UNFPA
United Nations Population Fund

ESTABLISHING
WOMEN & GIRLS'
SAFE SPACES
Training Manual - Facilitators Guide

Training Manual
Facilitators Guide

Table of Contents

1- 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 crisis1. This training manual (including the Facilitator's Guide and the accompanying Participant's Guide) provides step-by-step guidance in conducting training for individuals and organizations planning to establish and manage WGSS. It is based on 'Women and Girls Safe Spaces: A guidance note based on lessons learned from the Syrian Crisis', developed by the United Nations Population Fund, as well as international experience in establishing safe spaces and working with women and girls, including survivors of Gender-Based Violence (GBV).

What are Women and Girls' Safe Spaces?[2]

A safe space is a formal or informal place where women and girls feel physically and emotionally safe. The term 'safe,' in this context, refers to the absence of trauma, excessive stress, violence (or fear of violence), or abuse3. It is a space where women and girls, being the intended beneficiaries, feel comfortable and enjoy the freedom to express themselves without the fear of judgment or harm. The key objectives of a safe space are to provide an area where women and girls can:

•   Socialize and re-build their social networks;
•   Receive social support;
•   Acquire contextually relevant skills;
•   Access safe and non-stigmatizing multi-sectorial GBV response services (psychosocial, legal, medical);
•   Receive information on issues relating to women's rights, health, and services[4]

These spaces may take different names such as women centers, women community centers, or listening and counseling centers, to name a few. Women safe spaces are not the same as shelters or safe spaces at reception centers or one-stop centers. See Annex 1 for more information on this.

Why Women and Girls' Safe Spaces?

In most societies, women have limited space to meet, and public spaces are often inhabited largely by men[5]. Traditionally, women's responsibilities include taking care of children, cooking, carrying out household chores, and generally looking after the family. While these roles may change during crisis, where women may find themselves working or becoming the breadwinner, they remain responsible for the household nevertheless.

"For many girls in the developing world, the opportunity to move freely in the community becomes limited at the onset of puberty"[6]. Parents often keep their daughters inside the house, protected from any contact with males. "This unofficial restriction on female mobility tends to persist throughout life. While not necessarily codified in a specific way, there are functional curfews for women in many parts of the world-be it in an urban park in a Western country, or in an impoverished community in the developing world"[7].

In the Syrian context, women have become more isolated as a consequence of the crisis. Their mobility has been curbed significantly. Women and their family members reported having limited movement of women and girls outside the home due to fear of sexual violence, harassment, and indiscriminate attacks[8].

Refugee women and girls reported that being strangers in host countries and perceived as using community resources to which they are not entitled, makes them particularly vulnerable. Further, they noted that women had to take on roles they had not played in Syria, such as working or going out to get aid. While freedom of mobility was somewhat limited for many women and girls prior to displacement, increased fear of sexual assault and harassment has placed even further restrictions on displaced women and girls[9].

However, "evidence suggests that the establishment of women- and/or girl-only spaces helps to reduce risks and prevent further harm during acute emergency responses. These spaces provide women and girls with a safe entry point for services and a place to access information. Safe gathering points also offer them an opportunity to engage with each other, exchange information, and rebuild community networks and support. In this way, safe spaces can be a key way of building women and girls' social assets"[10].

Who is this training for, and who should it be conducted by?

This training manual is intended to support training for individulas or organizations intending to establish safe spaces for women and girls.   The training manual is broken into three parts.
1. The Facilitators guide that includes power point presentations
2. The Participants Manual
3. Literature Review of resources and guides for specialized activities that can be conducted in WGSS.

Those who will lead the training (trainers/facilitators) should have previous experience in working in safe spaces for women and girls and/or with survivors of GBV. Ideally, two trainers/facilitators – including at least one female facilitator - should lead the training together (see Section 2 below for more information on co-facilitation).

Participants in the training should have some experience working with women and girls, particularly in the areas of social work, case management, counseling, or related fields. Participants should also have some basic knowledge and/or experience of working with survivors of GBV. This training could also benefit managers and or supervisors of programmes with WGSS. Other skills and experience may be useful, including work with life-skills activities or economic and/or social empowerment programme for women and girls. It is a key principle of women and girls' safe spaces that, where possible, staff should be women[11]; therefore, it is anticipated that the majority of participants in the training will be women.

It is understood that not all participants will possess all areas of requisite experience. For those who do not, suggested pre-training preparation is provided in the Preparation section below.

Since those managing safe spaces should also be prepared to respond to likely disclosures of violence, and run the space in such a way that it will be supportive of those who have experienced violence, this training will also give basic information on GBV and core support to GBV survivors. However, it should be noted that this is **not** a comprehensive training on GBV, case management, counseling or psychosocial support; individuals wanting such training should seek additional support. Further relevant resources can be found in Annex 2: Additional Resources.

How to Use This Guide

Read through the entire guide at least once before using it. Note down questions and areas that are not clear; these may become more clear as you progress through the guide. If not, discuss with your co-facilitator or supervisor. Additional resources noted in Annex 2 may provide more information.

You will notice various icons used throughout the guide to help navigate activities and discussions:

The objectives of the session

Activities to be conducted in pairs or small groups, or where participants will move around the room

The materials needed for the session

Information that is included in accompanying presentation slides. The number within the symbol indicates the relevant slide number(s).

Notes to the facilitator. This icon indicates things that you should keep in mind while facilitating the session

The time required to facilitate the session. This icon and the accompanying information can be found at the beginning of each session, as well as before each section of the session

Preparation that should be completed before the session

Key messages to be covered and emphasized by the facilitator during and at the end of the session. These key messages can also be used to guide recaps on following days

Discussion points. Questions that you should ask to guide discussion are indicated by this symbol, and provided on the left in italic text. Each question or group of questions is followed by text highlighting the kinds of information and understanding you are guiding participants to reach.

Powerpoint slides

A presentation has been developed to accompany and support this training. You can adapt and change it as needed - keep in mind, however, that slides should not just be a written version of everything you say. They should provide an overall outline of information to allow participants to follow as you are speaking, but should not distract from your presentation itself. The symbol above indicates where an accompanying presentation is available. The slides are organized by session for ease of reference.

Participant Guide

The Participant Guide that accompanies the training is structured to follow the sessions of the training. Each session of this Facilitator's Guide indicates the corresponding pages in the Participant Guide. Key information is provided within each session of the Participant Guide so that participants are not required to take notes of all discussions and presentations; however, questions and space for reflection are also included so that participants effectively generate their own learning guide as they move through the course, which they will keep after the training.

Litterature Review

The 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 ...this training.   It can be found in Annex 21.
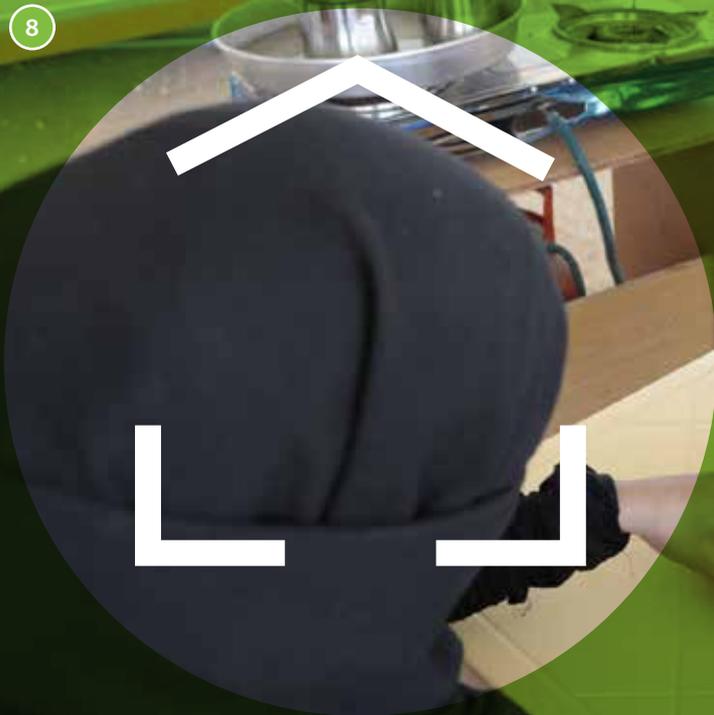
2- Methodology

This training follows methodologies that support adult learning - it is not designed as a series of lessons to be taught to participants, but rather allows participants to bring their own experiences and learning, using this as the foundation for understanding. The methodology is highly participatory; exercises and activities are intended to prompt questions and reflection, leading to shared learning. It is essential that participants engage in critical thinking and individual questioning.

Recognizing that some participants (and facilitators) may have limited experience in working in GBV issues and particularly in establishing or managing safe spaces, each session also provides key questions and guidance around answering questions that may arise, as well as discussion points and take-away messages that should be emphasized at each stage of the learning process. The training is structured so that each session builds on previous learning and allows sufficient time for reflection and discussion. This process is important, and this time should not be skipped in favor of finishing the training more quickly or covering more topics.

Facilitation Skills & Tips

Spoken and unspoken communication - in a training such as this one, communication will include what people are saying out loud, what they are not saying and the way they use body language. Be mindful of how people interact with each other, and with you. It is also important to be comfortable with silence - it can indicate that people are thinking, that they haven't yet decided what they want to say or because they do not feel comfortable contributing at this stage. Often, allowing a silence to continue means that one of the participants will step into it.

Active listening[12] - Use body language to show that you are listening to participants when they speak - for example, be careful not to cross your arms, or turn away from participants (though sometimes you might need to do so when writing on flip charts, etc.). Repeating participants' answers out loud, summarizing what you have understood from their contributions and rewording their phrases can help both to demonstrate that you are listening and also to reinforce ideas for other participants. Asking for specific examples to illustrate points can also be useful.

Effective questioning[13] - Ask open-ended questions (ones that cannot be answered with yes or no). For example - How do you understand the term GBV? What does it mean to you? Avoid questions that might imply judgment such as 'Why do you think that?'. Instead, you can say something like 'Can you explain what you mean by that?', or 'What might be the reasons behind that?'. Ask probing questions, and return questions back to the group by saying things like 'What would be your answer to that?', 'What does the rest of the group think about this?'. You can also reframe or reword a question to create a different context and help the group move to through a complicated conversation. Concrete and straight-forward questions, without multiple parts, are the most effective with groups of people.

Boundaries and self-care[14] - While this training covers sensitive topics, it is not designed to elicit personal disclosures of violence and abuse. If participants do disclose experiences of violence, that information should remain confidential to the group (see Dealing with Disclosure section below). Equally, both participants and facilitators must pay attention to their own needs during the training - if it is too difficult to participate in a particular exercise, participants should feel free to step out of the training for whatever time they need. If they need to speak one-on-one with the facilitator, a specific time should be made for this rather than trying to do so during training sessions. As a facilitator, it is also important to maintain your own boundaries and feelings, and keep participants focused on the content and objectives.

Maintaining energy, time and flow- Group dynamics and energy are important elements of this training process. The agenda and exercises described in this guide should be used as a framework, but you will need to adapt the timing and details to your group and how they are feeling. Use energizer exercises as needed (see Annex 3: Ice-breakers & Energizers), or cut short/make longer specific discussions that engage them. Managing the timing of group discussions is one of the most challenging aspects of facilitating trainings, as some participants will want to respond to every question, whether others have already made similar contributions or not. You will need to use your judgment in deciding how to keep conversations centered on relevant discussions, and where to draw the balance in allowing discussion while keeping to time. Remember that not every question can be answered at the exact moment it is asked - every participant will take their own learning path throughout the training, and may be thinking about other issues that are not part of the current discussion. In this case, make active use of the Parking Lot, which helps to validate questions by making them visible and reassuring participants that they will not be lost or forgotten. It also allows you to tailor later sessions to include questions and concerns that have been raised.

Co-facilitation - Facilitating a training such as this one is intensive and requires high levels of preparation and energy. It is recommended to conduct the training together with another facilitator, particularly if you are inexperienced in this area. Keep in mind that co-facilitation requires particular preparation – both facilitators need to agree on how to manage the sessions, who will lead which activities and discussions, how to respond to questions and how they can support each other during sessions. Before the training, go through the sessions and choose a lead facilitator for each; when you are not the lead facilitator, you should support your colleague by noting main discussion points on flipchart paper if needed, putting presentations on the screen, handing out materials, etc. Additionally, pay attention to the dynamic between facilitators during discussions, ensuring that both female and male facilitators have active roles in answering questions from the group, and that neither facilitator undermines the other. This will help to model the full engagement of women in an empowering training process.

Women's Participation and Leadership in Safe Spaces

Women and Girls' Safe Spaces are based on a fundamental principle of empowerment and promotion of women and girls[15]. This training is also designed around that fundamental principle; as such, it is recommended that facilitators and participants be women, where possible. However, in some locations conducting a training by and for women may create safety concerns for facilitators and participants, or male managers and other staff may be included in trainings. Circumstances and experience may also mean that men take on facilitator roles in the training. If training involves mixed groups of men and women, significant effort will need to be invested in managing gender dynamics within the group of training participants to ensure women's full participation and empowerment (see previous section for more information on co-facilitation). For additional support, see Annex 4 for a list of potential harmful reactions and strategies to address them.

3. Preparation

This training will be most successful if well organized in advance. This section provides some key elements to consider when preparing for the training; however, depending on your location and context, other issues may need to be considered.

Location

You will need a space large enough to accommodate 20 people, seated at desks. You will also need additional space for small group discussions, and for participants to move around during exercises. In selecting your location, pay attention to safety concerns – Can women safely access the location? Is it a space where they will feel comfortable participating? - as well as its appropriateness for activities and learning. Your location should also be accessible for those with reduced mobility, if applicable.

Given that open participation is required for this training, it is important to set up your training room in a way that encourages open interaction - each facilitator has their own preferences, but a U-shaped set-up is often helpful. Rows of people with some participants behind others can block participation. If this is the only option, ensure that participants in back rows get particular attention in plenary discussions, and where possible, change the seating arrangement each day so that different people sit in locations that get more attention.

Participants

For this kind of training, smaller groups are easier to manage, and ensure a smoother training flow. A group of 15 to 20 participants is ideal, with a maximum of 25. As discussed above, participants should ideally be women. In addition, you should pay attention to the diversity of your group - differences can be helpful, and create lively dialogue and debate - however, some differences do not encourage free and open participation. For example, if there are individuals in the group who are of a significantly higher status, it may be difficult for other participants to express themselves in front of those individuals.

Timing

This training is based on a 9am – 5pm work day. In some locations, and depending on the season, it may not be safe for women to travel to certain locations after 4pm (for example, if it is already dark and the area is dangerous after dark). If this is the case in your location, you can adjust the training to finish earlier each day - in which case an additional training day would need to be added.

Materials

You will need a variety of materials for this training, including:

- Projector and screen
- Flip charts & easel/stand
- Markers
- Tape (for flip charts)
- Post-it Notes (preferably of four different colors)
- A ball of string
- Colored markers or stikers
- A whistle, if available
- USB keys for sharing additional materials

The particular materials needed for each activity are noted within the session descriptions.

Pre-training participant materials

Given the short timeframe for this training, it is essential that participants have some prior knowledge, particularly of gender-based violence, before beginning the training. The below package should be sent to participants at least two weeks before the training to allow each individual to read the relevant information, complete online trainings and submit the pre-test.

Pre-training e-learning materials:
*   Managing Gender-Based Violence Programmes in Emergencies, UNFPA (available in English and Arabic), https://extranet.unfpa.org/Apps/GBVinEmergencies/index.html.
*   Managing Gender-Based Violence Programmes in Emergencies E-learning Companion Guide (English and Spanish), http://www.unfpa.org/publications/managing-gender-based-violence-programmes-emergencies (available in Arabic).
*   Women and Girls' Safe Spaces Training Pre-test (see Annex 5)

When sending this package, explain to participants that the pre-test will not be used as a tool of judgment, but is simply helpful for you as a facilitator to know the level of knowledge and experience among participants-this will help you to tailor the training to their needs. Moreover, since the pre-test and post-test contain the same content–in order to be able to measure how much participants learn during the training–it is likely that participants will not know the answers to many of the questions included in the pre-test. They should not feel discouraged by this.

The pre-test can be done after completing the online training, but participants should not use the companion guide (or other materials) to help them answer questions - if they do so, you will not know their true level and therefore will be less helpful to them.

Electronic materials

Most of the information discussed during the training is included in the Participant Guide. However, it can be useful to also provide materials in electronic format, if possible - for example on a USB key, or via email. This can include the Participant Guide, presentation slides and any other resources that have been discussed during your training. For example, there may be local policies or resources that are specific to your context that you think are important for participants to successfully establish or manage safe spaces for women and girls. If you have the option to provide materials in an electronic format, it can be helpful to prepare the basic package before the training, then add to the materials as the training progresses if necessary.

Certificates

Training certificates are often important to participants, both as a symbol of what they have learnt during the training and as proof of having attended the training. They may also be useful for employment in the future. Prepare certificates in advance, using the template in Annex 6 or another relevant format, and provide to participants at the end of the training.

Gender-Based Violence Services

Women and girls' safe spaces are closely connected, and often provide access, to services for GBV survivors. While this training does not provide the skills and expertise necessary to provide such specialized services to survivors, some safe spaces may have the capacity and training to do so – and all safe spaces should, at the very least, be prepared to provide referrals to such specialized services where they exist. It is, therefore, important to know which GBV services exist in your location (or the location where participants will be working in WGSS) before you begin the training. Research Standard Operating Procedures (SOPs), contact GBV coordination mechanisms and find out if any referral pathways exist. Have these documents ready to support discussions during your training. If possible, have copies of the referral pathway ready to distribute to participants.

You should also research the SOPs and referral pathways in the location where you will conduct the training (if it is different to the above), as this information will be needed if any participants disclose experiences of violence during the training (see the following section).

Dealing with Disclosure

It is highly likely that women participants will have either experienced, or know someone who has experienced, some form of violence. While this training does not require or expect participants to talk about their own personal experiences of violence, it is possible that such disclosures may happen - as a facilitator you should be prepared to manage such situations. It is not your role to provide counseling or detailed psychosocial support. However, the way you respond to a first disclosure can be very important. Please apply the principles discussed during session 7 and ensure to refer with the survivors consent.

4. Training Content

The first day of the training will provide participants with basic information about GBV and the experiences of women and girls, allowing participants to bring their own experiences into the room to form the context within which safe spaces should be run. The second day will use the information from Day 1 to start discussing safe spaces themselves in more detail. While the training will be grounded in, and refer back to, the five phases of establishing safe spaces, the training itself does not follow those phases chronologically - this is because participants need to understand what safe spaces are and what will happen within them before they can think in more depth about how to staff safe spaces and how to monitor their progress and success. Training will therefore progress through assessment, activities and services, and how to work with survivors before coming back to practicalities (staffing, monitoring, evaluation and phase out) in Day 3.

Time	Day 1 - Grounding	Day 2 - Safe Spaces	Day 3 - Practicalities
9 - 10:30	**Session 1** Opening, introduction, ground rules Safe spaces – For who, what are they, why are they needed?	**Session 5** Safe Spaces Initial Assessments	**Session 9** Scheduling Activities
10:30 - 10:45	Coffee & Tea Break		
10:45 - 1	**Session 2** GBV Basics	**Session 6** Safe Spaces Activities & Services	**Session 10** Resources Staff care
1:00 - 2:00	Lunch Break		
2 - 3:30	**Session 3** Understanding the lives of women and girls	**Session 7** Supporting GBV survivors	**Session 11** Monitoring, Evaluation and Phase Out
3:30 - 3:45	Coffee & Tea Break		
3:45 - 5:00	**Session 4** Principles of Safe Spaces	**Session 8** Supporting GBV survivors - practice	**Session 12** Open Discussion & Conclusion

Day 1 - Grounding

Session 1: Welcome to the training and introduction to women and girls safe spaces
(Participant Guide:Session 1)

This session provides an introduction to the training and to women and girls' safe spaces. It also helps participants get to know the facilitator and each other.

Learning Objective
- By the end of the session, participants will:
- understand the objectives, structure and process of the training
- be able to articulate what women and girls' safe spaces are and why they are important

Time: 1 hour 30 minutes

Materials required
Projector, screen, flip charts, markers, tape.

Facilitator Preparation
- Review relevant slides.
- Prepare flip chart with title 'Ground Rules' and affix in view of group
- Prepare flip chart with title 'Parking Lot' and affix in view of group
- Ensure that each participant has a copy of the Participant Guide, as well as materials to write with

Part I: Opening

Time: 45 minutes

Briefly introduce yourself, including your name, position, and organization. Ask participants why they think they are in the training and what the objective of the training might be. Gather a few ideas from participants.

Present the training objectives.

By the end of the training, participants will:
- Have a deeper understanding of the experiences of women and girls and how to respond to their needs;
- Understand the need for, and objectives of women and girls' safe spaces;
- Understand how to design, establish, monitor and evaluate WGSS in accordance with the guiding principles.

Ask for questions and discuss.

Tell participants that since you will be spending three days together, you want to take some time for everyone to get to know each other. If participants already know each other, you can frame this activity as an opportunity for you to get to know the participants - even though it will still be helpful for them and is important to break the ice before you begin to discuss topics that may be sensitive for many.

Choose one of the introduction exercises from Annex 3 - Ice Breakers & Energizers.

Tell participants that you will now go over the training content and process.

Display the agenda and read through each session, explaining that you will go into more detail on each session as the training progresses. Tell participants that the first day will focus on understanding of the lives of women and girls and why safe spaces are important, day two will focus on what the spaces are and what happens within them, and day three will delve into more practical details of how to run the spaces.

Explain the following key elements of the training process:
- Amongst the group there are many years of experience in working with (or being!) women and girls in difficult contexts, so this training will be a process of working together to bring out things they already know, and supplementing this with information and experience from other contexts.
- It will not be a series of lessons where they are expected to write down everything the facilitator says - rather, they will be asked to reflect on their own experiences and knowledge and think critically about the issues discussed.
- Most sessions will include some kind of participatory activity, including brainstorming, small-group activities, role plays and simulations;
- Participant Guides are provided, which include essential information and space for note-taking. They will also receive electronic versions of the key documents discussed during the training, so it is not necessary to write down everything that they hear. It is more important that participants listen and participate actively.
- In addition, it is important to participate in exercises and activities before reading the material in each session of the Participant Guide.

Ask participants if they have any questions. Ask if the planned process sounds OK to them or if they have any concerns. Tell participants that if they have any questions or concerns throughout the training they can ask you directly during sessions or breaks, or write directly onto the Parking Lot, which will be the place to keep unanswered questions to be discussed later in the training.

The "Parking Lot" is a place where you can park questions until you are ready to discuss them. It makes unanswered questions visible and helps to ensure that you come back to them at a later stage. Remind participants throughout the training that they can write their questions – directly or on post-it notes – in the Parking Lot, and remember to check it regularly.

Tell participants that you would now like to set up some ground rules for the group so that you can all get the most out of the time together - these ground rules are guidelines for the behavior they would like to see during the training.

Ask for suggestions from the group; write these down on flip chart paper as they are suggested. Ensure that each individual has a chance to speak if they wish.

Keep in mind that at this stage of the training, many individuals may not yet feel comfortable expressing themselves in front of a group. If this is the case, gently encourage participation by asking quieter participants if they have anything to add, but do not force them to contribute if they appear uncomfortable.

The following elements should appear on your list of group rules:

Respect	Respect others' opinions - we can question, and disagree with, opinions but should not treat them as inferior or stupid Not speak while others are speaking Not insult or discriminate against any participants
Timing	Be on time for sessions and return on time from breaks - participants are responsible for their own learning, and it is important to also respect the time of others
Communication	Phones turned off or on silent mode. Not answering phone calls within the training room Computers off/closed during sessions
Participation	Participate actively - share your opinions openly Not monopolize time and space by being conscious of our own behavior and ensuring we allow others to speak and participate fully
Confidentiality	While this is not a forum for counseling of GBV survivors, discussing sensitive issues may prompt disclosure - if personal issues are discussed, participants are asked to keep all information within the group and not discuss with anyone else.

- If the above elements are not suggested by participants, suggest them and ask if participants think they should be part of the group rules.
- Ensure that suggestions like 'respect' are broken down so that participants understand what they should look like in practice.
- Ensure that confidentiality is on the list and well-understood by participants. Explain to participants that while this is a training where people should feel free to share their thoughts and experiences, participants are not expected to share personal experiences of violence – indeed, for their own safety, participants may want to speak about them in the third person.
- Once you are comfortable that the key items have been covered, ask the group if they agree with the group rules. If anyone disagrees, discuss why and if something needs to be changed to make sure everyone is comfortable.

Part II: Safe Spaces – Who are they for, What are they, Why are they needed?

Time: 45 minutes

Tell participants that you are now ready to get started with the real content of the training.

Start by asking questions of participants in the plenary group to establish a basic idea of WGSS and their objectives, using the below as a guide. As participants make suggestions, you can write key words up on flip charts or simply emphasize key words by repeating them as participants suggest them.

When I say 'safe spaces for women and girls', what does it mean to you? (What are they safe from? What does safety look like? Is it just physical safety? What other kinds of safety might we need?)	A safe space is a formal or informal place where women and girls feel physically and emotionally safe. Here, 'safe' means the absence of trauma, excessive stress, violence (or fear of violence), or abuse. It means that women and girls will not be physically harmed, and will not be pressured, coerced or forced to do anything they do not want to do, where they will not be discriminated against, shamed or threatened, and where they can feel comfortable to express themselves and participate in activities designed for them. These spaces may take different names such as women centers, women community centers, or listening and counseling centers, to name a few.

Why do we need such safe spaces? (What happens in the everyday lives of women and girls that they might need to get away from? Do women in your communities often have spaces to themselves, where they can do what they want to do? What about girls?)	Violence is everywhere in the lives of women and girls. They experience physical violence, sexual violence, economic violence and all kinds of psychological violence - and even when violence is not taking place, the threat of violence constrains their movements and freedom. In the Syrian context, vulnerability can be exacerbated by dependence on aid and external support. Women and girls are also constantly subject to expectations and strict controls on how they dress, behave, speak, move, where and when they travel and how they interact with other women and with men. Moreover, women and girls rarely, if ever, have spaces entirely to themselves. Most community spaces are dominated by men, and household spaces, when they are not controlled by men, are spaces in which women are expected to work, taking care of families and household duties. Safe spaces help to reduce the risks of violence for women and girls, especially in emergencies - they provide safe access and entry points to services for survivors of violence, they help to build protective and supportive social networks, and they can be a hub for information and opportunities. Importantly, safe spaces help to build the power and agency of women and girls - allowing them to make decisions and feel valuable to themselves and others.
What are they trying to accomplish? (What do you think might be the benefits of women and girls having spaces to themselves, where they feel safe, secure and supported?)	The key objectives of a safe space are to provide an area where women and girls can: • Socialize and re-build their social networks; • Receive social support; • Acquire contextually relevant skills; • Access safe and non-stigmatizing multi-sectorial GBV response services (psychosocial, legal, medical); • Receive information on issues relating to women's rights, health, and services.
Why do you think we might talk about safe spaces specifically for women and girls? (Are there differences in how women and girls are treated in their communities, compared to men and boys? Do women and girls have the same freedoms as men and boys? What might women and girls specifically need to be safe from?)	Men and boys also experience violence - in every context, but particularly in contexts of ongoing conflict. However, women and girls experience gender-based violence at a frequency and with a severity that far exceeds that experienced by men and boys. This is due to the lack of power and inferior status that most women and girls have to live with, which leaves them vulnerable to various types of violence. In addition, the restrictions on freedom of movement, decision-making, and lack of control over resources mean that women and girls very rarely have their own spaces, or areas where they can gather in the community.

Participants should have a basic idea of what the training is about and what safe spaces might be for, allowing you to generate a good set of fundamental information from the group themselves. If any key ideas are not raised, you can introduce them as questions (e.g. 'What about violence - do you think that might be a reason why women and girls need safe spaces?).

Since this is a brainstorm, make sure not to discourage ideas, even if they are not the answers you are looking for - instead, continue probing for more answers, and if you hear something problematic, you can challenge it by asking what others in the room think (or by saying something like 'OK, what about some other ideas?).

Once you have covered most of the issues above, present the key information about WGSS using the slides. Most of the information should be a summary of what you have just discussed in the plenary brainstorm. Ensure that the following key messages are understood by the group.

Key Messages
- Safe spaces are emotionally and physically safe places for women and girls.
- WGSS allow women and girls to connect with others, receive information, guidance and support, access services, build social networks - and importantly they help to reduce vulnerability and risk for women and girls in crisis situations.
- They are especially important for women and girls because these groups experience particular vulnerabilities and violence, and often have reduced mobility and increased isolation compared to men and boys in general, and in an exacerbated way in crises.

Session 2: GBV Basics
(Participant Guide: Session 2)

This session will take participants through a basic understanding of Gender-Based Violence - what it is, who perpetrates and who experiences it, and its causes and consequences.

Learning Objective
By the end of the session, participants will:
- Know what GBV is;
- Be able to cite various examples of GBV;
- Understand the root causes of GBV;
- Understand the consequences of GBV on women & girls, families, communities and perpetrators

Time: 2 h 15 m

Materials required
Flip chart paper, markers, tape, post-it notes (preferably of different colors) projector, screen

Facilitator Preparation
- Prepare two flip-charts titled 'Gender' and 'Violence'
- Prepare four flip charts, titled Physical, Emotional/Psychological, Socio-Economic, Sexual, affix around the room (with enough room for small groups to work at each)
- Draw a picture of a tree with branches above and roots below on a flip chart

Part I: Introduction to Violence & GBV

Time: 15 minutes

Begin the session by reminding participants that when you talked about the need for women and girls' safe spaces before the break, you discussed safe spaces being important because women and girls experience high levels of violence, restriction and discrimination in other areas of their lives. Tell participants that before you can learn to establish safe spaces that truly respond to the needs of women and girls, you need to better understand what those needs are - so you are going to spend some time discussing and understanding the violence they experience.

