♡

MY SAFETY
and resilience
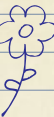## GIRLS
Pocket-Guide

This Pocket-Guide defines the standards and guidelines our organizations elaborated to design, develop, implement and evaluate a girls' empowerment program with the Roma communities and the migrants and refugees population in Serbia as well as in Bulgaria.

When girls are given tools, space and encouragement, they are empowered to develop their voices in their communities and navigate the challenges of adolescence. Based on the UN definition adolescents comprised different age groups: early adolescence 10-14 and late adolescence 15-19. The age group 10-14 require different approach and set of skills from girls aged 15-19.

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Our Paint Set

In Serbia, 1 out of 17 individuals is an adolescent girl (10-19 years old) while 1 out of 10 is a female child (0-17 years old).

In the Roma communities, 57% of girls under 18 are married.

Girls in the region

In Bulgaria, 1 out of 24 individuals is an adolescent girl (10-19 years old), while 1 out of 12 is a female child (0-17 years old)

Girls globally

Globally, 60% of girls are illiterate. 650 million women and girls alive today were married before their 18th birthday.

"My dad sold me when I was 13. He spent all the money on drinking. There is a rule that you need to give double the money of the sum you received, if bride misbehaves."

Refugee and Migrant girls globally and regionally

Globally, 50% of refugees and migrants are women and girls yet only 4% of projects were targeted at women and girls.

Globally, 1 in 5 refugee and migrant women and girls have experienced sexual violence.

According to a report 52,4% of these women and girls could not choose who they married. Average age when they entered into marriage is 17,5 years old. One girl responded she was married when only 7 years old.

Atina in Serbia disclosed that 64,8% of refugee and migrant women and girls they spoke to experienced physical violence, both in their countries of origin, during the journey, and during their stay in Serbia.

According to reports, women and girls travelling through or staying in the Balkan region have been forced to marry to obtain male protection or to engage in 'survival' sex in exchange for documents or transport.

"Women are important part of society, and if you deny something to them you are denying to entire society, because they are bearers of society."

S.M. (Migrant woman aged 32 from Iran)

CORE PRINCIPLES

Our experience in working with women and adolescent girls taught us that we need to follow important principles to plan safe, meaningful and effective activities, and gain long-term change in their lives.

Trust: Ensuring confidentiality is respected at all times, nurturing sensitive and not judgmental communication in our spaces

Choice: Girls are provided with a choice in all decisions about their lives

Human/Child Rights: Girls have equal access to rights and other opportunities to thrive

Resilience: Girls are resourceful, strong, and should radiate with confidence in all our activities

Solidarity: Girls are always encouraged to build friendship and support networks to help each other to cope.

Collaboration: To address harmful gender norms in a sustainable way we need to work with the girls' parents and community.

Innovation and motivation: While learning important life lessons, girls should also be having fun!

"It's early to get married because I want to play"

My Safety and Resilience Girls Pocket-Guide

CHAPTER 1.

My Safety and Resilience Girls Pocket-Guide

CHAPTER 1.

GETTING STARTED
Why Girls-only program?

Girls have different needs and interests

Girls prefer a space of their own

Girls are more comfortable sharing and opening up in front of other girls

Girls worry less about being teased/bullied when we create safe spaces for them

Girls worry less about their appearance in girls-only environments

Girls are more confident when boys are not around

Being only with girls helps them to feel strong and special

Girls find girls-only groups to be more positive and fun

SCOPE AND OBJECTIVES

The scope of our program is *"Supporting girls to develop Super-Powers for mastering our global world"*.

We do believe that girls should have every opportunity to succeed, and we want to provide them with something they can bring with themselves wherever they go - the ability to trust in themselves and to experience a sense of self-control instead of feeling dependent on and destined to a certain woman's fate.

This program should support and reinforce the belief that we are all special and important. It should **create a supportive environment where girls can make connections that foster their strengths and support them through challenges.**

When girls are given tools, space and encouragement, they are empowered to develop their voices in their communities and navigate the challenges of adolescence.

