



WorldYWCA



SafeSpaces

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TRAINING GUIDE

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## ACKNOWLEDGEMENTS

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## ACRONYMS

<b>SRH</b>	Sexual and Reproductive Health
<b>SRHR</b>	Sexual and Reproductive Health and Rights
<b>CEFM</b>	Child, Early and Forced Marriage
<b>GBV</b>	Gender Based Violence
<b>FGD</b>	Focus group discussions
<b>UNFPA</b>	United Nations Population Fund
<b>HIV/AIDS</b>	Human Immunodeficiency Virus/Acquired Immunodeficiency SyndromeHIV
<b>NGO</b>	A non-governmental organisation
<b>STIs</b>	Sexually Transmitted Infections
<b>PATHs</b>	Promoting Alternative Thinking Strategies
<b>SDGs</b>	Sustainable Development Goals

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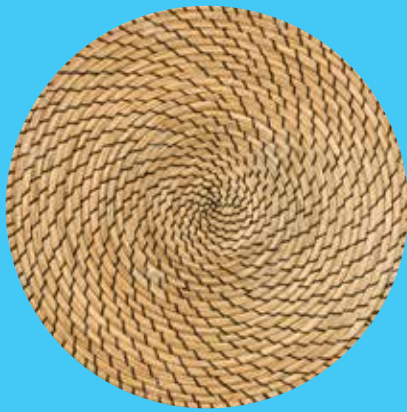


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# INTRODUCTION



Safe Spaces Training Guide



## ONE

# INTRODUCTION

Since its founding in 1855, the YWCA has provided Safe Spaces to women and girls in the heart of local communities. For the past 160 years, YWCAs have expanded Safe Spaces to reach over 25 million women, young women and girls in 122 countries. The Safe Spaces Programme has been used with great success in YWCAs around the world, to improve the services and programme that YWCAs offer to women, young women and girls. This guide has been created to outline the defining characteristics of YWCA Safe Spaces as a model for creating lasting change in the lives of women and girls. It is designed to help YWCA member associations implement and align their Safe Space programmes with the eight evidence-based defining elements and best practices from several successful Safe Spaces. The core element of the transformative power of Safe Spaces is that women, young women and girls are at the centre of their own empowerment. As a progressive faith-based organisation we seek to utilise our Christian identity to challenge conservative and offer damaging attitudes and behaviours to advance the human rights of women, young women and girls. In this regard each of the standards are supported by theological reflections, using the bible to open up discussion on sensitive issues such as sexual health. The theological reflections are optional and in respect of our diversity we encourage you to use them only if they meet the needs of your target audience.

**The eight defining elements** and best practices standards will be described in detail in this guide, they are:

1. Accessible and safe location
2. Leadership and participation
3. Accurate and reliable information
4. Building trust
5. Holistic approach
6. Inter-generational co-operation
7. Dignity and respect
8. Partnership and accountability

## PURPOSE OF THE SAFE SPACE GUIDE

This guide outlines the eight Key Standards of a successful Safe Space programme. All eight of these attributes need to be present in a Safe Space programme for it to meet the best practices standards of YWCA. This guide offers practical information and examples to help each member association bring their Safe Spaces Programmes in line with the best practices established. Optional theological reflections are offered for each standard.

## HOW TO USE THE SAFE SPACE GUIDE

Read the full guide to get a complete picture of the best practices and what they mean.

After you have read the guide, you need to assess if your spaces align with the eight standards of the YWCA Safe Space model. This can be done by member associations conducting a flash baseline assessment of their Safe Spaces Programmes to understand their current standing.

Flash baseline assessments will identify areas and practices that are not currently in alignment with the YWCA eight Key Standards. For example, your Safe Space may fully address *Key Standard 1, 2, 4, and 6*, but not fully meet *Key Standard 7 and 8*, and may not address *Key Standard 3* at all. The areas and practices that do not address or fully meet the requirements of the Key Standards will need to be addressed so that the Safe Spaces are in alignment with good practices.

Once you have identified the areas and practices that do not address or fully meet the standards of the key pillars, you can use this guide to bring those areas into alignment with all of the defining elements and good practices of the 8 Key Standards.



Remember to document, document, document and monitor changes! This means that the process used and results from the flash baseline assessment should be documented. The areas identified as needing work and why those areas need addressing should be recorded. The project plan and processes used to bring the areas identified into alignment as well as the results of the project plans and processes should be documented. You and your team are working hard and doing great work and documenting this work is a wonderful way to track your progress and outcomes!



ONE

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# ACCESSIBLE AND SAFE LOCATION



Safe Spaces Training Guide

## ONE

## ACCESSIBLE AND SAFE LOCATION

**Accessible and safe location as it refers to Safe Spaces:**

.....  
 “Located in accessible areas, central and convenient to women, young women and girls, where safety and privacy are assured. They reach isolated communities through mobile outreach programmes, and extensive rural networks and prominent urban and rural visibility ensure awareness of YWCA activities”  
 .....

## WHAT DOES BEING ACCESSIBLE AND SAFE MEAN IN YOUR CONTEXT?

YWCA Safe Spaces can range from permanent locations to temporary spaces set up as needed during conferences, community gatherings or other events. Safe Spaces can be separate standalone buildings, or rooms, or place set aside under a tree or in other areas that women and girls can gather. They can also be virtual. Despite the differences in physical location that Safe Spaces may have, the following indicators must be met. Safe Spaces must be:

- located near a market, church, school, police station or hospital/health centre
- easy to find and clearly identifiable in communities.
- well-lit and secured by the community or authorities (Specifically in fragile and conflict settings).
- employ mobile outreach services in rural and remote areas that take vital services directly to locations where they are most needed.<sup>1</sup>
- responsive to the needs of particular target groups.
- designed to respond to issues of safety and accessibility.

<sup>1</sup> Indicators and language used to describe definition of safe space is taken directly from World YWCA Safe Spaces model, A global model for change



## Why is this important?

It is crucial that Safe Spaces are safe and accessible, regardless of whether they are a permanent building, temporary space set up in the context of other gatherings, or space under a tree or other open areas.

Safety is paramount. The young women and girls must feel comfortable and know that their privacy will be protected when they are involved in Safe Spaces, otherwise they will not come.

Accessibility is equally important, if young women and girls do not know that the Safe Space exists, where it is, or if it is too difficult for them to get to it, they won't utilize the space.

These are questions you can ask of your Safe Space to identify if your Safe Spaces are safe and accessible:

- Are there guidelines in place to assure that young women's and girl's privacy is protected and implemented?
- Are your messages about the activities actually reaching the target group?
- Do young women and girls who are not involved in the Safe Space know about the Safe Space?
- Are the times for the activities at the Safe Spaces held at convenient times for the target group?

For example if you are trying to reach girls school aged are the events held at a time they can come such as after school but before the girls need to be home to help with household activities, if you are trying to reach young women who sell at market do the times the activities are held conflict with market days?

- Do you have mobile Safe Spaces that aim to reach women, young women and girls in hard to reach areas such as rural areas or informal human settlements?

## WAYS TO IMPROVE ACCESSIBILITY AND SAFETY

- When setting up a Safe Space the programme team should directly consider the how to ensure that the Safe Space is safe, accessible and privacy is maintained. Consider using a mapping activity with participants who represent the target groups you are designing the Safe Space for, focus group discussions can be helpful in identifying the times for activities to be held to accommodate the various target groups. (See Appendix for tools.)
- If your Safe Space is in a permanent location make sure that it is well marked, and if possible place sign boards around the community to alert women, young women and girls of the location of the Safe Space.
- To best understand how many women, young women and girls the Safe Space is serving, develop a sign in sheet that can track how many participants are

attending the Safe Space and for which activities. Remember to disaggregate the data! This means you want to know how many girls aged 10-14, 15-19, 20-24, 24+ are attending the Safe Spaces. Refer to the sign in template form found in Appendix 3.

- Design and implement an awareness raising campaign, utilize radio, banners, flyers, or other methods of making women, young women and girls aware of the Safe Space.
- If it is the case that the Safe Space is currently not reaching all target groups that the programme would like to a development plan can help with making sure that the Safe Space will address all the target groups it intends to include rural and hard to reach populations. Consider using focus group discussions with the target groups to help determine how the Safe Space can best meet their needs.
- Develop a confidentiality and privacy policy that addresses how staff, volunteers and participants will ensure privacy of all women, young women and girls who participate in the Safe Space. The confidentiality and privacy policy should be assessed to make sure that it is being used and is achieving what it hopes to. Trainings for staff and volunteers can be very useful in helping the staff and volunteers understand the privacy policy and how to maintain it. *This is expanded more in the Standard 4, **Building Trust**.*

## THEOLOGICAL REFLECTIONS

### ACCESSIBLE AND SAFE LOCATION

**Biblical Text:** Luke 18: 16 *"Let the children come to me, and do not hinder them, for to such belongs the kingdom of God."*

The first element in the YWCA Safe Spaces model is that they must be located in an accessible and safe location. The choice of this scripture is poignant because it relates to issues of access and safety. The background of the story is that some parents had brought their children to Jesus and unfortunately, the disciples wanted to deny the children access to Jesus but against all odds, Jesus granted the children free access to him. The same challenge is encountered by many young people in our daily context, so many times; they encounter several barriers to accessing places where they can safely discuss issues regarding their SRHR. Just as Jesus challenged his disciples not to hinder the children from coming to him, religious leaders should also be challenged to ensure that they remove all barriers hindering young women from accessing their SRHR services. Instead, religious leaders should be on the forefront to open the path for young women and girls to access SRHR in the same manner that Jesus did. Faith communities should offer accessible and Safe Spaces to young women and girls to enable them to easily access SRHR services. In the same manner that Jesus made the young children to feel safe and secure in his presence by welcoming them and paying special attention to them, religious leaders should also provide young women and girls with Safe Spaces where they feel comfortable to access SRHR services.



## GUIDING QUESTIONS

1. Does your faith community offer young women and girls a safe and accessible space for them to access information and services on SRHR?
2. What kind of training do the youth leaders' especially young women get to equip them with knowledge and skills to address SRHR issues?
3. What measures do you have in place to ensure that the privacy and confidentiality of young women and girls is assured so that they feel comfortable to access your SRHR services?
4. What are some of the factors that hinder young women and girls to access SRHR services within your faith community?
5. What initiatives have been put in place to ensure that religious leaders engage in outreach activities to provide SRHR services directly to communities that are hard to reach so that they can receive the messages couched with the gospel of love and inclusivity?