- Ask participants to put their hands up if they have read or heard of the term 'Gender-Based Violence' (GBV).
- Ask them to keep their hands up if they understand what GBV is.
- Then ask them to keep their hands up if they understand it so well that they would be comfortable giving a definition to the group
- Tell the group that we are going to work together to find a definition of this term 'GBV' by breaking it down into the key pieces.

Ask participants to turn to the person next to them (ensuring that each person in the room has a partner- if there is an odd number there can be a group of three), assign either 'gender' or 'violence' to each pair, and ask them to discuss what they understand by the term. Explain that they do not need to have a long, developed definition; you are looking for key words. Allow 5 minutes for brainstorming, then ask each group to read out one element of their definition - write these on the relevant flip-chart as you ask each pair to contribute – and continue to move around the pairs until there is nothing left to add.

Once you have a list on each flip chart, run through the elements mentioned for each term, starting with violence. Once you begin to discuss gender, you have two options, depending on the knowledge and understanding of the group (you should already have some idea of this from the pre-tests that participants completed):

Option 1 - If there is some confusion about the definition of gender, present the definitions of sex and gender[16] below, and discuss. Then move on to Option 2, below.

Sex: Refers to the biological and physical characteristics that define men and women[17]. This includes reproductive systems (women have breasts and internal reproductive organs capable of gestating children, men have external reproductive organs, etc.).

Gender: Refers to the social differences between males and females that are learned. Though deeply rooted in every culture, social differences are changeable over time, and have wide variations both within and between cultures. "Gender" determines the roles, responsibilities, opportunities, privileges, expectations, and limitations for males and for females in any culture.

Option 2 - If participants appear to already have a good grasp of what gender is, and how it differs from sex, you can proceed directly to presenting the definition of GBV. Show the definition of gender-based violence[17] below and ask a participant to read it to the group.

Gender-based violence is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.

Ask participants if anyone can give examples of GBV that they have heard of in their community. Take a few examples from the group - participants should already have some knowledge of this from the e-learning course they have completed.

However, if participants do not have examples to give, use prompting questions like:
- What kind of violence/harm happens to women and girls?
- What kind of violence do women experience in their homes?

Remember - We call this violence 'gender-based' because it is predicated on the different social roles and expectations placed upon women and men. Men have more power in decision-making, in leadership, in their households, etc., and women have less. Women are subject to limited movement, opportunity and freedom. Men can also experience violence, but it is rarely based upon their gender- the vast majority of those who experience GBV are women and girls.

Explain that you are now going to move into an exercise to help understand all the different types of GBV that occur in our society.

Part II: Categories and Examples of GBV

Time: 45 minutes

Explain to the group that you want to understand all the different types of GBV that exist, so you are going to divide them into categories for this exercise.

- Divide participants into four groups, giving each one of the four flip-charts with Physical, Sexual, Emotional/Psychological and Socio-Economic as titles.
- Explain the four categories, making sure participants understand that many types of violence overlap into two or more categories (for example, rape may have a sexual, physical and psychological element to it) and that for this exercise it is not important to decide one category for each example of violence, but rather to brainstorm all the kinds that may exist in each category.
- Ask each group to list on their flip chart all the examples of violence they can think of that women and girls experience. Allow each group to brainstorm for 15 minutes.
- At the end of the time, ask each group to leave their flip-chart and markers where they are and move in a clock-wise direction to the next flip-chart.
- Once there they should read what the previous group has written and add any other examples they can think of under that category.
- Repeat this, allowing a few minutes of brainstorming at each station, until each group returns to their original flip-chart.

If you are working with women, many will have either experienced some kinds of violence or will know someone who has experienced one or several types; you can therefore encourage them to draw on things they have seen and heard to write examples. Male participants may not have the same personal experience of GBV - it can therefore be worth asking male participants to let their female colleagues take the lead on this exercise.

- Next, ask participants to spend 5 minutes doing a gallery walk; that is, walking around the room reading what each group has written. The table below provides many examples[18], though you may have others that are specific to your context. Note that the categories provided below are intended to provide simple guidance for this exercise, and are not those used more broadly in GBV prevention and response work - see Annex 6 for commonly used definitions and categories if needed.

Examples of violence

Physical	Sexual	Emotional & Psychological	Socio-Economic
Hitting	Sexual advances and comments	Insults	Forcibly taking earnings
Punching	Requiring sexual acts in exchange for services (e.g. teachers, humanitarian workers)	Verbal abuse	Preventing use of contraceptives
Slapping		Using children to control	Controlling access to wages, food, shelter, clothing, health care, etc.
Choking	Sexual abuse (touching of genitalia or of a sexual nature)	Threats of physical or sexual violence	
Cutting		Intimidation	Preventing girls from attending school
Shoving	Rape	Humiliation	
Shooting	Female genital mutilation/ cutting	Forced isolation	Denying inheritance
Murder		Stalking	Preventing entry into public office or representative roles
Burning/setting clothes on fire	Forcing someone to engage in prostitution	Harassment	Restricting movement
Acid attacks	Forcing someone to watch sexual acts	Unwanted attention, remarks, gestures or written words of a sexual and/or menacing nature	...'denial of rightful access to economic resources/assets or livelihood opportunities, education, health or other social services.'
Forced pregnancy or abortion	Early & forced marriage		
...or 'any other act that results in pain, discomfort or injury.'	Sexual slavery	Destruction of cherished things	
	Sexual violence in detention	...or any other 'mental or emotional pain or injury.'	
	...or any other 'form of non-consensual sexual contact.'		

Ask participants to return to their seats.

Lead a plenary discussion with the following guiding questions.

Who commits this violence against women and girls?	The vast majority of perpetrators of GBV are men (though this is not exclusively true). Moreover, many perpetrators are men who are close to survivors - husbands, and male family members. Domestic violence, otherwise known as intimate partner violence, is not a separate category from those provided above, but an integral part of each. That is husbands (or intimate partners) perpetrate sexual, physical, emotional and economic violence against women and girls.
What is different for women versus girls? Can you think of any particular risks that might exist for adolescent girls, for example?	Girls experience many of the same kinds of violence as adult women, but they can also be at additional risk of arm, including through early and forced marriage and economic exploitation. Adolescent girls in particular are going through physical and social transitions that may affect their needs and vulnerabilities. In addition, programmes and services often do not target girls or address their particular needs.
How is GBV different in times of peace and times of conflict or emergency?	GBV exists in all societies and cultures, to different extents, whether or not they are experiencing conflict. However, GBV can be exacerbated by conflict and other emergency contexts, due to the break-down of existing social structures or protective mechanisms, the need for women and girls to travel long distances or take on additional responsibilities that require them to move outside and leave them vulnerable to attack by men.

Explain that GBV is varied in form, but many examples are common across a variety of different contexts worldwide; GBV exists in all contexts, and is exacerbated by conflict and displacement.

Part III: Consequences of GBV

Time: 30 minutes

Put your prepared tree image on the wall, and position the four lists of GBV examples so that they are at the same height as the trunk - explain to the group that the trunk and branches represent GBV, while the leaves are the consequences of GBV and the roots are the causes. Explain that you are now going to look at the consequences of the kinds of violence we have just identified.

In four small groups, ask people to brainstorm what the consequences of GBV are for:
- Women
- Girls
- Families & Communities
- Men/Perpetrators

Give each group different colored post-it notes and ask them to write one consequence on each post-it. Invite each group to stick up their consequences as leaves on the tree, explaining them to the rest of the group as they go. Ask the group if they have anything to add. Ensure that the following major groups of consequences are noted.

Women & Girls	Families & Communities	Perpetrators
Physical consequences such as: bruises, open wounds, broken bones, internal injuries, permanent disabilities (up to and including death). Mental & Psychological consequences such as: depression, anxiety, panic disorders, sleeping disorders, flashbacks, low self-esteem, suicidal tendencies. Sexual and reproductive consequences: Sexually transmitted infections, unwanted pregnancy, pregnancy complications, sexual dysfunction, miscarriage Behavioral Consequences: Alcohol and drug abuse, sexual risk-taking, self-harm. Economic & Social consequences: Stigma, social isolation, rejection, loss of wages/earnings.	Direct impact on children of experiencing abuse or witnessing abuse of their mother or siblings, as well as mother or siblings not being able to take care of children and household due to violence. Economic impact on family of losing survivor's ability to earn income and look after children.	Imprisonment, loss of social status. However, perpetrators also experience positive repercussions of using violence - it can create social status rather than taking status away, keeps them in control of their household, ensures their needs are prioritized (e.g. food and sexual relations whenever he chooses)

Make sure that it is clear that women and girls experience serious and significant consequences, which are a much greater than those experienced by perpetrators.

Part IV: Causes of GBV

Time: 30 minutes

Explain that you will now look at the causes of GBV.

Divide participants into groups of three.
- Ask them to write what they think the causes of GBV are on individual post-its.
- Invite them to affix the post-its on the root of the GBV tree, telling the rest of the group their thoughts as they go.
- Ask the whole group to come and rearrange the post-its so that the most important/deepest causes are the deepest roots.

Once the group has finished, you should have power and/or status inequality as the deepest root, with religion, culture, traditions and norms at the next level up (these are how we learn, understand and enact differences in power and status).

If there are suggestions like conflict, poverty, illiteracy, alcohol, drugs and anger - talk through these as a group, using the following discussion questions.

Culture is often used as a justification of violence. What do you think about that?	Culture is often used to justify violence; however, changes across time and location - many things that would have been unthinkable 50 or 100 years ago are now widely accepted, and culture and norms change and adapt if we want them to.
If X (poverty, illiteracy, conflict) didn't exist, would we still have GBV? Is there still GBV in contexts or families without poverty or illiteracy?	Things like conflict, refugee status, poverty and illiteracy are exacerbating or contributing factors, not causes, and can be put as rain next to the tree (they help it to 'grow'). But we know that GBV exists even without them.
Does everyone who gets angry still perpetrate GBV? Does a man who gets angry or loses control of himself beat up or rape his boss? His friends?	Drugs, unemployment and anger are most often used as excuses and justifications, allowing perpetrators to get away with violence. However, GBV is an intentional choice - perpetrators who abuse their wives do not behave in this way with other people they respect, which shows that it is a choice - they also most often do so in secret, which shows that they realize it is wrong.

Wrap up the session by taking a look at the whole tree. Summarize different types of violence, the consequences of GBV and the most important causes (focusing on power inequality). Explain that this is the context in which women and girls live their entire lives; many have experienced violence themselves, and even if not they will likely be close to someone who has.

Key Messages
- Gender-based violence is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females.
- GBV is widespread and pervasive, and covers many different forms including physical, sexual, emotional/psychological and socio-economic violence.
- GBV causes serious physical, sexual, psychological, behavioral, and socio-economic consequences, up to and including death.
- The main cause of GBV is inequality in power and status between men and women.
- Make sure that it is clear that women and girls experience serious negative consequences, which are much greater than those experienced by perpetrators.

Session 3: Understanding the lives of women and girls
(Participant Guide: Session 3)

This session will ground participants in the experiences of women and girls and provide an opportunity to work in a woman/girl-centered way.

Learning Objective
By the end of the session, participants will:
have a better understand of their own power and that of others
feel an understanding with, and empathy for, the situation of women and girls

Time: 1 h 30 minutes

Materials required
Flip chart paper, tape, markers, post-its of different colors, character cards.

Facilitator Preparation
Print and cut – or write out - character cards (Annex 8)
Draw a woman on a flip chart

Part I: Power Walk[19]

Time: 45 minutes

Ask participants to line up across the room, making sure there is a lot of space in front of them.
- Give each participant a character card (Annex 8), which describes their sex, age, and any particular characteristics that may affect their power and status in the community. If the group is mixed, hand out women's cards to men, and men's cards to women.
- Explain that you will read out a series of statements. If the statement is true for the character on the card, that participant may take one step forward.
- Encourage women to challenge men who step forward inappropriately (as their women characters), and challenge this yourself - this can be powerful for men in understanding the challenges faced by women, and for women in being able to experience a taste of the freedoms of men.

These statements are about access to and control over resources and decision-making:

- I control the money that I earn
- My work is paid and generally well-considered
- I can travel around the town easily
- I do not fear for my safety if I move around after dark
- I have leisure time
- I am the first to speak in meetings
- My children have my family's name
- I am not generally afraid of being sexually assaulted or raped
- My spouse (or someone else) looks after my children
- I can wear any clothes I like without fear
- I am the same sex as the police, community leaders and religious leaders
- I have had the opportunity to be educated
- I decide when to have sexual relations with my partner
- I can get access to services without being forced to engage in sexual acts
- I have priority in the use of resources like bicycles or cars
- I do not have to account for where I have been or how I spend my time

- I am generally listened to by the leaders in my community
- I can determine when and how many children I have
- I can leave my spouse if he/she threatens my safety
- If a crime is committed against me, the police will listen to my case
- I can go to the police and not be worried about being threatened with arrest or violence
- I can travel anywhere I like without an escort

Lead a debrief using the following discussion questions.

What do we see at the end of this exercise? Who is in front? Who is behind? What did it feel like to move forward? What did it feel like to stay behind?	This exercise is about the power and privilege that men enjoy in most societies simply by virtue of the unequal status and power afforded to them at birth. These differences are not based on skill or experience, but socialized power inequality perpetuated by cultures and norms. Women experience this inequality throughout their lives, and it is the foundation upon which violence develops and is perpetuated. It is essential to understand that that this is the context within which women and girls coming to safe spaces have lived their lives.
What differences did you notice between women and between men? What does this difference mean to you?	Of course, not all men are the same, and not all women are the same. Even within those groups, there are significant differences of power and privilege – associated with status, physical ability, wealth, etc. However, even with those differences you'll notice that men are in general much further ahead than women.

Ensure that it is clear that in this exercise men generally advance while women are left behind. This mirrors the reality in most contexts, where the various kinds of violence, discrimination and restrictions that women and girls experience serve to hold them back. Explain that you have gone through this exercise in order to get a better understanding of what women and girls experience in their lives. Explain that you will continue with another exercise to deepen this understanding.

Part II: Asma's Experience

Time: 45 minutes

Indicate the drawing of a woman on the flip chart. Give this woman a name (this guide uses Asma as an example, but you should choose your name with the group). Ask participants to imagine that Asma is a woman in the community where they work or live. As a woman in that community, she may or may not have experienced the kinds of violence we have been talking about in the previous session - but we can be sure that she has heard many messages about the way she should behave and the things she should do or not do, as a woman.

Ask participants to pretend that they are Asma, and to think about all the messages she hears from those around her about what she should do, what she shouldn't do, what she has done, and in case she has experienced one or more of these kinds of violence, what kind of message she hears from those around her about what she went through and why it happened.
- In four groups, have participants brainstorm on post-its (one item on each post-it, each group with a different color) about what Asma hears from her:
  -Family
  -Friends
  -Husband
  -Community/religious leaders
- Invite each group to stick their post-its on top of the image of Asma. As the groups progress, Asma will begin to be more and more covered, creating a strong visual and tactile representation of the limitation of space that women and girls experience.

Many, if not most, of the messages Asma hears from those around her will be negative, e.g.: you should stay inside, cover yourself, behave modestly, do not speak in front of men, do not walk around at night, it's your fault you were beaten because you didn't cook/clean properly, it's your fault you were raped because you were walking in the wrong part of the camp/at the wrong time, etc. If there are any positive messages, stick these around the side of the image rather than covering the woman. Explain that while these reactions and messages

do exist, they are not the most common.

Once the image is complete, ask participants how they feel about this exercise - when they look at Asma, do they experience any emotions? You may hear examples like suffocation, claustrophobia, lack of space, lack of freedom, etc. Explain the following:

- Every woman and girl who might come to use safe spaces could be Asma - she could be a survivor of GBV, but even if she is not, she comes to safe spaces with a background and a lifetime of experiences of being a woman or girl in a world where her opportunities are limited and where she is expected to behave in a certain way and punished if she does not.
- As safe spaces staff, it is important to respond to, and try to counteract, the negative messages that Asma and other women like her have experienced in their lives.
- When thinking about safe spaces and how to set them up and manage them, keep Asma in mind, and do everything that you can to create more space and opportunity for her (as you say this, you can remove some of the post-it notes from Asma face and put them further out on the paper, creating an image of increased space).

The Asma exercise can feel quite emotional for some participants – especially women who have experienced some kind of violence. It is, therefore, important to mark the end of the exercise with some kind of physical movement that allows participants to brush off the feelings associated with it and move on.

Optional: Finish the exercise by asking participants to stand up and do a full-body shake and brush-off, as follows:
- Ask participants to extend their left arm and brush it off with their right arm.
- Repeat for the right arm, then the left leg and right leg.
- Ask participants to shake their whole body (demonstrate this yourself at the same time)

Key Messages
- Women and girls experience discrimination, restrictions and violence that prevents them from advancing in life.
- It is essential to understand the experiences of women and girls in order to provide quality services and activities that respond to their needs and priorities.
- While not all women and girls have experienced GBV, it is the daily reality of many of the women and girls you will work with in safe spaces.

Session 4: Principles of Safe Spaces
(Participant Guide: Session 4)

This session uses the understanding from the previous exercises to develop and understand the underlying principles of establishing and managing WGSS.

Learning Objective
By the end of the session, participants will:
- Understand the guiding principles underpinning women and girls' safe spaces

Time: 1 hour 15 minutes

Materials required
Projector, screen.

Facilitator Preparation
- Review relevant slides
- Prepare a flip chart with the safe spaces principles to affix to the wall after the discussion as a reminder to participants throughout the training

Link back to the previous discussion, explaining that safe spaces are important because what you saw with Asma and the power walk are the realities that women and girls live with every day.

- Ask participants how they would set up and run safe spaces so that they respond to/counteract/ push back against all the other negative messages, ideas and discrimination that women and girls experience in the rest of their lives.
- Invite a few thoughts from participants, and then present the following principles[20].
- Ask a participant to read each principle, and then ask the group for examples of what that principle might look like in practice – the more concrete the example the better, as it is helpful to ground participants in their daily experiences.

Leadership and empowerment of women and girls
- A safe space should be women and girl-led and offer an inclusive and empowering environment for them.
- Women and girls should be included in planning, implementation, and monitoring and evaluation of the space to ensure relevance and ownership.
- There should be regular exchanges with them about how the space is to be run and managed.
- Women and girls should decide the opening hours, as well as the types of activities.

Client/survivor centered
- The design of the safe space, the activities and services it offers, and the discussions it organizes should prioritize the safety and confidentiality of women and girls.
- Any case files, documentation of services, and client data kept at the center should be properly secured (in lockable cabinets, accessible only by those providing services).
- The center should be open to all women and girls, and their wishes, choices, rights, and dignity should be respected.
- They should be provided with information about available services and options.
- Staff should be extensively trained on the principle of non-discrimination.

Safe and accessible
- The safe space should be located in an area that is conveniently accessible to women and girls, and assures safety and privacy.
- The decision on where to locate the safe space should be led by women and girls.
- Accessibility should also consider timings and days that work best for them.
- A safe space should also take into consideration the special needs of women and girls living with mental or physical disabilities in terms of accessing centers. It can be useful to hold special discussions with these women and girls (and their caregivers) to determine what considerations are important to ensure their access.
- The WGSS should ensure that a Code of Conduct is adopted and all staff is trained on it (see Annex 9).

Community involvement
- While the safe space should be a space meant for and run by women and girls, its sustainability will require the input and support of many stakeholders.
- Husbands, parents, and community leaders have a lot of influence over the ability of women and girls to participate in programmes, so it is essential to understand their perspectives while setting up a safe space, and to mobilize community support for the WGSS so that women and girls are able to safely participate in all activities.
- Safe spaces should not be isolated units, but an extension of broader community life.
- Engaging men and boys to ensure they understand the purpose, location and benefits of the safe spaces will enable the participation of a larger number of women and girls.
- Consider the community and their perception of the safe space in deciding what you will call it and how you will talk about it. Even if your safe space provides GBV services, for example, you should describe it in a way that will be more accepted by the community.

Coordinated and multi-sectorial

- The safe space should take into consideration the varying needs and experiences of women and girls.
- It should deliver services and activities that respond to the life cycle of girls and women, including issues related to GBV prevention and response.
- Activities and services should be decided with women and girls.
- In some cases, a center may host a range of services from sexual and reproductive health, to psychosocial support, to legal services; at other times, some of these services will be available elsewhere (remembering that psychosocial support and related services should only be provided by staff with the relevant expertise and training).
- A clear internal and external referral system should be in place and staff and volunteers should be able to activate it safely and confidentially.
- It would be useful to be part of the wider GBV coordination network and standard operating procedure process.
- Integrating the safe space into other community systems can allow activities for women and girls to proceed with less scrutiny and more safety. This is also the case for GBV services-if they are provided within safe spaces that also house other activities for women and girls, they can be safer, more confidential and less stigmatizing.

Tailored

- A safe space should be inviting enough for women and girls to feel welcomed and engaged.
- Maintain balance between structured activities, services, and times to socialize.
- Activities and approaches need to be culturally and age appropriate as the needs and interests of a 16 year-old girl are bound to be different from those of a 35 year-old woman. This is one of the key reasons why activities should be decided together with women and girls.
- A safe space should also take into consideration the special needs of women and girls living with mental or physical disabilities. It can be useful to hold special discussions with these women and girls (and their caregivers) to determine the kinds of activities and services they need.

Remember that women and girls' safe spaces are often established as safe entry points for GBV services for women and girls – or have this among their objectives, even if it is not the primary aim. Housing GBV services within other activities for women and girls enables safe, confidential and non-stigmatizing support to survivors. However, it also presents some risks – for example, all women coming to safe spaces may be seen as GBV survivors if it is known by the community that specialized services are provided. All these issues and possibilities should be weighed in deciding how to structure a safe space and how to talk about it in the community. It is important, for instance, to never talk about women and girls' safe spaces as 'GBV centers'. It is also essential to offer a range of activities and services to ensure that accessing the safe space is not stigmatizing for survivors, and other women and girls.

Once you have discussed all the principles of safe spaces, ask if there are any questions. **Homework**: Before you end the session, ask participants to think overnight in more detail about how they would put these principles into practice in safe spaces. Explain that you would like them to come to the training the next day with at least two concrete examples of how they could apply one or more of the principles. Affix the principles flip chart to the wall as a reminder to participants throughout the training.

Key Messages

- Safe spaces should foster and encourage the leadership and empowerment of women and girls, they should be women- and girl-centered, tailored to the needs of different groups, safe and accessible, connected and coordinated with other services and owned/accepted/supported by the community
- These principles are not arbitrary - they have been developed from experiences working with women and girls, and are designed to respond to the things they see, hear, and experience in the rest of their lives.
- Safe spaces often serve as entry points to specialized GBV services - either housed within the center, if staff have the capacity and training, or elsewhere – which can help to reduce stigmatization for survivors of GBV seeking support. Attention should be paid to how safe spaces are described and presented in the community to ensure acceptance and ownership.

Day 2 - Establishing Safe Spaces & Supporting GBV Survivors

Session 5: Initial Assessment before establishing a WGSS
(Participant Guide: Session 2)

This session uses a simulation to let participants gain experience in assessing the needs and safety of women and girls in using safe spaces.

Learning Objective
By the end of the session, participants will:
- have stronger knowledge of the kinds of information needed to establish and run safe spaces
- understand the challenges involved in undertaking initial assessments before establishing a WGSS

Time: 1 hour 50 minutes (This session runs slightly longer than the other morning sessions. You can either adjust the time of the morning break or take a break during the last presentation and continue in the second session.)

Materials required
Flip chart, tape, projector, screen

Facilitator Preparation
* Review relevant slides.
- Prepare a flip chart with the five phases on the wall (the version in Annex 10 can be printed, or you can draw your own version on paper)
- Print out the assessment simulation content from Annex 11 and cut into separate sections. Affix on the wall around the room (or around an outside space, if available).
* Print examples of safety audit tools, FGD tools from the resource list in Annext 13

Recap & Introduction

Time: 20 minutes

Welcome participants back for Day 2.

- Run a participatory recap of Day 1 in a quiz format, by telling participants that you will ask questions about what you discussed the day before. You can use the following quiz questions, or create your own, ensuring that you cover the major topics discussed the day before.
- What are the key issues we discussed yesterday?
- What is the definition of GBV?
- What is a women and girls' safe space?
- What are the principles of women and girls' safe spaces?
- Now that everyone is warmed up and participating, ask if anyone wants to share anything they were thinking or feeling after Day 1 of the training.
- Ask if there are any questions on their minds, and remind participants that they can put questions up in the Parking Lot whenever they like.
- Explain that during Day 2 you will be talking about how to set up safe spaces and what happens within them.
- Put the five phases (assessment, staffing, activities, M&E, phase out) up on the wall, briefly explain each. Explain that though the five phases would proceed in a linear way when establishing safe spaces, for the purposes of this training you need to have a strong understanding of the activities that happen within safe spaces before you can talk about the staffing and other practical requirements, so you will proceed to Phase 3 (activities and services) before returning to Phase 2 tomorrow.
- Remind everyone about their homework from the day before, and ask them to write down their two (or more) ways to put the principles of safe spaces into practice on separate post-it notes. Have them affix their post-its on the phase of safe spaces they think is the most relevant. You will come back to these later.

Part I: Assessment Simulation

Time: 45 minutes

Explain to participants that for the first session, you are going to focus on Phase I, the initial Assessment Phase - where you work with women, girls, community members and leader, and service providers to find out information you need to know before establishing and running safe spaces. Explain that they are going to learn by doing and ask them to pretend that they are a team of staff members working for an organization that wants to set up women and girls' safe spaces in Zinta camp, in Lazaar governorate. In order to do so, they are going to conduct an assessment to find out whether, how and where they should establish a safe space.

Divide participants into groups of three or four (ensuring that there are women in each group).
- Ask participants to individually read the Assessment Scenario in their Participant Guides (also in Annex 11).
- Ask them to use the outline in their Participant Guides (also in Annex 11), filling out the relevant information by looking around the room and using all the information they find. There are two tools: format for assessment information to be noted down, and a community safety map. The assessment format provides a basic outline of information to be gathered, and can be used to note down what they find. The community safety map is a visual depiction of the fictional camp, and should be used to note down locations that are safe and unsafe for women and girls, as well as any potential good locations for a safe space (participants can use colors or their own symbols to indicate this).
- Encourage participants to divide tasks between members of the group to ensure they can gather necessary information within the allotted time (30 minutes).
- Allow 30 minutes for participants to gather information.

After the time has elapsed, invite participants to return to the group, and lead a debriefing discussion using the following points. While participants will likely want to present what they found back to the group, explain that the point of this exercise is not about the results, but rather about experiencing the process and reflecting on the kinds of information you should gather and how to go about doing so.

What it was like to do this exercise - was it easy or difficult?	This exercise is supposed to be slightly chaotic and overwhelming - because that is the reality of conducting assessments in contexts of displacement or conflict. There is a lot of information to gather, and much of what community members will tell you may not be directly related to safe spaces.
Did you spend any time thinking about whether WGSS should be established, or did you jump directly to the how and where questions?	We often decide that we want to establish a safe space because we have the resources for it, because a donor suggests it or because we feel it is a good idea. However, it may be the case that WGSS are not a good idea for your particular context at the exact moment when you do an assessment – this could be because the population is not stable, because it would produce additional risks for women and girls that you cannot reduce or manage, or because other such spaces already exist and there is no further need (though this last example is rare). Before advancing to details of how WGSS should operate, it is important to establish the need and feasibility.
Did you find contradictory information? (who from, and how did it differ?)	Different individuals and groups will have different ideas of what is important or necessary. Assessments are rarely clear-cut and obvious - some community members will have different opinions and there will often be no perfect option for where, when and how to set up and run safe spaces. Many community leaders (and male community members in general) have little experience in asking the opinion of women or of girls, and will often not prioritize the needs of those groups – so male community members may tell you that WGSS are irrelevant, while women and girls tell you that they are essential. In addition, it will generally be more difficult to get information from women and girls than from men and boys in the community - community and religious leaders are most often men, and they are the individuals in the community that will generally come forward with information, or be the most accessible.

Were there individuals or groups you did not get information from Who was missing? Adolescent girls? Women with disabilities?	Assessments, particularly those done rapidly, will often only reach one layer of the community, consisting of those who are most accessible and willing to participate in discussions and interviews. These will often not include younger girls, or women and girls with disabilities. Therefore, you will need to use information provided by others in assessments about more vulnerable/inaccessible groups; you may need to conduct further assessments once safe spaces are running to ensure you gather information from marginalized groups once you have established trust with the community.
What did you notice about safety and security? Was it easy to find a location that was safe for women and girls?	It can be very difficult to find a space that is completely safe and accessible for women and girls. Even if the location itself is safe, they will often have to pass through unsafe areas to get there. You will often have to work with women and girls to find the best/ least unsafe place, and then develop strategies (together with men/community leaders) to address remaining risks.

Transition to the following presentation, which will respond to many questions from the previous discussion, and recap things that have already been discussed.

Part II: Presentation

Time: 45 minutes

20-26 Present the following information on initial assessments and assessment tools. Ask for questions and discuss after each slide.

Assessments in general
- Should follow the principles of safe spaces, in particular being women- and girl-centered, empowering and safe. Women (and girls, if safe) should be consulted on all issues in your assessment. Keep in mind that in some contexts, women or girls speaking individually or in groups to outsiders may put them at risk - make sure that you plan your assessment in ways that will not create danger for women and girls.
- In particular, you need to pay attention to the safety of adolescent girls, who may face particular risks if involved in information-gathering exercises. As a general rule, you should not ask girls younger than 14 to participate in assessments, unless you have specialized training and targeted safeguards in place (but do gather information about the risks and priorities of these groups through older girls, women and community members). Girls between 15 and 18 years old can be involved in assessments; however, it is recommended to include them in focus groups rather than individual interviews, and it is essential to get consent from their parents or guardians to do so, and to ensure the safety of the girls.
- Should not create expectations that you will not be able to fulfill. Do not promise activities or services if you are not sure you can provide them.
- Should collect only information you will use, not just information that might be interesting. Make sure the time of women, girls and other community members is contributing to something useful.
- Will not give you all the information you will ever need to run safe spaces. Rather, they will provide an initial foundation of safety, security and set-up that you can further develop with women and girls once safe spaces are established.