"We are fighting for better position of women and their rights with promoting education for girls from earliest age, so they can know their rights and to recognize if they are deprived from their rights."
(Young migrant woman aged 24 from Afghanistan)

"There is no difference between women and men. No man on the world should discourage his wife to work what she likes and become what she wants."
(migrant woman aged 29 from Afghanistan)

1. IDENTIFYING OUR GIRLS

While thinking to design our program, we need to ask ourselves some important questions:

==**"Who am I reaching?" and**==
==**"Are they the girls I want to be reaching?"**==

Not all adolescent girls are the same and the issues that girls face will be specific to their age, where they live, their culture and other life circumstances:

✓ Collecting information about the most vulnerable girls through social workers, other NGOS colleagues, partners and
✓ Promoting our activities within the communities with cultural and recreational activities, using a safe language
✓ Engaging and working with existing women and girls' associations
✓ Identifying key female community leaders

Remember, some of the most vulnerable girls will be very hard to reach, e.g. girls from some nationalities that tend to stay in their rooms in the migrants/refugees centers or those from the Roma communities that have been married off early. We will need to convince their guardians, parents, mothers-in-law or husbands. We will also have to convince the girl herself that she is worthy of and welcome to participate in our program. This will take time and planning and it has been identified as a critical step in the development of our program.

2. IDENTIFYING THE GIRLS CHALLENGES

We need to fully understand the girls' everyday lives and their daily challenges. We can make use of different tools: specific data on girls or previous reports that can provide as a situation analysis; and mapping existing services providers and ongoing activities in the target areas.

ABOVE ALL we need to include and record Girls Voices through focus groups discussions (Annex I in our Paint Set).
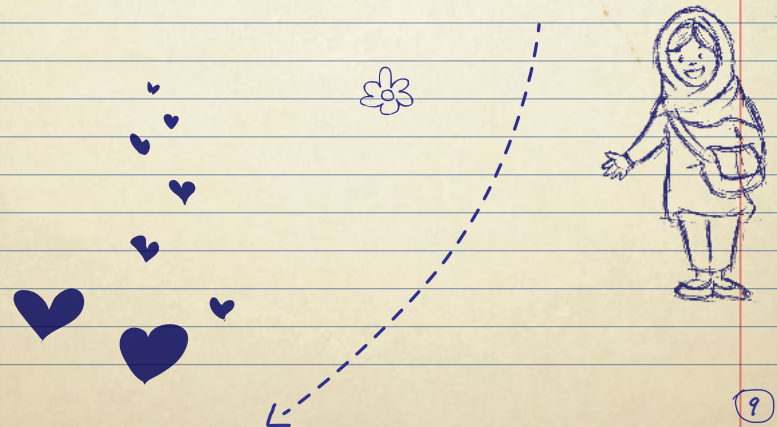
3. ENGAGING PARENTS, CAREGIVERS, AND GATEKEEPERS

We need to reach out to the relevant adults for our girls and identify strategies to successfully make them our allies.

Besides girls' participation and motivation, we will need to secure program buying-in and support from the girls' parents, guardians, relatives, gatekeepers or supportive adults. They are often the ones who will give girls the permission to attend our program, or who can be the barrier that keeps girls away.

Parents and/or husbands can be allies but also obstacles: we need to provide them with all necessary info and follow up. We might also consider facilitate joint sessions with them.

Positive Parenting Skills

A successful mentorship programme cannot only focus on girls if at home they will not find that caring and supportive environment to continue their journey. Indeed, a loving and caring relationship between parents (when they are living together) and their child is essential for their wellbeing and development. We suggest bringing the parents together at least few times during the program and facilitating activities with them or together. We would like to find a way to guide also parents to use positive manners to support their children with respect, love and discipline. It is important that parents listen to their child, are aware of their activities and interests without limiting their freedom and showing love and warmth by, for example, hugging your child and telling him or her positive things like

'I'm proud of you'   'I love you'   'Well done'

'I'm here for you'

The following are some important suggested steps:

- ✓ Meeting with parents at the beginning to explain the benefits of letting their daughter joining us; during the program to show their girl's achievements, the end during the graduation ceremony
- ✓ Using a simple language focused on protection and empowerment without mentioning sensitive issues such as early marriage or gender-based violence
- ✓ Including some tangible incentives (e.g. dignity kits or hygienic material) if especially working with vulnerable girls such as migrant and refugee families
- ✓ Preparing flyers and posters to disseminate the program objectives to families and communities including our contacts

What is a gatekeeper?

A gatekeeper is whoever has an essential role in controlling girls' lives and can provide permission to allow us to engage them in our program especially if they do not have parents. He/she might be a non-family member (e.g. in the migrants shelters we need to inform the governmental agencies running the facility). He/she can also be an authoritative figure in the girl's life such as the mother in law or the husband in the case of early married girls.
Since we are reaching to girls who are underage, we will need the consent from their parents, caregivers or the authoritative adult in their life (See Annex IV)

Box 1. Child Marriage.