TWO

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# LEADERSHIP AND PARTICIPATION



Safe Spaces Training Guide

## TWO

## LEADERSHIP AND PARTICIPATION



.....  
 "YWCA's are women-led spaces that offer inclusive and empowering spaces for women, young women and girls of all ages and in all their diversity. Leadership development and participation are essential components of YWCA programming, fostering a sense of solidarity and ownership that transforms a beneficiary into an active agent of change"  
 .....

## WHAT DOES LEADERSHIP AND PARTICIPATION MEAN TO YWCA?

Leadership of YWCAs by women for women, young women and girls is a central aspect of YWCAs Safe Spaces. Safe Spaces are areas that women, young women and girls can feel secure and empowered for themselves and also feel empowered to help other women, young women and girls develop their skills and voice to also become leaders in their community, nationally and globally. This means that the staff, volunteers and participants of Safe Spaces come together to empower each other fostering growth and development in each other, the Safe Space should be a space of matrixed power, not one of top down directives.

Active participation by the women, young women and girls that are in the Safe Space is crucial for the development of leadership empowerment. Safe Spaces should be tailored to programming and activities around the needs, aspirations, and desires of the women, young women, and girls they serve. These are spaces where transformation of the self happens with the support of other women, young women and girls. Programming and initiatives are inclusive processes that involve the target group they aim to serve in all their diversities and in all stages.

## True leadership and participation of young women and girls will lead to a sense of urgency, trust, solidarity and ownership.

To meet the standard of leadership and meaningful and effective participation, the following indicators must be met:

- Target groups should be included in project planning, implementation, monitoring and evaluation to ensure community relevance and ownership.
- Young women are given opportunities and resources to develop and implement projects in their communities.
- Young women serve as peer educators and mentors for other young women and girls providing positive role models and examples of young female leadership, alongside mentors of other ages.
- Programmes include opportunities that expand life experience and promote personal growth among women, young women and girls.
- YWCAs provide skills, knowledge and opportunities for young women to advocate for their rights directly with policy and decision-makers.



## Why is this important?

Leadership and participation are important as YWCA Safe Spaces seek to allow women, young women and girls to become empowered to find their own voices as change agents. In order for leadership and participation to be fostered there must be an environment among the women, young women and girls of solidarity and ownership of the Safe Spaces.

### How to identify the level of leadership and effective participation in your Safe Spaces?

These are questions you can ask regarding your Safe Space to gain an understanding of the level of leadership and effective participation in your Safe Spaces.

- How are the needs of the women, young women and girls assessed? Are the needs of this community decided by a leader or small group? Are the needs assessed by community input, if so which sectors of the community give input? Are the needs assessed by community participation, if so what sectors of the community participate?
- How do you develop your programmes? Do you involve the community?
- Who carries out the programmes and projects? Are the programmes and projects carried out in collaboration with women, young women and girls as leaders?
- Does your Safe Space offer leadership development programmes? If so, what types of programmes?
- Does your Safe Space offer peer educators?
- What are the concrete ways that your Safe Space facilitates the development of skills and knowledge for young women to advocate for their rights with policy and decision makers?
- What are the opportunities that your Safe Space provides for these young women to interact with policy and decision makers?

# WAYS TO IMPROVE STANDARDS OF LEADERSHIP AND EFFECTIVE PARTICIPATION

**Note:** be careful not to fall into the trap of 'token' leadership and involvement, having great leadership and involvement plans on paper that include the target groups you want to serve won't do much good if the input and involvement of the target groups is not taken seriously by Safe Space staff and volunteers.

- When assessing the needs of the women, young women and girls the Safe Space serves, those target groups should be actively involved in the process. Consider using community participatory approaches to assess the needs of the groups you want to serve. These are approaches such as focus group discussions (FGD) and using the problem tree tool (Appendix 3). You will need to carefully design and document the approaches you decide to use and the results from those approaches for needs assessment. The same applies to developing the programmes and projects to address the community needs. You will need to incorporate the input of the target groups and also use examples of programmes and projects that have worked in similar situations to yours in the past. Use community participatory brain storming exercises to help shape and develop the project. You will need to carefully design and document the approaches you decide to use and the results from those approaches for developing programmes and projects.
- Make sure that women, young women, and girls are active drivers in implementing the programmes and projects. They should be leaders of the programmes and projects as well as participants. You will need to carefully design and document the approaches you decide to use to ensure involvement and leadership of the programmes and projects.
- Create a peer educator and a peer mentor training programme. Set a target number of peer educators and peer mentors that you aim to train and a target number of peer educators that will be volunteering at your Safe Space. You will need to carefully design and document the peer educator and peer mentor trainings you decide to use and the results from those trainings, you will need to track how many peer educators/peer mentors you train, and how many young women and girls that those peer mentors and educators interact with and support.
  - For peer educator trainings and programmes consider adapting and using sources such as UNESCO's *Training Guide for Peer Health Education Programmes in Africa* and *Health Information for Peer Health Educators in Africa* as sources for your peer educators.
- Evaluate the programmes and projects that you have available that develop life experiences and promote personal growth. Set target goals for how many programmes and projects you will implement or continue that develop life experiences and promote personal goals on a yearly basis. You will need to carefully design and document the approaches you decide to use and the results from those approaches for enacting programmes that expand life experiences

and promote personal growth. Make sure to document how many women, young women and girls these programmes and projects reach and the results. *\*This indicator is also a central aspect of Standard 6, **Holistic Approaches** and should not be narrow in scope, the programmes and projects should cover topics such as economic, social and emotional empowerment.*

- For programmes around life skills and reproductive health consider adapting and using sources such as:
  - UNESCO curriculum: *International Technical Guidance on Sexuality Education, An evidence informed approach for schools teachers and health educators.*
  - Population council's *It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education.*
  - *My Changing Body: Fertility Awareness for Young People. Indented for youth age 10-14.*
- Diagram or map the various ways that is it possible for women, young women and girls to interact with policy and decision makers. Use this map as a guide for the various access points that women, young women and girls have to dialogue with policy and decision makers. Consider using the mapping tool and/or the community youth mapping tool, both found in the Appendix 2.
- Evaluate the programmes and projects that you have available that empower young women and girls to become leaders and active agents of change. Set target goals for how many programmes and projects you will implement or continue that empower young women and girls to become leaders and active agents of change on a yearly basis. You will need to carefully design and document the approaches you decide to use and the results from those approaches. Make sure to document how many women, young women and girls these programmes and projects reach and the results.
  - Consider adapting and using sources such as World YWCA/UNFPA's *Empowering Young Women to Lead Change, a training manual*, as a training programme for young women and girls.



## THEOLOGICAL REFLECTIONS

### LEADERSHIP AND PARTICIPATION

**Biblical Text:** 1 Timothy 4 vs 12 "Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity."

Leadership of YWCAs by women for women, young women and girls is a central aspect of YWCAs Safe Spaces. The above scripture foregrounds the importance for young people to value themselves and not to look down upon themselves or not allow anyone to look down upon because they are young. Instead, the text exhorts young people to lead by example in their speech, conduct, in love, faith and purity. This text captures the vision of the second aspect of the YWCA Safe Spaces model which emphasizes the fact that the spaces should be led by women, young women and girls. Often times, young people who conduct themselves in the manner summarized in the above scripture become active agents of change because everyone around them will aspire to be like them. The leadership and participation aspect of the model challenges religious leaders to ensure that women, young women and girls are included in all decision making structures within their faith communities. This is a basic ingredient for successful leadership of the church which is missing in the majority of church structures. Due to the patriarchal nature of most faith communities, rarely are women, young women and girls included in key decision making structures within their faith communities even though they are the ones who usually comprise the majority of membership. Rarely are their needs, hopes and aspirations taken into consideration when policies and programmes are being designed and implemented in their faith communities. Young women and girls often suffer and have to endure the triple jeopardy of being young, female and disempowered. They are rarely given a voice to articulate their views and desires, often times; they are spoken for and spoken about as if they are dead or invisible.



## GUIDING QUESTIONS

1. What measures have been put in place within your faith community to ensure that women, young women and girls are actively involved in policy and decision making structures?
2. Do the current programmes and activities in your faith community pay particular attention to the specific needs of women, young women and girls?
3. What are the key factors hindering women, young women and girls to aspire taking up leadership positions within your faith community?
4. What are some of the apparent benefits of including women, young women and girls in becoming agents of change and transformation within your faith community?





THREE

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## ACCURATE AND RELIABLE INFORMATION



Safe Spaces Training Guide

## THREE

# ACCURATE AND RELIABLE INFORMATION



.....  
"YWCA's share and promote evidence-based information that supports  
women, young women and girls to make informed choices."  
.....

## WHAT IS ACCURATE AND RELIABLE INFORMATION?

This focus of this section is looking at what is correct and consistent information. The focus will be on health in particular sexual and reproductive health including comprehensive sexuality education. Sexual and reproductive health is related to fundamental human rights and is an essential element of achieving public health, education goals, economic development and gender equality. Yet, sexual and reproductive health and rights remain neglected, politicized or taboo in many communities around the world. Therefore, it is imperative that sexual reproductive health information is based on scientific evidence and research. This proven information is the information that should be used as the basis for any and all materials surrounding health, including sexual and reproductive health. What does evidenced based really mean? Evidenced-based information is information that has been proven through many different ways through the scientific method. This means that the information is based in sound, proven, science.



## Why is this important?

There are many sources of knowledge that are important, such as the knowledge from parents and older relatives, religious leaders, traditional leaders, scientists, experts and academics. Issues surrounding sexual and reproductive health can be tricky to navigate as in almost every culture and country there is much confusion and misinformation regarding sexual and reproductive health. The issues of female sexual health, reproduction, and sexuality is often mixed with existing cultural, religious and traditional norms and viewpoints, some of which are harmful to women, young women, girls and the community as whole. In order to provide the women, young women and girls we serve with the most accurate information possible it is necessary that we base the information on science so they are able to get a true understanding regarding matters of biology, reproduction, and sexual health.