In initial assessments before establishing a WGSS, you are looking for the following information.

Safety and security
- The risks for women and girls in the community
- The support systems that already exist (or existed previously)
- Particularly vulnerable groups (e.g. women and girls with disabilities, women and girls engaged in prostitution)
- Any risks that setting up a safe space would entail for women and girls, and how to mitigate them

Location
- Structures or spaces that already exist and could possibly be used for safe spaces (community centers, health centers, school rooms, mosques, someone's home, outside spaces, etc.) - as well as

the advantages and disadvantages of each (see Annex 12 for more information).
- If there is a need to build a new structure and how/where this could be done
- The safety of potential locations for women and girls, including physical safety in the structure itself as well as proximity to other locations that may be unsafe (e.g. locations where men congregate, locations that are unsafe at certain times of day, etc.).
- If it is an existing space, whether it is used by others and whether time can be made exclusively for women and girls (e.g. is it a center used mostly by men where women or girls will feel uncomfortable or unsafe going?)

Set-up
- Accessibility for women and girls with disabilities – for example, ramps for those using wheelchairs. (For more information, see the GBV and Disability Toolkit in Annex 2 – Additional Resources.)
- The presence of multiple spaces to be used for different things, including:
  - activities space for a minimum of 20 people
  - A private room for provision of case management and individual counseling services (if those will be available at your safe space)
  - A day care area for children accompanying mothers
- If outside, a privacy fence or wall (discuss with women and girls how enclosed the space should be) and enough shaded space for comfortable outdoor activities
- While these questions should be part of the initial assessment in terms of finding potential spaces, the exact set-up of the space will likely require more discussion with women and girls, including those with disabilities (and their caregivers).

Time
- When women are available
- When girls are available
- Times that are safe/unsafe for women and girls to travel and congregate
- Opening hours should be decided on with the participation of women and girls

Activities and services
- Activities that women are used to doing/want to do
- Activities that girls are used to doing/want to do
- How comfortable different groups of women and girls feel doing activities with other groups (e.g. girls with women, married girls with unmarried girls, women/girls with disabilities with other women/girls, different religious or cultural groups, etc.)
- If you are considering conducting economic empowerment activities, the assessment should include a market survey - however, it is recommended that this kind of activity be introduced in later phases, once safe spaces are established and functioning. Such assessments and activities also require specialized skills and expertise.
- The services available for survivors of GBV, and how women and girls access them

Partnerships
- Key stakeholders that need to be involved in setting up safe spaces (local groups, government bodies, community or religious leaders, women's groups, existing NGOs, potential partners, etc.)
- The best model to use in setting up safe spaces - i.e. whether it needs to be a formal safe space established by an external NGO, or a less formal space established through a local women's organization, etc.
- Existing services (e.g. GBV case management and support, primary and reproductive health care, organizations supporting people with disabilities, etc.) For example, you may want to consider establishing a women and girls safe space within a reproductive health clinic.

Ask for questions and discuss. Briefly present assessment tools (in the Participant Guide and Annex 13); and share examples of FGD tools, safety audits tools that you have printed out.
    -key information interview
    -focus group discussions (FGDs),
    -safety audits,
    -community mapping
    -women and girls activity mapping

Ask for questions and discuss. Explain that participants have already practiced collecting information using questions from the general assessment guide and community safety mapping, and in the next session they will practice leading a focus group.

While some of the tools are quite simple and can be used by those with little to no experience, other methodologies such as focus groups require more expertise in managing group discussions, and therefore may require additional training or support from supervisors. There is not enough time in this training to completely cover assessment methodologies, so participants should at a minimum read the guides fully, make use of additional resources and seek support from their supervisors.

Key Messages
- Ensure that the principles of safe spaces are in place from the very beginning of any assessment - in particular, assessments should be conducted, by, with and for women and girls.
- Keep a strong focus on safety and security of women and girls throughout assessments.
- Collect information that will be useful in the initial stages of setting up safe spaces.

Session 6: Activities & Services
(Participant Guide: Session 6)

In this session you will work in participatory ways to understand both what kinds of activities and services might take place in safe spaces, and how to work with women and girls to find out this information.

Learning Objective
By the end of the session, participants will:
- understand the kind of information that is needed to decide and plan on safe spaces activities
- have practiced using women- and girl-centered methods to plan safe spaces activities

Time: 2 hours

Materials required
Post-its, flip charts, markers, projector, screen, Focus Group Discussion role play scenario and character descriptions (Annex 14).

Facilitator Preparation
- Review relevant slides.
- Research local GBV Standard Operating Procedures and referral pathways if they exist Coordinate with the GBV coordination group in your setting.
- Ensure flip chart with five phases remains on the wall
- Print focus group discussion question guide, FGD role play scenario and character descriptions (Annex 14)

Part I: Introduction

Time: 15 minutes

Explain to participants that you have now seen the main elements of how to do assessments before establishing WGSS, and this session will focus on the kinds of activities and services that might take place in WGSS. Remind participants that although the five phases of safe spaces (refer to the image on the wall) are designed in the order that you should implement them in setting up safe spaces, this training is going to follow a different order – it is difficult to think about how to set up or staff safe spaces, what equipment you might need, etc., before you have a solid understanding of what these safe spaces might entail. Therefore, you are going to discuss activities and services next.

Present the following information.
You can think of safe spaces as a bowl that can contain many different things[21] - the bowl is essential, and it needs to be strong (hence the principles and importance of establishing the safe spaces in a women-centered way), but every bowl can contain different things, just as a variety of different activities and services can be provided in women and girls' safe spaces, depending on the context, the participants, etc. We can divide these activities and services into the following categories:

a. support to GBV survivors
b. psychosocial and recreational activities
c. information and awareness-raising
d. prevention and outreach

Explain (referring to point a.)

- While many women and girls' safe spaces provide specialized support to survivors of GBV, this should not be considered unless you and your team have the skills and experience to do so (this training is not sufficient to be able to provide that kind of specialized support).
- This should be discussed with management, and specific training sought if these services are going to be provided in the WGSS.
- However, safe spaces are entry points for survivors to access those kinds of services, even if you do not offer them directly. This makes services less stigmatizing, allowing women and girls to seek support in a discreet and confidential way.
- As you conduct activities with women and girls, spend time with them and begin to build relationships of trust and support, you can expect issues of GBV to be disclosed.
- Tell participants that you will spend the afternoon going into more detail of how you can respond to disclosure of violence, communicate with survivors, and connect them to services they need in a compassionate and supportive way.
- For the rest of the contents of the bowl (what we can refer to broadly as 'activities' rather than services') we will now practice working with women and girls to find out their preferences and priorities.

Part II: Focus Group Practice

Time: 1 hour

Tell participants that you are now going to practice how you would go about deciding on the activities to conduct in a safe space with women and girls. Explain that you are going to practice facilitating focus group discussions through role play to find out this information. Two individuals will act as facilitators, one person will act as note-taker, and everyone else in the group will act as women and girl participants.

Divide participants into groups of 6 people.
- Distribute role play scenarios and character cards (see Annex 14) – Set A includes women participants while Set B includes adolescent girl participants. Choose one set to give to each group. Each set includes Faciliator A, Faciliator B, a note taker, and three participants each that have a role.
- Allow 15 minutes for all participants to read their scenarios and character descriptions, as well as the Focus Group Discussion information in their participant guide (also in Annex 13), and for facilitators to discuss between themselves how they will proceed.
- Remind participants to keep in mind the safe spaces principles and the assessment tools you went through in the morning.
- Ask facilitators to begin leading focus group discussions. They should not spend too much time on the introductions but instead focus on the information they want to find out from women and girls. Those in the group who are not facilitators can answer questions as they like, imagining themselves to be the character in their description. Facilitators and participants alike can make up any information they want to apart from what is specified in their character descriptions.
- Allow discussions to continue for 15-10 minutes, depending on the comfort level of participants. Multiple groups will run concurrently. While 15-10 minutes does not seem like much, it will feel long to facilitators who are not used to this kind of activity.
- As discussions take place, walk around the room and observe each group, taking notes on good points and areas for improvement.

Keep in mind that not all participants will practice acting as facilitators of focus group discussions in this exercise due to limited time. Therefore, it is important to ensure a fair distribution of roles – for example, if you are working with a mixed group, make sure female participants have equal access to the 'powerful' roles (facilitators and note-taker) as male participants.

Return to the plenary group and debrief from the exercise. The following are some potential discussion questions:

- How was the exercise? Did you find it challenging?
- What were the good practices you noticed amongst your colleagues as they facilitated? What did they do well?
- Did you notice any areas for improvement? (encourage participants to give feedback in a supportive way)
- Did you notice any issues about safety?

Provide your own feedback on the way the exercise was conducted and issues to keep in mind for future discussions, using the Focus Group Discussion guide and below information on WGSS activities for support.

Part III: Guidance on Safe Spaces Activities

Time: 45 minutes

Present the following information on potential activities
Pause for questions and discussion after each slide. Wherever possible, ask participants for practical examples and link these issues back to the focus group discussion practice.

Engagement of women and girls: all activities should be decided together with women and girls so they reflect their needs and priorities, and are appropriate to the ages of participants and the context.

Safety: Activities should not pose additional risk for women and girls. Work with them to make sure this is the case, and to mitigate any risks of their participation where necessary.

Diversity: activities should reflect the different needs and comfort levels of women and girls of different ages, abilities, marital status, religious cultural backgrounds, interests and skills. Some women or girls may want to do different activities from those of different ages or life stages - however, in other cases women and girls enjoy the opportunity to interact with and learn from others.

Progressive implementation: Start with basic activities and progress to others once the safe spaces are functioning well. Starting with all potential activities at once can overwhelm staff and lead to the failure of safe spaces.

Structure: Try to have a balance of structured and unstructured time for women and girls. Women and girls are often not used to having a space for themselves, or spending time doing things that they like, so this may be hard for them at the beginning.

Enabling Participation: Things like child care, and transportation to and from the center, are important considerations to increase access for women with young children. Services can be provided by volunteer or incentive staff. At a minimum, provide space and toys for children to play with, and be mindful of women's child-care responsibilities when planning activities.

While activities will vary depending on location, context, participants, budget and other considerations, there are some broad categories that can provide guidance and ideas.

Prevention, risk mitigation and women and girls empowerment activities
All activities should be customized according to the specific needs of women and girls. When arranging such activities, it is important to emphasize working with women and girls, and with the community as a whole, to promote a safer environment, and to encourage community ownership of GBV prevention and risk reduction. Activities can include the following:

Psychosocial Activities; either formal support groups or recreational activities

Age-appropriate support group sessions around a 'center-piece,' which can include coffee/tea sessions, make-up, hairdressing, sewing activities, and henna application. Appropriate and desirable 'center-pieces' should be identified during group-based consultations with women and girls in the targeted communities. Such activities require the leadership of professional psychosocial staff;

Recreational activities led by women and girls in the community, with resources procured by the organization. Sewing, make-up, hair dressing, computer literacy, language, crochet, painting, drawing, theater performances are all examples of activities carried out in the Syrian crisis region;

Structured vocational trainings in classes that begin and end in cycles. If possible, certificates should be awarded to participants upon completion of the training. These activities require additional training and expertise and should be discussed with management.

Life skills training, both formal and informal that support the development of abilities for adaptive and positive behavior such as financial literacy or effective communications. The training should be customized and age appropriate.

Livelihood activities. These activities should be carefully developed and generally require additional training and expertise. If income-generating activities are not based on careful market analysis, they will not generate income. However, they can still be an important psychosocial support for women and girls;

Information and awareness-raising
- Safe spaces can be a useful entry point for important information for women and girls, including on GBV, hygiene, health, nutrition, women's rights, child feeding practices, positive coping strategies, life skills, etc.
- This kind of activity can range from informal (inviting someone to share information with the group) to formal (developed curricula delivered over several sessions).
- The kinds of information session should be decided with women and girls, in such a way that it does not put them at risk (for example, in some contexts, if parents or male relatives found out that information about reproductive health was being shared with girls or women, it may be dangerous).
- Make sure that these sessions do not compromise the integrity of the safe space - for example, bringing male experts into the space may in some circumstances go against the principles of empowerment of women and can compromise the safety of women participants.
- Make sure the focus remains on creating a supportive, engaging, empowering space for women and girls, and does not shift to simply sharing information. Women and girls are often not used to having a space for themselves, or spending time doing things that they like, so this may be hard for them at the beginning. It is important to continue to emphasize the importance of being together and supporting each other, even without structured sessions.

Safety assessments
- Regular safety audits to assess security risks for women and girls, and to identify opportunities with other sectors to mitigate those risks. Safety audits should be coordinated though the GBV coordination mechanisms, where feasible and safe to do so. Findings from safety audits should be shared with other relevant sectors, such as Shelter, CCCM, and WASH, and with camp managers/leaders so that they can ensure that the location and any programmatic approaches being implemented therein, are safe for women and girls.
- The involvement of women and girls from within the community to conduct safety mapping is strongly recommended.

Outreach activities
These activities offer opportunities to access women and girls whose movement may be restricted in some way. Building upon existing women groups and support networks within the communities is crucial for enhancing the effectiveness of outreach activities. These initiatives can include:
- Home visits and home-based tea/coffee sessions to inform community members about activities and services. In this context, it is essential for the outreach teams to be fully aware of issues of privacy and confidentiality, and of the referral system;
- Engagement with community structures, religious and community leaders. Such outreach work should include working with men and boys in the community to prevent GBV and to empower women and girls;

- Development of more informal safe spaces around the main physical safe space. These can take the form of women groups that meet regularly, and are supported to carry out activities outside of the main center.

34 Briefly present the accompanying literature review and additional resources in Annex 2. Explain that additional resources are provided here to guide the kinds of activities you might want to do in your safe spaces - this will be different for every location and every group of women and/or girls. This training cannot cover all possibilities, so the review is intended to provide additional information that might be helpful. In some cases, those additional activities are simple and can be implemented with little specialized skills or knowledge, while in others they will require additional training and support.

Ask for any questions and discuss. Wrap up the discussion using the key messages below.

Key Messages
- Activities and services should be set up in such a way that they do not pose additional risks for women and girls.
- Women and girls should be engaged in decisions about the kinds of activities to develop and offer.
- Whether or not the safe space offers specialized services will depend on capacity and training. However, referrals to such services should always be available, if those services exist.
- Different groups of women and girls (different ages, marital status, cultural background, etc.) may want to have different activities and times, or may prefer to combine. This should be discussed and decided with women and girls.
- Ensure accessibility (e.g. for women and girls with disabilities) and address issues that may affect participant such as child care and transport.

Session 7: Supporting GBV survivors
(Participant Guide: Session 7)

This session will cover how to respond to the potential disclosure of violence by participants in safe spaces and what actions and behavior survivors need from us.

Learning Objective
By the end of the session, participants will understand how to manage disclosures of violence from participants.

Time: 1 hour 30 minutes

Materials required
Flip chart, markers, projector, screen.

Facilitator Preparation
Review relevant slides

Part I: Introduction

Time: 20 minutes

Remind participants that during the last session you touched briefly on the need to support survivors of GBV through safe spaces, and explain that in this session you will be going into more detail on this. Explain the following:

- While not all women and girls who come to safe spaces will have experienced GBV, you can safely assume that many will, and you should be ready to respond to their needs.
- This is not a training on how to provide case management, counseling or individual, targeted psychosocial support to survivors of GBV - while that is one activity that can occur in safe spaces, it requires specialized, in-depth training and should not be attempted by those who have not been trained, as even well-intentioned efforts without the right skills and knowledge can do significant harm.
- However, disclosure will likely occur at some point during safe spaces activities, so this section of the training talks about how to handle disclosure and behave towards survivors in a way that will support their recovery and not do further harm;
- Given that many participants in safe spaces may have experienced violence, even if they do not disclose it, this session will discuss how to conduct all safe spaces in ways that are supportive and non-judgmental.
- Refer back to Session 3 where you talked about Asma (the woman covered in post-it notes with messages and expectations) and what kind of behavior and messages she needs from those in safe spaces to counteract what she hears and experiences in her family and community. This will help to get participants in the mindset of supporting women and girls based on their experiences and needs.

> Keep in mind that referral will look quite different in safe spaces that provide specialized services for GBV survivors within the space itself, versus those that will refer to other existing services. If possible, tailor the discussion to what will be the case in the context of the participants in your group.

Part II: Brainstorming

Time: 30 minutes

Divide participants into four groups. Ask them to brainstorm for 15 minutes around the following questions (two groups per question), keeping in mind the principles of safe spaces:

- **What** actions should we take if a woman discloses experience(s) of violence? (If the group you are training are not professional psychosocial staff, remind them that this discussion is about what they should do in their capacity as safe spaces staff - e.g. referrals, ensuring safety of survivors, etc.)
- **How** should we behave towards a GBV survivor? (e.g. communication, empathy, empowerment, etc.)

Give each group a limited amount of time (2 minutes should be enough) to tell the larger group the main points they discussed. Ask the whole group if they have anything to add, or any questions about things that have been presented. Transition into the following presentation, which should recap and further develop many points that have already been mentioned.

Part III: Presentation

40 minutes

Present the following key elements
A survivor-centered approach to GBV seeks to empower the survivor by putting her in the center of the helping process. A survivor-centered approach embraces each individual survivor's physical, psychological, emotional, social and spiritual aspects. This approach also considers a survivor's cultural and social history as well as what is happening in her life that could support and facilitate recovery. GBV is a manifestation of power inequalities and limited choices. If service providers—who are always placed in a powerful position relative to the survivor—impose their perspectives, opinions or preferences on

the survivor, they may unintentionally create another experience where the survivor feels even further disempowered or abused. The survivor-centered approach recognizes that:

- Each person is unique
- Each person reacts differently to GBV and will have different needs as a result
- Each person has different strengths, resources and coping mechanisms
- Each person has the right to decide who should know about what has happened to them and what should happen next

Know what resources are available, including health, psychosocial services and legal services, if applicable. Refer to the Standardized Operating Procedures in force in your location, know how to access services and support the survivor to do so – for some, this will mean referring to other staff within your safe space, while for others it will mean external referrals to other existing services. It is not your role to provide counseling (unless you have specialized training to do so and can provide this support in a safe, confidential and sustained manner outside of the training).

It is also essential to follow the guiding principles of support to survivors of GBV.

Guiding Principle #1: Safety
The safety and security of the survivor and others, such as her children and people who have assisted her, must be the number one priority for all actors. Individuals who disclose an incident of gender-based violence or a history of abuse are often at high risk of further violence from the perpetrator(s) or from others around them.

Guiding Principle #2: Confidentiality
Confidentiality reflects the belief that people have the right to choose to whom they will, or will not, tell their story. Maintaining confidentiality means not disclosing any information at any time to any party without the informed consent of the person concerned. Confidentiality promotes safety, trust and empowerment.

Guiding Principle #3: Respect
All actions taken will be guided by respect for the choices, wishes, rights, and dignity of the survivor.

Guiding Principle #4: Non-Discrimination
Survivors of violence should receive equal and fair treatment regardless of their age, race, religion, nationality, ethnicity, sexual orientation, or any other characteristic.

The way we interact and communicate with survivors is also important, and can help us to put the above principles into practice. Many women may feel guilty or ashamed about or blame themselves for the violence they have experienced. Such feelings make it especially difficult for them to talk about what has happened. Effective and compassionate communication is integral to survivor-centered care and has the additional function of supporting psychological healing from related trauma.

Here are some key considerations[22] in working with survivors:

Help the survivor feel safe
If the disclosure has happened in a group setting, ask if she wants to speak with you privately. Make sure you meet in a safe, confidential place, and that other group members who may have heard the disclosure are reminded of the principle of confidentiality that they have agreed to.

Be Reassuring, Comforting and Supportive
Do not rush her, overwhelm her with questions or force her to tell you details. Remember that this may be the first time she has talked about her experience. Most women do not disclose their experiences of violence to service providers because of fear, shame and stigma. Survivors often feel guilty for the violence they experience (remember Asma and the messages she hears from those around her). They need reassurance that what they have experienced is not their fault. GBV is never the fault of the survivor, no matter what she wears, does, or says, or where she goes. Violence is always the responsibility of the perpetrator. Survivors rarely lie about GBV experiences, and in any case it is not your role as someone working in safe spaces to determine the facts of what happened to the survivors. What she needs is someone to believe and validate her. It is also important to validate the survivor's choice of disclosing violence to you. You can do all this with the following simple phrases, known as 'healing phrases':

- I am sorry this happened to you/I am sorry you are going through this
- I am glad that you told me/thank you for sharing that with me
- You are very brave for telling me this
- It is not your fault
- I will help you get the support you need

Do NO Harm – Be Careful Not to Traumatize the Survivor Further
Remember that it is not your role to get all the information about what happened, or to provide counselling, unless you are a specialist psychosocial support staff. Your role is to listen to what the survivor wants to tell you in a supportive way, and ensure she receives the support she needs. Do not push the survivor to tell more of her story than she wants to share, or to give graphic details. Do not get angry or frustrated with her. Above all, do not ask information about the survivor's behavior before the incident or her sexual history – this is not relevant, and can indicate that the survivor may be to blame for the violence she experienced.

Respect Survivor's Thoughts, Beliefs and Opinions
Help the survivor to regain control of her experience. She should be able to speak when she wants, and remain silent when she wants. A survivor's power has often been taken away by her experience, so you need to help her to regain it. Do not make decisions for her. If you believe she should seek formal psychosocial support, but she doesn't want to go, help to to explore what the advantages and disadvantages might be (and how you could help her to overcome the disadvantages), but do not force her to do something she does not want to do. Survivors are the only ones who fully understand their own experience and situation, and she may have reasons for not wanting to access certain services that she cannot explain to you – for example, perhaps one of the staff in the health center is related to her family and will tell them that she has been there seeking services. It may also take some time for survivors to feel comfortable seeking formal services – do not get frustrated or angry with her choices or any perceived delay.

Communicate Effectively

1. Pay attention
• Give the survivor your undivided attention. Recognize that non-verbal communication also "speaks" loudly.
• Look at the survivor directly.
• Put aside distracting thoughts.
• Try not to mentally prepare what you want to say because it will take your focus away from listening.
• Avoid being distracted by environmental factors. For example, side conversations.
• "Listen" to the survivor's body language and tone of voice.

2. Show that you are listening
• Note your posture and make sure it is open and inviting. Remain open and relaxed and lean in towards her.
• You should try not to have a desk or table between you and the survivor. Do not sit directly opposite from each other as it may make her feel trapped and under scrutiny. The best seating arrangement is to kitty-corner to each other. With this set-up the space in front of her is free, it's easy to look at each other, and she can also look away if she is finding it hard to look at you while she's talking.
• Nod your head or use facial expression or gestures to encourage the person to say more or to let them know you understand.
• Note your tone of voice and make sure that it doesn't sound angry, frustrated, or surprise. You want your tone of voice to remain as even as possible without sounding emotionless.
• Encourage the survivor to continue with small verbal comments like yes, and uh-huh.
• Don't interrupt.

3. Use appropriate language
Use language that the survivor can understand. If the survivor is a child, make sure you adapt your language to a level that you would normally use with children of that age. For example, instead of telling a survivor that there are psychosocial support staff in the camp that you can refer them to, you might say 'there are people in the camp you can talk to who can help you[1].

Ask the group for any questions, and mention that you will be practicing what you have just learnt after the break.

Key Messages
• All interactions with survivors should operate on a principle of survivor-centered support, empowering her to make decisions and take back control of her life.
• Respect the guiding principles of safety, confidentiality, respect and non-discrimination.
  Keep in mind the kind of interaction and communication survivors need to feel supported and safe.
• Your role is to receive disclosure and refer to specialize services in your own organization or other organizations with the consent of the survivor. You should inform the survivor of all services available.

Session 8: Supporting GBV survivors - Practice
(Participant Guide: Session 8)

This session will allow participants to put into practice the theory discussed in the previous session.

Learning Objective
By the end of this session, participants will feel more comfortable communicating with women who have experienced violence.

Time: 1 hour 15 minutes

Materials required
- Printed scenarios from Annex 15
- A whistle, if available

Facilitator Preparation
Print scenarios from Annex 15 or ensure Participant Guides are available.

Explain that you will now be practicing communication with survivors in small group role plays.

Divide participants into groups of three.
- Explain that within each group, one person will play a survivor, one person will play a staff member within a safe space, and the third person will be an observer.
- Give each group a set of Role Play Scenario One characters from Annex 15.
- Ask participants to spend 5 minutes performing the scenario (only some guiding information is provided, participants will need to invent other details and behaviors).
- After 5 minutes, clap or blow a whistle, and invite observers in each group to give feedback to the person playing the role of the safe spaces staff member. They should give feedback in a positive and constructive way, highlighting areas in which the individual was in line with safe spaces principles and the information discussed in the previous session, as well as areas in which they could improve.
- After 2 minutes of feedback, distribute the character descriptions from Scenario 2 to each group, and ask participants to switch roles (the survivor becomes staff member, the observer becomes the survivor, staff member becomes observer). Repeat the exercise, spending 5 minutes acting out the scenario and 2 minutes for the observer to give feedback.
- Repeat this process again with Scenario 3.
- Move from group to group while they are doing this exercise and unobtrusively observe what is happening, noting positive points and areas for improvement, in reference to the points presented in the previous session.

Return to the plenary group and debrief from the exercise, asking observers to share some points and adding your own observations. Remind participants that it is not easy to know what to say when someone discloses an experience of violence - often you may feel helpless and unable to do anything useful - however, simply listening in a non-judgmental way and showing that you care can be very important and very supportive to survivors, so they shouldn't be discouraged.

Homework: Ask participants to spend some time reflecting during the evening on what they have discussed and learned so far, and to come with their burning questions ready the next morning. There is space for reflections and questions in their Participant Guide.

Key Messages
- Show respect and do not judge anyone disclosing violence
- Show compassion and empathy, do not force or rush
- Allow the survivor to lead the process - what does she want to happen? She needs to be supported to take her power and agency back.
- Pay attention to your communication and body language.
- Remember that it is not your role to provide counselling or specialized psychosocial support – make sure you refer to the relevant services within or outside of your safe space.
- Since you will not always know if a woman or girl has experienced violence, these recommendations are valid for all women and girls participating in safe spaces.

Day 3 - Practicalities of Safe Spaces

Time: 30 minutes

Welcome participants back to Day 3 of the training.
- Begin the day with a brief summary of the previous day - you can ask for a participant to volunteer to give a summary, or do the same kind of quiz as the previous day.
- For participants who have never worked with GBV survivors before, the last session of the previous day may have been challenging, so give participants some time to share their thoughts and reflections from the evening.
- Ask for any burning questions or concerns and explain that you will have some time in the afternoon for open discussion, so participants should write their questions on post-it notes and put them up in the Parking Lot.
- Explain the agenda for Day 3.

Session 9: Scheduling
(Participant Guide:Session 9)

This session continues discussions on WGSS activities by giving participants an opportunity to practice planning activities with women and girls.

Learning Objective
By the end of the sessions, participants will understand how to work with women and girls to schedule safe spaces activities in a safe and participatory way.

Time: 1 hour

Materials required
Colored dot stickers or pens, flip chart, colored markers.

Facilitator Preparation
Print copies of Table 1 from Annex 16, or ensure Participant Guide is available
Prepare flip chart (or several taped together) with Table 2 from Annex 16

Part I: A Day in the Life

Time: 1 hour

Explain that you have now covered the different kinds of activities that might take place in safe spaces, and you will spend some time in the first session practicing how to plan those activities in a participatory and women/girl-centered way.

Divide participants into pairs.
- Within the pair, one person should play the role of a safe spaces staff member and the other will play the role of a woman from the community.
- Using the time and commitment table in the Participant Guide (also Table 1 in Annex 16), they should find out about a typical day of a woman.
- Allow 10 minutes for this exercise, and then have the participants swap - this time, the person who previously played the role of a staff member will now play the role of a girl in the community. Repeat the exercise, allowing 10 minutes.
- Once participants have completed this part of the exercise, each pair should use the information they have gathered to put colored dot stickers (if colored stickers are not available, they can mark dots in colored markers) on the large schedule on the wall (from Table 2 of Annex 16), as follows:
- Green - times that girls are available
- Blue - times that women are available
- Red - times that it is dangerous for girls to travel outside their home
- Yellow - times that is dangerous for women to travel outside their home

Once this is complete you will have a visual representation of the week for women and girls in the pretend community.

Based on the completed schedule, lead a plenary discussion to choose times of the week when women's or girl's activities could be held in the safe space. For example, times with the most green dots and least red dots would be chosen for girls' safe space activities, while times with the most blue and least yellow would be chosen for women. If there are no spaces that fit both criteria, ask for group suggestions about how to proceed - this might involve developing safety strategies for the times that women/girls are available but not safe to travel (e.g. group transport, discussions with parents/husbands, etc.) or multiple sessions if there is not a strong concentration of availability at one time. Keep in mind that timing will also depend on the chosen location and its availability.

Key Messages
- Participation of women and girls is essential in choosing not only the activities in safe spaces but also the timing.
- Safety of women and girls is a key element in determining safe spaces schedules.
- The availability of the chosen space will also have an impact on scheduling.

Session 10: Resources
(Participant Guide: Session 10)

This session provides an overview of the resources needed to set up and manage safe spaces, including equipment, budgets and staffing, as well as how to support staff.

Learning Objective
- By the end of the session, participants will
- understand the kinds of physical, financial and human resources needed to establish and run WGSS,
- have resources to manage their own stress and that of their WGSS staff

Time: 2 h 15 minutes

Materials required
Projector, screen, flip chart, markers.

Facilitator Preparation
Review relevant slides.

