

Nothing about us without us:

A toolkit for organisations working or wanting to work with adolescent street-connected girls



**CONSORTIUM FOR
STREET CHILDREN**





CONSORTIUM FOR STREET CHILDREN

The Consortium for Street Children (CSC) is the leading international network dedicated to realising the rights of street-connected children worldwide. *Nothing about us without us – a toolkit for organisations working or wanting to work with adolescent street-connected girls* has been produced by CSC with the support of our network and external experts. It helps address some of the challenges that organisations face in supporting adolescent street-connected girls, as highlighted by our network, interviews with girls and the organisations that support them and research conducted between 1998 and 2013.

This toolkit supports the United Nations Office of the High Commissioner for Human Rights (UN OHCHR) 2012 report and recommendations on street children, which outline the need for specialised interventions. Consultations with children and young people informed the report and highlighted the importance of young people's participation in decisions that affect them. *Nothing about us without us* supports organisations to build their capacity and programmes by learning from, and working alongside, girls.

Nothing about us without us was written by Leonora Borg, Consortium for Street Children, with the support of the CSC Executive team, the working group, advisors and organisations who piloted the toolkit.

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About this toolkit

Nothing about us without us uses the term 'street-connected' and 'street' child, referring to any child who has connections to the streets and whose identity is shaped by their experiences on the streets. A child might work on the street, spend time on the street, or live there.

This toolkit has been designed to be used by staff; it does not require an external trainer or facilitator.

Aim

Nothing about us without us is to support:

- Organisations that **work directly** with adolescent street-connected girls (aged 11 to 18 years old) and want to review and develop their programmes and
- Organisations that **want to work directly** with adolescent street girls.

This toolkit is designed to help organisations globally to develop their capacity, programme delivery and monitoring and evaluation so that they can work more effectively with adolescent girls. It can be used to support the delivery of programmes that prevent girls from going onto the street; who spend time on the street; and/or live on the street.

It outlines many of the challenges and good practices shared by organisations across the world. However some of these may not be applicable to, or effective for every organisation.

? Why focus on adolescent street girls?

Adolescent girls face specific challenges on the street, including gender-based violence, discrimination and gender-specific health issues: they need programmes that address these. Effective girl-focused programmes provide girls with safe spaces where they can talk openly, sharing their life experiences and goals without judgement. They offer girls holistic support which enables them to develop practical and life skills.

To offer safe, effective programmes, organisations need to have the capacity (knowledge, time, skills and resources) in place, otherwise they may be putting girls at risk of harm and failing to meet girls' needs.

Format

This toolkit contains 3 sections, as well as an overview and appendices:

Section 1: organisational capacity building, outlines the key organisational requirements that need to be in place before any programmatic work is developed. Most tools in *section 1* are done with staff, trustees and volunteers

Section 2: programme delivery, provides information, ideas and tools for supporting adolescent girls with some of the key issues they face. Organisations can select the units that are relevant to their programmatic work. All tools in *section 2* are done with adolescent street-connected girls

Section 3: monitoring and evaluation of programmes for adolescent street-connected girls places girls at the heart of information gathering and interpretation. Most tools in *section 3* are done with girls, though some involve both girls and staff.

Each section starts with **guiding principles**: guidance that summarises overarching good practices. **These are applicable to all organisations**. Each section is then divided into units which cover specific topics and contains **tools** and **activity sheets** that support organisations to explore topics and implement the guiding principles.

Next to each tool you will see a series of symbols that indicate how long an activity is likely to take, what preparation and materials you will need, who and how many should participate. Each tool has **key learning points** to help facilitators summarise what has been covered during an activity. It also has **facilitator's notes** to outline any steps required before, during and after an activity; advise on alternative approaches for participants with low literacy levels; and respond to potential issues that may arise during an activity.

There is a list of useful resources in the **appendices** to help you further develop your work with girls.

The toolkit is primarily an on-line resource. Each section can be downloaded and printed out from the Consortium for Street Children's Global Resource Centre (www.streetchildrenresources.org). Additionally voice recordings of case studies and experiences of staff and girls are available for download.

Using the toolkit

Your organisation may choose to use:

- The complete toolkit
- A section of the toolkit (*organisational capacity building and/or programme delivery and/or monitoring and evaluation*)
- Unit(s) within sections (*for example, staff recruitment and training in section 1; supporting girls' physical health in section 2*).

If you do not use the complete toolkit, as a minimum make sure your organisation reads the guidance for facilitators (page 15) and upholds the guiding principles at the start of each section (pages 21, 74 and 183).

When deciding how your organisation will use *Nothing about us without us*, think about:

- What are your organisational capacity gaps and challenges?
- What gaps and challenges do you have in your programmes for adolescent street-connected girls?
- What issues have girls said they want more support in?
- When and what location(s) best suit participants?
- How much time can your organisation commit to using the toolkit?

You might choose to set aside a block of time to hold toolkit workshops, selecting appropriate units and tools to meet your organisational needs and the needs of the girls you support or want to support. Or you may choose to allocate one day a week to putting the toolkit into practice.

Don't forget to use the toolkit regularly to check that your organisation continues developing its organisational capacity, programme delivery and monitoring and evaluation.

Let us know your feedback on *Nothing about us without us* so that we can make it as useful as possible: go to www.streetchildrenresources.org/toolkitfeedback

“We used the toolkit because we want to start running programmes for girls who live on the streets. We spent three days on *section 1* to help build a picture of our capacity to run girl-only programmes on top of our existing programmes and the day centre. Next, we spent a week with girls doing activities from *section 2* to better understand their needs. Most of the girls knew us because they attend the day centre, so they trusted us to talk about their lives. However, we didn’t anticipate the boys’ frustration at not being allowed into the centre for a week, so we adapted the sessions and now run them once a week. Together we are shaping what our girl-focused programmes will look like.”



– **Glad’s House**, Kenya



“Amhauta mainly supports working children. We are not looking to start new programmes at the moment, but we really wanted to work with the girls we support on new topics, especially rights and friendships. We chose units from *section 2* and used the activities in our weekly sessions with girls. It has helped them to learn about new things and develop their life skills.”

– **Amhauta**, Peru

“We did activities from *sections 1, 2 and 3* of the toolkit with girls on the streets in Bogota. We adapted some of the activities as we were outside in open spaces. For example, we didn’t have walls to stick up girls’ drawings or post-it notes, but we could stick them to the pavement during an activity. We also took photos of their drawings and notes as a record. We found that girls tended to get distracted more quickly on the streets, so we tried to find quiet locations. We also split activities with multiple steps into different sessions. One of the things we had to be particularly aware of was the lack of support girls had access to after the activities, so we chose not to do the activities where they were discussing particularly sensitive issues, and we always made sure a member of staff was available to talk to after each session.”



– **Parces**, Colombia



“We decided to start girl-only sessions on Saturday mornings using the activities in the toolkit. Our work with girls focuses on preventing them from going onto the streets. All the girls we support are in school, so they particularly enjoyed activities that involved discussing and writing down their ideas. We found that some of the activities took longer because everyone in the room wanted to give her view and go into a lot of depth on each of the topics. As a Muslim country, some of the topics are quite sensitive – the units on sexual health, sex work, substances and relationships. So we started with the less sensitive units and adapted topics to include local examples.”

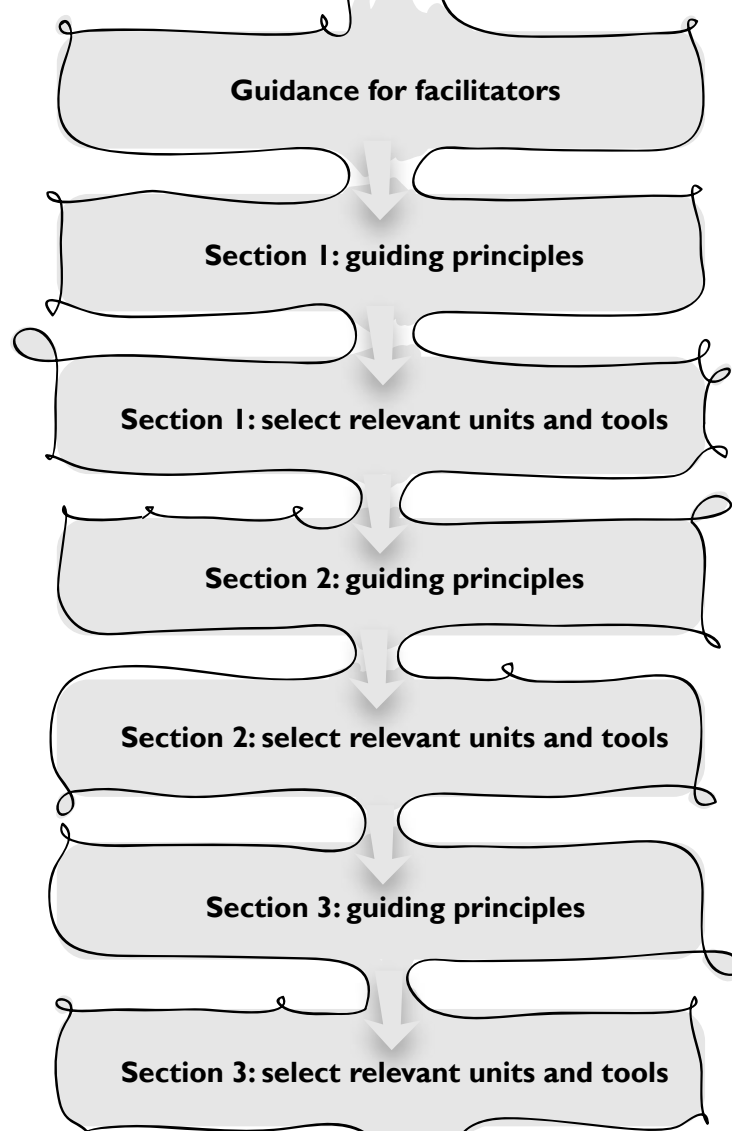
– **Moroccan Children’s Trust**, Morocco

“*Section 3* really helped us to understand what works and what needs changing in our girl-focused programmes. Girls loved being involved in monitoring the programmes and they especially enjoyed making a video. We set aside two days a week to go through *section 3* but we plan to use some of the activities regularly, so that we get on-going feedback from girls.”



– **War Child**, Goma

Recommended minimum use of this toolkit



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Introduction to adolescent street-connected girls

The information in this introduction is based on interviews with street-connected girls in eight countries, the organisations that support them and a literature review. Summaries are available in the appendices (page 209).

There are many reasons why girls become street-connected but poverty, violence, abuse, neglect and/or exploitation in the home by family and/or community; and gender-based discrimination are some of the most commonly cited reasons.

The biggest challenge cited by girls on the streets is sexual violence and exploitation. Whilst both boys and girls experience sexual, physical and emotional violence, girls report a higher frequency of sexual violence than boys. The impact on girls includes having more of a tendency towards depression and self-harm; more emotional dependency on substances; and a higher risk of physical health needs including sexually transmitted diseases and pregnancy. Some girls use their bodies to acquire money, food, clothing and protection, including from boyfriends. They tend to be less visible on the street than boys and harder for organisations to locate and have access to, with some girls reporting that they exchange sexual favours for shelter whilst others work in brothels.

Girls report gender-based discrimination as a key challenge. This includes having less access to education than boys and being excluded from school if they become pregnant. Some only have access to gender-stereotyped training and employment, giving them fewer choices and opportunities than boys.

Staff report that they find it particularly challenging to engage girls in programmes and girls have a higher drop-out rate than boys. The most cited reasons for this are because girls have complex physical and emotional needs; they struggle to build trusting relationships, confidence and self-esteem; can have strong dependencies on drugs and boyfriends; sex work pays more than alternative trades; pregnant girls and young mothers cost more to support; and male staff sometimes feel uncomfortable working with girls.

By being street-connected, girls challenge gender stereotypes in many countries, using survival skills often attributed to boys including fighting, substance use, begging and/or stealing. Girls who have spent time on the streets, especially those involved in sex work, may find themselves unwelcome in their communities.

Whilst acknowledging the many challenges, *Nothing about us without us* seeks to provide support for working more effectively with girls.



Glossary of terms

Adolescent: a child aged between 11 and 18 years old

Child: any person under the age of eighteen years (as defined by the United Nations Convention on the Rights of the Child)

Child protection: protecting a child from violence, abuse, neglect and/or exploitation through preventative and responsive guidance, policy and action

Child marriage: a formal marriage or informal union before the age of 18. Though it affects both boys and girls, it is more commonly an issue faced by girls worldwide

Emotional ill-health: An emotional state in which an individual is unable to realise their own potential, unable to cope with everyday life or work productively. Emotional ill-health can include depression (difficulty in maintaining concentration or interest in life) and anxiety (concern or worry about uncontrollable events)

Emotional well-being: A state in which an individual realises their own potential, can cope with everyday life and function productively

Empowerment: Strengthening an individual's personal ability to make choices, build assets and develop confidence and self-belief

Exploitation: Using or mistreating an individual or group unfairly in order to benefit from them financially and/or sexually

Gender-based discrimination: The different treatment of individuals because of their gender, rather than on the basis of their skills or capabilities

Gender-based violence: Physical, sexual and/or emotional violence and/or exploitation inflicted on a person because of their gender

Gender stereotypes: Socially constructed beliefs about the different characteristics, roles and relations between women and men. Gender stereotypes can be reproduced and reinforced through education and upbringing, as well as influenced by the media. They can shape people's attitudes and behavioural patterns and can lead to social exclusion

Holistic support: taking into account all aspects of an individual's needs including physical, mental, emotional and social needs

Monitoring and evaluation: The systematic and routine collection of information on projects and programmes to learn from positive and negative experiences and improve practices for the future (monitoring). Assessing a completed project or programme to learn from it and inform programme development (evaluation)

Organisational capacity building: the process of developing an organisation's structures and processes so that the organisation is more efficient, effective and responsive to its staff, volunteers, trustees and beneficiaries

Peer mentoring: structured support that takes place between an individual who has lived through a specific experience (peer mentor) and a person who is new to that experience (peer mentee)

Post-exposure prophylaxis: a preventive medical treatment started immediately after exposure to a virus (especially HIV), in order to prevent infection and the development of the disease

Power imbalance: A person or group having influence and/or control over others

Sexual violence and exploitation: Any unwanted sexual act (sexual violence) which can be through manipulation into sexual activity in exchange for money, gifts, accommodation, affection or status (sexual exploitation)

Sexually transmitted infections (STIs): infections acquired through sexual contact. The organisms that cause sexually transmitted diseases pass from person to person in blood, semen, or vaginal and other bodily fluids

Street-connected child: A child for whom the street is a central reference point, shaping their identity. It can include children who spend time on the street but live at home, children who work on the street and children who live on the street

Street work: work by non-government organisations that takes place on the streets where children spend time

Substance misuse: overindulgence in or dependence on a drug or alcohol. When consumed, substances can affect the way people feel, think, see, taste, smell, hear or behave

Trauma: on-going adverse effects on an individual's well-being caused by experiencing a physically or emotionally harmful or threatening event or long-term exposure to a damaging situation or relationship

UNCRC: The United Nations Convention on the Rights of the Child (UNCRC) was launched in 1989 as a set of international principles on children's rights. It has been signed and ratified by every country in the world except the USA and Somalia

Violence: physical, sexual, and/or emotional abuse, neglect and/or exploitation of an individual or group by another individual or group

Youth: a young person between the age of 15 and 24 years old (as defined by the United Nations).