To meet the standards of accurate and reliable information the information it must meet the following conditions;

- Information about sexual and reproductive health and human rights is evidenced based and provides factual, non-judgmental information that support women, young women and girls to make informed decisions.
- Materials are reviewed by experts to ensure that they do not contain any negative stereotypes, discriminatory messages or moral judgments.
- Materials are accessible to different groups of women, young women and girls.
- Efforts are made to ensure information is age appropriate and relevant to target groups.
- YWCAs build the knowledge and skills of staff and volunteer to challenge harmful traditional practices in communities, such as early and forced marriage, female genital mutilation and violence against women and girls.

## WHAT IS THE PROCESS TO CREATE ACCURATE AND RELIABLE INFORMATION FOR YOUR CONTEXT?

If your YWCA already produces information to distribute to women, young women and girls you will need to evaluate if your materials meet the standards of being accurate, evidenced-based, non-judgmental, and accessible to all target groups (i.e. low or non-literate, multiple languages if necessary) and age appropriate.

- You should do this by conducting an internal and external review of the publications you've created. First you will need to compile all of the publications that you have produced, consider if the publications are old or out of date and could be updated. Consider asking health professionals or representatives of NGOs/multilaterals that deal with sexual health and reproductive health on either a local, national or international level, other YWCA member associations that have produced similar materials or the World YWCA office as possible external reviewers. Some of the questions you should ask yourself or the external reviewers:



- Is this information based in science? What specific reference is the information from (such as the World Health Organisation, UNFPA, country ministry of health, see Appendix 6 for list of sources that can be used)? Information that cannot be specifically referenced from an accredited health and science source should not be used!
- Are the publications judgmental? Do the publications make value judgments about sexuality or reproductive health? YWCA publications should be non-judgmental.
- You should also get feedback from the women, young women and girls that the materials are designed for. Some of the questions you should ask the women, young women and girls
  - Do the subject matters of the publications cover the issues that the women, young women, and girls want/need information on?
  - Are there other subject matters dealing with sexual health and/or reproductive health that women, young women, and girls would like to know more about?
  - How do the women, young women, and girls feel when they read this information? Do they feel ashamed or embarrassed? If so, why? (It may be tricky to separate out possible embarrassment that women, young women, and girls may feel due to the fact that they are reading about sexual or reproductive health which may be 'taboo' from the possible shame that women, young women, and girls may feel because they feel that the publication is 'judgmental'. Separating this out will require careful knowledge of the cultural situation.
  - Do the women, young women, and girls find the publications understandable? Can they articulate the information that the publication is conveying to them in their own words?
  - Are there ways that the publication can be made clearer? Such as more pictures/drawings, different words? Explanations of words or body systems they might be confused on?

If your YWCA has not yet issued any publications:

- First you should evaluate the type of information that is needed for your context.
  - Identify the types of information that the women, young women and girls in your area want and need. This can be done through surveys, FGD or other participatory means. Make sure to outline and document the process that you use to assess the wants and needs of the women, young women and girls
  - Use information sources to determine the most pressing sexual and reproductive health needs in your context. You can use demographic and health survey for your country, local and national assessments of health needs and other sources to identify the most pressing health issues in your context (i.e. HIV/AIDS, STIs, adolescent pregnancy)
- Then you will need to identify the external experts that will help you create/review the publications you produce.

- Once you have identified the type of information needed and your external experts, you will need to figure out how many types of publications your organisation has the capacity to produce. It takes time, effort, and money to produce these publications. Evaluate your available person power and budget, your situation might be such that you are able to produce one publication such as a pamphlet on sexuality and reproductive health, or your situation might be such that you produce many different pamphlets or booklets that cover specific topics in depth.
- You can look to other YWCAs to see if they have already produced booklets/ pamphlets on the topics you want to cover. You may be able to use their already published materials as a guide or adapt them to your context. If you do this, always remember to cite those publications and give credit where credit is due!
- If your YWCA needs to create the material without any guides or other publications to adapt start by asking what are the sexual and reproductive health questions that we want to answer? Look to credible information sources such as the World Health Organisation, UNFPA, the Centre for Disease Control (a U.S government run organisation) and/or your country government ministry of health.
- You will need to distil the information that you have into easy to understand concepts.
- You should check in often with your external experts to make sure that how you are portraying the information is accurate, age appropriate, non-judgmental, relevant and current.
- Once you produce a draft of your publication you should get input from the target group that the information is intended for. A FGD with the target group can help you identify any areas of your publication that may be unclear or if there is information the target group would like to have that is not included.
- Incorporate the feedback from the input you've received from the target group to create the final draft. Seek input once again from the external experts.
- The process that you used to create the publication should be documented, such as; the external experts you received advice from, the process as results from the initial discussions with women, young women and girls to understand the type of information they need/want, any source material that was used including other publications used as a guideline/adapted from, the process and result of the FDG regarding the draft of the publication and what changes were made as a result. It is also a good idea to record how many publications are printed and how many are distributed and where (such as in the Safe Space, in a rural outreach programme, at other YWCA events).

## THEOLOGICAL REFLECTIONS

### ACCURATE AND RELIABLE INFORMATION

**Biblical Text:** John 8 vs 32 *“And you shall know the truth, and the truth shall make you free.”*

As the saying goes, ‘knowledge is power,’ the above scripture emphasizes the importance of knowledge, not just any kind of knowledge, but accurate and evidence based knowledge which has the power to set humanity free from the bondage of ignorance and sinfulness. In the next verse (John 8 vs 33), the Jews revealed that they had misunderstood/misinterpreted Jesus’ message to imply that the freedom from bondage that he was referring to was some kind of release from slavery. As such, Jesus proceeded to elaborate that the kind of knowledge and freedom from bondage that he was referring to was not in a physical sense like they had anticipated, rather it is knowledge of the truth that saves them from error, ignorance and prejudice. In the same light, YWCA Safe Spaces are anchored upon sharing and promoting evidence-based information that support women, young women and girls to make informed choices particularly surrounding their bodies including any other decisions they may want to make. This is against the backdrop that in many cultures and faith communities, there are several myths and massive misinformation circulating which is so misleading, toxic and detrimental particularly to the health and well-being of women, young women and girls. For some reason, women, young women and girls are exposed to these myths and untruths all too often to the point that they begin to believe them. Consequently, they will feel unworthy, inferior, unclean and deserving of being discriminated, segregated and end up enduring all forms of abuse physically, emotionally and sexually. It is therefore important that religious leaders make a commitment to ensure that women, young women and girls receive accurate and reliable information about their sexuality. The kind of information that is shared within the faith communities should be empowering, life-enhancing and life-giving for women, young women and girls. Whether it is information on SRHR, HIV and AIDS or other terminal conditions, it should be shared in such a way that it does not discriminate and stigmatize those who are living with or affected by such conditions. The accurate and reliable information should inspire hope amidst hopelessness and equip women, young women and girls with relevant skills and ignite them to demand their God-given rights. Empowered with accurate and reliable information, they will have a voice to speak against any life-denying and life-diminishing beliefs, practices and traditions in their midst. They will also be in a position to discern the abuse of scripture, manipulation of power by some corrupt leaders who silence the weak and vulnerable after having exposed them to all kinds of abuses. Young women and girls will be empowered to know and understand that there is nothing shameful about their natural stages of growth such as menstruation and other physical changes related to their developmental stages.



## GUIDING QUESTIONS

1. What are some of the common myths prevalent in your community which are harmful and discriminate against women, young women and girls?
2. Are there any accessible, relevant and up to date materials available affirming SRHR for women, young women and girls within your faith community?
3. Are there any opportunities created within your faith community to offer a platform for health professionals or legal experts to address women, young women and girls so as to enlighten them about their SRHR so that they will be able to see a direct link between such information and the word of God?





FOUR

# BUILDING TRUST



Safe Spaces Training Guide



## FOUR

# BUILDING TRUST



.....  
"YWCA's are places where women, young women and girls can openly  
share their experiences, challenges and traumas, and be assured of  
confidentiality and support"  
.....

## How is trust built in Safe Spaces?

Often women, young women and girls do not have a place they can go to discuss and seek help regarding life experiences, challenges and traumas and sometimes just to celebrate success. An atmosphere of trust will enable women, young women and girls to feel safe to have this discussions and/or celebrations. Trust is built in Safe Spaces through having a well trained staff and a volunteer base that is non-judgmental, understands and respects the privacy and confidentiality of the women, young women and girls that seek these discussions and counselling services.

To meet the standard of building trust the Safe Space must include the following:

- Safe, inclusive and empowering spaces for women, young women and girls in all their diversity, particularly survivors of violence and women living with HIV.
- Support groups in communities that enable women, young women and girls to share their experiences with their peer and access information about their rights and services.
- Well trained staff and volunteers that can provide counselling and peer support.
- A private space where a woman, young woman or girl can meet with counsellors or mentors to discuss private or sensitive topics, including sexual and reproductive health issues.

- Implementing strict protocols on confidentiality on all levels including personal information (especially concerning HIV status and experiences of violence).
- Trained staff and volunteers that can identify confront and address all forms of stigma and discrimination (particularly related to religious beliefs, ethnic background, life situation, education, HIV status or sexual orientation).
- Child safe employers and ensure that all staff working directly with girls have appropriate criminal and reference checks according to a child policy in Appendix 5.



## Why is this important?

By creating a Safe Space that is built on a foundation of trust women, young women and girls will be enabled to engage in discussions and seek help and advice regarding sensitive issues that they may not have been able to without the Safe Space. By enabling these discussions women, young women and girls can become more empowered to better understand their rights. By having the capacity to share and discuss their life experiences which may include similar themes, issues and traumas, the women, young women and girls can come to understand that they are not alone in their experiences.

How to identify if your Safe Space is facilitating trust building and how improve this?

- Are the staff and volunteers at your Safe Space trained on the importance of privacy and confidentiality (see section on creating safe and accessible Safe Spaces)? Does your YWCA have a policy and guideline regarding privacy, confidentiality, stigma and discrimination?
- If your YWCA does not currently have a policy and guidelines, develop and implement them.
- Then train your staff and volunteers on privacy and confidentiality.
  - Set target goals for how many trainings on privacy and confidentiality for your staff and volunteers you will implement on a yearly basis. Decide if you will hold refresher trainings as well. You will need to carefully design and document the training process and the results from those trainings, such as how many staff/volunteer were trained and what they gained from the trainings.
  - For example for HIV/AIDS consider adapting PATHs Ensuring Privacy and Confidentiality in Reproductive Health Services, A Training Module and Guide for Service Providers.
- Are the staff and volunteers at your Safe Space trained on stigma and discrimination? What types of stigma and discrimination have your staff and volunteers been trained on? Does your YWCA have a policy and guideline on how to combat stigma and discrimination? \*This indicator is also covered in *Standard 5* and includes discrimination of any kind including religious discrimination.