Explain that this session is going to focus on certain resources that are necessary for WGSS, including materials and equipment needed for safe spaces and human resources (staff). You will also discuss how staff can manage (and be supported by their supervisors to manage) stress and trauma.

Part I: Equipment, Materials & Budgeting

Time: 30 minutes

Remind participants of the key issues you discussed in terms of the set-up and structure of your safe space. Ask the group if they can remember any of the elements to think about when choosing, constructing, or setting up a space. Invite a few thoughts from participants, and then remind them of the following elements:

- Accessibility for women and girls with disabilities
- The presence of multiple spaces to be used for different things, including:
- Activities space for a minimum of 20 people
- A private room for provision of case management and individual counseling services (if those will be available at your safe space);
- A day care area for children accompanying mothers
- If outside, a privacy fence or wall (discuss with women and girls how enclosed the space should be) and enough shaded space for comfortable outdoor activities

Explain that you are coming back to these elements because they have an influence on the next discussion about resources. Present the following information on equipment and budgeting.

Equipment & Budget
The equipment and budget needed for your safe space will vary considerably depending on the context, wages (or volunteer stipend guidelines), materials costs, etc. However, you should make sure you budget enough for the key elements such as:

- Furniture, such as desk and chairs, cushions, rugs, floor mats, etc.;
- Computer for administrative tasks (such as monitoring and tracking)
- Lockable cabinets;
- Staff for activities, services and management of the safe space;
- Child care staff or volunteers
- Toys or books for children;
- Cleaning staff and supplies;
- Full-time guards if needed;
- Transportation to and from the safe space, if possible;
- Funds for referrals, if needed (e.g. health consultation costs);
- Drinks or snacks, if needed.

Additional materials will be needed depending on the kinds of activities decided for your safe space. Of course, women and girls should be consulted in any decisions about the equipment and materials required.
Ask for questions and discuss.

Part II: Staffing

Time: 1 hour

Explain that you are now going to discuss staffing needs for safe spaces. Ask participants what kind of staff they think would be needed in safe spaces, and take a few suggestions from the group.

Present the following information
- Staffing will depend on a few factors, including how many women and girls you are going to serve and what kinds of activities you will have in your safe space; however, certain roles are common and necessary (Present the sample organogram and job descriptions in Annex 17, also in Participant Guides).
- **Consider paid staff and volunteer staff**, depending on your budget availability. However, be careful to avoid exploitation of volunteer staff or undervaluing their skills and abilities. The roles and tasks that women normally perform are often undervalued and underpaid, and we want to avoid duplicating that dynamic. Therefore, it is important to think about incentives for volunteer workers such as stipends, in-kind support (for example clothing, household items), and/or capacity building.
- **Consider diversity of staff** in terms of origin, religious or cultural affiliation, and inclusion of those with disabilities. Some women and girls in safe spaces may prefer that staff come from their own community, while others feel more comfortable and confidential when staff come from other communities. Inclusion of women and girls in this decision-making process is key.
- **Prioritize the hiring of female staff.** Some male staff may be included, for example as outreach workers, or when this can be strategic in terms of engagement with leadership structures or police. However, it is important to make sure that women are not excluded from these roles - it can be helpful to have a man and a woman working together so that women are empowered to take on roles that would otherwise not be available to them, as well as to model to the community the principle of women's engagement and leadership.
- **A comprehensive capacity-building programme** with provisions for coaching, mentoring, and regular supervision should be developed to achieve this objective. This training should include, at a minimum, the basics of GBV, communication skills, referral pathways, and ways to organize group activities; prevention of sexual exploitation and abuse. If you are going to have specialized psychosocial support or case management, remember that case managers and response officers will need much more in-depth training and constant supervision;
- Consider having some **specialized staff** or volunteers for particular activities, and general supervisors and/or managers who oversee the overall operation, providing support and mentoring to others.
- Provide resources such as training guides, online trainings, books and other materials to support learning and encourage their use.
- Make sure staff have read, understood and signed a **code of conduct** on the prevention of sexual exploitation and abuse, and have a plan in place to investigate and deal with any allegations.

Part II: Staff Care & Support

Time: 45 minutes

Explain to participants that working with women and girls in safe spaces can be tiring, stressful and traumatic work; we need to make sure we look after ourselves and our staff to remain strong and able to support others. You will therefore spend some time in this session discussing how individuals can look after their own health and how supervisors should support their staff in safe spaces. Explain the following information about stress:

Stress is your body's way of responding to any kind of demand. It can be caused by both good and bad experiences. When people feel stressed by something going on around them, their bodies react by releasing chemicals into the blood. These chemicals give people more energy and strength, which can be a good thing if their stress is caused by physical danger. But this can also be a bad thing, if their stress is in response to something emotional and there is no outlet for this extra energy and strength.
Many different things can cause stress -- from physical (such as fear of something dangerous) to emotional (such as worry over your family or job.) Identifying what may be causing you stress is often

the first step in learning how to better deal with your stress.
Give each person a piece of flip chart paper and markers.

- Ask them to spend a few minutes reflecting individually on the things that add stress to their lives and take away energy (or that they imagine would take away energy working in WGSS), and writing these on one side of the flip chart (you might see things here such as too much work, hearing difficult stories, not being able to respond to all the needs they see, needing to manage the demands of family and work at the same time, etc.).
- On the other side, they should write things that give them back energy or that make them feel excited/inspired (here you may see examples such as walking, exercise, reading, prayer, music, spending time with friends, etc.).
- Explain that this is a personal exercise and they will not be obliged to share anything with the group, so they should feel free to write whatever they like.

After 15 minutes, bring the group back together and ask if anyone wants to share an example from either side of their flip chart. Take a couple of examples if participants want to share them, keeping in mind that since this is quite a personal exercise, they may not want to.

Explain that there are different techniques and strategies to manage stress and ensure well-being, and that you are going to talk through some options. Every individual will have their own preferences. Ask volunteer participants to read the following section out loud (from the slides or their Participant Guide):

Self-Care
First, identify your stressors (the things that create stress for you) in your work and personal life. Second, identify the activities in your life that reduce stress, and give you energy. Make a plan to do one of your chosen activities at least once per week, or during times of particular stress.

Buddy System
Choose one person in your team that you would feel comfortable sharing sensitive information with. As buddies, you are each responsible for checking in with the other on a regular basis, and monitoring the emotional well-being of your buddy. You can decide how you want to do check-ins: meeting at the office or elsewhere, sitting down together or while doing other activities (e.g. walking, listening to music, etc.) but you must have a regular plan to meet (and prioritize it, even when work or personal life is busy and stressful). It is also your responsibility to keep an eye out for your buddy – if you notice that they seem stressed or unhappy, ask them how they are and try to engage them in activities to help them feel better.

Supervisor Individual and Group De-brief
If you supervise staff, make sure you meet with each of them individually once a month to de-brief, hear how they are feeling and if required, do relaxation exercises together. You should also meet with the group of employees together once per month. You can use the questions below as a guide for de-briefing sessions, and follow the same principles as for case management and psychosocial support: create an environment of physical and emotional safety, establish a relationship of trust, be open and show that you are paying attention and listen without judgment. If needed, you can support your staff to develop strategies to address the particular stressors in their work, but sometimes all people need is a safe space to share their thoughts and feelings.

Professional Support
Keep in mind that sometimes stress is severe enough that these strategies will not be enough; in this case, you may require professional support.

Explain that techniques for individual and group de-stressing are included in the Participant Guide (they are also in Session 8 of this Guide). These include relaxation, breathing, visualization, de-briefing and theatre exercises.

Key Messages
- Safe spaces require certain equipment; while some equipment is optional, there are certain elements that are essential to good safe spaces operation, including lockable cabinets for personal information.
- Staff health and well-being is important. We cannot help others if we are overwhelmed ourselves. We have a responsibility to ourselves and our employees to support managing and relieving stress.
- Staff and volunteers should be careful selected and trained.
- Staff skills and attitudes should be regularly monitored.
- Ongoing staff learning and development should be prioritized.
- All staff should be trained on, and sign a code of conduct, including on the prevention of sexual abuse and exploitation.

Session 11: Monitoring, Evaluation and Phase Out
(Participant Guide: Session 11)

This session will cover phases four and five of WGSS: Monitoring & Evaluation, and Phase-Out. It will help participants to think through key considerations for these phases.

Learning Objective
- By the end of the session, participants will:
- Understand the objectives and major kinds of monitoring and evaluation
- Understand the key elements to consider in phasing out of safe spaces

Time: 1 hour 30 minutes

Materials required
Projector, screen

Facilitator Preparation
Review relevant slides
Ensure Participant Guides are available or print copies of monitoring and evaluation tools
Review and understand monitoring and evaluation tools

Part I: Monitoring & Evaluation

Time: 45 minutes

Explain that once you get safe spaces up and running, you need to make sure that they are of quality and safe for women and girls to attend. In this session you will discuss how to monitor and evaluate the quality and safety of safe spaces.

Lead a plenary brainstorm using the following guiding questions:
- When we say monitoring, what do we mean?
- When we say evaluation, what do we mean?
- Why would we do monitoring and evaluation?
- What are the kinds of things you would want to measure in safe spaces?
- Present and discuss the objectives and key elements of monitoring of women and girls' safe spaces:

Monitoring and evaluation are essential parts of safe spaces work. It is important to make sure that safe spaces are truly safe for women and girls, that they are operating in the ways we expect and that they are responding to their intended purpose. If this is done on a regular basis, accountability and quality of the center's programmes are ensured. All obtained data should be stored safely and most importantly should never compromise the safety of GBV survivors. There are several kinds of monitoring and evaluation that can be done in and around WGSS.

Attendance & Process Monitoring
This includes using simple tools like admission sheets for new beneficiaries (if they give consent to this), sign-up and sign-in sheets for activities and programmatic records that indicate which activities take place, how often, and how many people participate. This category also includes monitoring of materials and resources used for safe spaces (e.g. how many books, art materials etc. are made available for recreational activities).

Feedback from Women and Girls
It is important to maintain the women- and girl-centered nature of safe spaces, including throughout the monitoring and evaluation of WGSS. Safety monitoring is one of the most important elements of safe spaces - we must ensure that women and girls are not put at risk by participating in these activities. In addition, feedback

from women and girls should cover their satisfaction with various aspects of safe spaces, including the location, session times and activities as well as their suggestions with regards to what could be improved. Safety audits, focus group discussions, individual satisfaction surveys and beneficiary interviews can support getting feedback from women and girls.

Staff Skills & Attitudes Monitoring
The skills and attitudes of staff in women and girls' safe spaces are essential. Those managing safe spaces should regularly check the skills and attitudes of their staff to ensure they are operating in a women- and girl-centered way and not reinforcing the negative attitudes and prejudices that women and girls encounter in other areas of their lives. This will require continuous capacity building for staff, and can be monitored using the skills and attitudes checklist (see point 5).

Change Monitoring
It is also important to find out if the safe spaces are achieving a change in the lives of women and girls who participate. This can be more challenging than the activity, process and safety monitoring above, and may require specialists or additional capacity building to do well. However, some qualitative information can be captured through focus group discussions with women and girls, as well as individual interviews with beneficiaries as well as staff members, which should be done on regular basis in order to see trends and if issues were addressed after the assessment Other, more sophisticated tools include the Most Significant Change methodology, which can be found in the Additional Resources section.

The following are some samples of key monitoring and evaluation tools, which should be adapted to your context before use.
Admission sheet
Sign up and sign in sheets for activities
Safety audits
Focus group discussions and key informant interviews.

Staff attitudes and skills
The guidance for using the tool remains the same, but the questions may change depending on the kind of information you want to gather. You will need to review the tools with your management or team to determine the questions that should be added or removed, but Annex 18 provides some suggestions (also in Participant Guides).

Keep in mind the following:
- It is important to have a monitoring and evaluation plan, including what you want to measure, when, how and why.
- Less can be more. It is essential to only collect information that you are going to use - monitoring and evaluation take time, energy and resources from WGSS staff but also from women and girls, so use it wisely. Ensure that all information you collect will be used to reinforce the quality and safety of safe spaces.
- Confidentiality - make sure that all information collected either does not include individual information (e.g. is about aggregate numbers - '7 women participated in a sewing activity on Monday the 1st of March') or if it does involve individual women (e.g. a list of names of women participating in the activity) that it is a) absolutely necessary to have that information written down b) that it is stored in a safe and secure location, in a locked cabinet, and c) that women and girls are aware of how information about them is being collected, used and stored. Refer to Annex 18 for more information on the importance of confidentiality in data collection (also in Participant Guides).
- Only use the tools and materials that you have the skills and knowledge to use well. Some tools and methods may require additional training and expertise.
- Ensure the engagement and safety of women and girls in monitoring and evaluation. This can include the use of participatory monitoring and evaluation methods, asking the views of women and girls into how they would like to give feedback (e.g. what kind of methods do they prefer, with what frequency, how much time they are willing to give to the process, etc.), as well as training women and girl participants in safe spaces to do use the monitoring and evaluation methods and gathering information from their peers.
- If possible, inter-agency or coordinated evaluations can help provide an outside perspective and provide conclusions that apply more widely.

In plenary, have volunteers in the room read out the introductory information of the monitoring tools from the Participant Guide (also in Annex 18) – focus on those that have not already been addressed during the initial assessment session. Spend a few minutes looking through each tool, and discuss the pros and cons of each. Facilitiate a discussions on which questions are relevant for your setting.

Part II: Phase Out

Time: 45 minutes

Lead a plenary discussion using the following questions:
- What is phase out?
- When should you start thinking about it?
- What are the criteria that need to be in place before phase-out can happen?

Present information on phase out from guidelines, as below and discuss.

- **Engagement and ownership:** Working with community groups, women's groups or local NGOs early in the process with a clear plan for the next phase can be helpful. Key stakeholders should be involved in discussions about what should happen with safe spaces.
- **Engagement and safety of women and girls:** As always, these key principles should be kept in mind. Ask women and girls what they want to happen with safe spaces and how they think it could be done. Make sure their safety will not be at risk.
- **Allowing sufficient time:** Safe spaces are not an instant creation - they take time to establish and even more time for women and girls to start feeling comfortable interacting in a space and making it their own. Plan for sufficient time for this to happen, as well as adequate time for a handover of activities to another organization or group - including capacity building of those who will take over running the safe space.
- **Early planning:** Phase-out should be a consideration from the very beginning of safe spaces planning and assessment - and should be discussed with women, girls and community stakeholders from that point. Know how long you can/want to be involved with safe spaces and plan accordingly - being upfront about your time or budget limitations can prevent frustrations later. Be mindful of financial considerations - you should not simply phase out of safe spaces because you have no more budget to cover their operation, as this can undo the good work you have done with the safe spaces themselves and lead to increased risks for women and girls.
- **Be flexible:** Your phase-out plans may need to change depending on the context, security, and women and girls themselves. Try to plan the budgetary and time flexibility to allow this.

Key Messages
- Monitoring and evaluation are important elements of running safe spaces, which should be considered and planned from the beginning of implementation.
- Monitoring and evaluation should happen together with women and girls - they should have input into the way they want to give feedback as well as the opportunity for feedback itself.
- Regular monitoring of women and girls' safety is essential.
- Ensuring engagement and ownership by women and girls and their communities from the beginning of safe spaces implementation is essential - in and of itself, as well as to allow for later phase out.
- Empower women and girls to make key decisions
- Plan enough time, and resources, to ensure a smooth handover

Session 12: Open Discussion & Conclusion
(Participant Guide:Session 12)

The last session of the training provides time for open discussion of any pending questions or concerns from the rest of the training, as well as an interactive closing exercise.

Learning Objective
By the end of the session, participants will:
Be able to summarize their learning from the training.
Feel energized and connected around their involvement in WGSS.

Time: 1 hour 20 minutes

Materials required
String, balloons.

Facilitator Preparation
• Read questions in parking lot and group them into themes, deciding which to focus on and which cannot be answered during this training. Where possible, think of additional resources or pathways that participants could use to find the information that will not be answered during the discussion session (see Annex 2).
• Inflate several medium-sized balloons.

Part I: Open Discussion & Conclusion

Time: 1 hour

The key themes for this discussion will come from the parking lot, and any other questions or concerns that participants may have coming out of other sessions of the training. This session is important to allow for participants to process the things that have been discussed during the training, and ask any general questions that have not come up in specific sessions.

Present any questions and themes from the Parking Lot, and lead a discussion around them. Ask the group for any additional questions. See Annex 19 for a list of Frequently Asked Questions that may come up during this session. Annex 2: Additional Resources may also be useful.

To close out the training, it is important to give participants a chance to reflect on the things they have learnt, and it can be helpful to do this in a visual and tactile way.

Remind participants of the principles you have been discussing for the past three days, and refer to the flip chart on the wall with their ideas (from the beginning of Day 2) about how to put the principles into practice in each phase.
• Ask them to brainstorm any additional ideas (5-3 per person) on post-it notes and add them to the flip chart.
• Next, ask participants to spend 5 minutes walking around the room and looking at the work you have done in the three days (including the new ideas for implementing principles in each phase).
• Then, have participants stand in a circle, with one person holding a ball of string (if you have two facilitators, one can participate in the exercise, while one will need to help pass the string).
• Ask the person holding the string to say one thing they have learned in the training (one phrase only) and then pass the string across the circle to another participant (not a neighbor).
• Continue in this way until all members of the group have said something.
• If you have a small group, repeat the process until everyone has spoken twice (you want to make sure that the string makes a crisscrossed network between all participants). As an alternative, instead of inviting participants to share a second thing they have learned, you can instead ask them to say one word about how they feel at the end of the training for the second round. This is a quick way to bring together learning and feeling at the end of the training.
• Ask everyone to take a small step backwards so the string is taut.
• Ask participants to look at the string connecting them all – what does it mean to them? Invite a few participants to share their thoughts.
• Explain that for you, this network between them represents the strong, connected system of care and support that they will provide to women and girls through safe spaces
• Next, float several inflated balloons on top of the string. If the network is connected enough, the balloons should be supported by the string.
• Ask participants what these balloons might represent, and invite a few thoughts. Explain that for you, these represent women and girls supported through the safe spaces.
• Ask participants what would happen if some of these pieces of string were to break or be cut. If you have time, you can demonstrate by cutting several strings, until balloons start to fall through the holes.

Make the link back to self care and staff care - in the same way that every string in this network needs to be strong for the whole to work, we have to be strong ourselves to support the women and girls that we work with.

Key Messages
- Caring for ourselves and our staff is essential to allow us to provide quality support to women and girls in safe spaces.
- Review key messages from previous sessions, and remind participants of the principles of WGSS. See Annex 20 for a summary of WGSS good practice to help in this review.

Part III: Post-test & Certificates

Time: 20 minutes

Facilitator PreparationRemove or cover materials on the walls. Administer and collect the post-test (Annex 5). As participants submit their post-test, provide them with their certificate of participation (see Annex 6).

End the training by thanking participants and making arrangements for follow-up communication and support.

5. Ongoing Support to participants

Given the security challenges in the Syrian context, it may be difficult to provide face-to-face support to training participants once they return to their locations and start establishing and/or managing WGSS. To respond to this challenge, this section provides some information on remote mentorship and management. To begin with, you can use the post-test to assess how well participants have absorbed and understood information in the training.

Focus on Attitude and Process

It will not be possible to impart in three days every piece of information participants might need to set up and manage WGSS. With that in mind, the methodology of this training has been designed to promote and foster the attitudes and critical thinking skills that will be necessary for participants to make their own decisions in the field as situations arise. The two key elements of this attitude and process are that every process and decision should be centered on, and conducted with, women and girls and that they should promote and protect the safety of women and girls. Essentially, when there is doubt about an activity or an approach, participants should consult women and girls - keep this principle in mind and repeat it as much as possible throughout the training so that participants develop the habit of defaulting to this when concerns or challenges arise later.

Regular Communication & Troubleshooting

In the absence of face-to-face support and mentoring, maintaining regular communication by phone or email is essential. Proactively contacting participants and setting up regular appointments for conversations by phone or other means can be helpful, as it is often the case that people will a) not realize they need support, or b) not ask for support when they first think they might need it (and this is the time when the support can be most effective). The following are a few potential discussion questions for these conversations:
- Talk me through how activity X is working
- What do you think is working well?
- What are you finding challenging?

It can also be helpful to connect participants to each other by email, social media or using online webinars - this connection will allow them to share challenges and concerns and seek support from their peers.

Phased Capacity Building

If possible, establish an action plan with each participant for how they will continue to build their knowledge and skills. Actions in the plan can include online trainings, reading materials and if you have the technology available, online webinars to discuss questions and concerns. In addition, it may be helpful to invite participants to a follow-up workshop after a few months of program implementation to review key topics and troubleshoot any questions or challenges that have arisen. Major topics to discuss during this session may include the following:
• Reviewing principles of safe spaces (with a strong focus on women-, girl- and survivor-centered work).
• Recreational, awareness-raising and outreach activities - potentially building in material from packages in the additional resources section and separate literature review to further build capacity
• Reviewing and assessing use of monitoring and evaluation tools
• General discussion and troubleshooting on safe spaces, activities, safety, challenges, etc.

Annex 2: Additional Resources can provide material and further guidance.

6. Staff Care & Support

This section gives some information on stress, trauma and the kind of support that staff may need to deal with this when working within/around women and girls' safe spaces. This section is important for facilitators in that you will be working with and supporting those who manage safe spaces, and need to make sure you are healthy and able to do so effectively. It can also serve as a resource for you during the training and for follow-up support to safe spaces teams.

Stress & Trauma

Stress is the body's way of responding to any kind of demand. It can be caused by both good and bad experiences. When people feel stressed by something going on around them, their bodies react by releasing chemicals into the blood. These chemicals give people more energy and strength, which can be a good thing if their stress is caused by physical danger. But this can also be a bad thing, if their stress is in response to something emotional and there is no outlet for this extra energy and strength.

Many different things can cause stress -- from physical (such as fear of something dangerous) to emotional (such as worry over your family or job.) Identifying what may be causing you stress is often the first step in learning how to better deal with your stress. Some of the most common sources of stress are:

Survival/Traumatic Stress - You may have heard the phrase "fight or flight" before. This is a common response to danger in all people and animals. When you are afraid that someone or something may physically hurt you, your body naturally responds with a burst of energy so that you will be better able to survive the dangerous situation (fight) or escape it altogether (flight). This is survival stress, and it can be triggered by exposure to emergencies, danger and conflict or other traumatic situations.

Secondary Trauma - Secondary traumatic stress is the emotional duress that results when an individual hears about the firsthand trauma experiences of another.
Internal Stress - Internal stress is when people make themselves stressed. This often happens when we worry about things we can't control or put ourselves in situations we know will cause us stress. Some people become addicted to the kind of hurried, tense, lifestyle that results from being under stress.

Environmental Stress - This is a response to things around you that cause stress, such as noise, crowding, and pressure from work or family. Identifying these environmental stresses and learning to avoid them or deal with them will help lower your stress level.

Fatigue and Overwork - This kind of stress builds up over a long time and can take a hard toll on your body. It can be caused by working too much or too hard at your job(s), school, or home. It can also be caused by not knowing how to manage your time well or how to take time out for rest and relaxation.
Stress can affect both your body and your mind. People under large amounts of stress can become tired, sick, and unable to concentrate or think clearly.

Care & Support Strategies

There are different ways to respond to different kinds of stress - some possibilities are provided below.

Self-Care
First, identify your stressors (the things that create stress for you) in your work and personal life. Second, identify the activities in your life that reduce stress, and give you energy. Make a plan to do one of your chosen activities at least once per week, or during times of particular stress.

Buddy System
Choose one person in your team that you would feel comfortable sharing sensitive information with. As buddies, you are each responsible for checking in with the other on a regular basis, and monitoring the emotional well-being of your buddy. You can decide how you want to do check-ins: meeting at the office or elsewhere, sitting down together or while doing other activities (e.g. walking, listening to music, etc.) but you must have a regular plan to meet (and prioritize it, even when work and personal life is busy and stressful). It is also your responsibility to keep an eye out for your buddy – if you notice that they seem stressed or unhappy, ask them how they're doing and try to engage them in activities to help them feel better. You can use any of the techniques described below during your regular meetings or at other times as necessary.

Supervisor Individual and Group De-brief
If you supervise staff, make sure you meet with each of them individually once a month to de-brief, hear how they are feeling and do relaxation exercises together. You should also meet with the group of employees together once per month. You can use the questions below as a guide for de-briefing sessions, and follow the same principles as for case management and psychosocial support: create an environment of physical and emotional safety, establish a relationship of trust, be open and show that you are paying attention and listen without judgment. If needed, you can support your staff to develop strategies to address the particular stressors in their work, but sometimes all people need is a safe space to share their thoughts and feelings.

Professional Support
Keep in mind that sometimes stress is severe enough that these strategies will not be enough; in this case, you you may require professional support.

Stress Management Techniques & Activities

1. **Exercise** (walking, jogging, etc.), listening to music, reading, dancing, prayer, singing, meeting with friends, etc.

2. Deep Breathing
Imagine you have a balloon inside your stomach. Place one hand below your belly button, and breathe in slowly through the nose for four seconds, feeling the balloon fill up with air – your belly should expand. When the balloon is full, slowly breathe out through your mouth for about four seconds. Your hand will rise and fall as the balloon fills and empties. Wait 2 seconds, and then repeat a few times. When belly breathing, make sure the upper body (shoulders and chest area) is fairly relaxed and still.

3. Visualization
Find a quiet place and close your eyes. Think of the most calm, peaceful place you have ever been. Picture yourself in that place. Describe what it: Looks like, Sounds like, Smells like, Feels like. Imagine yourself in the place and breathe deeply. Return here when you are feeling stressed or worried.

4. Muscle Relaxation
Make a fist with each hand and squeeze each hand tight. Squeeze… Squeeze… Squeeze…and Relax. Now, while you squeeze your fists again, tighten your arms to squeeze your body, Squeeze… Squeeze… Squeeze… Relax. Now, this time also squeeze your legs together while making a fist and squeezing your arms together, Squeeze… Squeeze… Squeeze… Relax. Repeat. Shake out your hands, arms and legs.

Group De-briefing/Stress Management Exercises

1. **Writing it Out**
Divide into pairs or small groups. Explain that you'll be asking them to write about a difficult or stressful experience in your work, and then they will read what they wrote to their partner/others in the group. They will not need to hand in what they wrote, and can choose not to read out what they wrote if they choose. Ask them to spend 5

minutes writing about a difficult work situation and what helped them to manage the situation.

After 5 minutes, ask them to spend 5 minutes reading what they wrote to their group. Listeners should not give advice or analyze what is said, they should only listen. After everyone in the smaller groups has had a chance to read, return to the full group. Debrief - what was the experience like? Did anything surprise you? What was difficult, what was useful?

2. Success Stories

When suffering is so pervasive and the needs so enormous, it can seem as though no matter what we do, it is never enough. This exercise is designed to help staff recognize even small accomplishments.

At the end of a work-day, gather staff together and ask each person to talk about one success they had during that day or that week – no matter how small. If someone is unable to come up with a success, other team members should help them. Doing this on a regular basis can begin to help staff recognize what they are accomplishing, rather than focus exclusively on what still needs to be done. This can be a helpful – and simple – strategy against burnout.

3. Creative Expression

The leader asks group members to express their reactions to the following question:

"What got you involved in this work; and what gives you the strength to keep doing the work?"

using drawing, painting, sculpting, etc. After 10 minutes of drawing, you would have each group member place their artwork on the wall (if possible) or on the ground for other team members in the group to see. The group members can discuss their reactions to the art, and their experience of making their artworks.

4. Poetry in motion

The leader asks the group members to tear a piece of paper into strips, and prepare to write. The leader then instructs the participants, as follows: "Without thinking too much, what strengths and personal qualities do you have inside yourself that allows you to do this work?"

The leader asks the group members to tear a piece of paper into strips, and prepare to write. The leader then instructs the participants, as follows: "Without thinking too much, what are some of the rewards of this work?"

From here, the leader can divide the group into smaller groups (of no more than 5 people each). The group is then asked to put their pieces of paper together into a poem. Each group is then asked to present the poem to the larger group. These poems can be decorated in creative ways and posted on walls of offices to remind staff of the qualities in themselves and in their work that keeps them strong.

7. Annexes

Annex 1: Women and girls' safe spaces versus other spaces

Annex 2: Additional Resources

Annex 3: Ice-Breakers and Energizers

Annex 4: Common Resistance Reactions and Strategies

Annex 5: Pre-test and post-test

Annex 6: Sample Certificate

Annex 7: Gender-Based Violence Definitions

Annex 8: Power Walk – Character Cards

Annex 9: Prevention of Sexual Exploitation and Abuse

Annex 10: Assessment Simulation

Annex 11: Phases of Women and Girls' Safe Spaces

Annex 12: Possible locations

Annex 13: Assessment tools

Annex 14: Focus Group Discussion Role Play

Annex 15: Supporting GBV Survivors Role Play

Annex 16: Scheduling

Annex 17: Sample organogram and job descriptions

Annex 18: Monitoring and Evaluation

Annex 19: Frequently Asked Questions

Annex 20: Do's and Don'ts: a checklist for establishing women and girls safe spaces

Annex 21: Power point presentation slides

Annex 1: Women and girls' safe spaces versus other spaces

Safe spaces versus safe houses and shelters[23]
Women and girls' safe spaces, as defined above, fulfill a very different objective than safe houses or shelters. Safe shelters are places that provide immediate security, temporary refuge, and support to survivors escaping violent or abusive situations. They constitute a formal response service as part of GBV case management. This service is, through the referral process, made available to women and girl survivors of violence who are in imminent danger. Safe shelters are professionally staffed and accredited. Admission is contingent on specific criteria and strict standard operating procedures of confidentiality. Safe shelters deliver specialized services and provide beneficiaries with personal security.