Girls that are underage and already married are often difficult to approach; even more complex will be for us to approach their husbands asking for his "permission"- hence reinforcing his power relationship to the girl-wife. It is very context and culturally specific so the strategies to engage married girls would depend very much on the good knowledge of the community and identifying the power dynamics within each family.
In line with the best interest of the child, we suggest working with the girl to try to identify a trusted adult in her environment and with whom she could safely share her motivation to join the program.
You can support her to do this by role-playing with the girl, so she can practice how she would speak to this person, what she would say, etc. Be sure that you thoroughly assess with her the risks that may be involved if she shares her feelings with this person. This person might be better placed to guide your discussion with the husband in a way that will empower the girl and recognize her wishes without putting her at risk.
If they are married and having kids themselves, we can engage them as parents for our parenting skills side activities!

4. LOCATION: HOW TO IDENTIFY AND SET UP A SAFE SPACE

girls meet there on specific days. In some settings it may be necessary to rent the space for a fee. In other settings (especially in emergency), the space selection is limited. However, some important criteria need to be respected (See Annex III):

✓ It is exclusive, confidential, and accessible by girls only during that time.
✓ Girls perceived the venue as theirs and recognize it as a comfortable place to gather
✓ It is visible and accessible as the space for the girls' program for all
✓ No hidden costs should be associated to reach it nor risks to access it (passing through a dangerous street)
✓ It should be age-appropriate and having an inspiring atmosphere
✓ It should be secure and not in a dangerous neighborhood
✓ It should be equipped with basic facilities (toilet, running water, regularly cleaned)
✓ It should be integrated in the community to promote sustainability on the long term
✓ It should include activities for accompanying children in case some of the girls are mothers themselves

We should identify a space where girls can meet regularly—that is, the same place each week, or each day, as often as our program lasts.
The space can already exist in other structures—including schools, churches, community halls, somebody's' home, migration centers, drop-in centers. The space could be a general public space, in which case it would be important to ensure that only

"It's good that there is a place that I know is just for us. There are no men there, no husband goes there. And everything I need, I know where I can ask. (...) And for my daughter, I like her to be here because I know where she is, I know what she's doing, and she can study as well, because she's too old to start the school now"

(migrant woman aged 30)

"This place belongs only to us, it's our oasis."
(Young refugee woman aged 18)

My notes

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CHAPTER 2.

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CHAPTER 2.

OUR ASSETS
BUILDING CURRICULUM

We would like the program to be informative, educative, entertaining but above all TRANSFORMATIVE. For this reason, we have selected the asset-building approach for girls to acquire important skills to be fully in control of their life. Assets can be either internal competencies (knowledge or skills that can't be taken away) or external resources (ID cards, dignity kits) that mitigate risks for girls and help them succeed.

We suggest prioritizing the following assets and skills:

HUMAN/HEALTH ASSETS

Things that help protect girls' lives and the lives of those around them. Knowledge about sexual and reproductive health (including sexually transmitted infections), finding a health clinic, signs of danger during pregnancy and labor, how to treat a young child with diarrhea (for girls who care for younger children). Sense of bodily autonomy.

Skills

✓ Knows about her menstruation and the related health and hygiene issues;

✓ Knows the different ways in which women can get HIV

✓ Knows about different kinds of family planning. Knows what a condom is/does and how to use it

✓ Knows where to get an HIV test

✓ Understand the risks associated with certain types of unsafe work

✓ Will be able to have a safe sexual life

✓ Knows where the nearest health/counseling services

✓ Knows how to recognize if has experienced violence

SOCIAL ASSETS

The networks that girls can access to help take advantage of opportunities. Girl-only safe spaces, social support, having at least three nonfamily friends, access to mentoring, developing life skills (safety planning, decision-making, negotiating, building rapport with others).
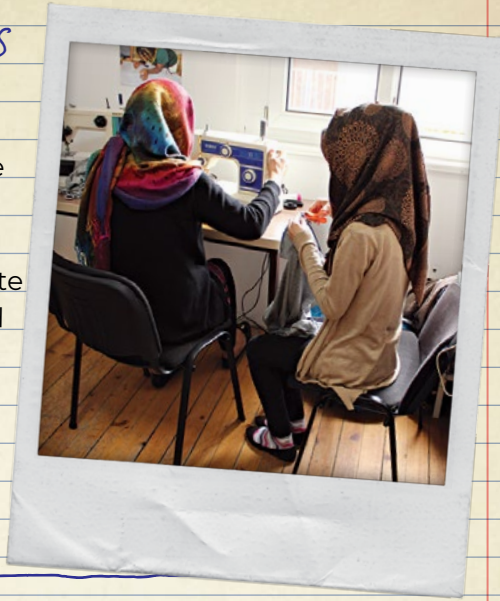
Skills