- If your YWCA does not currently have a stigma and discrimination policy and/or guidelines, develop and implement them.
- Evaluate the programmes and projects that you have trained your staff and volunteers on addressing stigma and discrimination.
  - Set target goals for how many trainings on combating stigma and discrimination for your staff and volunteers you will implement on a yearly basis. Decide if you will hold refresher trainings. You will need to carefully design and document the training process and the results from those trainings, such as how many staff/volunteer were trained and what they gained from the trainings.
  - For example for HIV/AIDS consider adapting Religions for Peace's Combating HIV and AIDS Related Stigma, Denial and Discrimination, A TRAINING GUIDE for Religious Leaders.
- Are your staff, volunteers and peer mentors trained on offering counselling and support? How many of your staff, volunteers and peer mentors are trained in offering counselling and support? In which areas of counselling and support are these staff, volunteers and peer mentors trained in such issues as gender based violence (GBV) and SRHR,)?
- Set target goals for how many counsellors you will have available and what they are trained in providing counselling for, enact programmes to reach these goals. You should document the number of women, young women and girls served by the counsellors, if possible document the age of the women, young women and girls as well as the general type of counselling they are seeking (such as gender based violence, sexual and reproductive health or other issues).
- Does your Safe Space offer a place for discussion and support groups for women, young women and girls? Which types of support groups are offered? For which age groups? How often do these support groups meet?
- Does your YWCA have private spaces set aside for confidential one on one discussions for women, young women and girls to seek help from trained staff on issues including SRHR?
- Do you ensure that the staff and volunteers you have working at your Safe Space have undergone an approval process? Do you have a policy or guideline on how the approval process is done?

## THEOLOGICAL REFLECTIONS

### BUILDING TRUST

**Biblical Text:** Matthew 11 vs 28-30 *"Come to me, all you that are weary and are carrying heavy burdens and I will give you rest. Take my yoke upon you, and learn from me; for I am gentle and humble in heart, and you will find rest for your souls. For my yoke is easy and my burden is light."*

A critical challenge faced by several women, young women and girls, particularly those who would have experienced something that is troubling or traumatic is to find someone whom they can trust to share their life's experiences with and to be able to freely express their anxieties, fears and frustrations in a safe and secure environment. Consequently, the YWCA Safe Spaces model emphasizes the importance for creating a space "where women, young women and girls can openly share their experiences, challenges and traumas, and be assured of confidentiality and support." This important aspect is aptly captured in the above scripture whereby Jesus declares an 'open- door policy' particularly for all those who are weary and are carrying heavy burdens. Jesus promises that he will grant them rest and he offers them an assurance of confidentiality and empathy. Better still, he promises that he is more than willing to 'swop places' with them, for if they are willing to 'learn' from him, he will gently offer them his easy yoke and his lighter burden. The attributes of Jesus reflected in this scripture are integral qualities for YWCA staff, volunteers, mentors and peer counsellors. As the old adage goes, 'trust is earned.' In order to earn the trust of women, young women and girls who access the YWCA Safe Spaces, they endeavour to offer adequate training to all their service providers to ensure that they do not discriminate, stigmatize or humiliate their clients. Anyone who comes to access services be it information on sexual and reproductive health, HIV related information, counselling about their sexual orientation, experiences of violence or any other issues that cause them anxiety such as being discriminated on the basis of their ethnic and religious background should be treated with confidentiality, dignity and respect. Just as Jesus in this scripture assures all those who are willing to learn from him and lay their burdens on his shoulders, the YWCA Safe Spaces staff, volunteers, mentors and peer counsellors strive to be compassionate and empathetic to all the women, young women and girls who access their services. Jesus promises to offer security and the longed for rest to all those who are weary and heavy laden only if they come to him, hence this same pledge must be made by all the service providers at the YWCA Safe Spaces. Gentleness and humility is the banner for all YWCA Safe Spaces just as Jesus promises in this scripture.

## GUIDING QUESTIONS

1. What are some of the common experiences shared by women, young women and girls which threaten their safety and security?
2. What measures have been put into place to ensure that YWCA Safe Spaces facilities offer rest to the women, young women and girls who are weary and heavy laden?
3. Are the service providers at your YWCA Safe Space adequately trained to be sensitive and empathetic to the privacy and confidentiality of their clients?
4. Are there any measures in place to assess the extent to which the women, young women and girls feel safe and secure to disclose all their insecurities and life's challenges at your YWCA Safe Space?
5. Are there any mechanisms in place to assess the extent to which the women, young women and girls who access your YWCA Safe Space draw their hope and inspiration from their religion?



FIVE

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# HOLISTIC APPROACH



Safe Spaces Training Guide

## FIVE

# HOLISTIC APPROACH



.....  
"YWCA's take into consideration the multiple facets of women's lives and deliver services that respond to the life cycle of women, young women and girls. Education and economic empowerment are recognized as fundamental tools for empowerment, personal security and claiming rights"  
.....

## WHAT DO HOLISTIC APPROACHES MEAN?

"The YWCA approach is inspired by Christian principles and respect for the dignity of every human being". The YWCA holistic approach means that Safe Spaces should address many different aspects of education, health, and rights that affect women, young women and girls throughout their life cycle. This means that Safe Spaces should develop programmes and projects that address these various aspects and not just focus on one aspect of life that affects women, young women and girls. Programmes that operate through a lens of education and economic empowerment are the cornerstones of the Safe Space strategy for women, young women and girl's empowerment.

To meet the standards of implementing a holistic approach the following must be met:

- Implemented programmes must promote non-discrimination and are open to women, young women and girls in all their diversities and of all religious faiths and backgrounds.
- The Safe Spaces are a place for women, young women and girls to learn life skills that broaden opportunities and build self-reliance to prepare them for life's economic, social and emotional challenges including it being a space that promotes and fosters personal security.



- Activities in the Safe Spaces encourage active citizenship by fostering critical consciousness and decision-making.
- The programming takes into account the different needs and the lived realities of women, young women and girls at different stages of their lives.
- Programme activities and any engagement inside and outside the YWCAs ensure that the human rights of women, young women and girls are defended in private, public and political spaces.
- The programming designs encourage and provide assistance to all girls, young women and women to complete and continue their education.
- Implemented programmes promote and /or deliver initiatives that economically empower women, young women and girls (i.e. vocational skills training, financial and business management and small loans).
- Provision of activities and space for unstructured social interaction and personal bonding that builds information support networks among women, young women and girls and promotes dialogue and reflection leading to transformation.



## Why is this important?

- The world is a complex place and there are many factors that affect the life, health, and empowerment of women, young women and girls. In order to address these issues, a multifaceted approach needs to be implemented in offering sustainable and relevant programmes and projects for women, young women and girls.

## HOW TO IDENTIFY IF YOUR SAFE SPACES USE HOLISTIC APPROACHES?

- Ways to identify and address non-discrimination is covered above in the section on *Standard 4, **Building Trust***.
- Ways to identify and address life skills growth programmes and projects is covered above in the section on *Standard 2, **Leadership and Empowerment***.
- Do you offer a variety of programming that deals with the different aspects of life that women, young women and girls face depending on their socioeconomic status? How many types of programmes do you offer overall? How many programmes serve underserved populations? How many programmes serve young girls, young women and women respectively? Do you aim to serve the different age groups proportionally? Is there an imbalance in the programmes and projects you offer for urban vs rural, economic groups, do you actively strive to include women, young women and girls who are traditionally underserved or of a different religion, ethnic group, or socioeconomic group?
- What types of assistance do you provide for girls, young women and women to continue/complete their education? How many girls, young women and women have you assisted to complete/continue their education?

- What types of initiatives do you offer to economically empower women, young women and girls? How many vocational trainings have you carried out, what have been the results?
- What types of activities do you offer that provide for unstructured social interactions and social bonding? How many of these activities take place in a given time period (monthly, annually etc.)? What target groups are these activities geared to? Are they only geared to a specific age grouping or are there activities that target various age groupings?

## WAYS TO IMPROVE USAGE OF HOLISTIC APPROACHES

- The theme of fostering active critical consciousness and decision making in women, young women and girls is a theme that is found throughout all of the standards.
  - The emphasis on a vertical decision making process and power structure including the community driven programmes and participation is a key aspect of fostering critical consciousness and decision making.
- Evaluate which types of programmes and projects target the various demographic groups you serve.
  - Set target goals for the different demographic groups that you aim to reach with your programmes and projects. The target goals should include disaggregated age groups reached, rural and urban populations reached, including key populations.
- Evaluate the diversity offered in your programming. How many programmes or projects do you hope to implement or continue that deal with financial and economic empowerment, health, GBV, education, rights?
  - Set target goals for the diversity of the various types of programmes you will implement/ continue.
- Evaluate the assistance that your Safe Space provides for women, young women and girls to complete and continue their education. Do you offer tutoring assistance? Do you offer scholarships or other monetary or supply based support for education? Is the programme that this support offered through well-defined and structured? Is this support offered in a fair non-biased manner?
  - Set target goals for the number and type of women, young women and girls that you hope to reach with these education assistance programmes on a yearly basis. You will need to carefully design and document the programme/ project process and the results from those programmes/projects, such as how many women, young women and girls participated and what they gained from the programmes/projects.
- Evaluate the programmes and projects you offer to promote and deliver initiatives to economically empower women, young women and girls. Develop and plan which types of programmes and projects you will enact/continue that promote and or deliver initiatives to economically empower women. Set target goals for

the number and demographic of women, young women and girls that you hope to reach with these programmes and projects on a yearly basis. You will need to carefully design and document the programme/project process and the results from those programmes/projects, such as how many women, young women and girls participated and what they gained from the programmes/projects.