Safe spaces versus women safe spaces in reception areas[24]
Women and girls-only safe spaces in reception areas of refugee camps differ from safe spaces. The former are a first entry point into the refugee camp. The primary objective of such areas is to minimize the risks for women and girls undergoing the processes of being assigned shelters, receiving initial assistance packages, and entering the camp. These areas can also be used to provide information regarding the services available to women and girls, and ensure connection to other services when specific vulnerabilities are identified.

Safe spaces and child-friendly spaces[25]
Child-Friendly Spaces (CFSs) are widely used in emergency situations as a first response to the needs of girls and boys, and as a forum for working with affected communities. They are established in response to children's immediate rights to protection, psychosocial well-being, and non-formal education. This response is carried out through activities directed at caring for and protecting children, such as the setting up of support groups, peer activities, life skills workshops, and more. CFSs typically cater to children i.e., boys and girls under 18 years of age. In some contexts, however, they may also engage and benefit young people aged above 18 years.

Safe spaces for women and girls and CFSs do, however, share some common elements. At times, they may also cater to similar populations. This is particularly true with regard to adolescent girls. In this respect, it should be appreciated that the purposes of CFSs and those of safe spaces do not overlap, but are seen to be complementary. In the Jordanian context, safe spaces for women and girls typically house very specialized response services for SGBV survivors, while CFSs are less specific and provide referrals to specialized protection services.

Annex 2: Additional Resources

The following list provides some additional documents and websites to support facilitators and participants in their learning around women and girls' safe spaces and related topics.

Safe Spaces
- Women and Girls Safe Spaces: A guidance note based on lessons learned from the Syrian Crisis, UNFPA (http://www.unfpa.org/resources/women-girls-safe-spaces-guidance-note-based-lessons-learned-syrian-crisis)
- Additional Resources for Activities in Safe Spaces for Women and Girls: A Literature Review, UNFPA
- Girl-Centered Program Design: A Toolkit to Develop, Strengthen & Expand Adolescent Girls Programs, Population Council (http://www.popcouncil.org/research/girl-centered-program-design-a-toolkit-to-develop-strengthen-and-expand-ado)

Gender-Based Violence
- Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery, IASC (gbvguidelines.org)
- Managing Gender-Based Violence Programmes in Emergencies, UNFPA, https://extranet.unfpa.org/Apps/GBVinEmergencies/index.html.
- Managing Gender-Based Violence Programmes in Emergencies E-learning Companion Guide, http://www.unfpa.org/publications/managing-gender-based-violence-programmes-emergencies (available in Arabic).
- Core Concepts in GBV: Facilitator Manual, International Rescue Committee, (http://gbvresponders.org/response/core-concepts/)
- Various GBV resources, including prevention, service provision, empowerment adolescent girls, disability inclusion, and emergency response, IRC (gbvresponders.org)

Disability Inclusion
- GBV and Disability Toolkit, WRC & IRC (gbvresponders.org)

Case Management & Psychosocial Support
- Caring for Child Survivors Implementation Guidelines, UNICEF & IRC (http://www.unicef.org/pacificislands/IRC_CCSGuide_FullGuide_lowres.pdf)
- Interagency Guidelines for Case Management and Child Protection. The Role of Case Management in the Protection of Children: A Guide for Policy and Programme Managers and Caseworkers (http://www.themimu.info/sites/themimu.info/files/documents/Ref_Doc_CP_Case_Management_Guidelines_2014.pdf)

Prevention of Sexual Exploitation and Abuse
- Taskforce on the Prevention of Sexual Exploitation and Abuse, United Nations (pseataskforce.org)

Monitoring and Evaluation
- Ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies, WHO (http://www.who.int/hac/techguidance/pht/SGBV/en/)
- Gender-Based Violence Information Management System (gbvims.org)
- The 'Most Significant Change' Technique: A guide to its use, Rick Davies and Jess Dart (http://www.mande.co.uk/docs/MSCGuide.pdf)
- Review of monitoring and evaluation resources, (betterevaluation.org)

Annex 3: Ice-Breakers & Energizers

Suggestions for simple activities that can be used throughout the day to keep participants engaged and interested, and help them get to know each other. These can also serve as a resource for activities to be conducted in safe spaces. Consider the dynamic and comfort level of your group (and particularly of women participants) in selecting exercises. Energizers have not been included in the planning of the sessions above, as the need for them will vary depending on the group and their energy levels; therefore, it is up to you to include energizers as you see the need for them. You can also invite participants to let you know when they feel energy is flagging and there is a need for movement.

Introductions
- Stand in a circle. Starting with the facilitator, have everyone say their name, where they work, and one thing they like (to do, or eat, or wear, or play, etc.). Ask if anyone else in the group also likes the thing that the first person mentioned and have those people raise their hands. Ask one of those people to introduce themselves next, with something else that they like. Continue until everyone has had their turn.
- Divide participants into pairs. Ask them to spend two minutes finding out information about their partner, including their name, position, where they are from and one thing about them that the group may not know. Invite each participant to introduce their partner to the group.
- Divide participants into pairs, and ask them to find something they have in common (tell them to avoid the most obvious things, such as 'we are humans', 'we are women' or 'we are all participants in this training'). After a minute, ask each pair to combine with another pair and find something the new, larger group has in common. Continue until you have between two and four large groups. Encourage participants to introduce themselves to their new group-mates as they go. Once you have finished, ask each group to tell everyone else what they had in common.

Energizers
It can be helpful to ask participants to lead energizer exercises; however, keep in mind that such exercises may take longer than anticipated, so it is important to keep an eye on the time. You can have a mix of exercises led by you and by participants.

Simon Says
Say a list of actions out loud-e.g. stand up, sit down, jump up and down, turn around. Participants should only complete the action if it is preceded by the words 'Simon says' (you can exchange Simon for a more relevant name-better yet, a woman's name-if you like). Those who do the action when Simon did not say should sit down.

Be the Pen
This is a quick and simple exercise. Hold up a pen or marker, and ask participants to pretend to be the pen - meaning that they must do everything the pen does. Bend the pen forward, backwards, make it jump up and down, turn around, etc.

Pick the Fruit
Choose a fruit that grows in your area, and tell participants that you are going to pick some fruit. Tell them the best fruit grows at the top of the tree, so they should reach up as if they were picking the best fruit (show this by reaching up repeatedly as if you were picking multiple fruits). Then the fruit needs to be placed in a basket on the ground, so everyone should reach down to the ground as if they were placing the fruit down. Repeat as needed.

Annex 4: Common Resistance Reactions and Strategies[26]

Common resistance reactions: definitions and examples
Below are examples of Common Resistance Responses that facilitators should be prepared to identify (within themselves and others) and respond to. All of these reactions:
- Are learned; they are taught by our society in order to reinforce norms and ultimately, patriarchy.
- Prevent men from having to take responsibility for their or other men's actions.
- Allow for women to distance themselves from victims of violence.
- Involve minimizing, denial, and justification.
- Are not right and perpetuate violence against women.

1. Denial: Asserting that something is not true or not a problem
- "That is not an issue"
- "Violence is a normal part of any relationship – stop making an issue of it"
- I do not know where she got the bruises on her face, she must have fallen"
- "There is no problem here – nothing happened"

2. Minimizing: Making something smaller or less serious than it is
- "I don't know why women make this such a big deal"
- "I've been hit before – it's not that serious"
- "It was only a slap"
- Joking about GBV

3. Justification: Stating that something is right or reasonable
- "Women need to learn to stay in line and listen to their husbands"
- "She deserved it"

4. Victim Blaming: Stating or implying that the victim is at fault for the violence that she experienced
- "Well if she had listened to her husband, this would not have happened"
- "She asked for it by (behavior)"
- "She provoked me, I had no choice"

5. Comparing victimhood: Changing the focus of the discussion/situation by stating that another group also experiences the same problem
- "Men experience violence too"
- "Both men and women are victims of violence – why is it always about women?"
- "Women can be abusive to men too"

6. Remaining silent: Choosing to keep quiet or not speak up in the face of an injustice or problematic act
- Not speaking up when violence/disrespect occurs
- Ignoring something or pretending you did not notice

7. Reinforcing Norms: Engaging in behaviors that support power inequality and harmful beliefs and attitudes
- Taking control of women's work in the community around GBV
- Perpetuating violence/discrimination

8. Colluding: Men supporting harmful beliefs and attitudes of other men
- Agreeing with any of the above responses – by verbal expression or silence
- Believing or supporting excuses and justifications for violence
- Laughing at harmful attitudes and beliefs that other men express

The following are some suggested steps to challenge common resistance reactions, such as those described above.

- Ask for clarification / Learn why they have that opinion
- Summarize back the statement or comment
- Identify to yourself which of the "Common Resistance Reactions" is being expressed by the harmful statement or action
  - "Thank you for sharing your opinion with us. Can you tell us why you feel that way?"
  - "So it sounds like you are saying...is that correct?"
  - How do you think it might feel to your female colleagues in the room to hear that statement?"

- Seek an alternative opinion / Involve Others
- Send the question back to the group using an open method. For example:
  - "What do the rest of you think of that phrase (or this attitude)?"
  - "To me that sentence sounds like victim-blaming. What do the rest of you think?"
  - "You say that your religion supports this kind of violence against women. Would all those of the same religion/all religious leaders agree with that interpretation?"

- If nobody offers an alternative opinion, provide one.
  - "Many of the men and women I know feel that the perpetrator is the only person to blame for a rape and that we all have a responsibility to respect other people's right to say "no" to sexual activity."

- Offer facts that support a different point of view and emphasize a helpful perspective. For example, statistics support the view that many more women experience GBV than men, and that the consequences are much more serious for women. Sometimes there are laws that can support a position but the law may not be recognized within the country or community. If you are going to reference a law, please ensure it is recognized in the community:
  - "The law says that every person has right to say "no" to sex, and the rapist is the only person to be blamed. I agree with this and as a man, I think it is important that we respect a woman's choice to make her own decisions about sex. It does not matter what a woman wears or does, she has the right not to be raped."

Please note that it is very unlikely that the participant will openly change his or her opinion even after you use these strategies to address the statement. But by challenging the statement, you have provided an alternative point of view that the participant may consider and hopefully adopt later. You have also demonstrated accountability to women and girls and offered a different leadership model.

Annex 5: Pre-Test/Post-Test

Pre-Test/Post-Test – Establishing Women and Girls Safe Spaces Training. Version 1

Check one: pre-test /   post-test

Name:

Date:

1- What is the difference between sex and gender?

....

....

2- What is gender-based violence?

....

....

3- Name the four (4) guiding principles in working with survivors of gender-based violence.

1   ....

2   ....

3   ....

4   ....

4- What are the main causes of gender-based violence?

....

....

List five (5) potential consequences of gender-based violence.

1   ....

2   ....

3   ....

4   ....

5   ....

What are the objectives of women and girls' safe spaces?

....

....

What are the principles used in establishing and managing women and girls' safe spaces?

1 ....

2 ....

3 ....

4 ....

5 ....

6 ....

List the five (5) phases of establishing and managing women and girls' safe spaces.

1 ....

2 ....

3 ....

4 ....

5 ....

When conducting an assessment before establishing a women and girls' safe space, what information should you gather? List five (5) examples.

1 ....

2 ....

3 ....

4 ....

5 ....

Give two (2) examples of methodologies that you might use to gather information from women and girls.

1 ....

2 ....

List five (5) examples of activities and/or services that might take place in safe spaces.

1 ....

2 ....

3 ....

4 ....

5 ....

Give two (2) examples of tools or methodologies you might use to monitor and/or evaluate women and girls' safe spaces (use different examples to those you provided for Q10).

1   ....

2   ....

Name three (3) things you should keep in mind when considering phasing out of a women and girls' safe space.

1   ....

2   ....

3   ....

Pre-Test/Post-Test Answer Key

The test is marked out of a total of 50 points.

1- What is the difference between sex and gender? (2 points)

Sex refers to the innate, biological and physiological characteristics that define males and females. Gender refers to the learned, changeable, socially defined roles attributed to men and women.

Full points if bolded elements are included. One (1) point if any of those are missing. Zero (0) points if two or more are missing.

2- What is gender-based violence? (4 points)

Gender-based violence is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.
Give full points if the bolded elements are included. Two (2) points if any one of those is missing. Zero (0) points if two or more are missing.

3- Name the four (4) guiding principles in working with survivors of gender-based violence. (4 points)

- Respect
- Dignity
- Confidentiality
- Non-discrimination

Give one (1) point per correct answer from the list.

4-What are the main causes of gender-based violence? (4 points)

The root causes of gender-based violence are a **society's attitudes** towards and **practices** of gender **discrimination.** Typically, these place women and men in rigid **roles** and positions of **power,** with women in a **subordinate position** in relation to men. The accepted gender roles and lack of social and economic value for women and women's work strengthen the assumption that men have decision-making power and control over women.
Give full points if the bolded elements (or equivalent words) are included. Two (2) points if power and at least one other element are mentioned. Zero (0) points if power is not mentioned.

5-List six (6) potential consequences of gender-based violence. (3 points)

Give 0.5 points each for any of the below examples – or others that you judge to be relevant - up to six (6).

Women & Girls	Families & Communities	Perpetrators
Physical consequences such as: bruises, open wounds, broken bones, internal injuries, permanent disabilities (up to and including death). Mental and Psychological consequences such as: depression, anxiety, panic disorders, sleeping disorders, flashbacks, low self-esteem, suicidal tendencies. Sexual and reproductive consequences: Sexually transmitted infections, unwanted pregnancy, pregnancy complications, sexual dysfunction, miscarriage Behavioral Consequences: Alcohol and drug abuse, sexual risk-taking, self-harm. Economic & Social consequences: Stigma, social isolation, rejection, loss of wages/earnings.	Direct impact on children of experiencing abuse or witnessing abuse of their mother or siblings, as well as mother or siblings not being able to take care of children and household due to violence. Economic impact on family of losing survivor's ability to earn income and look after children.	Imprisonment, loss of social status. However, perpetrators also experience positive repercussions of using violence - it can create social status rather than taking status away, keeps them in control of their household, ensures their needs are prioritized (e.g. food and sexual relations whenever he chooses)

6- What are the objectives of women and girls' safe spaces? (6 points)

A safe space is a formal or informal place where women and girls feel **physically and emotionally safe**. The term 'safe,' in the present context, refers to the absence of trauma, excessive stress, violence (or fear of violence), or abuse. It is a space where women and girls, being the intended beneficiaries, **feel comfortable and enjoy the freedom** to express themselves without the fear of judgment or harm. The key objectives of a safe space are to provide an area where women and girls can:

- Socialize and re-build their social networks;
- Receive social support;
- Acquire contextually relevant skills;
- Access safe and non-stigmatizing multi-sectorial GBV response services (psychosocial, legal, medical);
- Receive information on issues relating to women's rights, health, and services.

Safe spaces also help to **reduce the vulnerability of women and girls to GBV.**

Give full points if women and girls, physically and emotionally safe and four (4) or more other bolded elements are mentioned. Three (3) points if women and girls, physically and emotionally safe and at least two (2) other elements are mentioned. Zero (0) if women and girls and physically and emotionally safe are not mentioned.

7- What are the principles used in establishing and managing women and girls' safe spaces? (6 points)

- Leadership and empowerment of women and girls
- Client/survivor centered
- Safe and accessible
- Community Involvement
- Coordinated and Multi-sectoral
- Tailored

Give one (1) point per correct answer from this list.

8- List the five (5) phases of establishing and managing women and girls' safe spaces. (5 points)

- Assessment
- Staffing
- Activities and Services
- Monitoring and Evaluation
- Phase-Out

Give one (1) point per correct answer from this list.

9- When conducting an assessment before establishing a women and girls' safe space, what information should you gather? List five (5) examples. (5 points)

- Safety
- Location
- Set-up
- Timing
- Activities and services
- Partnership

Give one (1) for any of the answers above, up to five (5). You may also give one (1) point each for answers within these categories (e.g. What kind of activities do women want to do?), at your discretion.

10- Give two (2) examples of methodologies that you might use to gather information from women and girls. (2 points)

- Focus group discussions
- Individual interviews
- Safety mapping

Give one (1) point each, up to a total of two (2) for any item on the above list, or other answers that you judge to be relevant.

11- List six (6) examples of activities and/or services that might take place in safe spaces. (3 points)

- Support to GBV survivors: e.g. referral, safety planning, case management, psychosocial support
- Age-appropriate support group sessions around a 'center-piece,' e.g. coffee/tea sessions, make-up, hairdressing, sewing activities, and henna application.
- Recreational activities: e.g. sewing, make-up, hair dressing, computer literacy, language, crochet, painting, drawing, theater performances.
- Formal vocational trainings
- Life skills training
- Livelihood activities
- Information and awareness-raising for women and girls, e.g. on GBV, hygiene, health, nutrition, women's rights, child feeding practices, positive coping strategies, life skills, etc.
- Prevention activities, e.g.: safety audits, safety mapping, safety groups, such as water collection group or school accompaniment group
- Outreach activities, e.g.: home visits and home-based tea/coffee sessions, engagement with community structures, religious and community leaders, development of informal safe spaces around the main physical safe space.

Give half (0.5) a point each – up to six (6) points for any example on the above list, or others that you judge relevant.

12- Explain the importance of monitoring and evaluating safe spaces. (1 point)

It is essential to monitor and evaluate WGSS in order to make sure that **women and girls are safe**, that financial and human **resources are being used effectively,** and that WGSS are **achieving their intended purpose.**

Give full points if the three bolded elements are mentioned. Half a point (0.5) if two of three are mentioned. Zero if safety is not mentioned.

13- Give two (2) examples of tools or methodologies you might use to monitor and/or evaluate women and girls' safe spaces (use different examples to those you provided for Q10). (2 points)
- Focus group discussions
- Individual interviews
- Sign-up sheets
- Satisfaction surveys
- Safety audits
- Skills and attitude checklist

Give one (1) point per correct answer from this list, up to two (2) points.

14- Name three (3) things you should keep in mind when considering phasing out of a women and girls' safe space. (3 points)

- **Engagement and ownership:** Working with community groups, women's groups or local NGOs early in the process with a clear plan for the next phase
- **Engagement and safety of women and girls:** Ask women and girls what they want to happen with safe spaces and how they think it could be done. Make sure their safety will not be at risk.
- **Allowing sufficient time** for women and girls to start feeling comfortable interacting in a space and making it their own. Plan for sufficient time for this to happen, as well as adequate time for a handover of activities to another organization or group - including capacity building of those who will take over running the safe space.
- **Early planning:** Phase-out should be a consideration from the very beginning of safe spaces planning and assessment - and should be discussed with women, girls and community stakeholders from that point.
- **Be flexible:** Your phase-out plans may need to change depending on the context, security, and women and girls themselves. Try to plan the budgetary and time flexibility to allow this.

Give one (1) point per correct answer from this list – or equivalent - up to three (3) points.
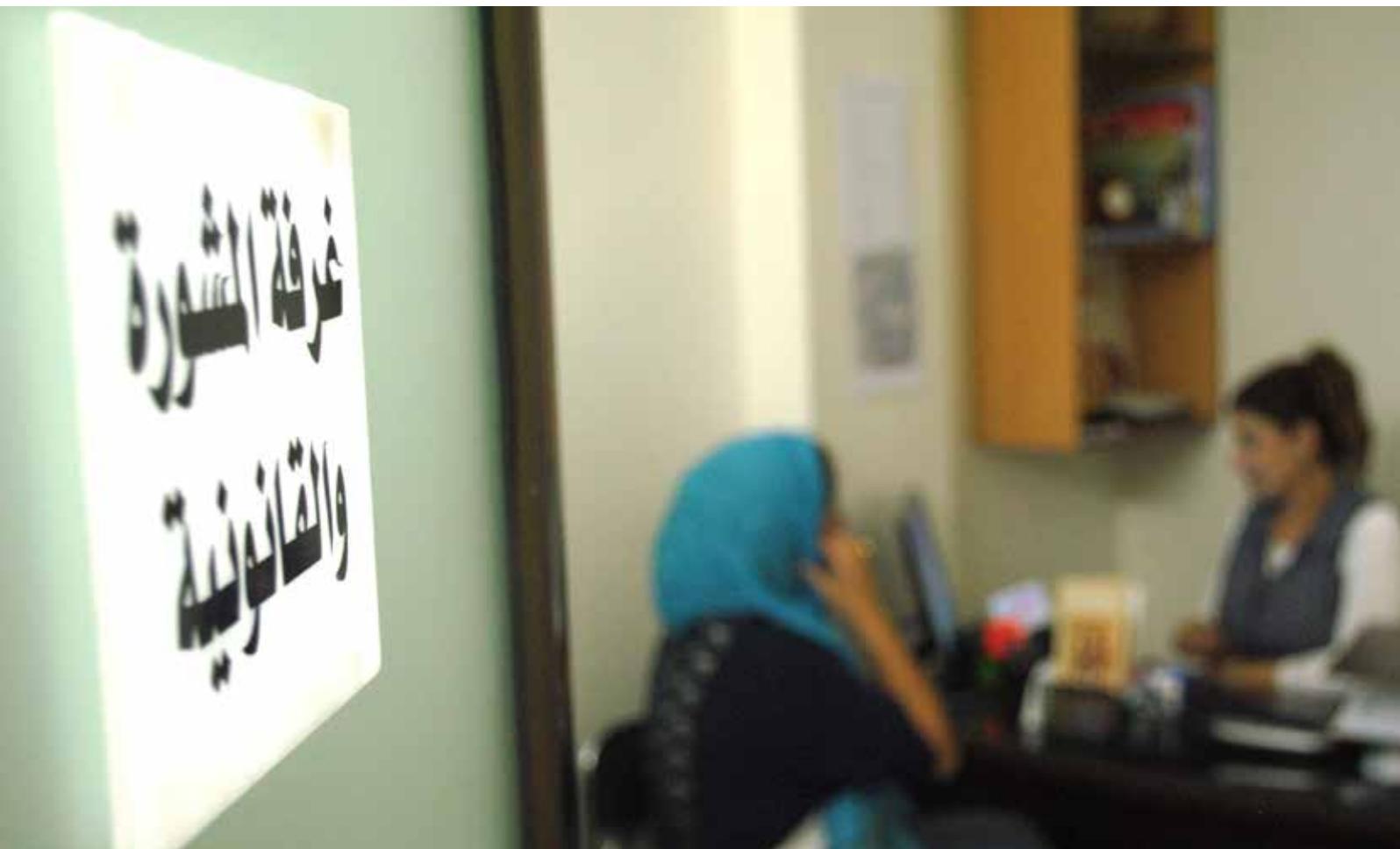
Annex 6: Sample Certificate

This is to certify that

_____

has completed a three-day training

UNFPA

WOMEN & GIRLS'
SAFE SPACES
Curriculum

Facilitator: Manager:

Date: Date:

Annex 7: Gender-Based Violence Definitions[27]

The Inter Agency Guidelines for Integrating gender based violence interventions in humanitarian action define GBV as "an umbrella term for any harmful act that is perpetrated against a person's will and that I based on socially ascribed (i.e: gender) differences between male and females. IT includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty".

The UN Population Fund (UNFPA), the International Rescue Committee (IRC), and the UN High Commissioner for Refugees (UNHCR) developed a GBV classification tool for the purposes of standardizing GBV data collection across GBV service providers. The criteria used to generate the classification tool's seven types of GBV were:

- Universally-recognized forms of gender-based violence
- Mutually exclusive (they do not overlap)
- Focused on the specific act of violence; separate from the motivation behind it or the context in which it was perpetrated

Each of the definitions below refers to the concept of consent. Consent is when a person makes an informed choice to agree freely and voluntarily to do something. There is no consent when agreement is obtained through:

- the use of threats, force or other forms of coercion, abduction, fraud, manipulation, deception, or misrepresentation
- the use of a threat to withhold a benefit to which the person is already entitled, or
- a promise is made to the person to provide a benefit.

Six Core Types of GBV. The six core GBV types were created for data collection and statistical analysis of GBV. They should be used only in reference to GBV even though some may be applicable to other forms of violence which are not gender-based.

1. **Rape:** non-consensual penetration (however slight) of the vagina, anus or mouth with a penis or other body part. Also includes penetration of the vagina or anus with an object.

2. **Sexual Assault:** any form of non-consensual sexual contact that does not result in or include penetration. Examples include: attempted rape, as well as unwanted kissing, fondling, or touching of genitalia and buttocks. FGM/C is an act of violence that impacts sexual organs, and as such should be classified as sexual assault. This incident type does not include rape, i.e., where penetration has occurred.

3. **Physical Assault:** an act of physical violence that is not sexual in nature. Examples include: hitting, slapping, choking, cutting, shoving, burning, shooting or use of any weapons, acid attacks or any other act that results in pain, discomfort or injury. This incident type does not include FGM/C.

4. **Forced Marriage:** the marriage of an individual against her or his will.

5. **Denial of Resources, Opportunities or Services:** denial of rightful access to economic resources/assets or livelihood opportunities, education, health or other social services. Examples include a widow prevented from receiving an inheritance, earnings forcibly taken by an intimate partner or family member, a woman prevented from using contraceptives, a girl prevented from attending school, etc. Reports of general poverty should not be recorded.

6. **Psychological / Emotional Abuse:** infliction of mental or emotional pain or injury. Examples include: threats of physical or sexual violence, intimidation, humiliation, forced isolation, stalking, harassment, unwanted attention, remarks, gestures or written words of a sexual and/or menacing nature, destruction of cherished things, etc.

Annex 8: Character Cards - Power Walk

Print one copy of each of the cards, then multiply the first two cards for any additional participants.

Female, adult, refugee/IDP	**Male, adult, refugee/IDP**	**Female, adolescent**	**Male, adolescent**
Male, adult, religious leader	**Male, adult, blind**	**Female, adult, blind**	**Male, adult, doctor**
Female, adult, doctor	**Male, adult, disabled**	**Female, adult, disabled**	**Female, adolescent, orphan**
Female, adolescent, student	**Male, adolescent, student**	**Female, adult, widow**	**Male, adult, unmarried**

Annex 9: Prevention of Sexual Exploitation and Abuse

Every staff member or volunteer working in or with women and girls' safe spaces should read, understand and sign a code of conduct that specifically addresses the prevention of sexual exploitation and abuse (PSEA). The following is the text of United Nations Secretary-General's Bulletin on Special Measures for the Protection from Sexual Exploitation and Sexual Abuse[28], which serves as a code of conduct for UN staff and agencies. Additional resources to support the development of targeted codes of conducted can be found at pseataskforce.org.

Special measures for protection from sexual exploitation and sexual abuse
The Secretary-General, for the purpose of preventing and addressing cases of sexual exploitation and sexual abuse, and taking into consideration General Assembly resolution 57/306 of 15 April 2003, "Investigation into sexual exploitation of refugees by aid workers in West Africa", promulgates the following in consultation with Executive Heads of separately administered organs and programmes of the United Nations:

Section 1: Definitions
For the purposes of the present bulletin, the term "sexual exploitation" means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. Similarly, the term "sexual abuse" means the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.

Section 2: Scope of application

2.1 The present bulletin shall apply to all staff of the United Nations, including staff of separately administered organs and programmes of the United Nations.

2.2 United Nations forces conducting operations under United Nations command and control are prohibited from committing acts of sexual exploitation and sexual abuse, and have a particular duty of care towards women and children, pursuant to section 7 of Secretary-General's bulletin ST/SGB/1999/13, entitled "Observance by United Nations forces of international humanitarian law".

2.3 Secretary-General's bulletin ST/SGB/253, entitled "Promotion of equal treatment of men and women in the Secretariat and prevention of sexual harassment", and the related administrative instruction* set forth policies and procedures for handling cases of sexual harassment in the Secretariat of the United Nations. Separately administered organs and programmes of the United Nations have promulgated similar policies and procedures.

Section 3: Prohibition of sexual exploitation and sexual abuse

3.1 Sexual exploitation and sexual abuse violate universally recognized international legal norms and standards and have always been unacceptable behaviour and prohibited conduct for United Nations staff. Such conduct is prohibited by the United Nations Staff Regulations and Rules.

3.2 In order to further protect the most vulnerable populations, especially women and children, the following specific standards which reiterate existing general obligations under the United Nations Staff Regulations and Rules, are promulgated:

(a)Sexual exploitation and sexual abuse constitute acts of serious misconduct and are therefore grounds for disciplinary measures, including summary dismissal;

(b)Sexual activity with children (persons under the age of 18) is prohibited regardless of the age of majority or age of consent locally. Mistaken belief in the age of a child is not a defence;

(c)Exchange of money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour, is prohibited. This includes any exchange of assistance that is due to beneficiaries of assistance;

(d)Sexual relationships between United Nations staff and beneficiaries of assistance, since they are based on inherently unequal power dynamics, undermine the credibility and integrity of the work of the United Nations and are strongly discouraged;

(e)Where a United Nations staff member develops concerns or suspicions regarding sexual exploitation or sexual abuse by a fellow worker, whether in the same agency or not and whether or not within the United Nations system, he or she must report such concerns via established reporting mechanisms;

(f)United Nations staff are obliged to create and maintain an environment that prevents sexual exploitation and sexual abuse. Managers at all levels have a particular responsibility to support and develop systems that maintain this environment.

---

* Currently ST/AI/379, entitled "Procedures for dealing with sexual harassment".

3.3 The standards set out above are not intended to be an exhaustive list. Other types of sexually exploitive or sexually abusive behaviour may be grounds for administrative action or disciplinary measures, including summary dismissal, pursuant to the United Nations Staff Regulations and Rules.

Section 4: Duties of Heads of Departments, Offices and Missions

4.1 The Head of Department, Office or Mission, as appropriate, shall be responsible for creating and maintaining an environment that prevents sexual exploitation and sexual abuse, and shall take appropriate measures for this purpose. In particular, the Head of Department, Office or Mission shall inform his or her staff of the contents of the present bulletin and ascertain that each staff member receives a copy thereof.

4.2 The Head of Department, Office or Mission shall be responsible for taking appropriate action in cases where there is reason to believe that any of the standards listed in section 3.2 above have been violated or any behaviour referred to in section 3.3 above has occurred. This action shall be taken in accordance with established rules and procedures for dealing with cases of staff misconduct.