Before you start: guidance for facilitators

Choosing the right facilitator

Getting the right facilitator helps participants to feel more comfortable joining in and benefiting from an activity. Consider:

- Do you want someone in your organisation to facilitate or an external facilitator? Think about the pros and cons of someone who is more objective and who knows your organisation better. **For activities with adolescent girls a member of staff with facilitation skills who the girls know and trust is recommended**
- Do you want a male or female facilitator? *For activities with adolescent girls consider which gender they may feel more comfortable with*
- Do you want more than one facilitator? Whilst this can require more resources, it can help in terms of giving participants more support, securing a gender balance in the room and/or in situations where there is a local language that only some participants use.

Your organisation should obtain references for external facilitators and give them copies of your organisation's child protection policy and Code of Conduct, as well as an induction to the organisation. External facilitators should not be left unsupervised with children and young people.

The facilitator's role

It is the facilitator's responsibility to:

Before the activity:

- **Prepare well:**
 - » As a minimum, **read the entire unit** and relevant terms in the glossary before beginning an activity. It is recommended that you read the complete toolkit
 - » **Familiarise yourself** with the activity and do background research that will make you feel more comfortable leading the activity
 - » **Look at feedback** from previous relevant activities
 - » Make sure you have the required **materials** or use the materials you have available and adapt the activity accordingly
 - » If possible, try to **observe** someone else delivering the same activity before you try it. Alternatively, you can **practice** facilitating a session with your colleagues.
- **Choose a safe, quiet location for the activity to take place.** This might be a room in the organisation; on the street; or in another location. Girls need to feel safe and able to focus on the activity to be able to participate and learn
- **Know which member(s) of staff are available** to support any participant who becomes upset during an activity or who chooses to leave the activity before it ends. These should be people who know participants and who the participants trust
- **Know or find out about participants** – some groups may only be able to concentrate for a short time; others might all want to respond to each question asked. Tailor the length and content of each activity to suit the group. *Be aware that some activities may raise particularly sensitive issues. If a participant has experienced trauma in relation to the focus of the activity, talk to her first about whether she wants to participate and what support she will have available*
- **Adapt tools and activity sheets** so that they are relevant to participants
 - » Incorporate **local examples**
 - » Add or remove **questions** to make sessions more relevant
 - » Adjust the **length** of the sessions to meet participants' needs and the number of participants. If you're working with a big group, the activity is likely to take longer
 - » Tailor activities to match participants' **literacy levels**. If literacy levels are low, participants can give verbal feedback and/or draw their responses.

During the activity:

- **Set ground rules** with participants at the start of activities, including turning mobile phones to silent; listening to each other; not judging each other; being able to stop participating in an activity; and maintaining confidentiality (see page 19)
- **Start with an icebreaker:** a short, fun activity to encourage participants to relax and get to know each other. It can be as simple as telling the person next to you what your favourite pastime is; they then feedback to the whole group
- **Start each activity by outlining its purpose and length of time it will take.** Give participants the opportunity to ask questions and check that participants understand the instructions clearly before beginning each activity
- **Lead and monitor activities** making sure everyone has opportunities to participate and be listened to
 - » **Do not force anyone to participate.** Make the group aware that they do not have to participate and can stop participating at any point throughout the activity
 - » **Respond appropriately** – take action if you observe that a participant does not feel listened to or able to participate, unsafe or in need of additional support. It is important to highlight that bullying and disruptive behaviours are not acceptable
 - » **Keep promises** you make - to let participants speak, take breaks or not take part if they don't feel they want to.
- **End each activity on a positive note** outlining the key learning points so participants understand why the activity took place and what they can take from it.

After the activity:

- **Follow up with any participant who was upset during an activity.** Some girls may choose to talk about sensitive issues during an activity. It is extremely important that they are supported practically and emotionally after the activity by the organisation. If the facilitator is concerned about a participant's well-being, they should support the participant to access support
- **Follow up on any concerning information raised during an activity.** If any child protection concerns are raised during an activity, it is vital that the participant is supported to inform the appropriate member of staff in the organisation who can follow up on the concern
- **Deliver on any follow-up promised.** If you told the group they will be given additional information or follow-up after an activity, make sure this happens promptly
- **Keep the team updated.** Whilst respecting girls' confidentiality, it is helpful to share general updates and insights that emerge from activities with the rest of the organisation. Team meetings can be a good time to share this information
- **Refer back to and develop learning from each activity.** Staff should aim to continue discussions on key topics with participants to develop learning and action. You might consider using the case studies in the toolkit; getting in local experts to speak to the girls *for example a nurse or business woman*; and developing your own activities.



“I started an activity on girls’ rights and realised that everyone wanted to give their views! During the activity, I decided it was better to split the activity into two separate sessions, instead of hurrying through it. This worked really well because it gave the girls a chance to explore their views in-depth.”

– **Moroccan Children’s Trust**, Morocco

“Two of the girls have had their babies taken away from them. As the session was on being a good enough mother, we decided to talk to them beforehand to check whether they felt comfortable taking part. We also tailored the scenarios for the activity to make them locally relevant.”



– **Glad’s House**, Kenya



“I had a parents’ meeting coming up, so I prepared and conducted a session on active listening with my group. Just before the parents’ meeting we all discussed the listening skills the group had learnt. Their parents were really surprised to see their children listening and able to participate in the meeting; previously they had played outside whilst the meeting took place.”

– **Amhauta**, Peru

“During one of the activities, Barbara became upset and told us that the boys were stealing her HIV medication. It meant that she was not able to take her medication regularly. After the activity, we took Barbara to hospital for a check-up and to get her more medication. We now keep this safely at the centre and she comes daily to take it. With Barbara’s permission, we informed staff at the team meeting and we are now checking with all the girls whether they also want to store their medication at the centre.”



– **Glad’s House**, Kenya

Facilitator skills

During each activity, the facilitator should:

- **Listen** to participants and not interrupt. As a facilitator, aim to speak for no more than 20% of the activity
- **Learn** from participants: they are best placed to outline their challenges and solutions; a facilitator supports this process
- **Communicate clearly**, check participants understand activity instructions and the length of time given for activities
- **Encourage** a wide response from everyone in the room, not just those who respond immediately or the loudest
- **Clarify responses**. If a response is vague or unclear, ask participants to elaborate on their answer
- **Be positive**, supporting participants to learn from each other, challenge negative perceptions, identify solutions that meet their needs and grow in confidence
- **Be flexible** with activities so that participants are engaged and feel safe throughout the activity
- **Be aware** of and **responsive** to participants' emotions that may arise during activities and make sure they feel supported during and after the activity
- **Manage participants' expectations**. Girls may highlight some of their wants and needs. Be clear how the organisation can and cannot support them, the timeframe, and where else they can access support
- **Be non-judgemental** at all times
- **Never criticise girls' points of view**.

Handling emotion

Some activities within the toolkit may trigger emotional responses from participants. Where activities involve adolescent street-connected girls, facilitators should react sensitively if a girl becomes visibly upset during a session so that she feels safe and not embarrassed. Without drawing attention to her, acknowledge she is upset and remind her she can stop participating in the activity. Do not force her to share what is upsetting her. If she chooses to talk to you, listen, acknowledge her feelings, ensure she continues to feel safe (either in the activity or if she stops participating) and make sure she is supported by a member of staff she knows and trusts during and after the activity.



Staff, volunteers and trustees can also become upset during an activity. Respond sensitively and give them the opportunity to stop participating and/or share what has upset them. We all have personal experiences that can impact on our work: recognising and getting support for them is important. Staff, volunteers and trustees who are mentally and physically as well as they can be are much better placed to support girls.

Some of the tools require the facilitator and participants to discuss sensitive issues, some of which may be culturally sensitive. Use non-judgemental language at all times and encourage participants to speak openly if they feel comfortable doing so. Remind participants that unless there is a child protection concern, all information shared during the activity will remain confidential (see page 19).

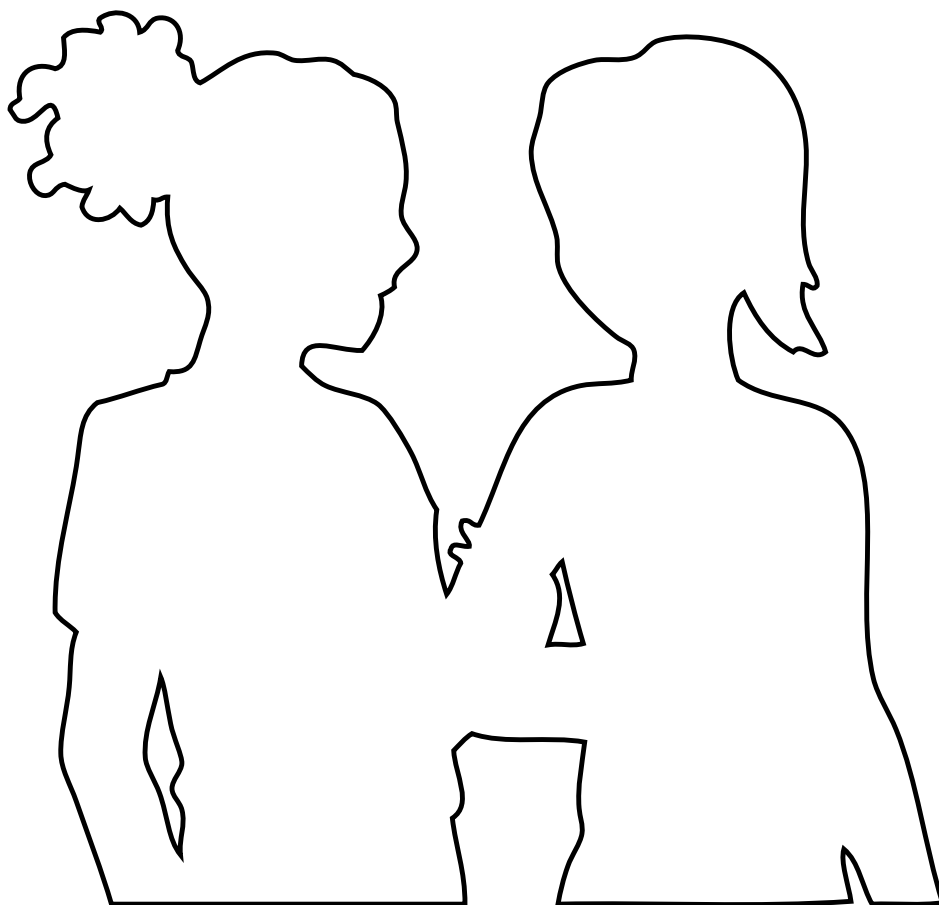
Before engaging in activities with adolescent street-connected girls, it is important to ensure that that your organisation's staff, volunteers and trustees have excellent listening and communication skills (see section 1, unit 3 page 44). If possible, your organisation should have regular access to a qualified counsellor or social worker.

Confidentiality

It is important that everyone who participates in activities understands that whatever is said during the activity is kept confidential (not shared outside the activity). **The only exception to this is if any participant is concerned about their own or someone else's safety and well-being.** If this is the case, it is very important that they share their concerns with a member of staff, who is responsible for following up on the concern.

Child protection

Before starting any work with children and young people, it is key that your organisation has clear child protection guidelines in place, including a child protection policy and Code of Conduct. These help to keep your organisation and the children you support safe from abuse, neglect, violence and exploitation and give clear guidance on how to respond to child protection concerns.



Many street-connected children have experienced violence. The activities in the toolkit can trigger young people talking about some of their experiences, sometimes for the first time. It can be far more detrimental to talk about an issue and then receive no follow-up support, than not talking about it at all. It is therefore vital that your organisation has the capacity and skills to respond appropriately to issues raised during (and after) every activity.

Section 1

Working with adolescent street-connected girls:
building your organisational capacity

Guiding principles: Your organisational capacity to work with adolescent street-connected girls

- 1.** Give girls regular opportunities to tell your organisation about their strengths, challenges and needs. Listening to girls helps your organisation shape its capacity and programmes appropriately (*units 1, 2, 3, 4 and 6*)
- 2.** Develop a thorough recruitment process and review it regularly so that your organisation's staff, volunteers and trustees have the skills and qualities needed to work effectively with girls (*unit 2*)
- 3.** Value your staff, volunteers and trustees and provide on-going training opportunities, including counselling. They will be more motivated and better informed to work effectively with girls (*units 2 and 5*)
- 4.** Recognise that the gender of staff may impact on girls' participation and sense of safety. Aim for a gender balance of high quality staff and enable girls to inform your organisation about who they are comfortable working with (*units 2 and 3*)
- 5.** Create and maintain safe spaces within your organisation for girls: this includes girl-only spaces (*unit 4*)
- 6.** Ensure your organisation has policies that address risks to girls. As a minimum, all organisations should have a child protection policy and Code of Conduct (*unit 4*)
- 7.** Understand your organisational capacity including strengths, weaknesses and gaps before starting and developing programmes. Develop an action plan to address weaknesses and gaps and review it regularly (*unit 6*).