- Successful financial empowerment programmes include both a financial security aspect, a participatory learning aspect regarding general life skills and empowerment, and an opportunity for peer groups to meet regularly to discuss the programme, the trainings and their lives.
- Consider basing your programmes or projects on the model of prior interventions that have been proven to decrease GBV found in the Appendix.
- Evaluate the activities that you offer for unstructured social interactions and social bonding. Set target goals for the number and demographic of women, young women and girls that you hope to reach with these activities. You will need to carefully design and document the activities such as how many women, young women and girls participated.

## THEOLOGICAL REFLECTIONS

### HOLISTIC APPROACH

**Biblical Text:** John 10vs 10 “The thief comes only to steal and kill and destroy. I came that they may have life, and have it abundantly.”

In the above scripture, Jesus declares that the main purpose for his coming on earth was to ensure that humanity will have abundant life; that is ushering in a holistic approach to salvation by addressing all the aspects of human life, social, physical, spiritual and economic. In the same light, the core values of the YWCA Safe Spaces are structured in such a way that their programmes and services provide a holistic approach to the life cycle of women, young women and girls whom they serve. It is apparent that the YWCA Safe Spaces are agents for change and transformation in such a way that they address all the existential needs for their clients. This entails tailoring their programmes and services to ensure that they open opportunities for women, young women and girls to access the necessary education, economic empowerment, understand their basic human rights and are assured of personal security. More importantly, the YWCA Safe Spaces ensure that the women, young women and girls are nurtured spiritually and have equitable access to health care services, particularly availing relevant information on sexual and reproductive health. Anchored upon the Christian principles, the YWCA Safe Spaces follow in Jesus' footsteps to ensure that having life in abundance entails addressing all the basic needs of the whole person so as to ensure human dignity and integrity of the women, young women and girls. Being attentive to the ingrained patriarchal values in most societies which make women, young women and girls vulnerable to all the life-denying and life-diminishing forces in their societies, YWCA Safe Spaces strive to equip their clients with skills that are life-giving and life-enhancing. Hence, YWCA Safe Spaces focus on addressing all the harmful structures and practices which expose women, young women and girls to harm's way within their societies in the same way that Jesus came to eradicate 'the thief who comes only to steal and kill and destroy.'



## GUIDING QUESTIONS

1. What are some of the common experiences shared by women, young women and girls which threaten their safety and security?
2. What measures have been put into place to ensure that YWCA Safe Spaces facilities offer rest to the women, young women and girls who are weary and heavy laden?
3. Are the service providers at your YWCA Safe Space adequately trained to be sensitive and empathetic to the privacy and confidentiality of their clients?
4. Are there any measures in place to assess the extent to which the women, young women and girls feel safe and secure to disclose all their insecurities and life's challenges at your YWCA Safe Space?
5. Are there any mechanisms in place to assess the extent to which the women, young women and girls who access your YWCA Safe Space draw their hope and inspiration from their religion?





SIX

## INTERGENERATIONAL COOPERATION



Safe Spaces Training Guide



## SIX

# INTERGENERATIONAL COOPERATION



.....  
"YWCAS encourage intergenerational sharing, mentorship and cooperation between women and girls of all ages. These supportive relationships are based on respect and equality among different age groups, with a focus on developing young women's leadership."  
.....

## WHAT IS INTERGENERATIONAL COOPERATION?

Intergenerational cooperation is the coming together of women, young women and girls of all age groups in a supportive and open spirit way. Intergenerational cooperation helps increase interactions, connections, and exchanges between women and girls of different age groups.

To meet the standards of intergenerational cooperation the following must be met:

- A girl, young woman or woman can find a peer mentor or counsellor who is of a similar age or slightly older in the Safe Space.
- Women including young women with lived experiences take an active role in mentoring and guiding each other, younger women and girls.
- Women including young women and girls practice positive interpersonal relationships that foster respect for one another accepting differences of lifestyle and opinion.
- Ensuring that a minimum of 25% of decisions making positions are held by young women 30 years or under.
- There is support for meaningful and effective participation of young women, ensuring that young women's opinions are taken seriously and valued during decision-making.
- Provision of training, resources and space for young women to represent the organisation including themselves in discussing issues that they face as young women with policy makers at local, national, regional and international levels.



## Why is this important?

Intergenerational cooperation is important because it allows young women and girls to find mentors in older women while at the same time facilitating women, young women and girls to learn from each other. This further strengthens the community and fosters women, young women, and girl's leadership and empowerment.

## HOW TO DETERMINE IF YOUR SAFE SPACE FOSTERS INTERGENERATIONAL APPROACHES ?

- Ways to identify and address peer mentors and ways to empower young women and girls to become agents of change is covered in the section on *Standard 2, Leadership and Participation*.
- Do you have an established mentorship programme? If not what are the ways that your Safe Space facilitates mentorship?
- Does your Safe Space encourage dialogue and respect for differences of opinion? This relates back to the stigma and discrimination indicators covered in the section on *Standard 4, Building Trust*.
- Are at least 25% of your decision making positions held by young women aged 30 and under?
- How does your Safe Space support meaningful and effective participation of young women?
- Does your Safe Space offer training and opportunities for young women to represent your Safe Space on the local, national, regional and international level?

## WAYS TO IMPROVE, ENCOURAGE AND CREATE INTERGENERATIONAL APPROACHES?

- Refer to ways to improve/create peer mentorships covered in the section on *Standard 2, Leadership and Development*.
- Refer to ways of combating stigma and discrimination covered in the section on *Standard 4, Building Trust*.
- The theme of active and effective participation by young women in decision making is a theme that is found throughout all of the standards.
  - The emphasis on a vertical decision making process and power structure including the community driven programmes and participation is a key aspect of fostering and valuing active decision making by young women.
- Evaluate your decision making and leadership membership. If less than 25% of these positions are held by young women 30 and under work to identify young women candidates 30 years and under to bring into decision making and leadership positions.

- Evaluate the opportunities that your Safe Space provides for young women to represent your Safe Space on the local, national, regional and international level. \*This goes in partnership with empowering young women and girls to become active agents of change and providing them with opportunities to interact with decision makers which are covered in the section on *Standard 2, Leadership and Participation*.

## THEOLOGICAL REFLECTIONS

### INTERGENERATIONAL COOPERATION

**Biblical Text:** Luke 1 vs 39-56 *"In those days Mary set out and went with haste to a Judean town in the hill country, where she entered and greeted Elizabeth...And Mary remained with her about three months and then returned to her home."*

This scripture is a poignant example of intergenerational cooperation which is the cornerstone for YWCA Safe Spaces. The text explicates the relationship between Mary; a young woman faced with an existential dilemma who pays a visit to an elderly woman Elizabeth to share their unique and life-changing experiences. On one hand, Mary is still trying to come to terms with the announcement previously made by the angel that she would be filled by the Holy Spirit and miraculously conceive the long awaited Messiah. On the other hand, Elizabeth is also grappling with the fact that at such an advanced age, she has finally conceived. Although excited that she and her husband Zechariah have been finally blessed with the long awaited son, the scripture (Luke 1 vs 25) reiterates that Elizabeth remained in seclusion for five months, most likely because she was ashamed that at such an advanced age, people would laugh at her for falling pregnant or maybe she just didn't want to cause a stir in public. The scripture (Luke 1 vs 56) records that Mary stayed with Elizabeth for about three months and then returned to her home. Clearly, it is apparent that during their time together (three months), Mary and Elizabeth were sharing their anxieties, fears and highly likely their excitement. One can imagine them laughing, crying, praying together and maybe whispering to each other words of affirmation. Elizabeth as the older woman must have imparted words of wisdom and reassurance to Mary. However, this sounds like a mutual and reciprocal sharing, although younger than Elizabeth, Mary also had a lot to share with Elizabeth because the angel had specifically visited her and shared deeper insights which she most likely shared with Elizabeth (Luke 1 vs 36). More so, Elizabeth clearly showed how much she valued Mary's visit through the words she uttered upon Mary's arrival "And why has this happened to me, that the mother of my Lord come to me? For as soon as I heard the sound of your greeting, the child in my womb leaped for joy" (Luke 1 43-44). The fact that Mary stayed with Elizabeth for about three months clearly illustrates that there was a strong bond between them, indicative of a special relationship of mutual learning, listening and sharing. The intergenerational component within the YWCA Safe Spaces model summarized as follows, "YWCAs encourage intergenerational sharing, mentorship and cooperation between women and girls of all ages. These supportive relationships are based on respect and equality among different age groups, with a focus on developing young women's leadership," shares apt resonance with this scripture.



## GUIDING QUESTIONS

1. Are there any 'best practices' examples of intergenerational cooperation within your community that your YWCA Safe Spaces can refer to?
2. What challenges are encountered in fostering intergenerational cooperation within your YWCA Safe Spaces?
3. What insights can be drawn from the interaction between Mary and Elizabeth in fostering intergenerational cooperation within your YWCA Safe Spaces?
4. Are there other biblical characters from where you can model intergenerational cooperation for your YWCA Safe Spaces?





SEVEN

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# DIGNITY AND RESPECT



Safe Spaces Training Guide

## SEVEN

# DIGNITY AND RESPECT



.....  
"The organisational structure of YWCAs provides a local and global network of women, young women and girls who support and inspire one another. It is a place where women, young women and girls in all of their diversity are respected and their dignity and rights are upheld."  
.....

## WHAT DOES DIGNITY AND RESPECT MEAN?

YWCAs are a community on both the local and global scale. This community includes women, young women and girls from all walks of life and is non-discriminatory. YWCAs respect and actively work to advocate the rights and dignity of all women, young women and girls. They also promote self-worth, self-confidence and self-esteem for all women, young women and girls.

In order to meet the overall standard of dignity and respect the following standards must be upheld:

- Programmes that model transformative and shared leadership which encourage participation, collective efforts and common ownership for creating positive and transformative change among individuals and communities.
- Spaces that foster and encourage a sense of common identity and purpose between women, young women and girls at local, national, regional and global levels.
- Spaces that create a sense of belonging and make women, young women and girls feel valued and respected.
- Be places where friendships, sisterhood and support networks are formed.
- Spaces that are inclusive, free of judgment, for women, young women and girls in all of their diversities.