4.3 The Head of Department, Office or Mission shall appoint an official, at a sufficiently high level, to serve as a focal point for receiving reports on cases of sexual exploitation and sexual abuse. With respect to Missions, the staff of the Mission and the local population shall be properly informed of the existence and role of the focal point and of how to contact him or her. All reports of sexual exploitation and sexual abuse shall be handled in a confidential manner in order to protect the rights of all involved. However, such reports may be used, where necessary, for action taken pursuant to section 4.2 above.

4.4 The Head of Department, Office or Mission shall not apply the standard prescribed in section 3.2 (b), where a staff member is legally married to someone under the age of 18 but over the age of majority or consent in their country of citizenship.

4.5 The Head of Department, Office or Mission may use his or her discretion in applying the standard prescribed in section 3.2 (d), where beneficiaries of assistance are over the age of 18 and the circumstances of the case justify an exception.

4.6 The Head of Department, Office or Mission shall promptly inform the Department of Management of its investigations into cases of sexual exploitation and sexual abuse, and the actions it has taken as a result of such investigations.

Section 5: Referral to national authorities

If, after proper investigation, there is evidence to support allegations of sexual exploitation or sexual abuse, these cases may, upon consultation with the Office of Legal Affairs, be referred to national authorities for criminal prosecution.

Section 6: Cooperative arrangements with non-United Nations entities or individuals

6.1 When entering into cooperative arrangements with non-United Nations entities or individuals, relevant United Nations officials shall inform those entities or individuals of the standards of conduct listed in section 3, and shall receive a written undertaking from those entities or individuals that they accept these standards.

6.2 The failure of those entities or individuals to take preventive measures against sexual exploitation or sexual abuse, to investigate allegations thereof, or to take corrective action when sexual exploitation or sexual abuse has occurred, shall constitute grounds for termination of any cooperative arrangement with the United Nations.

Annex 10: Phases of Women and Girls' Safe Spaces

| Initial Assessment | Staffing | Activities and Services | Monitoring and Evaluation | Phase-out |

Annex 11: Assessment Simulation

Scenario *Please note that you can change any place names or details of the Scenario or Character Descriptions to better suit your context.*

Zinta refugee/IDP camp, home to over 300,000 refugees, was established here in Azar more than two years ago in order to respond to the influx of refugees from Saria, who are fleeing ongoing violence and destruction. Most Tarian refugees living in Zinta camp have been there for many months, some for up to two years; however, a new wave of people has just arrived due to escalating violence in Taria. Your organization, Unite, has a mission to promote, protect and empower women and girls in conflict settings and you are here to conduct an assessment to determine whether Women and Girls Safe Spaces should be established in this setting.

Assessment Categories

In your assessment, you should gather the following kinds of information:

Safety & security - What are the risks for women and girls and how can they be addressed? Are there groups of women and girls who are particularly vulnerable?

Location - What structures are already available? Are they inside or outside? Are they safe and private?

Time - What times are most convenient and safest for women and girls? What time are the structures/spaces available? Do women and girls want to do activities together or separately?

Activities and services - What kinds of things do women and girls want to do in safe spaces? What kinds of things did they do before the crisis? Who are the marginalized groups, and how can you reach and engage them? Are there specialized services available for survivors of GBV and how does the referral pathway work?

Partnership - How can you work with other services? Can you work with local community organizations or other NGOs?

Character Cards (to be printed and affixed to wall for Assessment Simulation)

Woman, 36 years old: I've been in this camp for three months now. My husband was killed back in Saria, so now I'm all on my own, looking after three children. I can't move around in the camp very easily because I have no-one to accompany me. Sometimes my eldest son, who is 15 years old, accompanies me – but he can only really do that after he finishes school in the late afternoon.

The safest place in the camp is the community center. I like going there because I can meet other women. The center is right on the edge of the camp, though, and sometimes there are lots of men who stand around in front of the house across the road.

Woman, 54 years old: I just arrived in the camp a few days ago. Before, in Saria, I used to do henna application for other women and I really enjoyed spending time with them. I would love to do that here, but I don't know of anywhere that we can meet that is safe.

Group of adult women: It's not easy for women to move around in the camp – we can't travel alone. We have to collect water in the mornings, and then prepare food and look after our families during the day. We sometimes have a little bit of time in the late afternoon after we finish the rest of our tasks, but if we come home after dark it can be dangerous for us, and our husbands are not happy.

Sometimes women can meet in the mosque, but it's often very busy with other people and activities, even outside of prayer time.

We don't really want to do any activities with young girls, because they have very different lives to us and they won't want to do the same things that we do.

Refugee representative: I'm very happy to hear that you want to do activities in our camp. I don't know why you're asking about women and girls though. The women and girls in our community don't go anywhere – they stay at home where they should be. What you should focus on is rebuilding our health center and providing medicine – we don't have enough.

Religious leader: You want to hear about problems in this camp? Let me tell you what the major problem is – it's that there are so many men who were killed or injured in Saria, and now there are women wandering around everywhere without their husbands or brothers. You really should do something about that, teach them to behave properly. Is that what you're going to do? If it is, you could probably use one of the outside spaces of the mosque in between prayer times – just make sure you don't interfere with the work that those women should be doing at home.

Girl, 12 years old: I would really like to have a place where I could meet other girls. I have to stay at home a lot because it's not really safe to travel around outside, so I don't get to play very much. I like to make things – my mother was teaching me sewing, but she hasn't had time since we had to come here. My cousin is here in the camp too, but she was blinded in an attack in Saria so she doesn't talk to outsiders much. Do you think she can she come to the activities too?

Group of adolescent girls: Sometimes we have some free time in the morning, but we have to help our mothers at home a lot during the day. We don't like to move around at night, because one of our friends went to the latrine at night and we haven't seen her again since then. Someone said she was stolen, but we don't really know. It's really dark near the latrines as well, so we don't like to go there. The other place that we don't really feel safe is near the school – there are lots of boys hanging around there all the time, and when we walk past there, sometimes they say things to us.

I think it would be best to do activities inside, since when girls are outside there are always people looking at us and wondering what we're doing. I wouldn't feel safe. As long as people couldn't see what we were doing, it would be OK.

Health center: Our health center is supported by an international NGO, but they only give us some of the medications that we need. We have two people trained in providing services for women who have experienced sexual assault, but because not all the medications are covered by our donors we have to charge women for specialized consultations and medication. We have some health outreach staff who share information in the camp on hygiene and child care practices, maybe we could work with you.

Local NGO: We just received training in how to provide case management and psychosocial support for survivors of GBV, but we haven't started yet. We have the staff to provide support but we don't have the funds to provide transport for them to get here - since we're a little bit outside the camp, it's a bit more difficult.

Community Center Manager: Our community center is located past the latrines, where there isn't much lighting in the evenings. Sometimes the steep steps are difficult for older people to climb – we want to repair them but we don't have much funding. We have a soccer field where lots of boys and men play. We don't really have any special activities for women – women in the camp mostly stay at home. The center does have a courtyard space that you might be able to use, but it would need to be fixed up first – you'll have to talk to the camp manager.

Camp Manager (International NGO): I've been hearing a lot about this idea of women and girls' safe spaces. I'm not entirely convinced it's where we should be investing our resources right now, since there are so many other needs in the camp, but if you have the funds to fix up the courtyard in the community center, I guess that would be OK. Otherwise there is some outside space next to the mosque that might be useful.

Map of Zinta camp *(see page 17 of the participants manual)*

Annex 12: Possible locations[29]

Location	Pros	Cons
New Structure	• Can be chosen with the consent of women and girls • Space can be shaped and organized • New systems can be implemented	• May be less sustainable • Require more resources to set up • May take time for the community and women to get to know it and trust
Community Centers	• Formalize access of women and girls	• Could be uninspiring • May not be set up for girls • May not be appropriately located (near a football field or an area traditionally only frequented by men and boys) • May need community negotiation to make women and girl- only times
Mosques and churches	• Respected place for women and girls to meet	• May reinforce traditional gender norms
Open-air spaces	• Available • Free • Girl groups are very visible	• May require back-up for bad weather • Doesn't ensure access to community entitlements and therefore could reinforce girls' exclusion • Girl groups are very visible
Homes of respected community members	• Respected place for women and girls to meet	• May reinforce traditional gender norms • May be restrictive for certain community members

Annex 13: Assessment tools

A number of tools exist that can be used to support initial assessments before establishing women and girls safe spaces, which include key information interview, focus group discussions (FGDs), safety audits and community mapping. Each tool is described below and links to various examples of tools is included.

With any tool that is used the topics to consider gaining more information about are:
- **Safety and security:** What is the **safety and security** of women and girls in the community
- **Location of the safe space:** What would be an **appropriate location** for the WGSS; what are potential access barriers (transport, security etc.)
- **Set up:** What should the safe space look like? Should there be fences? etc
- Partnerships: Who should be involved in the set-up of the WGSS (stakeholder mapping)
- **Time and commitment: What are the busy time** slots and commitments of women and girls in the community
- **Activities and services:** What are already **existing services** and assistance for women and girls in the community (health services, community and/or psychosocial services, referral systems)? What **activities and services** are appropriate or needed for women and girls in the community

Key Informant Interviews and Focus Groups Discussions (FGD)
Key Informant Interviews and Focus Groups Discussions (FGD) are tools that can be used for initial assessments before establishing a WGSS but also for monitoring activities and evaluations that try to capture performance and impact of the WGSS.

Key informants may include individuals with a particular kind of community-level access or information (i.e., doctor, teacher, village chief, camp leader, women's committee leader, etc.); however, this tool can also be used for individual interviews with randomly identified community members.

Participants in an FGD should be made of like members – community leaders, adult women, youth, adolescent girls, etc. – and should not include more than 10 to 12 participant.

Prior to conducting an interview or FGD it is important to always get consent of the persons that give the information. Before starting an FGD, the facilitator should reassure participants that no identifying information be written down and names of participants will not be gathered. All participants should agree that no information shared in the discussion will be divulged outside the group.

FGDs and individual interviews take time (FGDs should not last more than 60 minutes for girls to 90 minutes for women).

In order to increase acceptance and ensure that participants are not targets of community suspicion, threats or violence, be sure to consider:
1. If you do not feel it is safe to have this discussion, or that it may cause risk for staff or participants, do not proceed.
2. Before mobilizing participants, meet with community leaders and/or local government to explain the purpose of the assessment visit – to better understand the health and safety concerns affecting women and girls after the crisis – and the presence of the assessment team in the community.
3. Where possible, link with a range of local women's leaders – formal and informal – during participant mobilization. Women leaders may be involved in one focus group, but should not be present in all groups to ensure that women feel free to speak openly.
4. Where relevant, carry out focus group discussions in the displaced, refugee or returnee community, as well as in the host community.
5. Ensure that staff facilitating focus group discussions do not ask probing questions in an effort to identify the perpetrators of violence (i.e., one specific armed group).

Before starting an interview or a FGD the following steps should be ensured:
1. Introduce the translator or other support staff for the interview or FGD facilitation, if applicable
2. Present the purpose of the interview or FGD:
   - General information about your organization
   - Purpose of the assessment is to understand concerns and needs for women and girls
   - Explain what you will do with this information and make sure that you do not make false promises
   - Participation is voluntary
   - No one is obligated to respond to any questions if s/he does not wish
   - The Interviewee or the FGD participants can leave the discussion at any time
   - No one is obligated to share personal experiences if s/he does not wish
   - If sharing examples or experiences, individual names should not be shared
   - Be respectful when others speak
   - When conducting an FGD, the facilitator might interrupt discussion, but only to ensure that everyone has an opportunity to speak and no one person dominates the discussion
3. Agree on confidentiality:
   - Keep all discussion confidential
   - Do not share details of the discussion later, whether with people who are present or not
   - If someone asks, explain that you were speaking about the health problems of women and girls
4. Ask permission to take notes. It is important to obtain consent of all participant. If one person does not feel comfortable with recording the discussion, please invite them to leave the discussion. Reconfirm that no one's identify will be written down and that the purpose of taking notes is to ensure that the information collected is precise

When ending an interview or FGD, the following steps should be considered:
   - Thank the interviewee/FGD participants for the invested time and contributions.
   - Remind the interview/FGD participants that the purpose of this discussion was to better understand the needs and concerns of women and girls in this location.
   - Explain the next steps. Again, repeat what you will do with this information and what purpose it will eventually serve. Also inform the interview/FGD participants if you will be back.
   - Remind the interview/FGD participants of their agreement to confidentiality.
   - Remind the interview/FGD participants not to share information or the names of other FGD participants with others in the community.
   - Ask the interview/FGD participants if they have questions.
   - If anyone of the FGD participants wishes to speak in private, respond that the facilitator will be available after the meeting.

Important points:
   - If disclosure happens during the FGD, it is important for the facilitator to offer a referral after the FGD with the participants consent.
   - Facilitators should be trained in conducting key informant interviews and focus group discussions.
   - The tools used for interviews and FGDs should be adapted to the context and hence appropriate in the context of intervention. Some questions are sensitive and therefore ethical considerations should be reviewed prior to the interview, particularly considering the security of both parties. It is possible to take out some questions if necessary due to security or other concerns.

Safety Audits and Observational Risk Assessments[30]

The focus of Safety Audits is to reduce risks for women and girls in the location, in particular in camps. Safety Audit tools are mainly based on observation, but can include interviews. While in some environments full safety audits, including interviews with community members and key focal points in the location, can be conducted, other contexts only allow small observational risk assessments, owing for example to the security situation.

Generally, Safety Audits can cover the following topics:
- **Camp Layout:** crowdedness of location; existence of areas for people with specific vulnerabilities (e.g. female-headed households); electricity infrastructure and availability; registration procedures in camps; access to and infrastructure of sanitation facilities for women and girls; safety with regards to access to schools or markets; existence of barriers or checkpoints by armed groups in the location
- **Services & Facilities:** food allowances, availability and access; distribution of NFIs to women; availability and access to water; access to firewood and charcoal collection points; security staffing and capacity in the location; existence of protection focal points; areas of increased risk for women and girls; availability of and access to services for survivors of GBV and respective staffing capacity; existence of GBV reporting mechanisms
- **Decision Making:** existence of GBV committees; representation of women and decision-making bodies, such as camp committees

It is important that tools used for Safety Audits or similar observational risk assessments are always adapted to the context and hence appropriate in the context of intervention. Example of tools:

- *http://gbvresponders.org/resources/ - Available in English and Arabic*
- *2012, GBV Assessment & Situation Analysis Tools*

Community Safety Mapping[31]

Original version available in Arabic at gbvresponders.org
A community map is an excellent tool for collecting qualitative data, especially in cultures that have a strong visual tradition. Maps can be created on paper with colored pens or in the dirt/sand using natural materials such as sticks and pebbles.
This approach can be incorporated into focus group discussions as a means of better assessing:
- the community's knowledge of services available to women and girls (number, location and quality of medical and psychosocial care, for example),
- The challenges women and girls may face in accessing services (privacy, distance, safety, for example), and
- the community's perception of areas that present high risks to women and girls (public or remote areas where sexual assaults or harassment are likely to take place, for example).
To incorporate community mapping into your assessment, follow the introductory guidance found in the Focus Group Discussion tool. Identify questions that may be "mapped" rather than addressed through discussion, and proceed with the following steps:
1. Request that a participant draw a map of the general area, camp or site. (Have materials ready – sticks, stones or other potential drawing materials – ready in case participants do not naturally reach for something.)
2. As the map is taking shape, other participants are likely to provide input or to get involved. Give plenty of time and space.
3. Wait until participants have completely finished before you begin asking questions. Then use the below questions to help you understand risk factors and services for women and girls. After each question, give participants time to consider and indicate their responses on the map.
    - Where do people in the community go if they need medical treatment?
    - Where do women or girls go to meet together? Where did they go to meet before the crisis?
    - Is there a place where women or girls can go to discuss their problems together?
    - Are there places on the map that are not safe for women and girls during the day?
    - Are there places on the map that are not safe for women and girls during the night?
    - Where might a woman go for help if she is the victim of violence?
    - Where might a girl go for help if she is the victim of violence?
    - What places are considered acceptable for women and girls to go to?
4. Record any visual output from this process, whether it is drawn on the ground or on paper. Be accurate and include identifying information (place names and the date the map was created).
For more information and detailed tools for initial assessments before establishing a WGSS see:
- *http://gbvresponders.org/resources/* - FGD and Interview sample tools available in English and Arabic
- *2010 Handbook for Coordinating Gender-based Violence Interventions in Humanitarian Settings, page 256ff*
- *2015 UNFPA, Women and Girls Safe Spaces: A guidance note based on lessons learned from the Syrian Crisis,*

- *2012, GBV Assessment & Situation Analysis Tools, page 260ff*

Using Key informant interviews, FGD and safety assessments for Monitoring and evaluation of WGSS is recommended. (Please see more information in Annex 19).   Regular safety audits can assess security risks for women and girls, and to identify opportunities with other sectors to mitigate those risks. Findings from safety audits should be shared with other relevant sectors, such as Shelter, CCCM, and WASH, and with camp managers/leaders so that they can ensure that the location and any programmatic approaches being implemented therein, are safe for women and girls.

The type of questions that should be considered during monitoring activities are below:
- Are women and girls **satisfied** with the activities and services offered in the WGSS?
- Are vulnerable women and girls in the community **reached** through this WGSS? If not, why?
- How are women and girls **participating** in the design and implementation of activities?
- What **improvements** need to be made to ensure better access and participation of women and girls?
- What is the impact of coming to the WGSS on women and girls lives? (sense of well-being, sense of safety, healing, empowerment)

For more information see:
- *2015 UNFPA Minimum Standards for Prevention and Response to Gender-Based Violence in Emergencies, page 76ff*
- *IRC GBV Emergency Response & Preparedness, Participant Handbook, page 41ff*

Annex 14: Focus Group Discussion Role Play
Print enough sets of Character Cards for each group to have either Set A or Set B.

Character Cards – Set A (Women)
Facilitator A – You are a staff member of the organization Unite, working with your two colleagues (Facilitator B and Note-taker) to conduct a focus group discussion. You have already completed an assessment to determine the feasibility and safety of establishing women and girls' safe spaces, and your organization has decided to set up two safe spaces in the Zinta camp. Now you are going to talk to a group of women to determine the kinds of activities that they would like to have in the safe space, and how these should be conducted. Before you begin the discussion, you should work with your colleagues to introduce yourselves and your organization, and explain the following:
- The purpose of the focus group discussion;
- What you will do with the information
- Participation is voluntary, no-one needs to answer questions they do not want to
- No-one needs to share personal information if they do not want to, and if they do, individual names should not be shared
- The facilitator might interrupt the discussion, but only to ensure that everyone has an opportunity to speak or that something is fully understood
- Ask participants to keep any personal information that might be disclosed confidential
- If someone in the community asks them later what was discussed and you do not feel it is safe to tell them about the real discussion, you can explain that you were speaking about the health problems of women and girls.

Once you have completed the introductory part, you can proceed to finding out information about the following points (in parentheses are some suggested questions, though you should feel free to use your own):

- The kinds of activities women want to do in safe spaces (What would you like to learn? Is there any particular kind of information you are interested in? Are you interested in physical activities? Would you like to participate in a formal class? About what? How long? Do you like crafts? What kind?)
- The kinds of activities they used to do before the crisis (What type of activities did you do back home? How do you like to spend your time?)
- Any risks associated with different activities (Could there be any negative consequences for women or girls who do these activities?)
- Who they want to do activities with (Would you feel comfortable doing this activity in a group with girls? With older women? Mixed together?)
- Any groups who are marginalized or at risk (Are there groups that need special attention or support to do activities? How can we reach them?)

You can also gather any other information you feel is relevant to deciding the kinds of activities you want to develop in your safe space. Remember the following guidance for conducting focus group discussions:
- Use clear, simple questions and language
- Ask clarifying questions to make sure you understand what women are telling you

Facilitator B - You are a staff member of the organization Unite, working with your two colleagues (Facilitator A and Note-taker) to conduct a focus group discussion. You have already completed an assessment to determine the feasibility and safety of establishing women and girls' safe spaces, and your organization has decided to set up two safe spaces in the Zinta camp. Now you are going to talk to a group of women to determine the kinds of activities that they would like to have in the safe space, and how these should be conducted. Before you begin the discussion, you should work with your colleagues to introduce yourselves and your organization, and explain the following:

- The purpose of the focus group discussion;
- What you will do with the information
- Participation is voluntary, no-one needs to answer questions they do not want to
- No-one needs to share personal information if they do not want to, and if they do, individual names should not be shared
- The facilitator might interrupt the discussion, but only to ensure that everyone has an opportunity to speak or that something is fully understood
- Ask participants to keep any personal information that might be disclosed confidential
- If someone in the community asks them later what was discussed and you do not feel it is safe to tell them about the real discussion, you can explain that you were speaking about the health problems of women and girls.

Once you have completed the introductory part, you can proceed to finding out information about the following points (in parentheses are some suggested questions, though you should feel free to use your own):

- The kinds of activities women want to do in safe spaces (What would you like to learn? Is there any particular kind of information you are interested in? Are you interested in physical activities? Would you like to participate in a formal class? About what? How long? Do you like crafts? What kind?)
- The kinds of activities they used to do before the crisis (What type of activities did you do back home? How do you like to spend your time?)
- Any risks associated with different activities (Could there be any negative consequences for women or girls who do these activities?)
- Who they want to do activities with (Would you feel comfortable doing this activity in a group with girls? With older women? Mixed together?)
- Any groups who are marginalized or at risk (Are there groups that need special attention or support to do activities? How can we reach them?)

You can also gather any other information you feel is relevant to deciding the kinds of activities you want to develop in your safe space. Remember the following guidance for conducting focus group discussions:

- Use clear, simple questions and language
- Ensure everyone has the chance to speak and no-one dominates the conversation
- Ask clarifying questions to make sure you understand what women are telling you

Note-taker - You are a staff member of the organization Unite, working with your two colleagues (Facilitator A and Facilitator B) to conduct a focus group discussion. You have already completed an assessment to determine the feasibility and safety of establishing women and girls' safe spaces, and your organization has decided to set up two safe spaces in the Zinta camp. Now you are going to talk to a group of women to determine the kinds of activities that they would like to have in the safe space, and how these should be conducted. Your role is to take accurate notes of the conversation to ensure that women's needs and priorities are correctly captured. Before you begin the discussion, you should work with your colleagues to introduce yourselves and your organization. As note-taker, you should also:

- Ask permission to take notes.
- Explain that no-one's identity will be mentioned in the notes
- Explain that notes will be collected to ensure that the information is correct and for no other reason

Once the discussion starts, you should do the following as note-taker:

- Record the date, time and location of the discussion
- Record the number of people involved in the discussion and the facilitators (do not record the names or other identifying information of participants in the discussion
- Record the major points discussed and the opinions of women (without names) about the questions asked of

them. Many opinions will be different – do not only record those who agree or who are in the majority.
- You do not need to copy every word that is spoken. Instead, you should record key words and ideas (here are a few examples: Henna application safe, travelling outside unsafe, want to do activities with girls (most), some do not.)
- Your colleagues will facilitate the discussion around the following points, which you should record in advance so that you do not need to spend time writing down the questions and can instead capture the information:

    - The kinds of activities women want to do in safe spaces (What would you like to learn? Is there any particular kind of information you are interested in? Are you interested in physical activities? Would you like to participate in a formal class? About what? How long? Do you like crafts? What kind?)
    - The kinds of activities they used to do before the crisis (What type of activities did you do back home? How do you like to spend your time?)
    - Any risks associated with different activities (Could there be any negative consequences for women or girls who do these activities?)
    - Who they want to do activities with (Would you feel comfortable doing this activity in a group with girls? With older women? Mixed together?)
    - Any groups who are marginalized or at risk (Are there groups that need special attention or support to do activities? How can we reach them?)

Woman A – You are a 35-year-old mother of four children (two girls and two boys). You are excited about the idea of safe spaces, but worried about what your husband will say. Your girls are both adolescents and you would like to be involved in safe spaces activities as well, and you think it's better if they can come to the space at the same time as you so you can keep an eye on them. In Saria, you used to enjoy henna application, and you also had a business doing hair and make-up for other women. It would help in explaining activities to your husband if they also had an economic component.

Woman B – You are a 60-year-old widow, with two adult sons. You feel unsafe in your new environment in Zinta camp, and think safe spaces would be most useful to get information that would be helpful to you, such as health, hygiene, and safety information. Sometimes it's difficult for you to move around because you are starting to have problems with your legs, so you wouldn't always be able to come to the center, and you wonder if there is some way information could be shared with you at home when you can't make it to the center. You have many skills in sewing and embroidery that you would enjoy sharing with other women. You would rather participate in activities with older women around your own age. You are quite outspoken in groups, and tend to talk over other people.

Woman C – You are a 20-year-old woman who has just gotten married. You really need information about health since you are expecting a baby soon. You were training to become a teacher, but your education was interrupted when you had to flee Saria, and what you would most appreciate from safe spaces is some kind of educational or training program. There are many children in the camp and a great need for teachers, and this is something you would like to explore further, since it seems like you'll be spending a lot of time in the camp. However, your husband is wary of you spending too much time out of the house, and you are worried about what he will think if you start going to safe spaces on a regular basis. You are also worried about what will happen if he finds out that people have been sharing information with you about intimate health issues – it might not be safe for you. You would prefer to do activities in safe spaces with other women around your own age. You are quite shy and find it difficult to speak up in groups.

Character Cards – Set B (Adolescent Girls)

Facilitator A – You are a staff member of the organization Unite, working with your two colleagues (Facilitator B and Note-taker) to conduct a focus group discussion. You have already completed an assessment to determine the feasibility and safety of establishing women and girls' safe spaces, and your organization has decided to set up two safe spaces in the Zinta camp. Now you are going to talk to a group of adolescent girls to determine the kinds of activities that they would like to have in the safe space, and how these should be conducted. Before you begin the discussion, you should work with your colleagues to introduce yourselves and your organization, and explain the following:

- The purpose of the focus group discussion;
- What you will do with the information
- Participation is voluntary, no-one needs to answer questions they do not want to

- No-one needs to share personal information if they do not want to, and if they do, individual names should not be shared
- The facilitator might interrupt the discussion, but only to ensure that everyone has an opportunity to speak or that something is fully understood
- Ask participants to keep any personal information that might be disclosed confidential
- If someone in the community asks them later what was discussed and you do not feel it is safe to tell them about the real discussion, you can explain that you were speaking about the health problems of women and girls.

Once you have completed the introductory part, you can proceed to finding out information about the following points (in parentheses are some suggested questions, though you should feel free to use your own):

- The kinds of activities girls want to do in safe spaces (What would you like to learn? Is there any particular kind of information you are interested in? Are you interested in physical activities? Would you like to participate in a formal class? About what? How long? Do you like crafts? What kind?)
- The kinds of activities they used to do before the crisis (What type of activities did you do back home? How do you like to spend your time?)
- Any risks associated with different activities (Could there be any negative consequences for girls who do these activities?)
- Who they want to do activities with (Would you feel comfortable doing this activity in a group with younger girls? With older women? Mixed together?)
- Any groups who are marginalized or at risk (Are there groups that need special attention or support to do activities? How can we reach them?)

You can also gather any other information you feel is relevant to deciding the kinds of activities you want to develop in your safe space. Remember the following guidance for conducting focus group discussions:

- Use clear, simple questions and language
- Ensure everyone has the chance to speak and no-one dominates the conversation
- Ask clarifying questions to make sure you understand what girls are telling you
- Because you are speaking with girls, you should make sure to avoid sensitive topics such as violence, and use simple language targeted at their age-group and understanding. You should also make sure you that participation in this discussion will not put them at risk.

Facilitator B - You are a staff member of the organization Unite, working with your two colleagues (Facilitator A and Note-taker) to conduct a focus group discussion. You have already completed an assessment to determine the feasibility and safety of establishing women and girls' safe spaces, and your organization has decided to set up two safe spaces in the Zinta camp. Now you are going to talk to a group of girls to determine the kinds of activities that they would like to have in the safe space, and how these should be conducted. Before you begin the discussion, you should work with your colleagues to introduce yourselves and your organization, and explain the following:

- The purpose of the focus group discussion;
- What you will do with the information
- Participation is voluntary, no-one needs to answer questions they do not want to
- No-one needs to share personal information if they do not want to, and if they do, individual names should not be shared
- The facilitator might interrupt the discussion, but only to ensure that everyone has an opportunity to speak or that something is fully understood
- Ask participants to keep any personal information that might be disclosed confidential
- If someone in the community asks them later what was discussed and you do not feel it is safe to tell them about the real discussion, you can explain that you were speaking about the health problems of women and girls.

Once you have completed the introductory part, you can proceed to finding out information about the following points (in parentheses are some suggested questions, though you should feel free to use your own):

- The kinds of activities girls want to do in safe spaces (What would you like to learn? Is there any particular kind of information you are interested in? Are you interested in physical activities? Would you like to participate in a formal class? About what? How long? Do you like crafts? What kind?)
- The kinds of activities they used to do before the crisis (What type of activities did you do back home? How do you like to spend your time?)

- Any risks associated with different activities (Could there be any negative consequences for women or girls who do these activities?)
- Who they want to do activities with (Would you feel comfortable doing this activity in a group with younger girls? With older women? Mixed together?)
- Any groups who are marginalized or at risk (Are there groups that need special attention or support to do activities? How can we reach them?)

You can also gather any other information you feel is relevant to deciding the kinds of activities you want to develop in your safe space. Remember the following guidance for conducting focus group discussions:
- Use clear, simple questions and language
- Ensure everyone has the chance to speak and no-one dominates the conversation
- Ask clarifying questions to make sure you understand what girls are telling you
- Because you are speaking with girls, you should make sure to avoid sensitive topics such as violence, and use simple language targeted at their age-group and understanding. You should also make sure you that participation in this discussion will not put them at risk.