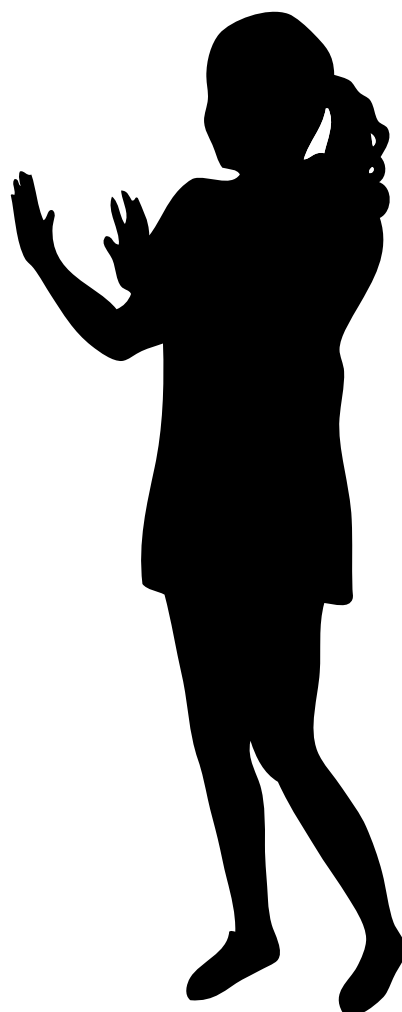
Section 1: Aims and objectives

Some tools in section 1 are for use with your organisation's staff, volunteers and trustees; others are for adolescent street-connected girls. The instructions at the start of each tool outline who the tool is for.

It is essential that girls have a facilitator who they know and trust. Facilitators must make sure they have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Section 1 outlines the key organisational requirements that need to be in place before any programmatic work with adolescent girls is developed. It covers:

- Organisational and staff perceptions of girls (unit 1, page 23)
- Staff recruitment and training (unit 2, page 35)
- Building positive relationships (unit 3, page 44)
- Creating safe spaces for girls (unit 4, page 52)
- Rekindling staff motivation (unit 5, page 58)
- Programme planning and development (unit 6, page 63)



Unit 1: Organisational and staff perceptions of girls

Unit 1 supports your organisation to implement guiding principle 1: Give girls regular opportunities to tell your organisation about their strengths, challenges and needs. Listening to girls helps your organisation shape its capacity and programmes appropriately.

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Introduction

Unit 1 helps identify our preconceptions and understand how they might influence and shape our work. Everyone has some stereotypes and preconceptions. They can stem from beliefs and ideas learned from our own life experiences or can be socially or culturally ingrained. It is important to recognise them and how they might impact on our work (tool 1). Section 2, unit 1 – Supporting girls to know about their rights, (tools 2 and 3, page 80 and 82) can also be used by staff to explore gender stereotypes.

CASE STUDY:

"I always thought street children were there to wreak havoc on anyone approaching them and should be avoided at all cost. I thought they were naturally naughty and that nothing could be done to change them. But now I know they have feelings just like any other child. They are ambitious, considerate and have the potential to play prominent roles in the society. They ought to be listened to and their talents need to be nurtured for Tanzania to develop as a nation. Now I have a different attitude towards street children, I firmly believe that though they look vulnerable, they can be helped out of their problems."

Mkombozi - Tanzania

Stereotyping girls can lead to programmes being designed that offer what we *think* girls need. Organisations that provide girls with opportunities to identify gaps in capacity and programme development are more likely to offer girls the support they require. *Tool 2* enables girls to outline the challenges they face; *tool 3* gives them the opportunity to feed back on your organisation; and *tool 4* supports your organisation to develop a shared understanding of the challenges that girls face.

Tools 2 and 3 are activities for girls. As with all activities for girls, their well-being must be prioritised. It is important to let girls know *why* your organisation needs their input, *how* you will use the information and that their feedback will be anonymous. Remember to manage expectations: explain that your organisation may not be able to follow up on all the issues raised and some changes may take time to implement.

Tool 1

My own stereotypes and preconceptions



Aim: To support staff, trustees and volunteers to recognise our own stereotypes and preconceptions and how this might impact on our work with girls



Recommended group size: 2 to 15 participants



Materials: Paper and pens



Who should participate? All staff (field-based, office-based, junior and senior); trustees and volunteers



Time: 20 minutes

Process

- Give each participant a piece of paper and a pen. Tell participants:
 - » The exercise is done alone – do not confer with your colleagues
 - » You have three seconds to write down the first word or phrase that comes into your head in connection to the word I read out. There are 15 words and phrases in total
 - » The answers must not be shared with anyone at any point - they are confidential
 - » Give an example: “If I say ‘police’ the first word you might think of is ‘supportive’ so you write this down”.

Read out the following words to participants. Make sure only a few seconds are given before moving onto the next word:

1. A girl spending time on the streets
2. Violence against girls
3. Girls' rights
4. Friendship
5. Emotional well-being
6. Sexually Transmitted Infections (STIs)
7. Female Genital Mutilation (FGM)
8. Drugs
9. Alcohol
10. Sex work
11. Pregnancy
12. Young mother
13. Training for girls
14. Boys
15. Sexual relationship

- After the exercise, the facilitator asks participants to look back at their answers. Explain they might be shocked or surprised by them
- As a group discuss:
 - » How might our own perceptions impact on our work with girls?

Key learning points

- Everyone has some stereotypes and preconceptions. It is important to recognise them and how they might have an impact on our work
- This toolkit uses 'street-connected' to describe girls who spend time on the streets (hanging out, working and/or living there) see *Glossary of terms (page 13)* for more information.

Facilitator's notes:

- It is common for participants to write some judgemental or stereotyped answers. Some people might feel embarrassed or concerned about their answers. Remind participants that we all hold some stereotypes and preconceptions; recognising them and making sure they don't have a negative impact on how we work with adolescent girls is key. **Answers are not to be shared**
- **If the group has low literacy levels**, the facilitator can ask participants to think of answers but not write them down
- If your organisation has more than 15 staff, volunteers and trustees, hold separate sessions for different teams or roles
- *Tool 4 (page 30)* is to develop a shared organisational understanding about some of the issues faced by girls; *section 2* supports organisations to work with girls facing the issues listed.

Tool 2

Challenges girls face (*activity for girls*)



Aim: For organisations to develop their understanding of how girls view some of the challenges they face. This is to be used alongside tool 3 and section 1, unit 6, *Programme planning and development* (page 63)



Recommended group size: 6 to 10 girls



Materials: Activity sheet (i) – *Challenges girls face* (page 32); large pieces of paper and pens; star-shaped stickers (*optional*)



Who should participate? Girls that your organisation supports or wants to support



Time: 2 hours

Process

- Girls get into 2 groups. Give each participant *activity sheet (i) – Challenges girls face*
- Explain that the activity is to help your organisation better understand girls' perceptions and build its capacity and programmes
- Explain that participants are representing girls they know who spend time on the streets, not just their own experiences
- Each group discusses and completes *activity sheet (i) - Challenges girls face*. Answers can be written and/or drawn. *Remind girls that they do not have to agree with each other*
- Ask girls to draw or stick stars next to the issues they find most challenging
- Stick the activity sheets on the wall. Everyone goes around the room looking at each others' answers
- Participants get into 1 big group. Discuss the first issue *spending time on the streets*:
 - » Do you agree with each other?
- Repeat until all topics have been discussed. *The facilitator takes notes, recording agreements and different views.*

Key learning points for girls

- Your views are really important because they help our organisation to better understand and support you
- Everyone's views might be different – it is ok to disagree.

Key learning points for your organisation

- Understanding how girls view some of the key challenges they face helps your organisation to develop its capacity and programmes to effectively support girls
- Girls may identify a wide range of issues and they might not agree with each other. Your capacity and programmes need to offer tailored, holistic support to girls, even if programmes focus on a specific issue (for example, a programme for pregnant girls may raise issues of sexual violence or access to education)
- Your organisation can identify what girls find most challenging by seeing which were most starred by participants on *activity sheet (i) - Challenges girls face*.

Facilitator's notes:

- **If the group has low literacy levels**, the facilitator reads out each statement. Girls draw their responses on *activity sheet (i) - Challenges girls face*
- Change or add to the list in *activity sheet (i)* to reflect issues in your local area
- Some girls may find it hard to discuss their challenges – bring the focus back to the general experiences of girls with street-connections, rather than their personal experiences
- It is unlikely that everyone will agree – that's ok
- Girls may not like the term 'street girl' or may not want to use it to refer to themselves. It is important this is part of the discussion
- Ensure girls know who, how, when and where girls' participation in this activity will be shared.

Tool 3

Our organisation's understanding of the challenges girls face



Aim: To develop a shared understanding of the challenges girls face. *This tool should be done after tools 1 and 2*



Who should participate? All staff (field-based, office-based, junior and senior) and trustees (volunteers also recommended)



Recommended group size: 5 to 15 participants



Materials: Activity sheet (i) – Challenges girls face (page 32); girls' answers from tool 2, activity sheet (i) – Challenges girls face (page 32); large pieces of paper and pens



Time: 3 hours

Step 1: process

- Participants get into a circle
- Ask participants to think back to their answers to tool 1 – *My own stereotypes and preconceptions*
- Give everyone a copy of girls' answers from tool 2, activity sheet (i) – *Challenges girls face*. Make sure their answers are anonymous
- Discuss:
 - » Are you surprised by any of the girls' answers?
 - » Do any of their answers change your perceptions?
- Participants get into groups (maximum 5 per group)
- In groups, complete activity sheet (i) – *Challenges girls face*. Participants can write and draw their answers
- Stick the activity sheets on the wall. Everyone goes around the room reading the other groups' answers
- Participants get into 1 big group. Ask participants to agree 1 answer for each challenge (if the group cannot agree, 2 or 3 answers can be agreed on).

Step 2: process

- Participants get into a circle. Discuss:
 - » How does the local community view girls' challenges? (*Consider different community roles such as police; teachers; community leaders...*).
- Participants get into pairs. 1 person takes on the role of a community member; the other is representing your organisation. Role play a conversation about the challenges girls face. Swap roles
- Participants get into 1 big group. Discuss:
 - » How is our organisational understanding of the challenges girls face different from our community's understanding?
 - » What might we be able to say or do as an organisation to address negative community perceptions of girls? (*for example, if your community holds negative perceptions of girls involved in sex work, your answer could be: "many girls on the streets face sexual violence and/or use sex as a survival mechanism. Our organisation supports girls involved in sex work and is not judgemental of any girl's situation, experiences or beliefs"*).

Key learning points

- The glossary of terms gives definitions for many challenges faced by girls (*toolkit overview, page 13*) and the appendices lists additional tools and reading
- International legislation (such as the United Nations Convention on the Rights of the Child) and definitions that are used by well-known and respected organisations (*for example, the World Health Organisation or UNICEF*) can help develop your organisation's understanding about some of the key challenges girls face, but make sure it is also locally relevant
- Communities may stereotype or hold negative perceptions of issues that girls face. Your organisational understanding needs to recognise and respond to this
- Staff, volunteers and trustees play a key role in shaping and developing the organisation and its programmes
- Giving all staff, volunteers and trustees the opportunity to help shape and develop your organisation and its programmes helps to strengthen people's commitment.

Facilitator's notes:

- It is unlikely that everyone will agree – that's ok
- Be particularly sensitive to how the girls you are working with or want to work with choose to be identified: many do not want to use the term 'street girls'
- Task a member of staff to type up the agreed draft organisational understanding and send it to everyone in the organisation. Staff who are responsible for agreeing and signing off the final draft must be involved in the activity
- If someone has any concerns, set up a 1-to-1 meeting to discuss further. You might need to check s/he can 'agree to disagree' and remain supportive of the organisation
- Review and update the document on a regular basis
- If your organisation has more than 15 staff, volunteers and trustees, hold separate sessions for different teams or roles.

Tool 4

What we think about the organisation (activity for girls)



Aim: To understand how girls view the organisation



Who should participate? Girls who your organisation supports or wants to support



Recommended group size: 5 to 10 girls



Materials: Activity sheet (ii) - *What we think about the organisation (activity for girls)* (page 34); star-shaped stickers or pens



Time: 30 minutes

Process

- Girls get into pairs
- Explain:
 - » This activity is to help us better understand what you think about our organisation. Your views help build the organisation's capacity and programmes
 - » *Activity sheet (ii) - What we think about the organisation* uses a 'star' system. 5 stars is 'excellent'; no stars is 'poor'. Stars can be coloured in or stuck on to the activity sheet
 - » Discuss in pairs how many stars you give the organisation for each point listed in the activity sheet and why
 - » You don't have to agree with each other and can fill out different answers on your activity sheet
 - » The sheets are anonymous so do not put your name on your sheet.
- Collect the activity sheets
- Discuss as a group:
 - » Why were x, y, z given high stars?
 - » Why were a, b, c given low stars?
 - » How can the organisation better support girls?

Key learning points for girls

- It can feel strange to give feedback. However, it helps our organisation to better support you.

Key learning points for your organisation

- **Make sure your organisation responds positively to girls' feedback**
- Girls should play a key role in highlighting organisational strengths and weakness. This helps your organisation to build its capacity and programmes so that they reflect the views and requirements of girls
- It can feel strange to receive feedback but it is a key learning tool.


Facilitator's notes:

- Girls need to feel able to give honest feedback so make sure the location and facilitator enable this. The facilitator might choose to leave the room whilst the girls complete the activity sheet (*if it is safe to do so*)
- Change or add to the list in *activity sheet (ii)* if there are other organisational qualities you want girls to give feedback on
- When discussing girls' feedback with staff, encourage them to be open to girls' responses: it can sometimes be difficult to hear negative feedback, especially if everyone works hard to develop your organisation's programmes for girls, but it is really important to be led by what girls say they want and need.

