebook of Participatory Learning Activities (Centre for Development and Population Activities [CEDPA], 1996)

<http://www.popline.org/node/303714>

This curriculum has been implemented in Ghana, India, Mexico, Nigeria, and Uganda. The curriculum includes 12 modules (48 sessions) on topics such as self-respect, self-esteem development, supportive peer relationships, decision making, negotiation skills, and other topics.



Creating Safe Spaces for Adolescent Girls (Population Council, 2011)

http://www.popcouncil.org/uploads/pdfs/TABriefs/39_SafeSpaces.pdf

This brief provides a simple introduction to practitioners on what a “safe space” is, the importance of social and friendship networks and the role of mentors. It also cites some promising programs that delay child marriage, develop financial literacy and expand life opportunities for girls and adolescents.



Economic and Social Empowerment (EA\$E) Framework: Gender Discussion Group Facilitator's Guide - Discussion Series (International Rescue Committee)

<http://gbvresponders.org/empowerment/eae-tools-resources/>

The EA\$E framework addresses women's economic empowerment through a group process that combines three successive components. It contains three stages, women-only Village Savings and Loan Associations (VSLAs), Gender Discussion Groups, and business skills training. For the Discussion Series, VSLA members invite their spouses or partners to join a structured discussion series on gender norms and how they function at the household level to undermine women's economic participation both in the home and in society at large. Through a series of activities, groups identify and explore manifestations of male privilege and women's oppression, learn and practice non-violent conflict resolution strategies, and brainstorm ways to work toward gender equality in their families and communities.



Empowering Young Women to Lead Change: A Training Manual (UNFPA, World YWCA, 2006)

<http://www.worldywca.org/Resources/YWCA-Publications/Empowering-Young-Women-to-Lead-Change>

This easy-to-follow resource manual can help young women prepare and facilitate training sessions on a host of issues that are important to them—including young women's leadership, economic justice, HIV and AIDS, human rights, peace, self-esteem and body image, SRH, and violence against women. The manual was developed by young women.



Facts for Life saves lives! (UNICEF, UNDP, WHO, WFP, UNDP, UNESCO, UNAIDS, World Bank) [ARABIC]

English - <http://www.factsforlifeglobal.org/resources/factsforlife-en-full.pdf>

Arabic - http://www.factsforlifeglobal.org/resources/passeport-for-life-Arabic_2011.pdf

Each year, around 9 million children die from preventable and treatable illnesses before reaching their fifth birthday. Many die during their first year of life. The handbook, Facts for Life, does not contain activities but rather provides vital messages and information for mothers, fathers, other family members and caregivers and communities to use in changing behaviors and practices that can save and protect the lives of children. Facts for Life is designed to educate those who have influence over the safety and wellbeing of children and ranges from safe motherhood, breastfeeding, illnesses, injury prevention and more. A new chapter, Child Protection, has been included, focusing attention on the actions needed to ensure children grow up in protective environments. There is also a section on Emergencies: preparedness and response.



Girl Consultation Toolkit (Girl Effect, 2013)

<http://www.girleffect.org/media?id=2986>

The Girl Consultation Toolkit is a guide for individuals or organizations who wish to speak directly to girls (ages 14-10, and 19-15) in poverty. It includes a selection of tools and activities to help hear from girls, to understand their lives, to uncover the issues and challenges they face, and to gather their opinions on how they want the world to change. This toolkit will guide you in setting up a workshop, managing the activities, and analyzing the findings.



Go Girls! Community-based Life Skills for Girls: A Training Manual (Johns Hopkins Bloomberg School of Public Health; Center for Communication Programs; USAID-PEPFAR, n.d.)

https://aidsfree.usaid.gov/sites/default/files/GoGirls_English_Final_Rev1.pdf

This curriculum has been used in Botswana, Malawi, and Mozambique. It is designed for adolescent girls, ages 17-13 years old, and includes a full spectrum of life skills.



GREAT Scalable Toolkit Gender Roles, Equality and Transformations (Georgetown University Institute of Reproductive Health, Save the Children; Pathfinder International, n.d.)

<http://www.pathfinder.org/publications-tools/great-scalable-toolkit.html>

The curriculum was developed in Northern Uganda and includes a full spectrum of life skills with activity cards for very young adolescents, older adolescents, and married adolescents (19-15 years old). It also includes radio discussion guides and community games for engaging adults.



Life Centered Education (Council for Exceptional Children, n.d.)

<https://www.cec.sped.org/Publications/LCE-Transition-Curriculum/Curriculum>

Used in the United States, this curricula covers three critical domains: daily living skills; self-determination and interpersonal skills; and employment skills. It is designed for students who have learning disabilities, mild intellectual disabilities, autism spectrum disorders, and students whose ability to live independently is in question.



Life Planning Education: A Youth Development Program (Advocates for Youth, 1995)

<http://www.advocatesforyouth.org/publications/555?task=view>

This curriculum is designed for youth ages 18-13. It covers sexuality/life skills education, HIV prevention education, pregnancy prevention, relationships, violence prevention, and community responsibility as well as chapters on skills-building, values, self-esteem, parenting, employment preparation, and reducing sexual risk.



Life Planning Skills: A Curriculum for Young People in Africa (PATH, African Youth Alliance, 2003)

http://www.path.org/publications/files/HIV-TB_aya_lps_facilitator_ghana.pdf

This curriculum is designed for youth ages 10 to 24 and has been adapted for use in Ghana, Tanzania, and Uganda. Topics include reproductive health, gender roles, communications, goal setting, and planning for the future.



Life Skills for Life: A Handbook (International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support, 2013)

<http://pscentre.org/wp-content/uploads/Life-Skills.pdf>

This handbook provides guidance on how to: conduct needs assessments; and plan, implement, and monitor and evaluate life skills programs. It contains checklists and case studies/best practices to help program staff tailor activities to specific target groups such as children, youth, women and men, and older people. It is also designed with particular attention to implementing life skills programs during and after a crisis.



Life Skills Manual (Peace Corps, 2001)

http://multimedia.peacecorps.gov/multimedia/pdf/library/M0063_lifeskillscomplete.pdf

This manual takes a comprehensive behavior change approach that concentrates on developing the skills needed for life, such as communication, decision making, and critical thinking. It consists of more than 50 different interactive lesson ideas, using role plays, games, puzzles, group discussions, and a variety of other innovative teaching techniques.



Mental Health for Young Men and Women Arab Resource Collective, 2008 [ARABIC]

<http://www.mawared.org/en/resources/mental-health-young-men-women>

This is a practical guide for those working with youth in the health and social fields. It is meant to expand information about youth facing psychological and social challenges, and how to deal with these challenges through exploring themselves by thinking, experimenting and interacting with peers. It provides a variety of activities that enhance abilities and skills of expression, communication, conflict resolution and cooperation.



Working with Young Women: Empowerment, Rights and Health (Promundo, ECOS, PAPAI, Salud y Genero and World Education, 2008)

<http://promundoglobal.org/wp-content/uploads/12/2014/Program-M-Working-With-Young-Women.pdf>

This manual includes more than 30 activities to conduct group work with young women (age 15 to 24) on gender identity, relationships, sexuality, reproductive health, motherhood and caregiving, and drugs.





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About UNFPA

Delivering a world where every pregnancy is wanted, every childbirth is safe and every young persons potential fulfilled.

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UNFPA would like to acknowledge the generous support of UK aid from the UK Department for International Development for funding the development of this publication.