Note-taker - You are a staff member of the organization Unite, working with your two colleagues (Facilitator A and Facilitator B) to conduct a focus group discussion. You have already completed an assessment to determine the feasibility and safety of establishing women and girls' safe spaces, and your organization has decided to set up two safe spaces in the Zinta camp. Now you are going to talk to a group of girls to determine the kinds of activities that they would like to have in the safe space, and how these should be conducted. Your role is to take accurate notes of the conversation to ensure that girls' needs and priorities are correctly captured. Before you begin the discussion, you should work with your colleagues to introduce yourselves and your organization. As note-taker, you should also:

- Ask permission to take notes.
- Explain that no-one's identity will be mentioned in the notes
- Explain that notes will be collected to ensure that the information is correct and for no other reason

Once the discussion starts, you should do the following as note-taker:

- Record the date, time and location of the discussion
- Record the number of people involved in the discussion and the facilitators (do not record the names or other identifying information of participants in the discussion
- Record the major points discussed and the opinions of girls (without names) about the questions asked of them. Many opinions will be different – do not only record those who agree or who are in the majority.
- You do not need to copy every word that is spoken. Instead, you should record key words and ideas (here are a few examples: Henna application safe, travelling outside unsafe, want to do activities with younger girls (most), some do not.)
- Your colleagues will facilitate the discussion around the following points, which you should record in advance so that you do not need to spend time writing down the questions and can instead capture the information:

  - The kinds of activities girls want to do in safe spaces (What would you like to learn? Is there any particular kind of information you are interested in? Are you interested in physical activities? Would you like to participate in a formal class? About what? How long? Do you like crafts? What kind?)
  - The kinds of activities they used to do before the crisis (What type of activities did you do back home? How do you like to spend your time?)
  - Any risks associated with different activities (Could there be any negative consequences for women or girls who do these activities?)
  - Who they want to do activities with (Would you feel comfortable doing this activity in a group with younger or older girls? With older women? Mixed together?)
  - Any groups who are marginalized or at risk (Are there groups that need special attention or support to do activities? How can we reach them?)

Girl A – You are a 14-year-old girl. You don't like to talk much, especially in groups. You are worried about walking to and from the safe space, and from others places in the camp such as the mosque and the water point. You would really like other people to walk together with you so you would feel safer. Your father is very strict, and you are worried about what he will do if you attend any activities that involve talking about health issues that might be linked to sex. You would like to learn to do henna application, hair and make-up.

Girl B – You are a 16-year-old girl. You would really appreciate some sort of education or training, particularly if you could get a certificate that might help you do something useful later. You are very caring, and you like to mentor younger girls to help them through difficult situations. You really enjoy sports, but you can't do them outside in the camp because it's not safe.

Girl C – You are a 17-year-old girl. You have just gotten married and you don't think it's appropriate to spend a lot of time with younger, unmarried girls. Before, in Saria, you used to spend a lot of time sewing and embroidering. However, your husband is wary of you spending too much time out of the house, and you are worried about what he will think if you start going to safe spaces on a regular basis. You think it would be helpful if you could explain that you were doing an activity to earn money for the household.

Print a copy for each facilitator

FGD Example qu estions guide[32]

Original version available in Arabic at gbvresponders.org
Note: This tool should be used during small group discussions. The team should ensure participants that all information shared within the discussion will remain confidential; if someone takes down notes, s/he will not have any information identifying or associating individuals with responses. Some of these questions are sensitive. You should take all potential ethical concerns into consideration before the discussion, considering the safety of respondents, ensuring that all participants agree that no information shared in the discussion will be divulged outside the group, and obtaining informed consent from participants. The group should be made of like members – community leaders, adult women, youth, adolescent girls, etc. – should not include more than 10 to 12 participants, and should not last more than 60 minutes (girls) to 90 minutes (women).
In order to increase acceptance and ensure that participants are not the targets of community suspicion, threats or violence, be sure to consider:
1. If you do not feel it is safe to have this discussion, or that it may cause risk for staff or participants, do not proceed.
2. Before mobilizing participants, meet with community leaders and/or local government to explain the purpose of the assessment visit – to better understand the health and safety concerns affecting women and girls after the crisis – and the presence of the assessment team in the community.
3. Where possible, link with a range of local women's leaders – formal and informal – during participant mobilization. Women leaders may be involved in one focus group, but should not be present in all groups to ensure that women feel free to speak openly.
4. Where relevant, carry out focus group discussions in the displaced, refugee or returnee community, as well as in the host community.
5. Ensure that staff facilitating focus group discussions do not ask probing questions in an effort to identify the perpetrators of violence (i.e., one specific armed group).

Focus group discussion facilitator:

Note-taker (if applicable):

Geographic region:

Date: ………………………………………………   Location: …………………………………………………

Translation necessary for the interview: ☐   Yes   ☐   No

If yes, the translation was from……………………………………(language) to……………………………………(language)

Sex of FGD participants: ☐   Male   ☐   Female

Age of FGD participants:
☐ 10-14 years
☐ 15-19 years
☐ 20-24 years
☐ 25-40 years
☐ Over 40 years

Essential steps & information before starting the focus group discussion

Introduce all facilitators and translators

Present the purpose of the discussion:
- General information about your organization
- Purpose of the focus group discussion is to understand concerns and needs for women and girls
- Explain what you will do with this information and make sure that you do not make false promises
- Participation is voluntary
- No one is obligated to respond to any questions if s/he does not wish
- Participants can leave the discussion at any time
- No one is obligated to share personal experiences if s/he does not wish
- If sharing examples or experiences, individual names should not be shared
- Be respectful when others speak
- The facilitator might interrupt discussion, but only to ensure that everyone has an opportunity to speak and no one person dominates the discussion

Agree on confidentiality:
- Keep all discussion confidential
- Do not share details of the discussion later, whether with people who are present or not
- If someone asks, explain that you were speaking about the health problems of women and girls

Ask permission to take notes:
- No-one's identify will be mentioned
- The purpose of the notes is to ensure that the information collected is precise

Note: The list of questions below is too long to be asked to one focus group in one session (you will likely only get through a maximum of 10 questions in 60-90 minutes). You may choose to divide the questions into multiple sessions with different groups, or gather some of the information through other means – for example, you may choose to use community mapping to approach questions in italic text, and individual interviews to gather information marked with **.

Questions

A. We would like to ask you a few questions about the security of women and girls:
1. In this community is there a place where women and girls feel unsafe or try to avoid? (Day? Night?) What is it that makes this place unsafe?
2. What are the main physical and emotional threats to women and girls? Are they different for different age groups? Religions? Ethnicity? Sexual orientation? Women and girls with disabilities?
3. Without mentioning names or indicating any one means, according to you which group(s) of women and girls feels the most insecure or the most exposed to risks of violence? Why? Which group(s) of women and girls feels the most secure? Why?
4. Is it safe for women and girls to gather together in groups?

B. Thank you. We would now like to ask you some questions about the services and assistance available for women and girls:
5. *If a woman or girl is the victim of violence, where does she feel safe and comfortable going to receive medical treatment?*
6. Are there other services or support (counseling, women's groups, legal aid, etc.) available for women and girls that are victims of violence?
7. Who are the key people in the community or camp who support women and girls? Who do women and girls go to when they need help or advice?
8. What kind of support services do you think women and girls in your community need?
9. *Did women and girls have a place to meet before the crisis? Where did they meet? What did that look like? If not, would women and girls benefit from having a place to meet?*

C. Thank you. We would now like to ask you some questions about the movements of women and girls:
10. What places are considered acceptable for women and girls to go to? Under what conditions? Must they be accompanied to these places? If so, by whom?
11. Are there specific purposes attached to their going to places (e.g., shopping, running errands for the family, taking siblings or other family members to a health clinic)?

12. Are there restrictions on the time of the day when a girl may go to certain places? Who within the family decides whether, when, and where women and girls may go?
13. How do girls move around the community (e.g., by foot or bus)?
14. Are girls subjected to harassment, teasing, or verbal abuse while traveling?

D. Thank you. We would now like to ask you some questions about the activities of women and girls:
15. How do women and girls like to spend their time here?
16. What kinds of activities did women and girls like to do before the crisis?
17. Would there be risks for women and girls if they met to do those activities now?

Conclude the discussion

- Thank participants for their time and their contributions.
- Remind participants that the purpose of this discussion was to better understand the needs and concerns of women and girls since the crisis.
- Explain the next steps. Again, repeat what you will do with this information and what purpose it will eventually serve. Also inform participants if you will be back.
- Remind participants of their agreement to confidentiality.
- Remind participants not to share information or the names of other participants with others in the community.
- Ask participants if they have questions.
- If anyone wishes to speak in private, respond that the facilitator and secretary will be available after the meeting.

Annex 15: Supporting GBV Survivors - Role Play

Scenario 1
Survivor - Your name is Ameena. You have been attending safe spaces activities for the last few months, but more and more, you have noticed that your husband is angry when you get home from the activities. Sometimes he yells at you, and once he hit you, saying that you hadn't cooked the evening meal and it was all because you've been spending time with all those women. Because of this, you haven't been coming to the safe spaces activities as often – you think it's safer if you don't attend all the time. You want to talk to the safe spaces staff about this but you don't know how.
Staff Member - Ameena is a participant in safe spaces activities. She used to come very regularly to the safe space, but after a while you notice that she is coming less and less regularly, and looks very tired when you see her. One day, after the safe spaces activities, you take her aside to ask if everything is OK, since you've noticed that she isn't coming to activities as often as she used to.

Scenario 2
Survivor - Your name is Basmah. You have been attending safe spaces activities for a few weeks. Last week, while you were walking home from the activity, a group of men attacked you. You haven't told anyone because you think that it is your fault, and you know that your husband will be angry with you. However, you think you might have an infection after the attack and you need medical help, but you don't have the money to go to the health center. You think that the safe spaces staff member might be able to help you, so you approach her after the activity.
Staff Member - Basmah is a participant in safe spaces activities. She is usually outgoing and talkative, but today she looks nervous and unwell. She asks if she can speak to you after the safe spaces activity.

Scenario 3
Survivor - Your name is Cantara. You are 13 years old. Your parents are trying to force you to get married but you don't want to. You think the safe spaces staff might be able to help, since they often talk about the empowerment of girls.
Staff Member - Cantara is a participant in safe spaces activities. She is 13 years old. You know that her parents are very controlling, and that are worried about her becoming too independent. Cantara comes to the safe space to speak with you, and she seems very worried.

Annex 16: Scheduling

Table 1

Activity[31]	Midnight to Sunrise	Sunrise to Mid-morning	Mid-morning to Noon	Noon to mid-afternoon	Mid-afternoon to sunset	Sunset to late evening	Late evening to midnight
School-related activities							
In school							
In transit from/to school							
Doing Homework							
Personal care							
House chores							
Child care							
Domestic duties outside							
Employment							
Socialization							
Sleep and rest							

Table 2

Time	Weekday	Weekend	Holiday	Distribution Days	(add other days that are particular in your context)
Midnight to Sunrise					
Sunrise to Mid-morning					
Mid-morning to Noon					
Noon to mid-afternoon					
Mid-afternoon to sunset					
Sunset to late evening					
Late evening to midnight					

Annex 17: Sample organogram and job descriptions[32]

```
                    ┌──────────────────┐
                    │      WGSS        │
                    │  Center Manager  │
                    └──────────────────┘
              ┌────────────┴────────────┐
    ┌──────────────────┐      ┌──────────────────┐
    │     Senior       │      │    Community     │
    │ Response Officer │      │ Mobilizer(s): 2 - 1 │
    └──────────────────┘      └──────────────────┘
       ┌────────┴────────┐              │
┌─────────────┐  ┌─────────────┐  ┌─────────────┐
│  Response   │  │    Case     │  │  Outreach   │
│   Officer   │  │   Worker    │  │    Team     │
└─────────────┘  └─────────────┘  └─────────────┘
```
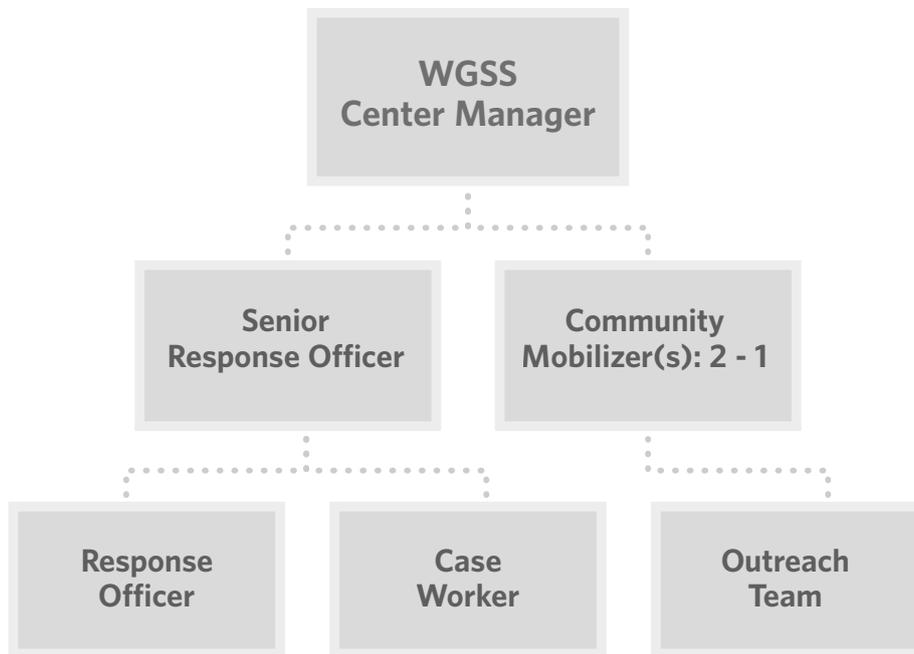
A possible combination of staff and their roles is outlined below. All staff should understand the code of conduct and sign it.

Center manager
• Provide overall supervision of and support to staff;
• Represent the WGSS;
• Liaise with Project Coordinator and/or Assistant Project Coordinator;
• Consolidate monthly reports;
• Monitor activities in the WGSS; and
• Coordinate with other relevant sectors, as needed.

Case manager(s)/Social worker(s)/Psychologist
• Case management services;
• Referral to any other service (health, specialized PSS, legal, etc.), when requested by survivor;
• Provision of one-on-one counseling services (by technically trained staff);
• Accompaniment to support services, police, or family as requested by survivor;
• Safety planning services; and
• Participation in outreach services.

Response officer(s)/Psychosocial worker(s)
• Emotional support groups and activities;
• Peer support groups;
• Life skills;
• Refer clients to case workers, as relevant; and
• Participate in outreach services.

Prevention officer/community mobilizer
• Conduct safety audits; follow-up with other relevant sectors;
• Conduct safety mapping with women and girls;

• Support volunteer outreach team;

• Hold GBV information and awareness sessions though activities; and

• Establish and support community-based safety groups, as needed.

A peer-based outreach team (volunteer or incentive-based workers)

• Decide the size of the outreach team according to the size and geographical scope of the community. The outreach team should be of mix gender and age (younger adolescent and older adolescent girls, and adult women). Since the outreach team is volunteer-based, its responsibilities should not conflict with any other home- or income-based responsibilities;

• Conduct home-based information sessions/activities for those who cannot come to the center;

• Raise awareness among women and girls in the community about the WGSS and its available services and activities;

• Link staff with women and girls in the communities; an

• Build relationships with other community groups.

Activity volunteer or child minder

• Guide recreational activities; and

• Organize activities for children

Center Upkeep/Support Staff

• 24-hour guards; and

• 2-1 cleaners to support with coffee/tea sessions or other large events

Annex 18: Monitoring and Evaluation

Monitoring & Evaluation

Monitoring and evaluation are essential parts of safe spaces work. It is important to make sure that safe spaces are truly safe for women and girls, that they are operating in the ways we expect and that they are responding to their intended purpose. If this is done on a regular basis, accountability and quality of the center's programmes are ensured. All obtained data should be stored safely and most importantly should never compromise the safety of GBV survivors. There are several kinds of monitoring and evaluation that can be done in and around WGSS.

Attendance & Process Monitoring

This includes using simple tools like admission sheets for new beneficiaries (if they give consent to this), sign-up and sign-in sheets for activities and programmatic records that indicate which activities take place, how often, and how many people participate. This category also includes monitoring of materials and resources used for safe spaces (e.g. how many books, art materials etc. are made available for recreational activities).

Feedback from Women and Girls

It is important to maintain the women- and girl-centered nature of safe spaces, including throughout the monitoring and evaluation of WGSS. Safety monitoring is one of the most important elements of safe spaces - we must ensure that women and girls are not put at risk by participating in these activities. In addition, feedback from women and girls should cover their satisfaction with various aspects of safe spaces, including the location, session times and activities as well as their suggestions with regards to what could be improved. Safety audits, focus group discussions, individual satisfaction surveys and beneficiary interviews can support getting feedback from women and girls.

Staff Skills & Attitudes Monitoring

The skills and attitudes of staff in women and girls' safe spaces are essential. Those managing safe spaces should regularly check the skills and attitudes of their staff to ensure they are operating in a women- and girl-centered way and not reinforcing the negative attitudes and prejudices that women and girls encounter in other areas of their lives. This will require continuous capacity building for staff, and can be monitored using the skills and attitudes checklist (see point 5).

Change Monitoring

It is also important to find out if the safe spaces are achieving a change in the lives of women and girls who participate. This can be more challenging than the activity, process and safety monitoring above, and may require specialists or additional capacity building to do well. However, some qualitative information can be captured through focus group discussions with women and girls, as well as individual interviews with beneficiaries as well as staff members, which should be done on regular basis in order to see trends and if issues were addressed after the assessment Other, more sophisticated tools include the Most Significant Change methodology, which can be found in the Additional Resources section.

The following are some samples of key monitoring and evaluation tools, which should be adapted to your context before use. Depending on the center's capacities and environment, they can be reflected on digital applications (e.g. on phones or tablets), soft copies on laptops or computers or hard copies on paper. The center manager coordinates the data management and ensures that data collection takes place in a safe and ethical manner. S/he is also responsible for data quality and data consolidation for analysis and reporting purposes.

1. Admission Sheet

It is good practice to monitor the numbers of new beneficiaries that start coming to the WGSS. This way the center manager is also able to know the overall number of beneficiaries that have attended the WGSS within a specific timeframe. A standardized admission sheet can include information on the person's sex, age, marital status, number of children, ethnicity, area of origin (if an IDP or refugee), referral information (referred by whom), depending on the center's context and needs. The admission form can also be used as a small assessment tool to register the vulnerability of the person coming (e.g. widow, divorcee) and/or and issues such as concerning access barriers to the center or expectations.

2. Sign-up and Sign-In Sheets for Activities

To enable better time and resource planning, people attending the center should sign up for activities. Likewise, when activities take place, people attending them should sign-in to enable tracking of beneficiary numbers per activity. The tracking of services to GBV survivors should be done in a confidential manner, consistent with international best practice on ethical and safe data collection. All data on beneficiaries should be disaggregated by age and sex and a differentiation should be made between beneficiaries that have come before on and those that are attending the activity for the first time.

Admission and sign-in data can be used to account for how many people have visited the center and have taken part in activities in a specific timeframe. They also give information on how many services the center has provided to how many people.

3. Safety Audit

Assessment Tools. The safety audit should be conducted at regular intervals to assess the ongoing safety and security of women and girls in their broader camp/community, as well as in accessing and using the safe space itself. Once your safe space is established you should review the questions included in the safety audit to determine if any additional questions are required, keeping in mind that this is an observation-based tool, and does not include interaction with women, girls or community members.

4. Focus Group Discussions and Key Informant Interviews

See introductory information included in Annex 6 – Assessment Tools. Focus Groups and interviews with beneficiaries and staff members can serve as important tools to gather information on the safety and security of women and girls participating in safe spaces, satisfaction with the activities and services provided, as well what impact of safe spaces activities and services have on people's lives. The following are suggested questions to be used in focus group discussions and interviews for monitoring and evaluation purposes.

Violence and Safety

- If women or girls experience violence, where do they go for help?
- Do women feel safe coming to the safe space? If not, why?
- Do girls feel safe coming to the safe space? If not, why?
- How do you think the community perceives the safe space?
- Are there groups of women or girls who cannot access the space? Why?
- Are there any risks for women and girls in participating in safe spaces activities and services? Does it create problems?
- Does the presence of the safe space make women more or less vulnerable to violence?

Activities and Services

- Do the activities in the safe space respond to the needs of women? Of girls?
- Do you think the activities and services in this center help the women and girls in your community that need the most help?
- How could they be adapted to better suit your needs?
- Please select each two activities and/or services in this WGSS that you think are the most important for 1) empowering women and girls, 2) preventing GBV to happen, 3) for GBV survivors to experience healing and feel more secure.
- How were activities decided on? (Probe: by women and girls or NGO, don't know, etc.)
- Were you satisfied with the performance of the staff of the center during the past month? Do you think there is enough staff? (can be asked if the interviewer is not a center staff person)Are the times of activities convenient for women? For girls? How could they be adapted?
- What kinds of activities would you like to see in the safe space in future? How could women and girls be supported to be more engaged in the safe space?
- For staff members: Have you recently received any training? If yes, what kind of trainings? What type of training is needed for staff members of the safe space?

For staff members: Do you feel that you have the necessary resources (equipment/human capacity) to provide GBV services and run activities effectively? If not, what should be improved?

Cross-Cutting

- Without mentioning any names, can you tell us of a woman or girl that experienced a positive change outside of the WGSS, because of what she experienced or learned at the WGSS?
- What would woman and girls that are GBV survivors do if this WGSS did not exist and they needed help?
- Do you feel that you are being respected and honoured by everyone in this WGSS with regards to your personal opinions, belief and your background?
- Do you feel that this WGSS make your life better in some way? If yes, how does it make your life better?
- Is there another place nearby where women and girls can receive the same services or do the same activities? If yes, what same activities and services are offered by a place nearby?

5.Staff Skills and Attitude Checklist

This is an observation- and interview-based tool. It should be used by supervisors to monitor the skills and attitude of staff and volunteers working in safe spaces.

Observe the interaction of the staff or volunteer with women or girls during activities in the safe space. For Sections 1-3, mark 1 if the statement is untrue, 2 if partially true, 3 if completely true. For Sections 4 & 5, you will need to conduct a brief interview with the individual privately.

Skills Add additional items below, as appropriate and required.	1	2	3	Comments
1. Communication				
Uses clear and appropriate language				
Uses gestures and body language in an effective way				
2. Respect & Non-discrimination				
Treats all women and girls equally				
Supports women and girls to make their own decisions (does not impose)				
3. Engagement and Empowerment				
Encourages all women/girls to participate				
Supports those with special needs to participate				
Makes women and girls feel comfortable in all interactions				
4. Support to Survivors of GBV				
Can explain the services that are available and how to refer survivors to them				
Can cite 3 examples of good communication techniques with survivors				

If individual scores 14-21: Individual has strong skills in working with women and girls in safe spaces. Continue to monitor and support.
If individual scores 7-14: Individual needs targeted support to achieve quality work with women and girls. Develop capacity-building plan, focusing on areas scoring 1 or 2, and monitor to ensure no harm is caused to women and girls.
If individual scores 0 - 7: Individual does not have the required skills to work with women and girls in safe spaces. Recommended to change their role to one not requiring direct interaction with women and girls and establish capacity building plan.

5. Knowledge and Attitude	True	False	Comments
Women should be allowed to decide the kinds of activities they want to do in safe spaces.			
Girls should be able to decide the kinds of activities they want to do in safe spaces.			
Women are never responsible for the GBV they experience			
Girls should have the freedom to move around where and when they like			
Women should have the possibility to make decisions about their own lives			

If individual responds 'true' to most or all questions, no action required. If individual responds 'true' to 3 questions or fewer, capacity-building is required to ensure the individual is not causing harm to women and girls by reinforcing existing harmful attitudes and beliefs. Begin by discussing the statements with the individual and trying to better understand their reasoning. Work with management to establish capacity-building plan.

Considerations in Monitoring and Evaluation

It is important to have a **monitoring and evaluation plan**, including what you want to measure, when, how and why. It should be developed by the organizations in close cooperation with managers of WGSSs.

Less can be more. It is essential to **only collect information that you are going to use -** monitoring and evaluation take time, energy and resources from WGSS staff but also from women and girls, so use it wisely. Ensure that all information you collect will be used to reinforce the quality and safety of safe spaces.

Confidentiality - make sure that all information collected either does not include individual information (e.g. is about aggregate numbers - '7 women above the age of 18 participated in a sewing activity on Monday the 1st of March') or if it does involve individual women (e.g. a list of names of women participating in the activity) that it is a) absolutely necessary to have that information written down b) that it is stored in a safe and secure location, in a locked cabinet, and c) that women and girls are aware of how information about them is being collected and stored.

Only use the tools and materials that you have the skills and knowledge to use well. Some tools and methods may require additional training and expertise.

Ensure the **engagement and safety of women and girls** in monitoring and evaluation. This can include the use of participatory monitoring and evaluation methods, asking the views of women and girls into how they would like to give feedback (e.g. what kind of methods do they prefer, with what frequency, how much time they are willing to give to the process, etc.), as well as training women and girls to use the monitoring and evaluation methods and gathering information from their peers, if appropriate.

If possible, **inter-agency or coordinated evaluation**s can help provide an outside perspective and provide conclusions that apply more widely.

Ethics in Data Collection

The below information is an extract from the World Health Organization Guidelines on Ethical and Safety Recommendations for researching, documenting and monitoring sexual violence in emergencies. While the guidelines are specifically targeted at those working with survivors of sexual violence, the guidelines are also valid for the broader context of women and girls' safe spaces - given that many participants will also be survivors of violence, even if they have not disclosed that violence to staff. Therefore, when assessing, researching or documenting activities connected with safe spaces, keep the following principles in mind.

1. The benefits to respondents or communities of documenting sexual violence must be greater than the risks to respondents and communities.
2. Information gathering and documentation must be done in a manner that presents the least risk to respondents, is methodologically sound, and builds on current experience and good practice.
3. Basic care and support for survivors/victims must be available locally before commencing any activity that may involve individuals disclosing information about their experiences of sexual violence.
4. The safety and security of all those involved in information gathering about sexual violence is of paramount concern and in emergency settings in particular should be continuously monitored.
5. The confidentiality of individuals who provide information about sexual violence must be protected at all times.
6. Anyone providing information about sexual violence must give informed consent before participating in the data gathering activity.
7. All members of the data collection team must be carefully selected and receive relevant and sufficient specialized training and ongoing support.
8. Additional safeguards must be put into place if children (i.e. those under 18 years) are to be the subject of information gathering.

Annex 19: Frequently Asked Questions

1. Why only women and girls? Why don't we have safe spaces for men and boys?

It is often difficult for both men and women to understand the need for women and girls to have their own, dedicated space – this is not the norm in most communities, where public spaces are dominated by men and boys and women and girls are expected to remain within the household.

Women and girls' safe spaces are targeted towards these groups for a few different – but connected – reasons. Women and girls experience high levels of violence in their everyday lives, as well as significant discrimination, limitation and lack of control and decision-making in their own lives and that of their families.

Men and boys also experience violence; however, the frequency and severity of the violence that women and girls experience is exacerbated by the subordinate position in which women and girls are placed in society, as well as their lack of power and status. Moreover, women and girls do not have spaces in which they can feel protected and safe to express themselves, whereas many public spaces cater to the needs of men and boys (e.g. schools, community centers, public sports fields, etc.).

This does not mean that services for men and boys are not important. Rather, it is an attempt to lift women and girls to the level of men and boys; that is, to ensure they have the same kinds of protection and opportunities as their male counterparts.

Refer to the introductory section of this guide and Annex 2: Additional Resources for more information.

2. Can we put women and girls of different religions or cultures together in groups?

The answer to this question will vary with location, culture and religions. In some cases, women and/or girls may feel more comfortable with others who are similar to them in whatever criteria they judge to be important. In others, women and girls enjoy learning from and sharing with others who may be different. When in doubt, ask women and girls.

3. How do we talk to the community about safe spaces? What do we call safe spaces if the community won't accept the name?

Specialized services and activities for women and girls can provoke discomfort and suspicion in communities. In many cases, it can be helpful to give WGSS a more generic name such as a 'women's community center' or 'women's well-being center' to promote community acceptance and ownership. This can also allow non-stigmatizing access to GBV services. However, community education around the importance and value of the WGSS is essential, and acceptance will often grow with time. Engage key stakeholders early and often, and ask their advice on how to proceed.

4. How do we bring women and girls in? What happens if women and girls don't come? What do I do if women and girls stop coming to activities?

Women and girls' safe spaces take time to develop. Invest time and energy in community awareness-raising, and where possible, small-group outreach to women and girls. Remember that women and girls very often have little to no experience or expectation that dedicated activities and services will be developed for them, and they may initially be suspicious or dismissive. It can take time to build relationships of trust and for women to tell other women that the services and activities are genuine and useful. If women and girls do not come, or suddenly stop coming to the WGSS, analyze why – are you sharing the right messages, with the right people, to ensure the information gets to women and girls? Are they being prevented from attending for some reason (i.e. are your activities at the right time & place, is it safe for women and girls to attend, etc.)? Has the security context changed? Again, when in doubt, ask women and girls – as long as it is safe to do so.

5. What do I do if my staff have the same attitudes or prejudices as the community?

Staff capacity building can be a long and complex process. Remember that for many, working with WGSS may be the first time they have engaged in a sustained and focused way with women and girls' issues. Ideas about gender and the role of women in the world are deep-seated and take time to change. It is important to recognize that behavior change is a long-term process; however, it is also true that some individuals do not have the right attitudes and beliefs to work in WGSS, which can represent a challenging environment. Work with your management team to identify promising staff and establish capacity-building plans (see Annex 2: Additional Resources for supporting documents).