✓ Knows where to go is she is being threatened with an illegal or early marriage

✓ Knows to ask for a female police officer is she is uncomfortable with a male

✓ Knows when emergency transport should be called for a woman who is in labor/knows the danger signs in delivery

✓ Knows where the nearest police station and emergency number are

✓ Will be able to identify at least 2 friends that can help her in case of needs

✓ Has a plan to avoid harassment in the street or school

✓ Time management

✓ Negotiation

✓ Engaging in community activities/social networks

ECONOMIC ASSETS

Specific skills that help girls plan for the future. Age-graded financial education, knowing how to create a simple budget (and establish a small savings account), and knowledge of vocational-training opportunities.

Skills

✓ Knows how to make a saving plan
✓ Opportunities for skills building
✓ Employability/internships
✓ Access to and/or control of resources

COGNITIVE ASSETS

Competencies often nurtured in school (and ideally beyond). Numeracy, literacy, confidence and clear self-expression, critical analysis, communication, and problem-solving.

Skills

✓ Knows how to express her opinion with her family members
✓ Understands the importance and knows that is entitled to education

We think that focusing on a life-skills curriculum could be a gamechanger for the lives of the girls, making use of curricula already available and adapt them it (see the references list). We think that in order to provide girls with the assets described above, we should cover at least the following:

☑ **Life Skills** (e.g. Peer pressure, Problem Solving, Relationships with Parents/Caregivers, Communicating in Difficult Situations, Understanding our Feelings, Positive Things Around Me, Self Confidence, etc..)

☑ **Reproductive Health** (Our Bodies, Our Monthly Cycle, Menstrual Management: Older Adolescents, Sexually Transmitted Infections, Family Planning, Ovulation, How to have a safe sexual life).

☑ **Safety** (e.g. Healthy Relationships:, Understanding Different Types of Violence, What Can Girls do if They Experience Violence?, Child Marriage, Our Challenges Our Solutions, People I Trust , My Safety Network)

☑ **Financial** Education (e.g. Why save, Choosing our Savings Goal, Making a Savings Plan, Making Spending Decisions, Thinking About the Future)
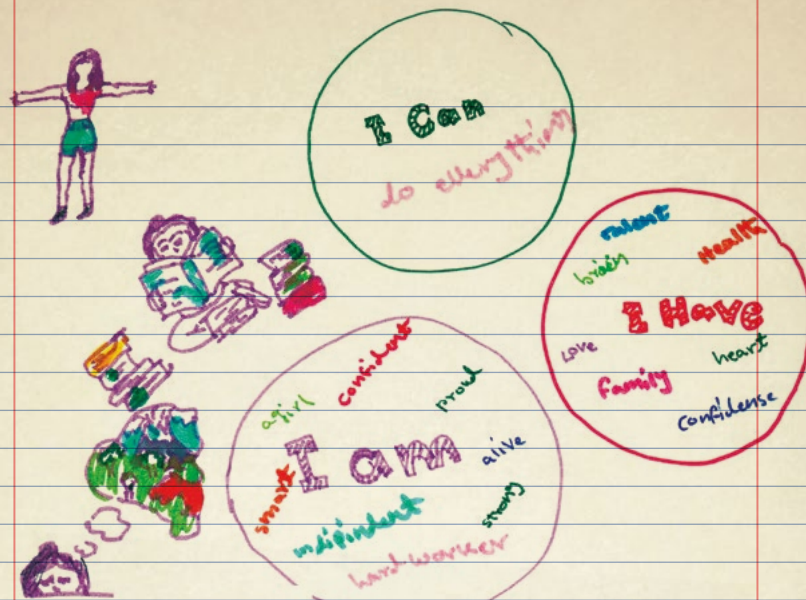
"I bring my children here, and I can do things that are amusing to me, because in camp, it's not fun there. I sit in my room; I don't meet other women. And a lot of women come here, so we can do things together and talk."
(migrant woman aged 35)