Activity sheet (i): Challenges girls face

Page 1 of 2

What we think about:































Example: Spending time on the streets	 <p>Some girls like it because they can do what they like and have friends there. They might not have enough food or be safe. They don't like being called 'street girls'</p>
Spending time on the streets	
Violence against girls	
Girls' rights	
Building friendships	
Emotional well-being	
STIs including HIV/AIDS	

Activity sheet (i): Challenges girls face

Page 2 of 2

Drugs/alcohol	
Sex work	
Pregnancy	
Education and training	
Boys	
Sexual relationships	
Other issues (write them down or draw them)	

*Activity sheet (ii): What we think about the organisation
(activity for girls)*

The organisation:	Star rating:
Listens to us	    
Understands us	    
Respects us	    
Supports us	    
Has programmes we like	    
Has programmes we need	    

Unit 2: Staff recruitment and training

Unit 2 supports your organisation to implement guiding principles 1, 2, 3 and 4:

- 1. Give girls regular opportunities to tell your organisation about their strengths, challenges and needs. Listening to girls helps your organisation shape its capacity and programmes appropriately*
- 2. Develop a thorough recruitment process and review it regularly so that your organisation's staff, volunteers and trustees have the skills and qualities needed to work effectively with girls*
- 3. Provide on-going training opportunities and motivate your staff, volunteers and trustees. It enables them to develop their skills and have up-to-date information so they can work effectively with girls. This may include counselling skills*
- 4. Think about the gender of your organisation's staff, volunteers and trustees so that girls feel safe, supported and able to build positive relationships.*

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Introduction

There are many challenges when working with adolescent street girls (see *toolkit overview page 12* for further information). Attracting high quality, skilled and enthusiastic staff, volunteers and trustees is essential for your organisation's effectiveness and reputation. Vital skills include active listening, being non-judgemental, and having patience and understanding. Particularly in situations where things are not going to plan, staff should be able to reflect, adapt, and enable girls to participate in decision making.

Your volunteers and trustees are essential to your organisation and you should use the same rigorous approach to recruitment and support as for paid staff. They all play vital roles and pose similar risks to children and your organisation if they are not suitable for the role. For paid staff, competitive salaries, training opportunities, supervision and support are important for motivation and retention.

Planning for recruitment

A thorough recruitment process helps to recruit someone with many of the skills needed to work with adolescent girls. Organisations should set out what minimum qualifications and skills they require. Some of the most valuable skills (such as patience) are not gained through qualifications – don't forget to include these in the job description and recruitment process. Talk to girls about the qualities they view as important in staff who support them (*tool 5*). If your organisation does not currently work with girls, speak to organisations that do.

As well as recruiting the right individuals, attention should be paid to the overall team dynamic and the mix of skills that everyone brings. This includes consideration of the age and gender profile of the team. Mapping existing skills in your organisation can help identify gaps that you would like a new team member to fill (*tool 6*). Remember that needs change and gaps can appear when staff leave or new programmes are developed, so it's good to regularly review the team's overall profile.

Some girls prefer to work with women because of their negative experiences with men; others prefer working with men as they want positive male role models. The best way to ascertain what girls feel comfortable with is to ask them.

The recruitment process:

It is important to consider who is on the interview panel, including gender balance and experience. You may choose to involve someone from outside your organisation who has a good understanding of your work, and/or project beneficiaries. Tailor each interview to gain information and examples of the applicant's skills that you require (*tool 7, page 41*). You may choose to ask the interviewee to carry out a short task that is related to their job. This will enable candidates to demonstrate how they might respond to a situation or plan their work.

It is vital to get references for prospective staff, volunteers and trustees. If you want to get more information on the applicant, don't be afraid to follow up a written reference with a phone call. References should be from trusted sources who have known the applicant for at least two years in a personal and professional capacity (one reference for each). The referees should give detailed feedback on the applicant, answering questions about their skills, quality of work and any concerns. If your country is able to conduct police checks, these are strongly advised to check the successful applicant has not committed any crimes that put children at risk.

CASE STUDY:

"The recruitment of the right staff is essential to provide services that are safe and of a high standard. We begin our recruitment by developing a clear job description and person specification to improve the likelihood of attracting the right person for the job. All positions are externally advertised and all candidates have to complete an application form in which they must demonstrate how they meet the job criteria. Candidates are shortlisted by at least 2 people and then an interview is conducted by a panel, including at least one person from outside the organisation to add objectivity in the decision making process. Once a candidate has been selected, two references and a completed police check must be received before an offer of employment is made."

ChildHope - UK

Supporting (new) staff, volunteers and trustees:

Once recruited, an induction is important to familiarise new staff, volunteers and trustees with the organisation's policies, Codes of Conduct and procedures.

On-going training and development opportunities are essential for all staff, volunteers and trustees to build their confidence and skills. Even if someone has worked with girls for many years, there are still things to learn, such as risks in using the internet; changes in the law; or first aid. Training must be a part of your organisation's budget. Donors increasingly value training – consider adding a budget line into funding applications. And look out for free training (but check that it is reputable and good quality). Regular opportunities for individuals and teams to reflect, feedback, share issues and ideas are as important as formal training.

Counselling training teaches key skills such as active listening and how to link girls into the support that is right for them. However, a short counselling course does not provide the depth of skills and knowledge required to support girls dealing with trauma that a qualified counsellor or therapist has. It is essential that where possible, organisations have access to a qualified counsellor, ideally a member of staff. However they may instead work at another NGO or local hospital.

Tool 5

What works for us (*activity for girls*)



Aim: To understand the staff, volunteer and trustees skills that girls see as important



Who should participate? Girls who your organisation supports



Recommended group size: 5 to 10 girls



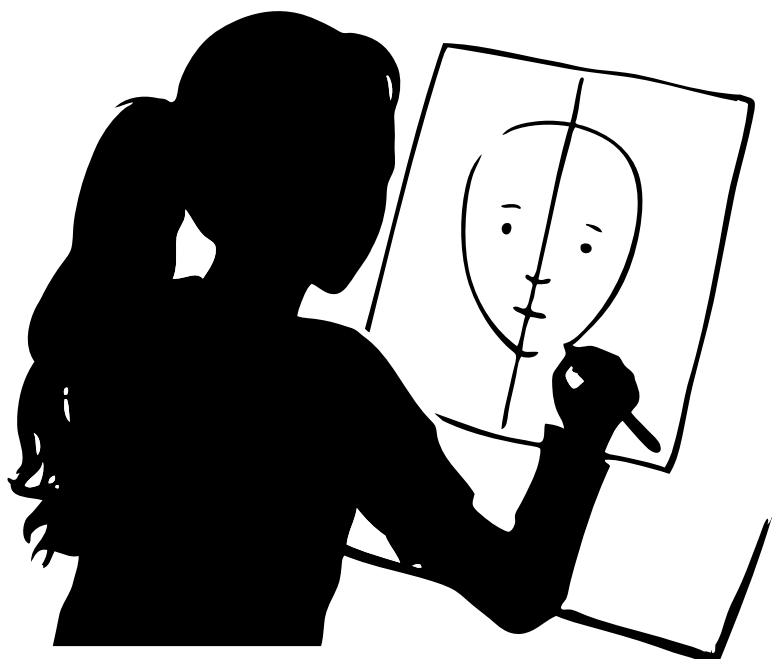
Materials: Pens and large pieces of paper, stickers (optional)



Time: 45 minutes

Process

- Split participants into 2 groups and give each group a piece of paper
- Each group draws a face with a neutral expression and a line down the middle of the face. Write the word 'positives' on 1 side and 'negatives' on the other, or draw a tick on 1 side and an 'x' on the other
- On the 'positives' side, girls write down all the qualities they think are important in a member of staff who works with them. Do the same on the 'negatives' side. Alternatively girls can draw the qualities instead
- Girls walk around the room looking at each others' responses



- Give each girl 5 stickers (or pens). Explain that they will 'vote' for what they think are the most important 'positives'. Girls put stickers (or draw stars) next to the 'positives' they think are most important
- Do the same with the 'negatives'. *The facilitator identifies which 3 'positives' and 'negatives' have the most stars next to them*
- Participants get into a circle and discuss:
 - » Do you all agree with the voting on the most important 'positives' and 'negatives'?
 - » Does the gender of staff matter to you? Why or why not?

Key learning points for girls

- Your views and ideas can help shape the organisation. Though not all ideas will necessarily be implemented – and not all at once – we want to make the organisation the best it can be for you.

Key learning points for your organisation

- The views of girls are essential in helping your organisation to understand the qualities girls look for in staff. It can help shape job descriptions and interviews and outline training needs for current members of staff
- It is important to consider gender when recruiting staff who will work directly with girls. Some girls prefer to work with women because they struggle to trust men whereas others prefer to work with men as they want positive male role models.

Facilitator's notes:

- It is best to get a member of staff who does not work directly with girls facilitating this activity so that they feel they can give honest responses. Alternatively, you can leave the girls on their own to complete the drawings if it is safe to do so
- Remind girls that the activity is not to criticise any particular member of staff – if they have any concerns about a member of staff they should speak to someone in the organisation who they trust
- You can also do the activity with groups of boys who your organisation works with.

Tool 6

Skills mapping and gapping



Aim: To understand the skills and gaps within the organisation



Who should participate? All staff who support or will support street-connected girls. The activity can also be done with other members of staff in your organisation, trustees and long-term volunteers



Recommended group size: 4 to 15 participants



Materials: Activity sheet (iii) - Skills mapping and gapping (page 43); pens; large and small pieces of paper; job descriptions (optional)



Time: 2 hours

Process

- Explain that the aim of the activity is not to 'catch out' individuals. It is to enable your organisation to better support girls
- Give each participant *activity sheet (iii) - Skills mapping and gapping*. Tell participants to complete it on their own. *If your organisation has job descriptions, participants might wish to refer to these*
- Participants get into groups (4 to 8 per group)
- Ask participants to compare their activity sheets and discuss:
 - » Has anyone missed out any skills from their 'skills I use in my job' column?
 - » Can you think of any more skills it might be useful to have? *(Add these to the 'skills I would like to have for my job' column)*
 - » How might the organisation be able to use participants' personal skills *(from the 'skills I have but don't use in my job' column)*?
- All participants come back together in 1 group. Discuss:
 - » As a team, are we able to address the needs of adolescent girls effectively?
 - » Are there any gaps in our team's skills?
 - » What support is available to help fill the gaps? *Think about specific training providers, courses and recruitment.*

Key learning points

- Not having all the skills you require or would like for the role is not a weakness, it is an opportunity. Understanding your gaps in knowledge and exploring how to fill those (*such as through training*) helps you and the organisation to develop
- You may have more relevant skills than you are aware of. Skills mapping helps you to identify these (*for example, someone might have previously taught dance, be a good baker or have book keeping skills*)
- Human Resources, line managers and Directors are responsible for collecting and using the learning from this tool to write, review and amend job descriptions
- Using feedback from staff is a great way to develop accurate job descriptions that meet your organisation's requirements
- Have you considered approaching local businesses to access their training courses or staff mentoring? Sometimes businesses will offer you a space on their training courses or give you access to a member of staff for a day. Look at the skills you need and request support around these – such as project management, accounting or I.T.

Facilitator's notes:

- This tool can be used to develop job descriptions that outline the responsibilities of each role in the organisation
- The tool requires additional resource from Human Resources, line managers and Directors afterwards to write, review and update job descriptions
- Staff may feel insecure that their skills do not match the required skills for their role. Reassure staff that this activity is about looking at ways to support staff and the organisation to build the skill set they need.

Tool 7

Asking the right questions at interview



Aim: To support the recruitment of staff, volunteers and trustees who meet your organisation's needs



Who should participate? All staff (field-based, office-based, junior and senior); trustees and volunteers



Recommended group size: 4 to 15 participants



Materials: Pens; answers to *activity sheet (iii) - Skills mapping and gapping* (page 43)



Time: 2 to 3 hours

Step 1: process

- Participants get into pairs. Each participant thinks of 1 fact that the other person doesn't know about them – their 'secret' (*for example, speaking a second language; playing a sport*)
- Each person in the pair chooses a role – the 'interviewer' or the 'candidate'
- The interviewer asks the candidate questions to try and find out what the secret is
- When the interviewer asks a question that reveals the secret, the candidate says "got it!" and answers the question (*for example, "do you speak any other languages?" "Got it! I speak Japanese"*)
- Participants swap roles.

Step 2: process

- As 1 group, agree the role your organisation may want to recruit for
- Participants get into groups (3 per group). Ask them to think of 6 interview questions for the role. Refer to the answers to *activity sheet (iii) - Skills mapping and gapping* for ideas. Ask the group to think about building a picture of a candidate's skills and experiences, including their child protection knowledge
- Next, each participant in the group takes on a role: candidate, interviewer or observer. Conduct an 'interview'
- After the interview, each participant feeds back to each other:
 - » What it felt like in the role
 - » Any observations about the interview process
 - » Any questions that worked well or less well.
- Swap roles
- Next, each group agrees and stars their top 3 interview questions
- Participants get into a circle. Each participant reads out 1 of the top 3 interview questions to the rest of the group. Discuss:
 - » Which questions will we select as our interview questions? (*maximum 10 questions*).

Key learning points

- However large or small your organisation, the role being recruited is likely to impact on, and be impacted by, other team departments and members
- When interviewing, it is important to look at what questions you are asking and why
- Observe the answers given by a candidate and their body language – do they come across as friendly? (*Be aware that candidates may feel nervous in a real interview*)
- Asking the right questions at interview can save an organisation a lot of headaches later on. It doesn't mean you will always recruit someone who is right for the role, but it makes it much more likely.

Facilitator's notes:

- Although the interviews are not real, participants might feel under pressure. Reassure them that the activity is not assessing them
- Try to make sure that the most senior person in the group is not the first person interviewing and exchange roles so that everyone gets experience of different roles
- Human Resources, line managers and Directors are responsible for collecting and using the learning from this tool to write, review and amend interview questions
- In a real life situation, interviews need to be accompanied by additional checks including reference requests
- If your organisation has more than 15 staff, volunteers and trustees, hold separate sessions for different teams or roles.