6. What do I do if survivors choose not to access the services I refer them to or there are no services available?

Make sure you know which services are available before beginning a WGSS assessment. If there are no essential health and psychosocial services in the site/camp/community, work with your management team to identify whether there is any advocacy that can be done to bring services to that area. Otherwise, assess the possibilities of training someone within your team to provide (some of) these services.

If services are available but survivors refuse to access them, remember the key principle of respect – you cannot make decisions for the survivor, who may have very good reasons for choosing not to access a particular service. Instead, you can work with her to identify the reasons behind this choice, and strategies that may be used to address any challenges.

7. What do I do if a survivor is unsafe and needs a place to stay? What happens if women ask me for things I cannot give?

In areas where services and opportunities are limited, the needs of women and girls, and particularly survivors of GBV, may be significant and varied, and you will likely not be able to respond to them all. Maintain clear messages about the services you can and cannot provide, and try to plan for flexibility in providing materials (for example by maintaining a small emergency fund to provide emergency items if needed). In some cases, survivors may want to stay at the WGSS because it is the only safe place that they know of. Unless your WGSS is also set up as a shelter (which is likely not the case), you should avoid having women stay there for this reason, as it can place both the survivor and staff in danger. Instead, it is important to seek other solutions for the immediate dangerous situation that do not place you at risk – if you are in danger you will not be able to help anyone. Seek support from your supervisor and specialized GBV response staff in safety planning for the survivor.

8. What are the risks for me as a staff member? What happens if a woman's family gets angry?

Involving key community stakeholders from the beginning of the WGSS process is essential to ensure security for staff and participants. Ensuring that community (and religious) leaders understand the objectives and value of the safe space means that you have allies to turn to in case a spouse or family member of a WGSS participant disagree with her participation. It also reduces the general risk for staff members in working with women and girls. It is important to maintain regular contact with such stakeholders – introduce the idea of the WGSS to them before you begin any assessments, ask for their help and support in identifying and setting up the space, and keep them updated on activities (and in particular the benefits of these activities for their community). Inviting leaders to high-profile events such as graduation ceremonies can also be helpful; however, make sure this doesn't compromise the safety of the space.

9. I work in an insecure area. Are safe spaces right for me? What do I do if security deteriorates?

Women and girls' safe spaces are helpful in managing the impacts of crises for women and girls, helping them to recover and heal. However, they require a certain level of stability to be effective. If the entire population of a site or camp is constantly moving, WGSS may not be the best intervention to undertake. It is important to have contingency plans in place in case security deteriorates drastically. These should focus on the safety of staff and participants, as well as the protection of any confidential data – it can be better to destroy records rather than have them be taken by any party that may use them to target women and girls. See the emergency section of gbvresponders.org for more information on this.

Annex 20: Do's and Don'ts: a checklist for women and girls safe spaces[33]

DO	DON'T
Ensure women and girls are involved at each stage of the project cycle, and that they lead the establishment and running of the space	Impose a ready-made model without considering women and girls
Coordinate with the government and other agencies that implement GBV programmes, as well as the GBV coordination mechanism	Ignore linking up the WGSS with other services
Adopt a multi-sectorial approach within the center through a referral system	Isolate the WGSS so that it is only able to provide a certain kind of service or activity
Engage communities, parents, husbands, and community leaders in key decisions	Restrict the scope of the WGSS to being a facility sans community engagement
Make the WGSS accessible and inclusive for women and girls; keep diversity as a key consideration, and include meeting the needs of persons with disabilities	Assume that because the WGSS is open to all, therefore it is accessible and inclusive
Ensure that all staff and volunteers understand and adhere to an appropriate code of conduct	Make the WGSS workers sign a code of conduct, regardless of whether they understand or care about it
Ensure that the timing and nature of activities are compatible with the daily routines of women and girls	Predefine the timing and types of activities without consulting women and girls
Ensure that the location is safe and accessible	Assume that any location will work
Ensure that activities are women-lead	Treat women as beneficiaries
Ensure that all staff is supported and supervised, and benefits from continual capacity-building	Assume they are able to do their job
Ensure that mechanisms are in place to monitor activities through participation of women and girls (ie: client feedback, staff supervision)	Rely solely on having a complaints box for feedback
Plan for phase-out in advance, and allow for sufficient time	Halt all activities once funds run out

Slide 1

Establishing Women and Girls' Safe Spaces

{Insert Date}

{Insert Location}

Slide 2

Session 1
Introduction

Slide 3

Training Objectives

By the end of the training, participants will:

- Have a deeper understanding of the experiences of women and girls and how to respond to their needs;
- Understand the need for, and objectives of women and girls' safe spaces;
- Understand how to design, establish, monitor and evaluate WGSS in accordance with the guiding principles.

Slide 4

Agenda

Time	Day 1 - Grounding	Day 2 - Safe Spaces	Day 3 - Practicalities
9 - 10:30	Opening, introduction, ground rules Safe spaces – For who, what are they, why are they needed?	Safe Spaces Initial Assessments	Scheduling Activities
10:30 - 10:45	Coffee & Tea Break		
10:45 - 1	GBV Basics	Safe Spaces Activities & Services	Resources Staff care
1:00 - 2:00	Lunch Break		
2 - 3:30	Understanding the lives of women and girls	Supporting GBV survivors	Monitoring, Evaluation and Phase Out
3:30 - 3:45	Coffee & Tea Break		
3:45 - 5:00	Principles of Safe Spaces	Supporting GBV survivors - practice	Open Discussion & Conclusion

Slide 5

Women and girls experience...

- **Violence** – and the threat of violence - everywhere in their lives
- **Restrictions** on movement, behavior, dress, interaction, travel, employment, decision-making, etc.
- **Heavy burdens** of child- and family-care, housework, etc.
- Vulnerability exacerbated by **refugee/displacement status**, dependence on aid and external support.

... and there are very few places where they can gather with other women and girls, and feel safe.

Slide 6

So they need somewhere...

- **Physically and emotionally safe** (free from trauma, excessive stress, violence, fear of violence, abuse)
- Where they can feel **comfortable** and have **freedom to express** themselves
- Where they can develop their own **skills, knowledge, and power** to make decisions - allowing them to be and feel **valuable** to themselves and others.
- Where they can **access the services** they need if they have experienced violence

Slide 7

Women and Girls' Safe Spaces
- Help women and girls to:
    _ Socialize and re-build **social networks;**
    _ Receive **social support;**
    _ Acquire relevant **skills;**
    _ Access safe and non-stigmatizing **GBV response services**
    _ Receive **information** on issues that are important to them.
- May be formal or informal
- May have different names (e.g. women centers, women community centers, or listening and counseling centers).
- Different to shelters or safe spaces at reception centers or one-stop centers.

Slide 8

Session 2
Gender-Based Violence Basics

Slide 9

Sex: Refers to the innate **biological and physical characteristics** that define men and women. This includes reproductive systems (women have breasts and internal reproductive organs capable of gestating children, men have external reproductive organs, etc.).

Gender: Refers to the learned **social differences** between males and females. Though deeply rooted in every culture, social differences are changeable over time, and have wide variations both within and between cultures. "Gender" determines the roles, responsibilities, opportunities, privileges, expectations, and limitations for males and for females in any culture.

Slide 10

Gender-based violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially ascribed (gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.

Slide 11

Session 4
Principles of Safe Spaces

Slide 12

SAFE SPACE

Leadership and empowerment of women and girls	Client/survivor centered	Safe and accessible	Community involvement	Coordinated and multisectoral	Tailored

Slide 13

Leadership and empowerment of women and girls

- Women and girl-led, meaningful participation
  - _ Location
  - _ Set-up, opening hours
  - _ Activities
  - _ Monitoring and evaluation
- Inclusive and empowering environment
  - _ Ages
  - _ Ability
  - _ Interests

Slide 14

Client/survivor centered

- Safety and confidentiality
- Non-discriminatory - open to all women and girls
- Empowering - respecting wishes, choices, rights and dignity
- Information about available services and options
- Protection of case files/documentation & client data

Slide 15

Safe and accessible

- Location
  - _ Convenient
  - _ Accessible (including to those with disabilities)
  - _ Safe
  - _ Private
  - _ Decided by women & girls The decision on where to locate the safe space should be led by women and girls.
- Access
  - _ Timing of activities
  - _ Transportation
  - _ Costs
- Code of Conduct

Slide 16

Community involvement

- Understand perspectives of husbands, parents, community leaders from the beginning
  - _ Ensures safety
  - _ Enables participation
- Mobilize community support; consider:
  - _ Description of space
  - _ Location
  - _ Men's involvement in decision-making
- Connect safe spaces to broader community life

Slide 17

Coordinated and multi-sectorial

- Consider the varying needs and experiences of women and girls

- Decide activities and services with women and girls.

- Some safe spaces may provide GBV psychosocial support, or sexual and reproductive health services, e.g. **These should ONLY be provided with relevant training and expertise.**

- Establish a clear internal and external referral system

- Connect to the wider GBV coordination network

- Integrate the safe space into other community systems – this leads to safer, more confidential and less stigmatizing activities and services.

Slide 18

Tailored

A safe space should be inviting, welcoming, engaging

Maintain balance between structured activities, and times to socialize

Appropriateness to age and culture

Consider the special needs of women and girls with mental or physical disabilities

Slide 19

Session 5
Safe Spaces Assessments

Slide 20

Assessments

- Follow the principles of safe spaces
- Plan your assessment in in ways that will not create danger
- Consult women and girls (if safe) on all issues
- Collect only information you will use

Initial assessments will not provide all information you will ever need to run safe spaces. Expect a foundation of safety and set-up information that you can further develop later.

Slide 21

Safety and security

- Risks for women and girls in the community
- Support systems (existing or previous)
- Particularly vulnerable groups (e.g. women and girls with disabilities, women and girls engaged in prostitution)
- Any risks involved in establishing a safe space & strategies to address these:
  - _ Movement
  - _ Activities
  - _ Backlash

Slide 22

Location

- Existing structures or spaces
  - _ Availability for dedicated women/girls' times
  - _ Accessibility
  - _ Comfort and appropriateness
- Space for & acceptance of for new structures
- Safety of each potential location for women and girls:
  - _ Absence of things that may injure
  - _ Proximity to unsafe locations (e.g. locations where men congregate, locations that are unsafe at certain times of day, etc.).

Slide 23

Set-up

- Accessibility for women and girls with (e.g. ramps)
- Adequate spaces for:

- _ Group activities (minimum of 20 people)
- _ Individual psychosocial support (if it will be available)
- _ A day care area for children accompanying mothers
- Privacy (e.g. fence or wall)
- Comfort (e.g. shade, ventilation, etc.)

Slide 24

Timing

- When women are available
- When girls are available
- Times that are safe or unsafe for women and girls to travel and congregate
- Times that chosen locations are available

---

Slide 25

Activities and services

- Activities that women are used to doing/want to do
- Activities that girls are used to doing/want to do
- Comfort interacting with other groups (e.g. girls with women, married girls with unmarried girls, women/girls with disabilities with other women/girls, different religious or cultural groups, etc.)
- Market survey ***
- Services available for survivors of GBV, and how women and girls access them

---

Slide 26

Partnerships

- Key stakeholders
  - _ government bodies
  - _ community or religious leaders
  - _ women's groups
  - _ existing NGOs
- Model – formal or informal, with or through partners
- Existing services, e.g.:
  - _ GBV case management and support
  - _ primary and reproductive health care
  - _ organizations supporting people with disabilities, etc

Slide 27

Session 6
Safe Spaces Activities and Services

Slide 28

Activities
and Services

Women
and Girls'
Safe
Spaces
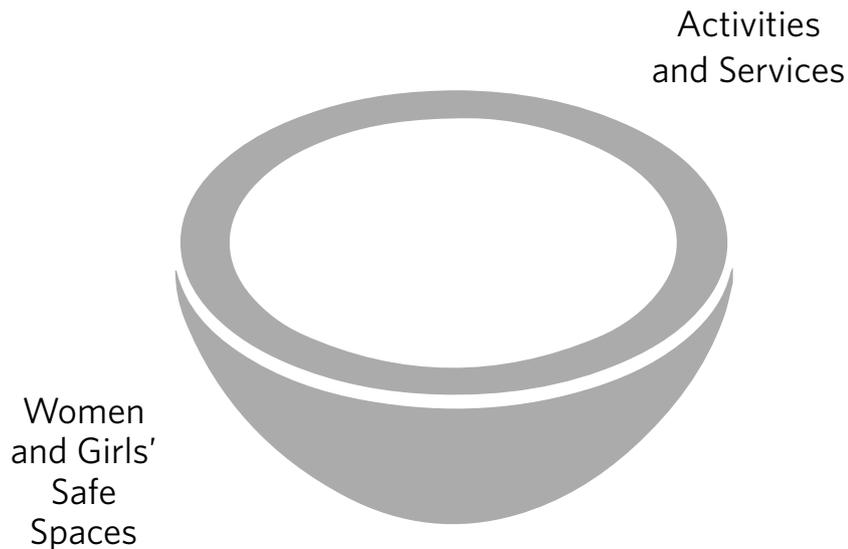
Slide 29

Services and Activities in WGSS

We can divide these activities and services into the following categories:

a-Support to GBV survivors
b-Psychosocial and recreational activities
c-Information and awareness-raising
d-Prevention and outreach

Slide 30

Activities in WGSS

Remember the following key elements:

- Engagement of women and girls

- Safety

- Diversity

- Progressive implementation

- Structure

- Enabling Participation

Slide 31

Prevention, Risk Mitigation and Women and Girl Empowerment activities

- **Age-appropriate support group sessions** around a 'center-piece'
- **Recreational activities** led by women and girls in the community
- **Structured vocational trainings** in classes that begin and end in cycles
- **Life skills training**, both formal and informal
- **Livelihood activities**

Slide 32

Information and awareness-raising

- Safe spaces are an important entry point for information: hygiene, health, GBV, nutrition, women's rights, child feeding practices, positive coping strategies, life skills, etc.
- Range from informal ⟶ formal
- The kinds of information session should be decided with women and girls, with an eye to safety
- Make sure that these sessions do not compromise the integrity of the safe space
- Keep focus on creating a supportive, engaging, empowering space for women and girls (not only about information)

Slide 33

Safety Assessment

- _ Regular **safety audits** to assess security risks for women and girls, and to identify opportunities with other sectors to mitigate those risks.
- _ **Safety mapping**
- _ **Safety groups,** such as water collection group or school accompaniment group

Outreach activities can include:

- _ **Home visits** or home-based tea/coffee sessions to share information about activities and services
- _ Work with **community structures,** religious and community leaders
- _ Work with **men and boys** to prevent violence against women and girlsDevelopment of more **informal safe spaces** around the main physical safe space.

Slide 34

Additional Resources - Review

- Review of materials used and tested in the region

- Available online

- Some resources can be used with limited experience, others require additional training, as indicated

Slide 35

Session 7
Supporting GBV Survivors

Slide 36

Survivor-centered Approach

- Empowers survivor by putting her in the center of the helping process

- Embraces survivor's physical, psychological, emotional, social and spiritual aspects, as well as her cultural and social history & what is happening in her life that could support recovery

- Responds to the power inequality inherent in GBV

- Understands that:

  _ Each person is unique

  _ Each person reacts differently to GBV and will have different needs as a result

  _ Each person has different strengths, resources and coping mechanisms

  _ Each person has the right to decide who should know about what has happened to them and what should happen next

Slide 37

How to Support GBV survivors

- Know what resources are available, including health, psychosocial services and legal services (e.g. SOPs, referral pathways).

- Know how to access services and support the survivor to do so, either internally or externally

- Follow the guiding principles of support to survivors of GBV:

  _ **Safety:** Prioritize the safety and security of the survivor and others (e.g. her children, yourself).

  _ **Confidentiality:** Do not disclose any information at any time to any party without the informed consent of

the survivor. People have the right to choose to whom they will, or will not, tell their story.

- _ **Respect:** Be guided by respect for the choices, wishes, rights, and dignity of the survivor at all times.
- _ **Non-Discrimination:** Give equal and fair treatment regardless of the survivor's age, race, religion, nationality, ethnicity, sexual orientation, or any other characteristic.

Slide 38

Supportive Interaction

- Help the survivor feel safe
- Be reassuring, comforting and supportive
- Do NO harm – be careful not to traumatize the survivor further
- Respect survivor's thoughts, beliefs and opinions
- Communicate effectively

Slide 39

Help the survivor feel safe

- If in a group,, ask if she wants to speak with you privately.
- Meet in a safe, confidential place
- Remind others who may have heard the disclosure of the principle of confidentiality
- Find out if the survivor is in immediate danger – if yes, discuss strategies to mitigate danger. ***

Slide 40

Be Reassuring, Comforting and Supportive

- Do not rush her, overwhelm her with questions or force her to tell you details.
- Remember that this may be the first time she has talked about her experience.
- Believe and validate the survivor

Use 'healing phrases':

- _ I am sorry this happened to you/I am sorry you are going through this
- _ I am glad that you told me/thank you for sharing that with me
- _ You are very brave for telling me this
- _ It is not your fault
- _ I will help you get the support you need

Slide 41

Do NO harm – Be Careful Not to Traumatize the Survivor Further

- Remember that it is not your role to get all the information about what happened, or to provide counselling
- Your role is to listen to what the survivor wants to tell you in a supportive way, and ensure she receives the support she needs.
- Do not push for graphic details
- Do not get angry or frustrated
- Do not ask information about the survivor's behavior before the incident or her sexual history

Slide 42

Respect Survivor's Thoughts, Beliefs and Opinions

- Help the survivor to regain control of her experience
- Allow the survivor to speak when she wants and remain quiet when she wants
- Do not make decisions for her
- Respect the survivor's opinions and wishes
- Be patient

Slide 43

Communicate Effectively

Pay attention
- Give undivided attention
- Look at the survivor directly
- Put aside distracting thoughts
- Avoid being distracted
- «Listen» to the survivor's body language and tone of voice.

Use appropriate language
- Use language that the survivor can understand.
- Speak in simple terms, and avoid jargon.
- If the survivor is a child, adapt your language to their level

Show that you are listening
- Make your posture open and inviting.
- Make sure you are at the same level.
- Remain open and relaxed and lean in towards her.
- Do not have a desk in between you
- Sit kitty-corner (slightly diagonal to each other), if possible
- Nod your head or use facial expression or gestures to encourage the survivor
- Control your tone – try not to sound angry, frustrated or surprised
- Use small verbal comments like yes, and uh-huh.
- Don't interrupt.

Slide 44

Session 10
Resources

Slide 45

Equipment & Budget

The equipment and budget needed will vary considerably, but you should consider the following:
  _ Furniture, such as desk and chairs, cushions, rugs, floor mats, etc.;

  _ Lockable cabinets;

  _ Emergency Equipment;

  _ Staff for activities, services and management of the safe space;

  _ Child care staff or volunteers

  _ Toys or books for children;

  _ Cleaning staff and supplies;

  _ Full-time guards if needed;

  _ Transportation to and from the safe space, if possible;

  _ Funds for referrals, if needed (e.g. health consultation costs);

  _ Drinks or snacks, if needed.

Slide 46

Staffing
- Staffing will vary but some roles are common and necessary
- Consider paid staff and volunteer staff. Be careful to avoid exploitation of volunteer staff or undervaluing their skills and abilities.
- Decide the size of the outreach team according to the size and geographical scope of the community. (Mixed gender and age)
- Staff diversity (origin, religious or cultural affiliation, ability)
- Prioritize the hiring of female staff
- Build capacity (GBV, communication skills, referral pathways, organizing group activities; prevention of sexual exploitation and abuse)
- If you are going to have specialized psychosocial support or case management, remember that case managers and response officers will need much more in-depth training and constant supervision;
- Specialized staff or volunteers for particular activities
- Provide resources for learning
- Train on code of conduct

Slide 47

Sample Organogram

```
                    ┌─────────────────┐
                    │      WGSS       │
                    │  Center Manager │
                    └─────────────────┘
              ┌──────────────┴──────────────┐
    ┌─────────────────┐          ┌─────────────────┐
    │     Senior      │          │    Community    │
    │ Response Officer│          │ Mobilizer(s): 2 - 1 │
    └─────────────────┘          └─────────────────┘
      ┌──────┴──────┐                     │
┌──────────┐  ┌──────────┐        ┌──────────┐
│ Response │  │   Case   │        │ Outreach │
│ Officer  │  │  Worker  │        │   Team   │
└──────────┘  └──────────┘        └──────────┘
```
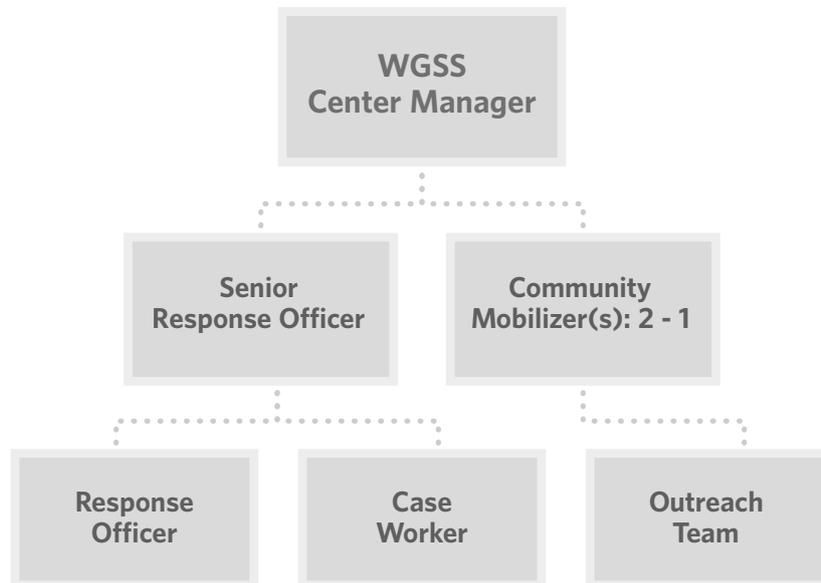
Slide 48

Sample Job Descriptions

Center manager
Supervision of and support to staff; Represent the WGSS; Liaise with Project Coordinator and/or Assistant Project Coordinator; Consolidate monthly reports; Monitor activities in the WGSS; Coordinate with other relevant sectors, as needed.

Case manager(s)/Social worker(s)/Psychologist
Case management services; Referral to any other service (health, specialized PSS, legal, etc.), when requested by survivor; Provision of one-on-one counseling services (by technically trained staff); Accompaniment to support services, police, or family as requested by survivor; Safety planning services; Participation in outreach services.

Response officer(s)/Psychosocial worker(s)
Emotional support groups and activities; Peer support groups; Life skills; Refer clients to case workers, as relevant; Participate in outreach services.

Prevention officer/community mobilizer
Safety audits; follow-up with other sectors; Safety mapping with women and girls;Support volunteer outreach team; Hold GBV information and awareness sessions though activities; Establish and support community-based safety groups.

A peer-based outreach team (volunteer or incentive-based workers)
Conduct home-based information sessions/activities for those who cannot come to the center; Raise awareness among women and girls in the community about the WGSS and its available services and activities; Link staff with women and girls in the communities; Build relationships with other community groups.

Activity volunteer or child minder - Guide recreational activities; Organize activities for children

Center Upkeep/Support Staff -24hour guards; 2-1 cleaners to support with coffee/tea sessions or other large events

Slide 49

Stress

Stress is your body›s way of responding to any kind of demand. It can be caused by both good and bad experiences. When people feel stressed by something going on around them, their bodies react by releasing chemicals into the blood. These chemicals give people more energy and strength, which can be a good thing if their stress is caused by physical danger. But this can also be a bad thing, if their stress is in response to something emotional and there is no outlet for this extra energy and strength.

Many different things can cause stress -- from physical (such as fear of something dangerous) to emotional (such as worry over your family or job.) Identifying what may be causing you stress is often the first step in learning how to better deal with your stress.

Slide 50

Strategies
Self-Care
Buddy System
Supervisor Individual and Group De-brief
Professional Support

Slide 51

Session 11
Monitoring, Evaluation &Phase-Out

Slide 52

Monitoring and Evaluation - Overview

Monitoring and evaluation are essential parts of safe spaces work. It is important to make sure that safe spaces are truly safe for women and girls, that they are operating in the ways we expect and that they are responding to their intended purpose.
Attendance & Process Monitoring
Feedback from Women and Girls
Staff Skills & Attitudes monitoring
Change monitoring

Slide 53

Monitoring & Evaluation - Tools

The following are some samples of key monitoring and evaluation tools, which should be adapted to your context before use:

- Sign-up sheet
- Safety Audit
- Focus Group Discussion guide
- Individual, semi-structured interview guide
- Client feedback surveys
- Skills and attitude checklist

Slide 54

Monitoring and Evaluation - Considerations

- Develop a monitoring and evaluation plan - what, when, how and why.
- Collect ONLY information that you are going to use
- Collect ONLY information that is safe for women and girls
- Only use the tools and materials that you have the skills and knowledge to use well
- Do not collect individual identifying information unless absolutely necessary
- Store all information in a safe and secure location, in a locked cabinet
- Ensure the engagement of women and girls in monitoring and evaluation
- Make sure women and girls are aware of how information about them is being collected, stored and used
- Coordinate evaluations with others when possible

Slide 55

Phase-Out

Engagement and ownership
Engagement and safety of women and girls
Allow sufficient time
Plan Early
Be flexible

8. References

1- UNFPA, Women and Girls Safe Spaces: A guidance note based on lessons learned from the Syrian Crisis, 2015, http://www.unfpa. org/resources/women-girls-safe-spaces-guidance-note-based-lessons-learned-syrian-crisis.

2- Ibid.

3- World Health Organization quoted in Population Council, Safe Spaces for Adolescent Girls, http://www.popcouncil.org/uploads/ pdfs/AYSRH/7.pdf,

4- Women and Girls Safe Spaces, Syrian Crisis response in Jordan, Sexual and Gender-Based Violence Sub-Working Group, Jordan, August 2014

5- Population Council, Creating "safe spaces" for adolescent girls, 2011, http://www.popcouncil.org/uploads/pdfs/TABriefs/39_ SafeSpaces.pdf.

6- Population Council, Safe Spaces for Adolescent Girls, http://www.popcouncil.org/uploads/pdfs/AYSRH/7.pdf.

7- Ibid.

8- HRW, Syria: Extremists Restricting Women's Rights, 2014, http://www.hrw.org/news/2014/01/13/syria-extremists-restricting-women-s-rights.

9- IRC, Are We Listening? Acting on Our Commitments to Women and Girls Affected by the Syrian Conflict, 2014, http://www. rescue.org/arewelistening.

10- DFID, Violence against Women and Girls in Humanitarian Emergencies, 2013, https://www.gov.uk/government/uploads/system/ uploads/attachment_data/file/271932/VAWG-humanitarian-emergencies.pdf.

11- UNFPA, Women and Girls Safe Spaces: A guidance note based on lessons learned from the Syrian Crisis, 2015, http://www. unfpa.org/resources/women-girls-safe-spaces-guidance-note-based-lessons-learned-syrian-crisis.

12- Adapted from International Rescue Committee, Core Concepts in GBV: Facilitator Manual, 2008, http://gbvresponders.org/ response/core-concepts/.

13- Adapted from International Rescue Committee, EA$E Discussion Series: Facilitator Guide, 2012, http://gbvresponders.org/ empowerment/eae-tools-resources/.

14- Adapted from International Rescue Committee, Core Concepts in GBV: Facilitator Manual, 2008, http://gbvresponders.org/ response/core-concepts/.

15- UNFPA, Women and Girls Safe Spaces: A guidance note based on lessons learned from the Syrian Crisis, 2015, http://www. unfpa.org/resources/women-girls-safe-spaces-guidance-note-based-lessons-learned-syrian-crisis.

16- Interagency Standing Committee, Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action: Reducing risk, promoting resilience and aiding recovery, 2015.

17- Ibid.

18- GBVIMS, Gender-Based Violence Classification Tool, http://www.gbvims.com.

19- Adapted from International Rescue Committee, Core Concepts in GBV: Facilitator Manual, 2008, http://gbvresponders.org/ response/core-concepts/.

20- Adapted from UNFPA, Women and Girls Safe Spaces: A guidance note based on lessons learned from the Syrian Crisis, 2015, http://www.unfpa.org/resources/women-girls-safe-spaces-guidance-note-based-lessons-learned-syrian-crisis.

21- Population Council, Overview of the Population Council's Adolescent Girls Program, 2009, https://www.iywg.org/sites/iywg/ files/bruce_popcouncil_overview.pdf.

22- Adapted from UNICEF & International Rescue Committee, Caring for Child Survivors of Sexual Abuse: Guidelines for health and psychosocial service providers in humanitarian settings, 2012, http://www.unicef.org/pacificislands/IRC_CCSGuide_FullGuide_ lowres.pdf; and Child Protection Working Group, Interagency Guidelines for Case Management and Child Protection: The Role of Case Management in the Protection of Children: A Guide for Policy and Programme Managers and Caseworkers, 2014.

23- Women and Girls Safe Spaces, Syrian Crisis response in Jordan, Sexual and Gender-Based Violence Sub-Working Group, Jordan, August 2014.

24- Ibid.

25- Ibid.

26- EMAP p 334 - 337

27- GBVIMS, Gender-Based Violence Classification Tool, http://www.gbvims.com.

28- United Nations, Secretary General's Bulletin ST/SGB/2003/13, 2003, http://pseataskforce.org/en/taskforce.

29- The Girl Effect, the Essential Guide to Safe-space Programmes for Girls, http://www.girleffect.org/media?id=3111

30- Ibid.

31- Population Council, Safe Spaces for Adolescent Girls, http://www.popcouncil.org/uploads/pdfs/AYSRH/7.pdf

32- UNFPA, Women and Girls Safe Spaces: A guidance note based on lessons learned from the Syrian Crisis, 2015, http://www.unfpa. org/resources/women-girls-safe-spaces-guidance-note-based-lessons-learned-syrian-crisis.

33- Ibid.

UNFPA, United Nations Population Fund: Delivering a world where every pregnancy is wanted,
every childbirth is safe and every young person's potential fulfilled.

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