"If I don't become a singer, I want to become a business woman when I go to Europe. Here, I learned how to tailor, and now I can create my own clothes. I can sell clothes one day, and make money for myself."
(young migrant woman aged 18)
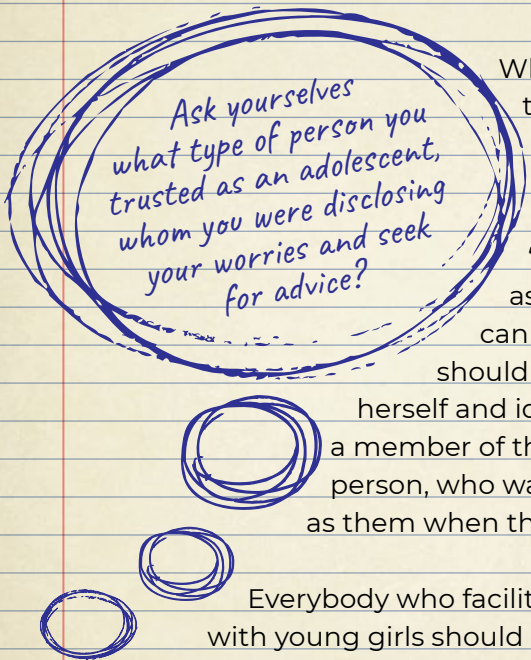
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CHAPTER 3.

OUR FACILITATORS AND MENTORS

Girls need a trusted person in their lives, who they can relate to but also functions as a role model. The aim of a girls' empowerment program is to provide support, trust and build the girls' confidence.

Ask yourselves what type of person you trusted as an adolescent, whom you were disclosing your worries and seek for advice?

Whoever facilitates the activities with adolescent girls needs to be recognized as an 'older sister' a "mentor", conceived as someone the girls can relate to. So, she should be a young woman herself and ideally, she should be a member of their community or a person, who was in a similar position as them when they were young.

Everybody who facilitates a program with young girls should be aware of their responsibility and the sensitivity of working with children. A set of competencies can serve as a guideline to ensure the girls receive the support and services they need. These knowledge, attitudes, and skills are crucial when facilitating activities with girls, who come from a difficult background and might have been in psychologically and physically harmful situations.

Understanding cultural and religious differences and how to manage them

Patience

Empathy

Believe and promote gender equality

Knowledge about the principles of confidentiality

Respects the wishes, rights, dignity, needs and capacity of the girl's while also balancing her needs and wishes with those of the family

Active listening

Knowledge of underlying causes and consequences of gender-based violence and abuse

Using appropriate language when talking to younger girls

Respectful communication with the girl

Knowing the referral pathways

Valuing the girl's contributions and ability to decide for herself

Team worker ability and understanding one's role within the program

There are certain crucial points that should be kept in mind, when selecting the people who will facilitate our activities – our so-called "mentors". The work that mentors do is important and should be validated accordingly by providing:

✓ Mentors with a small stipend that is appropriate for the number of working hours;
✓ Mentors with incentives and material they might need for their studies
✓ Mentors with training or other opportunities as compensation for their services.
✓ Ongoing technical support with monthly mentor meetings, one-on-one meetings, site visits, and other opportunities to socialize and share experiences with other mentors.

How to identify cases of gender-based violence or abuse

Time management and organising skills

Ability to make trustworthy connections

Knowledge of how to emotionally support girls

Non-judgmental attitude

Setting boundaries for oneself

Putting the girl's needs first

Knowing how to be cheerful and creative with planning fun activities for the girls

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CHAPTER 4.

ENDING AND EVALUATING THE PROGRAM

We suggest having a final celebration moment where we commend the girls for their achievements, reminding them about all the skills and the new friends they have now. This should be a fun and emotional event: even if the program has ended girls will leave knowing they have "sisters" to turn to and new tools to make use of. It can be a family event, where the girls could possibly also invite other community members such as friends. This step brings the parents of the girls in the picture and shows them what the girls have reached and additionally allows the girls to proudly showcase their achievements.

As part of graduating from this program we suggest organizing a final social innovation activity that addresses an issue in the girls' community that they feel passionate about:

It should be independently chosen, organized and implemented by the girls to show them that they can do something on their own

*It should have a positive impact on their community as well as their own future*

Girls should be guided with a clear structure in regards timing of the project and certain steps that need to be taken

Girls should be allowed to freely brainstorm ideas and bring in their own inputs

Girls should be given resources and hopefully a small budget to make their projects a reality

HOW TO MEASURE OUR IMPACT?