Activity sheet (iii): Skills mapping and gapping

Skills I use in my job	Skills I would like to have for my job	Skills I have but don't use in my job
Example: listening	first aid	cooking

Unit 3: Building positive relationships with girls

Unit 3 supports your organisation to implement guiding principles 1 and 4:

1. Give girls regular opportunities to tell your organisation about their strengths challenges and needs. Listening to girls helps your organisation shape its capacity and programmes appropriately

4. Think about the gender of your organisation's staff, volunteers and trustees so that girls feel safe, supported and able to build positive relationships.

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity

Introduction

Girls who have experienced inconsistent, violent or abusive relationships can find it hard to develop their own relationship-building skills, both with peers and adults, including staff. Their behaviour can be verbally or physically challenging. Staff need to recognise the importance of street-based relationships in girls' lives; give girls the time and patience they require to build relationships at their own pace; and role-model positive relationship building. Girls who have had negative experiences of relationships may require the support of a qualified therapist.

What does building a positive relationship require?

- Trust
- Confidentiality
- Respect
- Non-discrimination
- Time and patience
- Active listening
- The opportunity to challenge safely and set boundaries.

Trust

Trust is a two-way process. It is important that each girl understands you are building trust with them, just as they are with you. Remain consistent, maintaining clear boundaries whilst not rejecting a girl if her behaviour is challenging. In this way she can learn that you can be trusted and will not reject or harm her. If you agree to do something, it is vital that you follow through with this; if you are unable to do it, explain why. Role modelling dependable, honest, clearly communicated behaviour enables her to begin trusting what you say and allow her to invest in her relationship with you.

Confidentiality

Your organisation should have clear guidance on confidentiality so that you know what information you can share with whom. This should be communicated to all children and young people you work with at the start of the relationship. Common practice is to share information with relevant team members; no information is shared outside of the organisation unless there is a child protection concern. If a girl shares sensitive information with you, remind her who you are required to share the information with and why. Keep accurate written records and store them securely. For more information, see the guidance for facilitators (page 15)

Respect and non-discrimination

Girls should feel respected by all staff, volunteers and trustees. Do not be (or appear to be) judgemental of a girl's situation or the decisions she makes. This can be challenging when she does not respect you or others (such as other girls in the project or herself); or repeatedly challenges the positive relationship you are building. Recognise, understand and support the underlying causes for her challenging behaviour. When addressing them, ensure that you express care and respect for her. Staff and girls can agree and set boundaries on acceptable and unacceptable behaviour. Tool 9 in section 2, unit 3 can be adapted to help with this.

CASE STUDY:

"If a girl on the street says she wants to come to our centre, we show that we trust her decision by giving her directions to the centre and asking her to travel there by herself or with friends. This shows her a basic level of trust in the decision she is making and our support of that decision. Sometimes a girl says she will come many times but then doesn't show up. It might only be on the eighth, ninth or tenth time that she makes it. Each time we show that we trust and respect her decision and are there when she is ready."

Vision of Hope - Zambia

Time and patience

Give each girl time to build a positive relationship with you: the length of time will vary for each girl. Some girls may need extensive counselling and support to understand and overcome their negative experiences of relationships, whereas others (who may have been through similar traumas) appear to engage well with staff. It is important not to confuse signs of trust with dependency or learnt behaviours for accessing food, clothing, substances, physical or emotional support. A young person may show signs of trauma years after an experience: they are as much in need of support as girls who have experienced recent trauma.

CASE STUDY:

"Maggie was thirteen years old when she first came to the centre. She had been raped by her father who then sold her to be trafficked. She was rescued by police and brought here. She was a very happy girl from day one because she said she felt safe and was able to go back to school. She studies hard and hopes to be a doctor when she grows up. After three years at the centre, Maggie suddenly started bed wetting; she tried to hide it from her friends and staff. She agreed to counselling and explained that she was having nightmares about her past experiences, which she started to speak about for the first time. A year on and she is bed wetting much less frequently, but there's no miracle cure for helping her to deal with her past; it will take time and support."

Vision of Hope - Zambia

Active listening

Ask open questions to encourage dialogue (questions which require more than a 'yes' or 'no' answer), then respond to what a girl has told you about herself. Use age appropriate language and body language and try to be at the same eye level as the girl. It shows her that you are interested in what she has to say. When a girl does not wish to answer a question, staff should respect this. Often girls are looking for friendships with staff rather than being mothered. Staff should not automatically take on a mothering role, even as an older member of staff and/or a parent.

The opportunity to challenge safely and set boundaries

Giving girls the opportunity to challenge safely and set boundaries in her relationship with you empowers her to build balanced, empowering, fun relationships which value her views and choices. It is something that girls may not be able to do in other relationships. It can feel difficult to be challenged, especially if it feels personal, such as preferring to work with another staff member who is a different gender to you or more junior. However, as staff you are constantly role-modelling positive relationship building; responding to challenges calmly and creating a space to discuss issues in a relationship is key.

Tool 8 is to support staff to develop their understanding of the different aspects of positive relationships and how their relationships with girls can be built up and broken down. *Tool 9* is to develop active listening skills. It is similar to section 2, tool 8 (page 96) for girls.

Tool 8

Building positive relationships



Aim: To build an understanding about how positive relationships can be built up and broken down. *Part 1 can be used as an icebreaker activity*



Who should participate? All staff who support or will support street-connected girls. The activity can also be done with other members of staff in your organisation, trustees and volunteers



Recommended group size: 2 to 15 participants



Materials: large pieces of paper and pens



Time: 1 ½ to 2 hours

Step 1: process

- Participants get into pairs
- 1 participant closes their eyes
- The second participant gives their partner instructions (*for example, “walk forward. Stop. Take a step to your left. Stop”*)
- The participant with their eyes open is responsible for stopping their partner bumping into anything – or anyone!
- Participants swap roles
- At the end of the game, ask participants what it felt like to trust their partner during the game. Explain that it can be difficult to trust someone; girls’ experiences on the streets can make it even harder for them to trust us.

Step 2: process

- Participants get into pairs
- Ask each participant to think about a positive relationship they have in their life. (*Note this relationship should be with another adult, not a child*)
- Each participant tells their partner about the positive relationship:
 - » What qualities make the relationship positive?
- Participants get into 1 big group. Discuss:
 - » What are the qualities of a positive relationship? (*Write answers on a large piece of paper*)
 - » How can we build positive relationships with the girls we support or want to support?



Key learning points

- Girls' experiences of relationships can make it harder for them to build positive relationships. They need a lot of time, patience and good role-modelling from the staff, volunteers and trustees who support them
- A positive relationship requires trust, confidentiality, respect, non-discrimination, time, patience, active listening and the opportunity to challenge safely and set boundaries.

Facilitator's notes:

- Step 1: only do this in a safe and appropriate space. Avoid stairs and ensure no one has any injuries or illness that might prevent them from participating safely
- Step 2: If participants are stuck for ideas on how to help build positive relationships with girls, remind them to refer to their own experiences of positive relationships. Ask participants to think about how these were built and sustained.

Tool 9

How we listen



Aim: To enable staff, volunteers and trustees to develop active listening skills



Recommended group size: 2 to 10 participants



Who should participate? All staff who support or will support street-connected girls. The activity can also be done with other members of staff in your organisation, trustees and long-term volunteers



Materials: None



Time: 1 hour

Step 1: process

- Participants sit in a circle
- 1 person thinks of a sentence and whispers it into their neighbour's ear. It cannot be repeated
- Their neighbour whispers what they heard into their neighbour's ear. It cannot be repeated. This continues around the circle
- The final person repeats what they hear. Note that it might not make any sense!
- Explain to participants that listening can sometimes be challenging but if we don't listen carefully we can misunderstand.

Step 2: process

- Participants get into groups (3 per group). Explain that 2 participants will have a conversation for about 1 minute. 1 participant ('the speaker') will try to communicate to the other about a time she enjoyed. The other ('the listener') will act distracted (*for example, looking at her phone, listening to other conversations, thinking about other things*) and the third ('the observer') will look at both participants' body language
- Participants swap roles so that everyone is the speaker, listener and observer
- As a whole group discuss:
 - » What did it feel like not being listened to?
 - » What did it feel like not to listen?
 - » What was the body language like of the person not being listened to? Of the person not listening?
 - » What might stop you from actively listening?
- Get back into the same groups. Repeat the activity but this time, the listener shows she is actively listening. *Explain to the group that by active listening we mean we are showing the other person that we are listening to what they say*
- As a whole group discuss:
 - » What did it feel like being listened to?
 - » What did it feel like to actively listen?
 - » What was the body language like of the person being listened to? Of the person listening?
 - » How did you stop distractions getting in the way of you actively listening?

Key learning points

- Showing someone we are listening helps them to feel respected and empowered. This is called 'active listening'
- Active listening can include nodding, making eye contact, giving someone your full attention, not making judgemental comments, and asking open questions (questions that require more than a 'yes' or 'no' answer, such as 'what did you enjoy about that?')
- If we are listening our body language changes; we tend to lean in more and mirror the other person's body language
- Lots of things can stop us from listening or make us seem like we are not listening, such as playing with our hair or phone; looking bored; having other things on our mind. However, trying to actively listen shows people respect.

Facilitator's notes:

- Some people may feel their listening skills are being criticised. Reassure participants that the exercise is not criticising their skills, it is to help develop them so we can work better with girls.

Unit 4: Creating safe spaces for girls

Unit 4 supports your organisation to implement guiding principles 1, 5 and 6:

1. Give girls regular opportunities to tell your organisation about their strengths, challenges and needs. Listening to girls helps your organisation shape its capacity and programmes appropriately

5. Create and maintain safe spaces within your organisation for girls: this includes girl-only spaces

6. Ensure your organisation has policies that address risks to girls. As a minimum, all organisations should have a child protection policy and Code of Conduct.

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Introduction

Creating safe spaces is not just having spaces free from harmful objects (such as exposed wires or untested electrics), though this is an important part. It requires your organisation to (1) understand and address the risks of violence, neglect, abuse and exploitation from staff, volunteers, trustees, visitors, and other boys and girls in the centre; and (2) to identify and address high risk spaces and situations. Your organisation needs to:

- Find out from girls and boys what they need to feel physically, mentally and emotionally safe
- Conduct risk assessments for all programmes and sites accessed by children, both on-site and off-site
- As a minimum, provide girl-only spaces with lockable toilets, showers and rest spaces separate from the boys
- Develop policies and guidance that outline how your organisation keeps girls and boys safe (*as a minimum, all organisations should have a child protection policy and Code of Conduct*)
- Have a thorough recruitment process that checks staff, volunteer and trustee suitability to work with children see *section 1, unit 2 (page 35)*
- Train and support staff, volunteers and trustees to understand and implement the policies and guidance.

CASE STUDY:

"Girls said they needed a safe place to be where boys don't know where to find them, so we don't have the organisation's name on the door – we just look like any other house in the area. This makes it harder for boys to find the organisation and harass the girls, or try and persuade their girlfriends to come back onto the street. The local market sellers know where we are though, so if a new girl comes to find us, they can direct her to our door."

Vision of Hope - Zambia

Girls' views on safety

Girls are best placed to tell you what makes them feel safe and unsafe and this can vary from girl-to-girl and programme-to-programme (*tool 10*). If girls travel to and from your organisation or external programme location, talk to them about how they can do so safely, for example by travelling in groups, using transport provided by your organisation or having staff accompany them.

Girls and boys who your organisation supports can perpetrate violence, including bullying. Your organisation can work with them to develop a Code of Conduct that outlines acceptable behaviours with each other. It is important to address the risks around children and young people talking about violence if victims and perpetrators are in the same space.

Individual assessments enable staff to discuss each girl's history, current situation including safety concerns and future plans on a one-to-one basis so that your organisation can tailor support to meet her needs. Assessments should always be done sensitively, prioritising the best interests of each girl. Information must be recorded accurately and stored safely. *Tool 10* can provide information to support an assessment.

Organisational policies and guidance

Policies and guidance help to create safe spaces. They should include specific guidance on gender-related risks. Children and young people need safe, clear procedures to report suspected or actual abuse, neglect, violence and exploitation, including inappropriate comments and behaviour from staff, volunteers and trustees. There are lots of useful tools in the appendices to help develop policies and guidance that prioritise the well-being of children and underpin your organisation's ethos, practices and programmes. *Tool 11* helps start this process by developing a list of 'do's' and 'don'ts': a Code of Conduct. Once completed, the Code of Conduct should be clearly displayed and given to all staff, volunteers, trustees and visitors who have direct contact with the children and young people your organisation supports.

Staff roles in keeping girls safe

All staff, volunteers and trustees have a vital role in proactively keeping children safe at all times and helping to create child-safe organisations. They need policies, guidance, regular training and support to do so. Many organisations have a designated child protection officer who ensures that child protection is considered during the recruitment process; delivers training; offers advice and support with child protection concerns; and helps to identify and address risks to children's safety.

Your organisation might consider having a Personal Conduct policy, outlining unacceptable behaviours outside of work hours. This may include disallowing marriage to anyone under 18 years old; Female Genital Mutilation of children in the family; and the use of child domestic workers. Remember that your staff, volunteers and trustees are representing your organisation and its values.

Staff, trustees and volunteers need to be kept safe from harm and allegations of harm. They are an organisation's greatest assets and if they don't feel safe, your organisation risks losing them. Your child protection policy needs to include processes for keeping staff, trustees and volunteers safe and responding to allegations against them. Many organisations recommend that there are at least two members of staff working with children at all times.

Visitors' roles in keeping girls safe

You don't have to say yes to everyone who asks to visit your organisation – it is important children feel safe and not 'on show' to visitors. Anyone visiting your organisation should read your child protection policy and Code of Conduct in advance. They should never be left alone with girls or boys.