- Spaces that foster the growth of champions in women's human rights, including sexual and reproductive rights and freedom from violence, in all levels in communities including local health centres/hospitals, police stations, schools and government offices.
- Empowered women and young women who can leverage their institutional reputation, strength and legitimatise advocacy for the human rights of women, young women and girls on local, national, regional and global platforms.
- Spaces that provide the basic and necessary training opening up space for women and young women from vulnerable groups to exercise their voice and agency at relevant local, national, regional and international policy spaces.



## Why is this important?

The standard of dignity and respect is vital to the core of all YWCAs. YWCAs act for the empowerment women, young women and girls. The standards of dignity and respect can be viewed as overarching principles that are the result of the other standards of safe spaces being upheld. Dignity, empowerment, leadership growth, intergenerational support, sisterhood and friendship all must be addressed to ensure that the standards of dignity and respect are upheld.

## HOW TO DETERMINE IF YOUR SAFE SPACE FOSTERS DIGNITY AND RESPECT?

- Does your safe space hold programmes and projects that advocate for the rights of women, young women and girls on the local, national, regional and global level?
- Is your safe space free from stigma, discrimination and judgement?

## WAYS TO IMPROVE ENCOURAGE AND CREATE DIGNITY AND RESPECT IN YOUR SAFE SPACES?

- Dignity and respect is related to combating or reducing stigma and discrimination. Refer to way to combat stigma and discrimination covered in the section on *Standard 4, Building Trust*.
- Evaluate the programmes and projects you engage in to advocate for the rights of women, young women and girls. Develop and plan which types of programmes and projects you will implement/continue that advocate for the rights of women, young women and girls. Set target goals for the number of times that you will advocate for the rights of women, young women and girls on a yearly basis. You will need to carefully design and document the strategy used and the results of the strategy. This includes documenting who represented the YWCA, the type of meetings/platforms/type and number of policy makers/religious leaders/etc.
  - Consider at which level it makes sense for your YWCA to advocate for rights at local, district, national, regional or international level.

- Be clear on what rights you are advocating for in each opportunity, Consider economic rights, educational rights, reproductive and sexual health rights, freedom from GBV (which includes child, early and forced marriage [CEFM] and harmful traditional practices). Advocating for a variety of rights ties directly into *Standard 5, Holistic Approach*.
- If there is a specific age group that is carrying the burden of whichever right you are advocating for that is not upheld, consider using a representative from that age/socio-demographic group as a key advocate or champion. However, they need to have been trained. Training and empowering girls and young women to advocate for their own rights is also explained in standard 2 Leadership and participation.

## THEOLOGICAL REFLECTIONS

### DIGNITY AND RESPECT

**Biblical Text:** Galatians 3 vs 28 *"There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus."*

This biblical text foregrounds the importance of upholding each and every individual's dignity and respect. It reiterates the fundamental need for cherishing unity and diversity within the Christian community. The text clearly illustrates that there must be no racial, cultural, ethnic, class or gender segregation within the Christian community. It rejects unnecessary divisions among the followers of Christ and emphasises that the Christian identity must be a common denominator which should serve as a unifying force among the Christians. The emphasis is that no one should claim superiority and none should be perceived as inferior or unequal. Instead, the humanity, dignity and respect for all should be the mantra for all Christ's followers. These are the principles espoused within all the YWCA organisational structures in an endeavour to provide "a local and global network of women, young women and girls who support and inspire one another. It is a place where women, young women and girls in all of their diversity are respected and their dignity and rights are upheld." The main focus for YWCA safe spaces is to provide a platform where friendships and support networks are formed. In the same light that the text exhorts Christians to forge a collective sense of identity as a community of believers united by the same faith, YWCA safe spaces endeavour to inculcate a sense of common identity and purpose between women, young women and girls at local, national, regional and global levels. Their emphasis hinges on creating a sense of belonging so that all women, young women and girls may feel valued and respected. In line with the exhortation in this scripture, YWCA safe spaces champion women's human rights, including sexual and reproductive rights and freedom from violence, in local health centres/hospitals, police stations, schools and government offices. All YWCA safe spaces have a 'zero tolerance' policy on discrimination and segregation. Paying particular attention to various marginalized groups who often fall through the cracks and are usually pushed to the periphery of society, "YWCAs provide the necessary training, support and open up space for women and young women from vulnerable groups to exercise their voice and agency at relevant local, national, regional and international policy spaces."



## GUIDING QUESTIONS

1. Are there positive examples of cultural or faith communities upholding the dignity and respect for women, young women and girls within your society?
2. What lessons can be derived from such cultural or faith communities to ignite hope and positive transformation for women, young women and girls in your society?
3. Which other biblical scriptures are useful for fostering the dignity and respect for women, young women and girls that can be used to conduct contextual bible studies in your society?





EIGHT

# PARTNERSHIP AND ACCOUNTABILITY



Safe Spaces Training Guide

## EIGHT

# PARTNERSHIP AND ACCOUNTABILITY



.....  
“YWCA’s are part of their communities and are permanent, reliable and sustainable spaces for women, young women and girls. They work in partnership with local, regional and global actors to advance women’s rights and demand accountability from relevant duty bearers.”  
.....

## WHAT DOES PARTNERSHIP AND ACCOUNTABILITY MEAN?

YWCA’s are integrated into the communities they are based in and serve. This means that staff and volunteers regularly interact and coordinate with other organisations both public and private including local and national governments. This interaction and coordination is both in terms of programme and project design and implementation as well as advocating for the rights and freedoms of women, young women and girls.

In order to meet the overall standard of partnership and accountability the following standards must be upheld

- The YWCA is a member-led movement that promotes shared and intergenerational leadership, values and respects its members and participants of programmes and is sustained by community involvement.
- Activities are community based. Meetings and programmes take place in various community spaces including and not limited to schools, churches, community and YWCA centres, chief’s compounds, member’s homes.
- YWCA’s hold information sessions open to the public (parents, spouses, and caregivers, service providers) to explain YWCA activities and encourage the participation of women, young women and girls. The presence of hubs for sharing and channelling information to support women, young women and girls to claim their rights through clubs, peer education and peer support services.

- A space where women, young women and girls can access emergency contact information easily and safely including services to support them in times of crisis (this may be a YWCA or community shelter or phone number of a YWCA leader who can provide rapid response).
- Having easy access to an established referral networks to youth friendly services including reproductive health services and violence support services and shelters.
- Spaces where networking, advocating and collaborating with civil society organisations, service providers and governments is promoted with the aim of achieving legal, policy and social change towards fulfilment of the human rights of all women, young women and girls.
- Creating welcoming spaces for partner organisations, where sharing of experiences, expertise and resources is promoted.
- Being able to support emerging sister associations in their growth and development, particularly those representing vulnerable groups.
- Being able to partner with other YWCAs and organisations at the local, national, regional and global levels to advance the human rights of women, young women and girls and demand accountability for agreed global commitments.
- Having a strong membership base, engaging in income generation activities, this builds local sustainability and lessens reliance on external funding.
- Being able to model good governance and management through their compliance with the World YWCA Standards of Good Management and Accountability.



## Why is this important?

Change and empowerment can be best promoted through cooperation's that reach from the local to global level. YWCAs are uniquely placed to advocate for the rights of women, young women and girls across many sectors of the community be it local or global.

## HOW TO IDENTIFY IF YOUR SAFE SPACE PROMOTES PARTNERSHIP AND ACCOUNTABILITY

- Does your Safe Space hold open information meeting for the community?
- Does your Safe Space have an emergency contact protocol in place?
- Does your Safe Space have a referral system in place for youth friendly services?
- Does your Safe Space partner with other organisations?
- Does your Safe Space have any income generating activities?
- Does your Safe Space advocate for the Sustainable Development Goals that affect women, young women and girls on the local, national, regional and global level?



## Is your Safe Space in compliance with the World YWCA standards of good management and accountability?

### Ways to improve, encourage and create partnership and accountability?

- Evaluate the open information meetings you hold for the community. Develop and plan open meetings for the community. Set target goals for the number of times you will hold open meetings for the community and which sectors of the community you would like to engage on a yearly basis. You will need to carefully design and document the open meetings, make sure to document the meetings you hold, how many community members attend, the type of sectors you engage with in these meetings and the outcomes of the meetings.
- Evaluate the emergency contact protocol your Safe Space has in place. If your Safe Space does not have an emergency contact protocol create one using an inclusive process. Remember to document your protocol and keep information on how often it is used and the outcomes of use.
- Evaluate the referral system your Safe Space has in place. If your Safe Space does not have a referral system, create one. You will need to carefully design and document the referral system and the outcomes of use. Please see the referral system outline and template in Appendix 5.
- Evaluate the extent to which your Safe Space cooperates with other organisations. Set target goals for the number of other organisations your Safe Space cooperates with. Remember to document your cooperation with other organisations and keep information on how your Safe Space interacts with other organisations and the outcomes of the cooperative efforts.
- Evaluate the income generating activities your Safe Space engages in. Develop and plan income generating activities. Set target goals for the income generating activities engage in on a yearly basis. You will need to carefully design and document the income generating activities, make sure to document the meetings/trainings/events you hold, how many women, young women and girls take part, the demographic of populations you engage in these income generating activities (such as specific vulnerable groups) and the outcomes of the income generating activities.
- Identify which of the SDGs are most pressing in your context; make sure to include specific reference to those goals when interacting with policy and decision makers on various levels from local to global. Some of the SDG's that might be relevant to your Safe Space can be found below, but there may be other SDGs that you feel are also important to women, young women and girls in your area. SDGs are in the Appendix introduction.
- Evaluate if your Safe Space is in compliance with the World YWCA Standards of Good Management and Accountability. If not work to bring your Safe Space in line with the World YWCA Standards of Good Management and Accountability.