At the end of our activities and at the end of the whole cycle it will be important to assess to which extent we have reached our objectives.
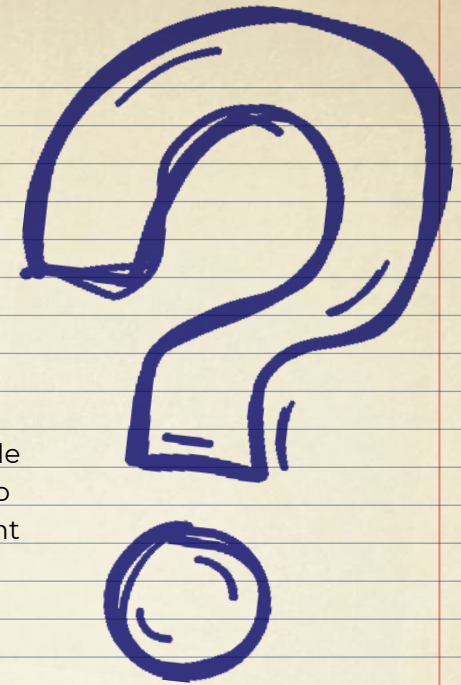
We need to ask ourselves the following questions:

✗ *Have we met the girls needs and expectations?*

✗ *Have we ensured a space recognized by girls as safe and confidential?*

✗ *Is the community (especially parents) more involved in their girls lives and supportive of their achievements?*

✗ *Has the program equipped girls with the necessary and relevant skills?*

## EVALUATING THE OVERALL SCOPE OF THE PROGRAM

The most efficient and confidential way to do so is to conduct some focus group discussions at the end. (please refer to Annex 1 to have some tips on how to conduct it):

- ✓ What did you like/what did you not like?
- ✓ What can be improved?
- ✓ What can we do next time?
- ✓ What did you learn?
- ✓ What did you like about the space of the activities?
- ✓ Do you feel you have some more friends and you will know who to reach out in case of help?
- ✓ How would you use what you have learned?
- ✓ Did you like to listen and talk to you mentor?

EVALUATING AND MONITORING EACH ACTIVITY

Make sure that all girls participate and as possible lead the monitoring of each activity. We need to make sure we take their suggestions seriously. Hence, we suggest to:

- ✓ Appoint at the beginning of each activity a girl who can be "Our Eyes and Ears" and will tell us at the end of behalf of the whole group everybody's impressions in an anonymous way
- ✓ Prepare a basket or big cup and ask the girls to write on a piece of paper what memories they'd bring home from that day together. If they are not confident in writing, you can tell they can help each other
- ✓ Prepare a big poster with emoticons of 4 categories (I love it, I like it, I want less of, I hate it) and ask girls to write their impressions and stick a post it under the respective emoticon
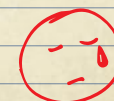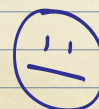
SELF-EVALUATION ACTIVITY

We suggest at the end of every day we can spend some time with girls in creating their diary, through writing, drawings, stickers, etc., as a way of self-monitoring and remembering their feelings. Diaries can be stored at the safe space so it is kept confidential.
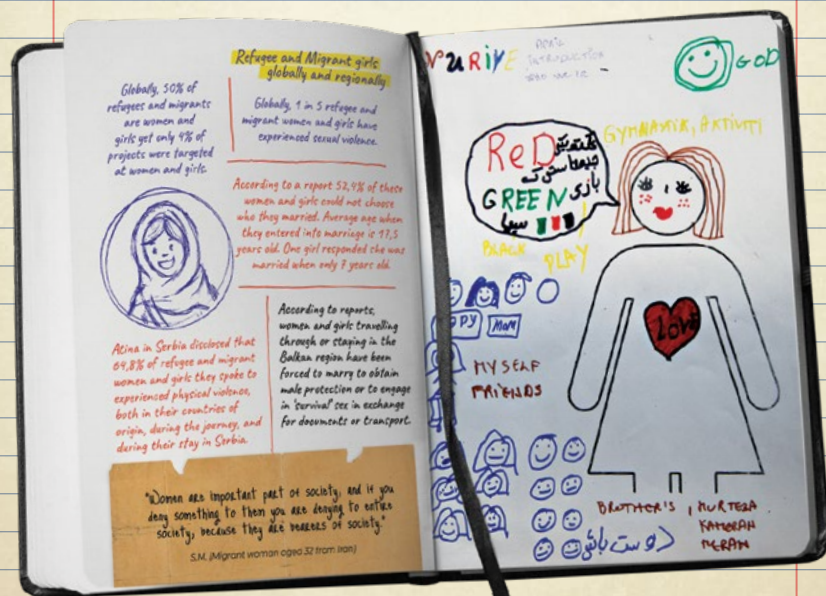
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PAINT SET: ANNEXES