Tool 10

What makes us feel safe (*activity for girls*)



Aim: To understand where girls feel safe and unsafe in the organisation and its programmes



Who should participate? Girls who spend time in your organisation and/or participate in programmes run by your organisation



Recommended group size: 4 to 15 girls



Materials: Pens and large pieces of paper



Time: 45 minutes

Process

- Girls get into groups (maximum 4 per group). Give each group a piece of paper and pens
- Each group draws a floor plan of the organisation, including all the rooms in the organisation and outside spaces. *Alternatively, choose a location where 1 of your organisation's programmes take place and ask girls to draw it.* Next draw the nearby streets. Label each place clearly on the map
- Each group discusses where on the map they feel very safe, somewhat safe and not safe. Mark 'very safe' places with a green star; 'somewhat safe' places with an orange star; and 'not safe' places with a red star
- Write or draw the reasons why next to each star
- Look at each others' maps and compare responses
- Participants get into 1 big group. Discuss:
 - » How can we make the 'unsafe' and 'somewhat safe' places safer?
 - » What support do we need from others to help us to feel safer in these places?

Key learning points for girls

- You have the right to be safe in the organisation and its programmes at all times
- You can help the organisation to create safe spaces by telling staff where and when you don't feel safe
- If you feel that a member of staff is not responding to a safety concern that you have raised, talk to another member of staff or ask to speak to a trustee.

Key learning points for your organisation

- It is very important that your organisation creates safe spaces for girls. Girls' input is essential for you to be able to create spaces in which girls feel physically, mentally and emotionally safe
- Without a safe space, girls will find it very difficult to discuss issues that are important to them and may stop attending your organisation's programmes.

Facilitator's notes:

- Take notes – they will be needed for *tool 11*
- Explain how and where the information from this activity will be used. Reassure girls that their feedback will remain anonymous
- If a member of staff is facilitating, he/she may not agree with the girls. However, it is important not to intervene in the activity and to reassure girls that there is no right or wrong answer
- If a girl has had a traumatic experience in any location she may choose not to participate in the activity; give her the information and support to decide. Remind girls about available support and not to discuss anything that they don't feel comfortable with during the activity.

Tool 11

Creating safe spaces within our organisation



Aim: To create safe spaces for girls and a Code of Conduct for all staff, volunteers, trustees and visitors. This tool is based on the learning from *tool 10 - What makes us feel safe*



Who should participate? All staff (field-based, office-based, junior and senior); trustees and volunteers



Recommended group size: 4 to 15 participants



Materials: Maps and feedback from *tool 10 - What makes us feel safe* (page 54); pens and large pieces of paper



Time: 1 ½ to 2 hours



Process

- Stick up the girls' maps from *tool 10* on the wall. Ask participants to look at the maps – where girls feel safe, somewhat safe and unsafe
- Participants split into groups (2 to 6 per group)
- Divide the 'somewhat safe' and 'unsafe' locations equally amongst the groups
- In groups discuss girls' ideas about how to improve safety from *tool 10* and participants' additional ideas
- Each group discusses, agrees and writes down:
 - » A list of 'do's' and 'don'ts' that can help girls to stay safe in each of the locations allocated to the group (*for example, male staff do not go into girls' sleeping spaces*)
 - » Any recommendations for improving the space (*for example, put locks on the toilet doors*)
- Come back together as 1 big group. Explain to participants that the 'do's' and 'don'ts' form the basis of a Code of Conduct and will be used to start or develop one for the organisation
- Identify:
 - » What 'do's' and 'don'ts' are the same for all locations?
 - » What 'do's' and 'don'ts' are location-specific?
 - » Are there any 'do's' and 'don'ts' missing? *Think about general 'do's' and 'don'ts' when working with children and young people; and gender and age specific guidance*
 - » How many of the location-specific recommendations can be implemented and what extra resources do we need to do this?

Key learning points

- It is everyone's responsibility to keep children safe and protect them from suspected or actual abuse, neglect, violence and exploitation. If you are concerned about a child, report it
- A Code of Conduct (Do's and Don'ts) gives clear rules about acceptable and unacceptable behaviours and attitudes. It is a good first step in helping to create safe spaces
- A Code of Conduct needs to be supported by policies and guidance which outline how the organisation keeps children safe and responds to suspected or actual violence, abuse, neglect and exploitation, both in the organisation and on the streets. This can be a long process, but it will have enormous benefits to the girls you support and the organisation.

Facilitator's notes:

- Make sure you cover child protection as part of the key learning points (*see page 19*)
- If your organisation has more than 15 staff, volunteers and trustees, hold separate sessions for different teams or roles. Everyone has a responsibility for keeping children safe so it is vital that everyone takes part in this activity
- The tool requires additional resource from Human Resources, line managers and the Director afterwards to create a draft Code of Conduct (Do's and Don'ts)
- Developing a Code of Conduct with your team and the girls you support makes it relevant and supported across your organisation
- Additional resources may be required to implement recommendations for making specific locations safer.

Unit 5: Rekindling staff motivation

Unit 5 supports your organisation to implement guiding principle 3: Provide on-going training opportunities and motivate your staff, volunteers and trustees so they have the skills and up-to-date information needed to work effectively with girls: this may include counselling skills.

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Introduction

Your organisation's staff, volunteers and trustees are your greatest assets. This unit focuses predominantly on field staff because they have the most frequent contact with street-connected girls. The challenging nature of the work can lead to staff feeling demoralised, frustrated or upset. Recruiting the right staff takes time and resource see *section 1, unit 2 (page 35)*. Their retention is vital because it enables a supportive team who girls know and trust to develop; when staff leave, it can have a big impact on the organisation and girls they support. Despite the pressures of work, management should make time to communicate their appreciation of each staff member's work in team meetings and supervision.

In any organisation, staff turnover is inevitable, but high staff turnover might indicate that your organisation is not valuing your staff as much as they require. It may be their salaries are not competitive with other organisations doing similar work; their working hours are too long; they are not getting (or taking) adequate breaks during the day or sufficient time off; there are not the policies or procedures needed to act on any issues (such as a complaints policy); or they don't feel valued.

CASE STUDY:

"Last year we lost three girls – all to HIV. One was training to be a social worker. Each time, we held a service at the centre and all talked about our favourite memories of the girl. It gave both staff and the girls we support a space and time to grieve. We always put photos up of girls who pass away too. That way they are never forgotten. It can be hard to be positive sometimes, but that's why supporting each other and taking time off is so important."

Vision of Hope - Zambia

This unit supports organisations to identify challenges to staff satisfaction in the workplace and to re-build staff motivation for working with adolescent girls. *Tool 12* helps to identify barriers to motivation and *tool 13* looks at ways to re-motivate staff.

Tool 12

Identifying barriers to motivation



Aim: To identify issues that prevent staff from feeling motivated about their work



Recommended group size: 2 to 15 participants



Who should participate? Field staff



Materials: Paper and pens; scissors



Time: 1 to 1 ½ hours

Process

- Participants get into a circle. Brainstorm barriers that prevent staff from feeling motivated about their work. Answers may include personal, organisational capacity or programmatic issues
- Participants get into groups (2 to 5 per group)
- Each group picks the 3 biggest barriers, discusses why they chose them and how each might be solved. Tell each group to be creative with their solutions
- Each group writes each barrier on a separate piece of paper
- Next, ask participants to sit in 1 big circle
- Each group presents their barriers by holding the piece of paper with that barrier written on it, explaining why they chose it and how it could be solved. When they give the solution, they cut the barrier into pieces with scissors.

Key learning points

- Working with street-connected girls is challenging and the organisation depends on the dedication and passion of its staff – everyone plays an essential role in the organisation
- All organisations have some issues that could be improved. Staff can play a key role in identifying challenges and potential solutions
- Your organisation recognises the importance of supporting staff to be effective and passionate about their work; following up on the issues raised may require time and resources so it is important we have an on-going dialogue about how the issues are being addressed.

Facilitator's notes:

- Remind staff to only bring up personal issues during the activity if they feel comfortable doing so
- Inadequate salaries can come up in this exercise. This is an important point to raise with donors and include in budget proposals
- Suggest a 'solutions box' where staff can post barriers and their suggested solutions whenever they arise. These can be anonymous if preferred. It helps an organisation to stay aware and respond to barriers
- Personal issues impact on work. Many organisations working with girls are small and have very little resource. However, all organisations should offer a basic level of support to staff such as supervision and peer support. Make sure all staff know what support is available and how they can access it.

Tool 13

Re-building motivation



Aim: To help re-ignite staff motivation. *This tool can be used regularly, for example at team meetings*



Who should participate? All staff who support or will support street-connected girls. The activity can also be done with other members of staff in your organisation, trustees and volunteers



Recommended group size: 2 to 10 participants



Materials: Camera (optional)



Time: 1 hour

Step 1: process

- Ask participants to sit in a circle. 1 by 1, they tell each other about a time when they felt most proud of working for the organisation
- Discuss:
 - » What are our biggest achievements this year?
 - » How did we make those happen (be specific)?
 - » How can we build on that to make our work with girls even more effective?
 - » What else do we hope to achieve this year?

Step 2: process

- Participants get into pairs (but stay in the circle). Each person tells their partner what they think their 3 best qualities are (*for example, “you’re a great listener”; “you’re very patient”*)
- Take a group photo and display it in the organisation (*optional*).

Key learning points

- You are vital to the organisation! You are achieving a lot, even if you don’t see it every day
- Peer support helps to identify issues that can stop us feeling motivated and look at how to address them together.

Facilitator’s notes:

- Your organisation might choose to write up the list of achievements (keeping the identities of girls and staff anonymous). They can be useful to remind staff of their achievements and can be used to monitor your programmes (see section 3: monitoring and evaluation)
- Limit individuals’ story telling time to a few minutes per person, especially if the group is large
- If staff morale is low, some participants may find it challenging to identify positive examples. Ask others in the group to support him/her with ideas or come up with a few ideas together as a group. It is also a warning sign that further support for staff needs to be put in place.

Unit 6: Programme planning and development

Unit 6 supports your organisation to implement guiding principles 1 and 7:

1. Give girls regular opportunities to tell your organisation about their strengths, challenges and needs. Listening to girls helps your organisation shape its capacity and programmes appropriately

7. Understand your organisational capacity including strengths, weaknesses and gaps before starting and developing programmes and develop an action plan to address weaknesses and gaps and review it regularly.

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Getting started

As a first step, your organisation needs to identify what programmes adolescent street-connected girls need. Given the opportunity, girls are best placed to tell you; if you don't listen to them, your programmes might not be as effective as they could be. Programmes for adolescent street-connected girls differ from those for younger girls or for boys. *Tool 14* asks girls that your organisation supports what programmes they want.

If your organisation does not yet work with girls, conduct *tool 14* with an organisation that does. Alternatively, street workers from your organisation who have regular contact with girls can conduct the activity in a safe area. They should aim to repeat the activity with different groups so that feedback from several girls informs the organisation's programmes.

Mapping what other programmes, organisations and resources are available to girls is important to prevent duplicating existing programmes.

Things to consider

Your organisation needs to understand what capacity it has:

- Are there basic facilities available (girl-only spaces including toilets and wash areas)?
- Do we have the resources to offer safe temporary accommodation?
- Where can programmes run safely? (in the organisation's building; at street-based locations)
- What skills and resources can we offer to girls? (for example, educational support; health care)
- How can we support pregnant girls and young mothers?
- Is the programme on-going or time-bound?
- What additional resources do we require and how will we get them?

These are some of the questions your organisation needs to explore, keeping in mind that you are aiming to deliver high quality programmes which meet the needs of adolescent girls, not lots of low quality, ineffective programmes. *Section 2* is to help your organisation to design and develop effective programmes that meet girls' needs and wants.

Programmes require time and resources to (1) identify what programmes are needed (*tools 14 and 15*); (2) design programmes that are easily and safely accessible to girls (3) run programmes regularly with skilled staff (4) monitor and evaluate (5) share learning from the programme. Programmes need to be flexible to adjust to the needs of the girls you support. *Monitoring and evaluation* is covered in *section 3*.

Reintegration programmes

It might be appropriate for your organisation to consider programmes that reintegrate girls back into their families and communities. These can be very effective for some girls, but they must be done extremely sensitively with a thorough process, adequate resources and experience. Some girls do not want to be reintegrated, others may be unable to return home as they will not be accepted by their families. Reintegration is a slow process requiring a lot of support, including counselling, for each girl and family member. Every girl had a reason for leaving home which needs to be addressed and resolved before she can be reintegrated. Her safety, well-being and decisions must be the priority. Once reintegrated, girls need continued follow-up and family support for at least six months. There are reintegration tools in the appendices.

CASE STUDY:

"There were children working on the street during school hours and at night in the centre of Piura. We mapped out the relevant local charities and found only one was supporting street children. Together, we held informal focus groups with children to understand their needs. They said they wanted to attend school and felt unsafe on the streets at night but their families needed their income. We then conducted meetings with families who suggested night school. We initially piloted the project with three families and 16 children; all of them stayed in school and more than half started in mainstream education after year 1 at the request of the parents and children."

Trust in Children - Peru

A word of warning on donors

Try not to let donors dictate what programmes you run or the number of girls you support. Street-connected children, especially adolescent girls, can be hard to engage, drop in and out of programmes, and need a lot of time, patience and programme flexibility so that they can engage when they feel ready to do so. It is unhelpful to promise donors that X number of girls will complete a programme. Instead, try to be honest with donors about the challenges and seek funding which gives your programme flexibility.

Tool 14

The programmes we want (activity for girls)



Aim: To identify what programmes adolescent street-connected girls would like your organisation to run



Who should participate? Girls who your organisation supports or girls who street workers have regular contact with



Recommended group size: 5 to 10 girls



Materials: A selection of easily sourced materials, for example string, bottles, cardboard



Time: 1 to 1 ½ hours

Step 1: process

- Participants sit in a circle
- Ask each girl to think of her favourite activity. She must not tell anyone
- Participants take it in turns to mime their favourite activity to the group. The group guesses.