## THEOLOGICAL REFLECTIONS

### PARTNERSHIP AND ACCOUNTABILITY

**Biblical Text:** Acts 16vs 9ff: *That night Paul had a vision: A man from Macedonia in northern Greece was standing there, pleading with him, "Come over to Macedonia and help us!"*

This text illustrates interesting insights on partnership and accountability which are integral components for the YWCA. This is succinctly summed as follows, "YWCA's are part of their communities and are permanent, reliable and sustainable spaces for women, young women and girls. They work in partnership with local, regional and global actors to advance women's rights and demand accountability from relevant duty bearers." The text above records a vision which was encountered by Paul one fateful night whilst he was praying in Asia Minor (Turkey in the contemporary times). The text makes it very clear that the man from Macedonia whom Paul saw in the vision was pleading for him Paul to 'come over and help us!' This vision spurs Paul and his companions to immediately respond to the invitation, leading them to move from Turkey to Macedonia in northern Greece (contemporary Europe). In response to this vision, Paul and his companions ministered to many souls on the way. First, the text mentions that they came across a certain woman named Lydia (one of the few female characters to be mentioned by name) who opened her heart to their preaching and was baptized together with her family members. Having been ministered to by Paul and his companions, Lydia opened up her home to them and in turn 'ministers' to them (Acts 16vs 15). This is an elaborate sign of mutual partnership and collaboration. Acts 16 vs 16-18 records how Paul exorcised the divination spirit from an unnamed slave girl. When her owners learnt that the fortune-telling powers of their slave which used to earn them a fortune had been cast out by Paul, they were annoyed. Hence, they accused Paul and Silas of disturbing the city by advocating for the observance of Jewish laws which were purported to be unlawful in the Roman culture. These accusations landed Paul and Silas in jail where they were stripped naked, beaten with rods, endured flogging and locked up into the innermost cell with their feet fastened in the stocks (Acts 16 vs 19-24). Whilst in jail, Paul and Silas had the opportunity to minister to fellow inmates as they continued praying and singing into the night. Suddenly, a violent earthquake occurred, opening all the prison doors and unfastening everyone's chains. When their Roman prison guard awakened and saw what had happened, he was about to commit suicide out of fear, then Paul calmed him down, reassured him that none of the prisoners had escaped. This paved the way for Paul and Silas to minister to the prison guard who accepted the gospel and was baptized together with all his family members. In turn, the prison guard also ministered to them by washing their wounds at his house (Acts 16 vs 25-34). Before they were released from prison the following morning, Paul took the police and the magistrate to task for having publicly

humiliated them for no apparent reason and he demanded an apology before they could be taken out of prison. After their release, they passed through Lydia's house to encourage fellow believers (Acts 16 vs35-40).

In this text, there is an intertwined illustration of partnership and accountability. First, the invitation that Paul received from the man from Macedonia in a vision clearly illustrates that the man entrusted Paul to come and minister to their community (although nowhere in the text do we get to hear about the actual encounter between Paul and the man he saw in the vision!) Second, Paul and his companions responded positively to the invitation, showing that they were willing to partner with whoever is thirsting for the gospel. Third, Paul ministers to Lydia and the prison guard who in turn minister to him in a physical sense. Fourth, Paul and Silas clearly illustrate the aspect of accountability in two ways, in the first place, they could have sneaked out of prison when their chains were unfastened and the doors were opened miraculously, however, they remained inside the prison and saved the prison guard's life not just in the physical sense but they also ministered to him by preaching the gospel to him. Furthermore, when their accusers wanted to release them privately the following morning, Paul and Silas demanded a public apology, showing their accusers the importance of being accountable for their actions. Fifth, the text illustrates how the spreading of the gospel from one part of the global community to the other became possible through a chain of partnerships. More importantly, Paul's response to this vision illustrates the importance of women in the history of salvation through his ministering to Lydia and the slave girl.

This text resonates with the YWCA emphasis on partnership and accountability through the actions of the man from Macedonia who invites Paul to come and preach to them and also through the response by Paul and his companions who voluntarily offer their services to the community. The actions of Lydia and the prison guard who also volunteer their services to Paul and his companions also reiterate the significance for volunteering services which is an integral component of the YWCA operations. The importance of accountability is also illustrated by Paul and Silas' actions as mentioned above, these are also key values enshrined within the YWCA programming and structures. Paul and Silas minister to people from all walks of life using all the platforms available to them; this is another key aspect of the YWCA work.



## GUIDING QUESTIONS

1. What are the important partnerships available within your community and in what way can you improve your networking strategies that have mutual benefit for you and your community?
2. What are some of the challenges encountered in maintaining meaningful and mutually beneficial partnerships in your organisation?
3. How open are you to receiving invitations from prospective partner organisations within your local YWCA in the same light that Paul and his companions responded to the vision from the Macedonian man?





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# APPENDICES



Safe Spaces Training Guide

## NINE

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# APPENDICES

Link for policy support for integrating human rights into SDG implementation  
<https://undg.org/wp-content/uploads/2016/02/Policy-Operational-Support-to-UNCTs-on-HR-in-SDG-Implementation-FINAL.....pdf>

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## APPENDIX 1: SOCIAL MAPPING TOOL

A write up of how to conduct the social mapping tool can be found at:  
[www.wvi.org/sites/default/files/SocialMapping\\_0.pdf](http://www.wvi.org/sites/default/files/SocialMapping_0.pdf)

Community Youth Mapping; A tool for youth participation and programme design:  
[www.equip123.net/docs/e3-CYM.pdf](http://www.equip123.net/docs/e3-CYM.pdf)



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## APPENDIX 2: FOCUS GROUP DISCUSSIONS

- **Size of group:** 5-10 people
- **Time needed:** 1-1.5 hours
- **Materials needed:** paper and pens/pencils to record key points of discussion
- **Space needed:** a large enough area that all focus group participants can sit comfortably

Focus Group Discussions (FGDs) are a good way of speaking with different groups of people to gain a better understanding of their Knowledge, attitudes and perceptions surrounding a given issue. Taking the role of an active listener to various community groups builds trust between the community and outside facilitators. Discussing a sensitive issue publically may create a space to empower people to begin to mobilise around the issue if it is not normally discussed. You will need a note taker who can take notes of the important themes discussed in the FGD.

The general topic of the FGD should be broad and related to the issue you are trying to gain a better understanding of. For example if you are holding a FGD around child early and forced marriage and if CEFM is a particularly sensitive issue it is recommended that the facilitator not directly bring up the issue of CEFM but wait for the participants to bring up the issue first, thus giving 'permission' to start a conversation directly about CEFM.

Before starting the FGD you should come up with some sample questions. These questions should be open ended and non-judgmental. Avoid questions that can be answered with a yes/no as the point of the FGD is to get the community stakeholder engaged in an open dialogue.

## APPENDIX 3: PROBLEM TREE

- **Size of group:** 5-10 people
- **Time needed:** 1-1.5 hours
- **Materials needed:** flipchart paper, coloured markers/pens, or chalk board/chalk
- **Space needed:** a large enough area that all focus group participants can see the flipchart paper

Problem trees can be used to identify and analyse the various social and cultural factors that affect the lives of women, young women and girls. Problem trees help participants explore the various underlying social and cultural factors that affect the lives of women, young women and girls, and to help develop actions to address these factors. Problem trees are more effective in groups that have already participated in other activities, such as FDG or other community dialogues regarding the issue that you are aiming to address. You will need a note taker who can take notes of the important themes discussed.

First start by noting the issue that you would like to discuss at the top of the page, either by words or by symbols. Next, surround the problem word/symbol by drawing the trunk and branches of the tree, then draw the roots reaching into the ground in several directions. Explain to the group that the issue that is being discussed is like a tree and the factors that affect the issue being discussed are like the roots reaching deep into the ground.

Ask group members to think of issues that may be at the cause of the issue you are discussing. As each cause is identified note them on the roots of the tree. After each cause is identified ask the group why it is a cause and give group members time to discuss their responses and encourage group discussion around the responses.

Then take a short break. During the break prepare a new blank flipchart sheet. Gather the group members back together and ask them to write one of the social causes from the first problem tree at the top of the paper. Repeat the exercise this time focusing on the causes of the existing social and cultural factors.

Once the group feels that the social issues and their causes have been clearly identified and discussed, ask the group to suggest possible actions that can be taken to address some of the causes they have identified.

## Sample Sign-in sheet

Safe Space sign in for area: \_\_\_\_\_

Date	10-14 years old	15-19 years old	20-24 years old	25+ years old	First time at this Safe Space?		Reason for coming? (such as programme, counselling, training)
					Yes	No	

## Safe Space usage data collection template

Data collection for area: \_\_\_\_\_

Total Girls served	Month 1	Month 2	Month 3	Etc.
Girls aged 10-14 attending Safe Space for the first time				
Girls aged 10-14 return visit to Safe Space				
Girls aged 15-18 attending Safe Space for the first time				
Girls aged 15-18 return visit to Safe Space				
Young women 18+ attending Safe Space for first time				
Young women 18+ return visit to Safe Space				

## Data collection for trainings/dialogues/ inter-generational mentorship initiatives

Data collection for area: \_\_\_\_\_

Data collection date range: \_\_\_\_\_

Date of training	Type of training (example: girls empowerment, parent education)	Number of volunteer/ staff that facilitated	Number of volunteer/ staff that facilitated	Length of training (example 1 hour, 1.5 hour)	Held at Safe Space?		Summary of the training
					Yes	No	

## Sources for sexual and reproductive health publications

**World Health Organisation Human Reproduction Programme Reproductive**

**Health Library:** <http://apps.who.int/rhl/en/>

**United States Government Centre for Disease Control:**

[www.cdc.gov/reproductivehealth/index.html](http://www.cdc.gov/reproductivehealth/index.html)

**UNFPA:** [www.unfpa.org/sexual-reproductive-health](http://www.unfpa.org/sexual-reproductive-health)

## APPENDIX 4: TWO SAMPLES OF SAFE SPACES SUCCESS STORIES

The YWCA of Sierra Leone helps build intergenerational cooperation around SRHR of young women and girls.

**Impact:** Over 60 trained peer educators (80% of whom are young women from both in-and-out of school) are using street theatre and creating Safe Spaces to encourage young people to discuss their SRHR. Since 2009, YWCA SRHR and HIV programming has reached approximately 2000 girls and young women and over 5000 people in total. Overview: this programme combined intergenerational community dialogues, street theatre and radio programmes. Structure:

Through peer education and awareness campaigns, the YWCA provides key information and support to counter conservative influences, in addition to responding to the gendered security and safety issues associated with living in a post-conflict country. The YWCA helps young people identify obstacles to SRHR and provides community platforms where young women and girls can work with others to find solutions that respect their culture and SRHR rights. Intergenerational community dialogues and radio programmes have engaged approximately 120 traditional leaders and chiefs, many of whom are changing the opinions of their peers and changing practices that are harmful to young women and girls in their communities. Furthermore, as more women and girls participate in YWCA programmes, the number of VAWG cases reported to Family Support Units has increased.