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ANNEX 1.
FOCUS GROUP DISCUSSION

Defining a group

- ✓ Find a representative group – of the same similar age groups
- ✓ Try to reach out the most vulnerable, use the help of the community members when possible
- ✓ Make sure that girls are feeling comfortable in front of each other;

FGD moderators should be

- ✓ Female
- ✓ Sensitized on gender issues and the cultural context of the girls
- ✓ Trained on safe and ethical recommendations set by WHO
- ✓ Being aware of the main GBV related services in the area for referral

Communication

- ✓ Explain how the FGD would work, and what is its purpose
- ✓ Prepare and present the informed consent forms for all of the participants and/or their parents/caretakers.
- ✓ The consent forms for focus group participants need to be completed in advance by all those seeking to participate.
- ✓ Communicate in an age appropriate manner,
- ✓ Make sure that questions are worded in a way that cannot be answered with a simple "Yes" or "No" answer.
- ✓ Try to listen more and talk less, in order to put experiences of the girls in the foreground
- ✓ Keep the number of questions reasonable.
- ✓ Start with easier, more general question in order for girls to feel more comfortable, and then pass to sensitive subjects
- ✓ Respect each participant and allow them a space to express their feelings and thoughts
- ✓ Remain neutral, encourage shy participants and deal with dominant participant by acknowledging their opinion and asking others about their opinion.
- ✓ Transcribe the notes as soon as the discussion is over. Ideal duration for the FGD is 60-90 minutes.

Setting

- ✓ Pleasant and safe surrounding
- ✓ Communicate with the group in a private, confidential and safe space
- ✓ Group up to 10 participants

QUESTIONS

1. How long have you been living in this center/area?
2. How does your regular day look like? How are you and young people spending your time in this community? Are they in school? Are they working?
3. Who are you traveling/living with (members of the family)? (related to the reception centers)
   a. Any males, and how are you related and how is your relationship with them?
4. Is there a difference in women/girls traveling or living alone, and with husbands/father/brother?
   a. What is the difference in safety issues?
5. What are the challenges that young girls face in this community?
6. What about the boys, what are the different challenges males and females are dealing with, regarding safety?
7. Without mentioning any names, can you tell me what kind of incidents of violence against girls take place in your community?
8. What other types of violence affect women and girls in this community or area? Can you describe any situations when men and boys say things to girls that make them uncomfortable?
9. In which situations you think girls feel unsafe and which girls feel the most unsafe? (e.g. they will not go out alone, they'd prefer to be accompanied, etc.?
10. What kinds of cultural practices exist that you think might be harmful to women and girls in this community? At what age stage do girls and boys get married in this community?
11. Do you and other girls can move around the community/center freely?
    a. Does the family allow that?
    b. Is the community/center safe for that?
12. How safe are the young girls when they leave the community?

ANNEX 2. MOST COMMON RISKS AND MEASURES TO MITIGATE THEM

Risks	Examples of mitigation measures
Difficulties in motivating adolescent girls to come	- Host an open "house" and invite girls, as well as their family members - Create space for girls to share their culture and experiences, e.g. teaching the group traditions, enjoying a cultural meal,
During the activities, some girls stop coming, lose motivation	- Taking the time to build relationships, understand the specific community and culture,
Some families consider the gender/GBV education activities inappropriate.	The team should made significant efforts to reach community and educate its members on the topic for adolescent girls. Such information should be provided only by trained professionals.
Difficulties in presenting the program with the appropriate language.	- Reduce potential language barriers by making the program and materials more accessible; - Develop glossary of terms that will help facilitators/front-line workers/partners to use appropriate language

Risks	Examples of mitigation measures
The focus of the services on women and girls can lead some men to feel excluded and to express reservations about the program and even to challenge it.	By involving men and boys as agents of change through dedicated activities or refer them to other organizations.
The participation of married adolescent girls may be met with resistance, due to fear that the information they receive in program could disrupt their family lives.	The facilitators could conduct specific community outreach programs aimed at engaging husbands and trusted adults
Difficulties in integrating adolescent girls in broader community	- Bring together adolescent girls from the host community and diverse refugee/Roma minorities communities in a group forum; - Develop awareness-raising materials for the broader community that promotes acceptance, respect and non-discrimination
The communication between girls stops, once the activities stop,	- Provide continuation of the interactions and sharing amongst girls (e.g. create WhatsApp group).