Step 2: process

- Participants get into groups (5 per group); give each group a selection of materials
- Participants tell each other what they want to achieve in the next year and in the long-term future
- Together, using the materials, make a picture or sculpture of all the things the group wants to achieve (for example, go to school; be healthy; become a teacher; buy a house)
- Next, as a group discuss what programmes can help you to achieve your goals
- Give pieces of paper and pens to each group. Participants cut out a shape that represents each programme they want (for example, a football for a sports programme; a pencil for an education programme) and writes what the programme is on the shape

- Next, girls go around the room looking at each others' pictures or sculptures
- Get into a circle. Discuss:
 - » What programmes do most or all groups say they want?
 - » Do you know about any similar programmes you could access?
 - » What programme(s) is/are the most important to you and why?

Key learning points for girls

- Programmes should be designed to support you and be fun. Doing activities which you enjoy helps you to build confidence, self-esteem, communication and team skills – all important life skills
- Programme design takes time and resources. The organisation will keep you informed about changes to existing programmes, when a new programme will take place and what it will focus on
- Giving your feedback on programmes helps them to be fun and useful.

Key learning points for your organisation

- Always identify girls' needs and existing locally available programmes at the start of programme planning
- If your organisation cannot deliver all of the programmes that girls need or want, speak to other organisations about running projects together
- Girls should play a central role in programme planning and design. Remember to keep everyone informed about realistic programme starting dates, how many girls can access it, where it will be and how often.

Facilitator's notes:

- Manage girls' expectations about the length of time required to plan and design a programme; and the scope of the programme(s) based on available resources
- Girls' perceptions of our organisation (*section 1, unit 1, tool 3, page 28*) can also support programme design.

Tool 15

Designing programmes for adolescent girls



Aim: To help your organisation map its capacity and design or develop effective programmes



Who should participate? All staff who support or will support street-connected girls and staff responsible for decision-making. The activity can also be done with other members of staff in your organisation, trustees and volunteers



Recommended group size: 2 to 12 participants



Materials: Activity sheet (iv) – Mapping girls' immediate and longer-term challenges (page 71); feedback from activity sheet (i) – Challenges girls face (tools 2 and 3, page 26 and 28) and tool 14 - The programmes we want (page 65); pens and paper; large pieces of paper



Time: 3 hours

Process

- Participants get into groups (maximum 4 per group)
- Give each group feedback from activity sheet (i) – Challenges girls face and tool 14 - The programmes we want to help them complete Activity sheet (iv) - Mapping girls' immediate and longer-term challenges
- Each group completes activity sheet (iv). (Explain that the outer circle is for immediate issues and challenges when a girl first asks for support; the inner circle for long-term issues and challenges once a girl is accessing support)
- Give each group an overarching programme focus (life skills, education and training OR physical health and well-being OR emotional health and well-being)
- Ask each group to design a programme which takes into consideration:
 - » What are its short, medium and long-term goals?
 - » Does it help girls to feel safe, have fun and achieve their short and long-term goals?
 - » How will girls be involved in the design and development?
 - » Who else needs to be involved in designing and delivering it?

- » How often and for how long (time bound or on-going) will it run?
- » Where will the programme take place?
- » What are the minimum and maximum numbers of participants?
- » What materials and resources does the programme require?
- Each group presents their programme design to the whole group (*maximum 5 minutes per group*). After each presentation participants feedback on:
 - » What they like most about the programme
 - » Possible issues and challenges with the programme
- Participants sit in a circle. Discuss:
 - » As an organisation, which of these programme ideas might we choose to develop?
 - » Are there opportunities to collaborate with other organisations to prevent duplication and fill any gaps in support for the girls?

Key learning points

- It is important to prioritise and tailor programmes to meet girls' needs and collaborate with other organisations to prevent duplication and share resources
- Do fewer programmes to a high quality instead of several low-quality programmes which don't meet girls' needs and wants
- Take time to plan programmes and make sure girls' feedback plays a big part in shaping your programme design
- Programmes take time to gain the girl's trust and to grow. Factor this into your programme timeline
- Make sure you gather regular feedback about your programme so that you can adjust it to be as effective as possible.

Facilitator's notes:

- Make sure you have anonymous, clear feedback from *activity sheet (i) – Challenges girls face and tool 14 - The programmes we want before the activity*
- Make staff aware that organisational capacity might limit what programmes can be delivered.

Tool 16

Encouraging programme participation (activity for girls)



Aim: Supporting your organisation to engage girls in a programme



Who should participate? Girls involved in a programme or who want to be involved



Recommended group size: 5 to 10 participants



Materials: Pens, paper; stickers and magazines (optional)



Time: 45 minutes to 1 hour

Process

- Participants stand in a circle
- Each girl says 1 thing they like about the programme. When she has said something, she sits down. Continue until everyone in the group has sat down
- Participants get into groups (2 to 5 per group); give each group pens, paper, stickers and magazines
- Each group designs a poster 'advertising' the programme (illustrating why they like it). Remind girls to include basic information such as the location, day and time
- Everyone gets into a circle. Discuss:
 - » How can we communicate the programme to other girls who might benefit from it?

Key learning points for girls

- If you know girls who might benefit from the programme, let them know about it
- It is important to think about how a programme is helping you
- If there are gaps in a programme, or you think it could be improved, talk to the organisation. There are activities in *Section 3* of this toolkit that give you the opportunity to be part of monitoring and evaluating programmes. Talk to the organisation if you would like to be part of this.

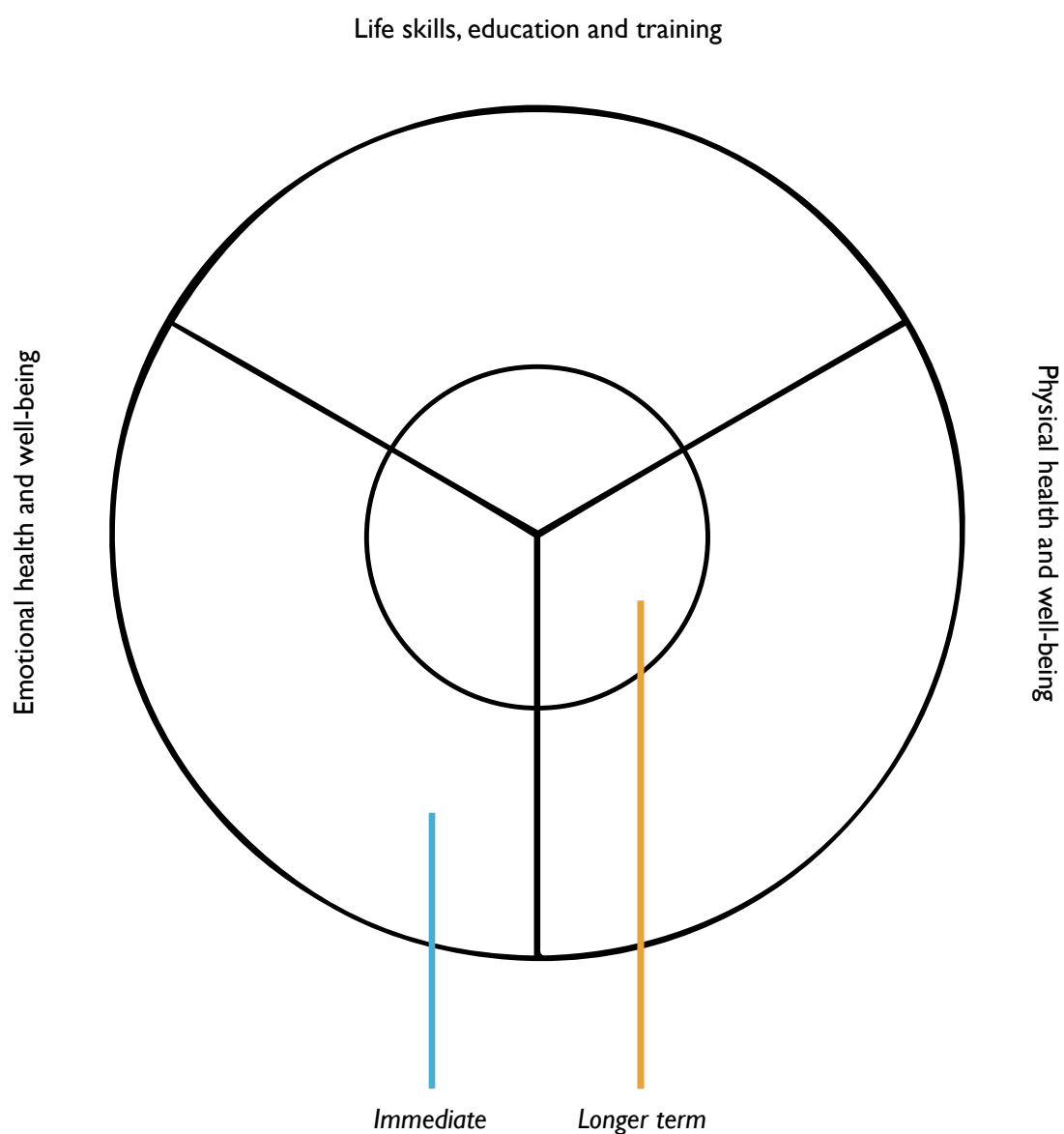
Key learning points for your organisation

- Girls can be the best advocates for a programme that they enjoy or find helpful: encourage them to share information with other girls
- Regularly encourage girls to feed back to your organisation about the positives and negatives of a programme. *Section 3 – monitoring and evaluation (page 182)* can support your organisation with this
- Girls should be central to helping shape your organisation's girl-focused programmes. As a minimum, keep girls updated on how their feedback is helping to shape and adjust programmes.

Facilitator's notes:

- Encourage girls to make a poster that is understandable to those with low literacy and different or minority languages
- Be careful about displaying posters outside of the organisation – girls might not want others (such as boyfriends) to know where they may be or what they might be participating in
- Your organisation can follow on from this tool by working with the girls you support or want to support to develop a programme.

Activity sheet (iv) - Mapping girls' immediate and longer-term challenges



Section 1: Summary

Section 1 outlined the key organisational requirements that need to be in place before any programmatic work with adolescent street-connected girls is developed. It covered:

- Organisational and staff perceptions of girls (*unit 1, page 23*)
- Staff recruitment and training (*unit 2, page 35*)
- Building positive relationships (*unit 3, page 44*)
- Creating safe spaces for girls (*unit 4, page 52*)
- Rekindling staff motivation for working with girls (*unit 5, page 58*)
- Programme planning and development (*unit 6, page 63*)

Section 1 supported your organisation to develop the following skills:

- A better understanding of your organisations' perceptions of girls and how this might impact on your capacity building and programming (*unit 1, tools 1 and 4*)
- Increased understanding of the challenges girls face (*unit 1, tools 2 and 3; unit 2 tool 5*)
- Understanding how girls view your organisation and staff (*unit 2 tool 5*)
- A clearer understanding of staff skills and gaps (*tool 6*); and steps to close those gaps (*unit 2*), including developing tailored interview questions (*tool 7*)
- How to build positive relationships, including developing listening skills (*unit 3, tools 8 and 9*)
- Knowledge about girls' safety concerns (*unit 4, tool 10*) and how the organisation can create safe spaces and help keep girls safe from harm (*unit 4, tool 11*)
- How to re-motivate staff (*unit 5, tools 12 and 13*)
- Developing an understanding of the programmes girls want and need (*unit 6, tool 14*) and designing programmes that meet those needs (*tool 15*)
- Supporting girls to think about how they benefit from a programme and encourage other girls who may benefit from it to participate (*tool 16*).

Section 2

Working with adolescent street-connected girls:
programme delivery

Guiding principles: Programme delivery for adolescent street-connected girls

1. Girls know what can work for them: put their views, needs and well-being at the centre of programme design and delivery
2. Stereotypes of gender and street-connected children can affect our ways of thinking and acting without us knowing it. Everyone in the organisation should listen to girls, respect them and not be judgemental about their situations or choices
3. Address the needs of girls in a holistic way, even if your programme is designed to support a specific issue that girls face
4. Empower girls, building their confidence, independence and choices
5. Girls may drop out of programmes. Give them the space, time and opportunity to engage in and complete programmes when they feel ready to do so
6. Avoid duplication and look outside your organisation to fill gaps in your programme delivery: reach out to local organisations, support services and businesses that your organisation might be able to collaborate with
7. Adolescent girls need quality support and this may imply a larger budget. Make sure your programme has sufficient budget for your target number of girls
8. Diversify and build your financial base to ensure your programme is driven by the needs and rights of adolescent girls, rather than by donor demands.

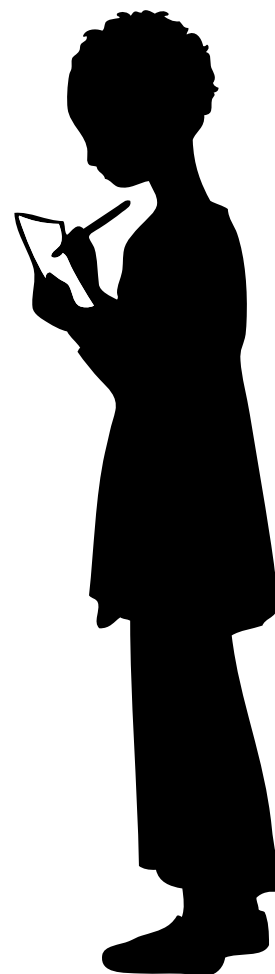
All of these guiding principles should be applied to your programme design and delivery.

Section 2: Aims and objectives

All tools in section 2 are for use with adolescent street-connected girls. It is essential that girls have a facilitator who they know and trust. Facilitators must make sure they have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Section 2 provides information, ideas and tools for supporting adolescent girls with some of the key issues they face. Organisations can select the units that are relevant to their programmatic work. Section 2 covers:

- Supporting girls to know and implement their rights (unit 1, page 76)
- Supporting girls to build positive relationships (unit 2, page 88)
- Supporting girls' emotional well-being (unit 3, page 102)
- Supporting girls' physical health (unit 4, page 114)
- Supporting girls who use substances (drugs and/or alcohol) (unit 5, page 122)
- Supporting girls involved in or considering sex work (unit 6, page 131)
- Supporting pregnant girls and young mothers (unit 7, page 138)
- Education, training and income generation (unit 8, page 150)
- Peer mentoring (unit 9, page 159)
- Supporting boys and girls to build positive friendships and relationships with each other (unit 10, page 172).