The YWCA of Tanzania adopts a holistic approach to ensuring the SRHR of girls and young women, which focuses on the importance of education.

**Impact:** YWCA trainings have empowered young women and girls to be active citizens who identify SRHR challenges and the related gaps in government services and policies. Approximately 1,200 adolescent girls have been creating Safe Spaces, where they meet and increase their self-esteem through mutual support and information sharing. Overview: this programme was a combination of Safe Spaces, peer and intergenerational mentorship.

**Structure:** There were several components to this intervention which centred on a Safe Spaces approach:

- 1) Weekly meetings with a female mentor.
- 2) SRHR and violence against women and girls (VAWG) trainings and information sharing.
- 3) Creating partnerships for example the YWCA's VAWG programmes work with Women in Law and Development in Africa and the Women Legal Aid Centre in providing legal services for survivors of violence. The YWCA has partnered to successfully advocate for a Return to School Policy for girls who have left school due to pregnancy.

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## APPENDIX 5: REFERRAL SYSTEM OUTLINE AND DATA COLLECTION TEMPLATE

A functional referral system includes the following key elements:<sup>2</sup>

- Referral links should be made with at least one health, psychosocial, safety and protection, and legal and other support, in each community.
- The referral service providers understand how and whom to refer young girls at risk to for additional services.
- The referral service providers conduct data collection of girls at risk seeking referral services, including standardized intake and referral forms, in an ethical and safe manner. A major focus should be on the principles of confidential information sharing.
- The referral service providers have a space to coordinate the referral system and case management of girls at risk who seek referral services.

The Safe Space Programme can be a useful centre point for the referral network. An example of how the referral system could work is that the staff/volunteers at the Safe Spaces create list of health, legal, and education services contact persons that can be provided to young girls who are married and at risk of marriage. The Safe Spaces staff should contact these service providers, gain their cooperation, and let the service providers know that they may be referring young girls to seek their services if the situation calls for it, the Safe Spaces staff should also provide the linked service providers with the intake and referral template as there may be young girls at risk/survivors who enter at various points in the referral chain.

When a young girl is in need of referral services the Safe Space Programme should first document this with an intake form, speak with the girl to understand the type of service she best needs, then provide the young girl with a short note that explains why the girl needs assistance with the specific health, education, or legal services. The young girl can then take this note to the service provider, this will help the service provider identify the girl as coming from the Safe Space Programme and understand why the girl is seeking their assistance.

All referrals made by Safe Spaces staff/volunteers should be recorded, and the Safe Spaces staff/volunteers should follow up with the girl in a structured case management system. The intake form and results of referral should be collected and stored in a safe and secure manner, whether the results are collected and evaluated using pen and paper, or an computing software such as excel, it is important that this information remain safeguarded!

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<sup>2</sup> From 'Minimum Standards for Prevention and Response to Gender-based Violence in Emergencies' UNFPA 2015

## Sample referral pathway<sup>3</sup>



The following types of service providers can be considered:

- Community Health Nurses
- Clinics (if there is an adolescent friendly clinic in the area that would be the best choice for a referral linkage)
- The local hospital
- Social Workers
- Other community and non-profit groups working to empower young girls

<sup>3</sup> Adapted from 'GBV Standard Operating Procedures' UNFPA, 2008

- Law enforcement (the Safe Spaces staff may consider sending along an adult/ advocate with the young girl if she is seeking to report a crime. The consideration of law enforcement as a referral link should be carefully considered in each community context).
- Education service (if there is an existing programme to help keep pregnant girls in school/return to school that would be the best choice for a referral linkage)
- Technical and Trade Schools

The intake form should include the following information:

1. Client information<sup>4</sup>
  - a. Client code (this should be assigned when the girl first comes to services)
  - b. Who referred the girl to you?
    - i. did she come on her own
    - ii. come with a guardian
    - iii. through health services
    - iv. psychosocial/police/legal assistance/other NGO
  - c. Girls details
    - i. Age
    - ii. In school? Class/grade level
    - iii. Religious group
    - iv. Tribe/ethnicity
2. Details of the reason for need for services
  - a. victim of CEFM
  - b. at risk for CEFM
  - c. victim of other GBV
  - d. pregnant
  - e. seeking health services
  - f. seeking education opportunities
3. If victim of CEFM perpetrator information (such as relation/age)
4. Planned action
  - a. Will the girl seek the referral services offered? If no, why not?
  - b. Referral to health care
  - c. Referral to psychosocial services
  - d. Referral to police
  - e. Referral to legal assistance
  - f. Referral to education services
  - g. Referral to vocational services
  - h. Referral to other NGO. If so, which one

<sup>4</sup> Adapted from 'The Inter-agency Emergency Standard Operation Procedures for Prevention and Response to Gender-Based Violence and Child Protection in Jordan' SOP Taskforce, 2013



### 5. Assessment points

- a. The emotional state of the girl at the beginning of the intake interview
- b. The emotional state of the girl at the end of the intake interview
- c. Will the girl be safe when she leaves (Y/N) if no give reason
- d. Who will give the girl emotional support
- e. What actions are taken for the clients wellbeing and safety
- f. Other relevant information
- g. If the girl was raped have you explained the possible consequences of rape to the girl? (Y/N)

The referral template should include the following information:<sup>5</sup>

1. Client information
  - a. Client code (that was assigned on the intake form)
  - b. age
2. If Client is a minor
  - a. Caregiver relationships to child
  - b. Caregiver informed of referral (Y/N) if no, why?
3. Case summary (do not write names in this space)
  - a. Should write a few sentences to give an overview of this case
4. Services requested/actions to be taken (check box and write beside which specific service is requested)
  - a. Medical
  - b. Legal
  - c. Protection
  - d. Education
  - e. Financial
  - f. Other
5. Services already provided
  - a. Should write a few sentences about which services the girl has already received
6. Details of referral
  - a. Client has been informed of referral (Y/N) if no, explain
  - b. Client has signed consent to release information (Y/N) if no, explain
  - c. Has client been referred to any other organisations? (Y/N) if yes, explain
  - d. Any contact or other restrictions? (Y/N) if yes, explain
  - e. Follow up-expected by: phone/email/in person. By date:
  - f. Information that agencies agree to exchange in follow-up:

<sup>5</sup> Adapted from 'The Inter-agency Emergency Standard Operation Procedures for Prevention and Response to Gender-Based Violence and Child Protection in Jordan' SOP Taskforce, 2013

**NOTE:** The referral template should not list the girls name/contact information for confidentiality/ security purposes.

Data collection for area: _____										
Data collection date range: _____										
Age of girls	How many girls sought referral services using Safe Spaces as entry point	Girls that sought referral services with guardian	Girls at risk of CEFM	Girls who are married	Girls referred for pregnancy care health services	Girls referred for other health services	Girls referred for legal services	Girls referred for educational services	Girls referred for vocational services	Girls referred for other services
Girls aged 10-14										
Girls aged 15-19										
Young women aged 20 and above										
<b>Total</b>										

## APPENDIX 6: RESOURCES

### Leadership And Participation

Peer Mentor Handbook, the Mentoring Partnership of Southwestern Pennsylvania: [www.mentoringpittsburgh.org/media/151zilsjlwMTQvMDUvMDcvMTRfNTRfNDFfOTM4X1BIZXJfTWVudG9yaW5nX0hhbmRib29rLnBkZiJdXQ/Peer%20Mentoring%20Handbook.pdf?sha=aa29c204](http://www.mentoringpittsburgh.org/media/151zilsjlwMTQvMDUvMDcvMTRfNTRfNDFfOTM4X1BIZXJfTWVudG9yaW5nX0hhbmRib29rLnBkZiJdXQ/Peer%20Mentoring%20Handbook.pdf?sha=aa29c204)

Training Guide for Peer Health Education Programmes in Africa, Guidance, Counselling and Youth Development Centre for Africa Lilongwe, Malawi August 2007, UNESCO: <http://unesdoc.unesco.org/images/0016/001606/160667e.pdf>

Health Information for Peer Health Educators in Africa, Reproductive Health Sexually Transmitted Infections HIV/AIDS Tuberculosis Addiction Healthy Relationships, Guidance, Counselling and Youth Development Centre for Africa Lilongwe, Malawi August 2007, UNESCO: <http://unesdoc.unesco.org/images/0016/001606/160663e.pdf>

UNESCO curriculum: International Technical Guidance on Sexuality Education, An evidence informed approach for schools teachers and health educators Volume 1: <http://unesdoc.unesco.org/images/0018/001832/183281e.pdf>

UNESCO curriculum: International Technical Guidance on Sexuality Education, An evidence informed approach for schools teachers and health educators Volume 2: [http://data.unaids.org/pub/ExternalDocument/2009/20091210\\_international\\_guidance\\_sexuality\\_education\\_vol\\_2\\_en.pdf](http://data.unaids.org/pub/ExternalDocument/2009/20091210_international_guidance_sexuality_education_vol_2_en.pdf)

Population council's its All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education: [www.popcouncil.org/uploads/pdfs/2011PGY\\_ItsAllOneGuidelines\\_en.pdf](http://www.popcouncil.org/uploads/pdfs/2011PGY_ItsAllOneGuidelines_en.pdf)

EMPOWERING YOUNG WOMEN TO LEAD CHANGE, a training manual. UNFPA/ World YWCA 2006: [www.unfpa.org/sites/default/files/resource-pdf/empowering-young-women\\_eng.pdf](http://www.unfpa.org/sites/default/files/resource-pdf/empowering-young-women_eng.pdf)

### Building Trust

Ensuring Privacy and Confidentiality in Reproductive Health Services, a Training Module and Guide for Service Providers. PATH, 2003: [www.path.org/publications/files/RH\\_ensuring\\_privacy.pdf](http://www.path.org/publications/files/RH_ensuring_privacy.pdf)

Combating HIV and AIDS Related Stigma, Denial and Discrimination, A TRAINING GUIDE for Religious Leaders. Religions for Peace, 2008: [www.rfp.org/sites/default/files/publications/Combating%20HIV%20and%20AIDS%20Related%20Stigma,%20Denial%20and%20Discrimination.pdf](http://www.rfp.org/sites/default/files/publications/Combating%20HIV%20and%20AIDS%20Related%20Stigma,%20Denial%20and%20Discrimination.pdf)



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