HOW TO SELECT A SPACE THAT IS SAFE

PRO

CONS

Safe Spaces embedded within the organization venue (or in the migrants/refugees center)

✓ Easily accessible for girls, their families when necessary and the facilitators,

✓ Nearer to the established and known security system and for this reason might be safer (e.g. in case of emergency)

✓ Cheaper and easier to reach,

✓ Easily identifiable by the girls and the community

✓ Logistically easy since it does not require transport

✓ It is integrated in their own community/center where they live hence girls safe space might become an integral part of the community.

✗ Some centers' or community infrastructure may make it difficult to find an appropriate space for girls' activities;

✗ The girls remain secluded from wider public – local community and peers from outside their group

✗ higher chance for 'spoilers' to enter and manage the safe space

✗ the room/space might be used for other purposes on other days or by other organisations

Dedicated Safe space outside of migrants/refugees centers or the target community

✓ girls will perceive the place as always theirs since it will not be shared with other members of the communities or with other activities

✓ girls will go out from their centers/communities and this will be an opportunity to explore their environment

✓ there will be a great potential of integration activities with girls from other communities

✓ increased privacy and confidentiality since they will be far away from the centers' members

✓ space can be set as they wish

✗ It is more expensive including transport and space rental/renovation

✗ It will be far away, so there might be additional security and safety risks (if a person needs to go through a particularly unsafe areas to reach location), - the center might become stigmatizing for the girls (e.g a space only for migrants)

✗ the activities and location might not be visible to all members of target groups – there is more effort needed for outreach

GUIDELINES FOR OBTAINING INFORMED CONSENT/ INFORMED ASSENT FROM CHILDREN/CAREGIVERS

Girls need to be fully engaged into the whole decision making and their participation and voices are key for their future motivation and attendance of the program. We should though also make sure to engage their caregivers (parents, guardians or any relevant adults) since for the time the girls will be with us, we are fully responsible of their wellbeing and security.

Older girls (ages 10-14):

Girls in this age range have evolving capacities and more advanced cognitive development, and therefore may be sufficiently mature enough to make decisions on and provide informed assent and/or consent for participating in activities. They should also be fully asked about their motivation and willingness to participate together with their parents and caregivers.

Older Adolescents (ages 15-19)

Girls ages 15 years and older are generally considered sufficiently mature to make decisions. This means that older adolescents can give their informed consent or assent to fully participate in our program. You will still need to engage and inform the parent or caregiver, but the girl in this case can play a more active role in the decision making.

My Safety and Resilience Girls Pocket-Guide

REGISTRATION FORM

My Safety and Resilience Girls Pocket-Guide

REGISTRATION FORM

REGISTRATION FORM

Name and surname: _____

phone number: _____

_____

2. Statement:

I, _____ (name of the person who gives the consent), AM AWARE THAT _____ (**name of the girl**) participates in the Adolescent Girls Safety and Resilience program.

_____

3. Information about the program

Hello _____ (name of the parent/guardian/husband), My name is _____ and I'm here to give your girl support. I work on a program that helps girls and their families and I really would like your girl to be part of it. We have imagined a series of activities so that girls can discuss several issues and thus help themselves and learn.

When we say that we want to empower girls, we think that we are informing them about topics that can be relevant to them and to engage them more in their education. We think this is very important, as someone who strongly advocate that girls should grow up in happy women. For this reason, it is extremely important to empower them in the right way, so that each girl finds the right source of security and support.

It's important to know that I will consider information that I find out about your family confidential. This means that I will not reveal to anyone what I find out, unless you want it or if is it the information I need to share because you or your girl are in danger.

I am obliged to share the information that you or your girl gave me if:
- I find out she or member of your family is in serious danger
- She tells me she's planning to seriously hurt herself or someone else

4. Are there any topics that you do not want to deal with girls? ☐ Yes ☐ No

If yes, state WHAT are these topics and please share with us your REASONS/if you want/ (eg. fear, want to communicate with a girl personally about it, you think she is too young, etc.)

Topics:

Reasons:

_____

5. Do we have your consent to post photos from workshops exclusively for the purpose of promoting the program we are implementing?   ☐ Yes   ☐ No
_____

6. Do you have any questions about my role and services that we can offer you?   7. Details

_____

_____   _____
Signature   Signature (organisation)

Date: _____ /_____ /_____

My notes

♥