Unit 1: Supporting girls to know and implement their rights

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Introduction

The United Nations Convention on the Rights of the Child (UNCRC) was launched in 1989 as a set of international principles on children's rights. Countries choose to sign and ratify the UNCRC: signing means a country agrees with the Convention; ratifying means they agree to implement the Convention into national law. This means that countries are required to put children's rights into policy and practice. To date, almost every country in the world has signed and ratified the UNCRC, other than Somalia and the USA.

Helping girls to know about their rights

However, in reality there is a long way to go. Girls may not know about their rights or how to claim them. Adolescent street girls may have access to even fewer rights than other young people their age. Supporting girls to know, demand and implement their rights helps to empower them. It enables girls to challenge stereotypes about their gender and connections to the streets and to expand their life goals beyond stereotyped roles, given the right support. *Tools 1 and 2* support girls to think about gender stereotypes and their impact; *tool 3* builds girls' knowledge of their rights.

CASE STUDY:

"Kagiso came to the centre having lost a lot of confidence. She explained that as a young girl she had loved to play soccer with the boys in her village. Her father thought this was inappropriate and would regularly beat her and make her stay inside. As a result, she ran away from home. While at the centre she took part in participatory programmes about gender and joined the soccer programme. She went on to play in the Street Child World Cup and is now reintegrated back into her community and excelling at school."

Umthombo - South Africa

Two key issues that girls can face that are not specifically addressed in the UNCRC are child marriage and Female Genital Mutilation (FGM). However, the UNCRC outlines children's right to be protected from violence, participate in decisions that affect their lives and be given the highest attainable standard of health. Additionally, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) states all women have the right to be free from discrimination and that marriage before the age of 18 should be prohibited.

Helping girls to implement their rights

Learning about rights is the first step; putting them into practice is the second. *Tool 4* helps girls to think about how they can implement their rights on the streets safely. Raising awareness about girls' rights within the community, including friends, family, teachers, doctors and police can help to change perceptions of and opportunities for girls. There are lots of ways to support girls to amplify their voices at local, national and even international levels, including the International Day for Street Children (12th April), the International Day of the Girl Child (12th October) and the anniversary of the UNCRC (20th November). *Tool 3* steps 2 and 3 can help to develop ideas around this.

Raising awareness of girls' rights should be seen as an on-going process that involves girls in planning, implementation, monitoring and evaluation see *section 3*. It is important that the risks around raising awareness and supporting girls to implement their rights are addressed so that girls' safety is always prioritised.

CASE STUDY:

"Jyoti and Shanno are both members of Badthe Kadam, a federation of over 10,000 street-connected children across India. They teach other girls about their rights, using use life skills workshops, role plays and exposure visits including to local police stations and health centres. They also teach other children how to put their rights into practice, such as phoning supportive organisations if their rights are being abused, and asking a friend to accompany them to the police station so they have a witness to how their case is handled. They speak to ministers, the police and the media through their own newspaper called 'Balak-Nama' (Children's Voices) so the messages become louder."

Chetna - India

Tool 1

Take a stand



Aim: To encourage girls to think about what 'gender' means to them



Materials: large pieces of paper, pens, tape, 2 signs with the phrases: 'agree' and 'disagree'



Recommended group size: 2 to 15 girls



Time: 30 minutes

Process

- Choose 5 or 6 statements about boys and girls, women and men. You can use the ones below or make up your own:
 1. Women make better parents than men
 2. Girls invite abuse by the way they dress
 3. Men are natural leaders
 4. It's ok for men to hit women
 5. Boys shouldn't cry
 6. Women should marry when they are young
 7. A family needs a man as its leader
 8. Girls are better students than boys
- Stick the 'agree' and 'disagree' signs on the wall at opposite ends of the room
- Girls gather around the facilitator who reads the first statement. Ask participants to stand beside the sign that represents how they feel about the statement. If they're not sure, they can stand in the middle of the room
- Choose 3 or 4 participants to explain why they chose that sign. Tell participants that they can move during the discussion if they change their mind.

Key learning points

- Our ideas and experiences about gender affect what we do and how we relate to others in every aspect of our lives
- Behaviour which harms you or others, including violence in the home, child marriage and FGM, is NEVER acceptable. If you or someone else you know is experiencing or at risk of being harmed, talk to a member of staff in the organisation
- Given support, girls and boys can both achieve the same goals and work towards having equal roles in society.

Facilitator's notes:

- Remind girls that this activity is not about being right or wrong, but about considering different perspectives and seeing where the group stands in terms of their views on gender
- Keep the activity relaxed and fun – don't spend too long getting girls' views as the activity is to start girls thinking about stereotypes and how they can prevent girls from realising their rights.

Tool 2

Gender proverbs



Aim: To support girls to think about gender stereotypes



Materials: Activity sheet (i) – Proverbs from around the world (page 86)



Recommended group size: 2 to 15 girls



Time: 1 ½ hours

Step 1: process

- Explain that a proverb is a well-known saying that expresses a commonly held view. *Give an example of a proverb that participants will know. It should **not** be gender related*
- Ask girls if they can think of any proverbs about men and women. Discuss:
 - » What is the proverb saying about men and women and the relationship between them?
 - » How might this affect how men and women put their rights into practice?
- Divide girls into pairs or small groups (3 to 5 girls)
- Give each group *activity sheet (i) – Proverbs from around the world*
- In groups discuss:
 - » What are the proverbs saying about men and women and the relationship between them?
 - » How might this affect how men and women put their rights into practice around the world?
- At the end of the activity each group presents the highlights of their discussion.

Step 2: process

- Explain that a stereotype is a commonly held view about the different characteristics and roles of people or groups. They can shape people's attitudes and behaviour and can lead to social exclusion. Give some examples of gender stereotypes (for example, boys play football not girls; girls cook, not boys; girls are good hairdressers and boys are good mechanics; women should marry when they are young, but it doesn't matter when men get married)
- Get into a circle. Ask each girl to think of a gender stereotype she has come across
- Each girl says the stereotype she has thought about and how it makes her feel
- After everyone has participated, each girl says how she would like to change the stereotype to make it fair (for example, "boys and girls can both play football; "boys can cook as well as girls if they are taught to")
- Can you think of famous people who have challenged stereotypes? Think about female leaders; and males in more stereotypically 'female' roles such as chefs.

Key learning points

- Stereotypes of women and girls can be a barrier to how we think and act. They can limit our beliefs in what we want to achieve
- Stereotypes can be ingrained in social values and culture. They include public roles such as the jobs we have or how we dress, and roles in the home, such as who cooks or goes to secondary school. Challenging them can be difficult, but not impossible, but be careful about how you do so and get support from the organisation
- Stereotypes and cultural norms can be used as excuses for harmful behaviour, including violence in the home, child marriage and FGM. Behaviour which harms you or others is NEVER acceptable. If you or someone else you know is experiencing or at risk of being harmed, talk to a member of staff in the organisation
- Boys are stereotyped too. Stereotyping the abilities and roles of both boys and girls is disempowering.

Facilitator's notes:

- **If the group has low literacy levels**, read out each proverb to the group and ask for their views
- Keep group presentations at the end of step 1 brief by giving participants a time limit (for example, 3 minutes)
- Some stereotypes are socially and culturally ingrained; it is important the facilitator recognises their own stereotypes before facilitating the activity
- Be aware that some girls in the group may say they are happy with the stereotype. The facilitator's role is to understand which ones girls are comfortable with and which ones they would like to see changed; it is **not** to change girls' minds.

Tool 3

Knowing our rights



Aim: To develop girls' knowledge about their rights as outlined in the United Nations Convention on the Rights of the Child (UNCRC)



Materials: Activity sheet (ii) - My rights (page 87) cut into individual cards



Time: 2 to 2 ½ hours



Recommended group size: 2 to 12 girls

Step 1: process

- Girls get into a circle. Discuss:
 - » Has anyone heard of children's rights?
 - » What do you think we mean by 'rights'?
 - » Can you give some examples of your rights?
- Briefly explain about the UNCRC (*you can refer to the key learning points and find additional information in the web links listed in the appendices*).

Step 2: process

- Girls get into small groups (3 to 6 per group)
- Give each group the cards from *activity sheet (ii) – My rights*
- Explain that these are some of the rights from the UNCRC. Ask each participant to pick a 'rights' card that is most important to her and explain why
- Participants get into 1 group. Discuss:
 - » Do you think you are supported to put your rights into practice in your community?
 - » What needs to change in your community so that you are supported to put your rights into practice?
 - » What can you do to help put your rights into practice?

Step 3: process

- Girls get into groups (3 per group)
- Inform each group they are going to create a short play. The play is about raising awareness of their rights with 1 person in the community (*for example, a doctor; teacher; policeman*)
- Ask each girl in her group to pick a role – herself, community person, or journalist
- The ‘journalist’ interviews the ‘community person’ then the girl who is acting as herself. The journalist allows a 2 minute dialogue between them, then sums up her views as a journalist
- Girls can choose to show their role plays to the rest of the group at the end (*optional*).

Key learning points

- The UNCRC is a set of international principles on children’s rights. Almost every country has signed and ratified (agreed to put in place) the UNCRC. Currently countries that have not signed and ratified it are Somalia and the USA
- By ‘child rights’ we mean the rights in the UNCRC that every child should have access to. All the articles in the UNCRC are applicable to all children (up to 18 years old). See *appendices for further information*
- Just because countries have signed and ratified the UNCRC doesn’t mean that children are able to put all their rights into practice or that girls and boys have equal access to their rights
- Girls can help advocate for their rights by raising awareness in their community. This can include friends, family, teachers, doctors, police, local leaders and government. If you would like to raise awareness about girls’ rights, speak to the organisation about how they can support you to do so safely
- Though the UNCRC does not specifically refer to child marriage or Female Genital Mutilation (FGM), it outlines children’s right to be protected from violence, participate in decisions that affect their lives and be given the highest attainable standard of health.

Facilitator’s notes:

- **If the group has low literacy levels**, read out the rights to them. You may wish to shorten the list to 5 rights that are most relevant to the group
- Some groups may need support in understanding what articles mean and how they are relevant. Go around the groups to check understanding. Give ideas where necessary
- Step 3: Role plays can trigger challenging memories. Remind girls they can choose not to participate or stop at any time
- After the activity: You may choose to brainstorm how participants might want to raise awareness if the organisation has the resources and expertise to do so. Make sure girls are safe when advocating for their rights (see *links to child protection tools in the appendices*).

Tool 4

My right to stay safe on the street



Aim: To help girls to think about how to increase their safety on the street. This tool can be used alongside section 1, tool 10 - What makes us feel safe (page 54)



Materials: pens and paper; string; cards cut out from activity sheet (ii) – My rights (page 87); maps from section 1, tool 10 - What makes us feel safe (optional)



Recommended group size: 2 to 10 girls



Time: 30 minutes

Process

- Give each participant a pen and piece of paper
- As 1 group, girls discuss and agree a specific location on the streets where they feel unsafe (for example, by the traffic lights on 54th street). If participants have completed section 1, tool 10 they can use the maps to identify locations
- As a group, girls think about the people and things that make them feel unsafe in that location (for example, security guard; traffic). Each girl writes or draws a different person or thing on a piece of paper
- Girls look through the 'my rights' cards and select the rights that can help them to stay safer on the streets
- Ask 1 girl to volunteer to stand in the middle of the room. Place the pieces of paper with the people and things that make them feel unsafe in a large circle around her
- Girls form a circle around the girl to 'protect' her from the people and things that make her feel unsafe
- As a group, shout out 1 of the rights from the 'my rights' cards (for example, "I have a right to play and rest")
- Take it in turns for each girl to say how the right will help to keep her safer (for example, "being at the centre playing netball will mean I am not on the streets from 3pm to 5pm"; "sleeping in the organisation's accommodation means I am not sleeping on the streets"). If girls cannot think of new reasons why the right will keep her safer, she should repeat what the girl next to her said
- Repeat until all the selected 'rights' cards have been shouted out and discussed.



Key learning points

- When you spend time on the streets you risk putting yourself in danger. This can include time hanging out on the streets, working or sleeping there. Thinking about how to make yourself safer helps to reduce your risk of harm
- You can play an important role in helping to keep each other safe
- Raising awareness of your rights within your community might help to keep you safer, but it may also put you at risk of harm. Discuss with the organisation how you can raise awareness safely
- Talk to the organisation about any safety concerns you have; the organisation can help you to develop a safety plan.

Facilitator's notes:

- If participants have taken part in section 1, tool 10 - *What makes us feel safe* have their maps ready to refer to
- Support girls to think of specific ways to implement their rights if they get stuck for ideas
- You may choose to brainstorm how girls can raise awareness of their rights, especially if they identify it as a way of keeping themselves safer. However the organisation must have the resources and expertise to plan, risk assess and implement awareness raising activities. Make sure girls are safe when advocating for their rights (see links to child protection tools in the appendices).

Activity sheet (i) – Proverbs from around the world

1. A man is as old as he feels, a woman as old as she looks (*UK*)
2. Man is the head of the family, woman is the neck that turns the head (*China*)
3. Men in the kitchen smell like chicken poo (*Colombia*)
4. A woman is a flower in a garden, her husband is the fence around it (*Ghana*)
5. The man dies in the wind, the woman in the house (*Uganda*)
6. The more he hits you, the more he loves you (*Peru*)
7. A man without a woman is like a tagine [cooking pot] without its lid (*Morocco*)
8. Men are gold and women are cloth (*Cambodia*)

Activity sheet (ii) – My rights

Article 3: All adults should do what is best for you



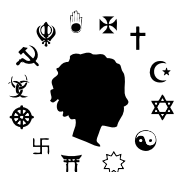
Article 12: You have the right to give your opinion, and for adults to listen and take it seriously



Article 13: You have the right to share what you think, as long as it doesn't hurt anyone



Article 14: You have the right to choose your own religion and beliefs



Article 15: You have the right to choose your friends



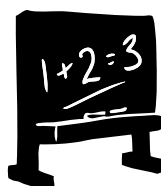
Article 19: You have the right to be protected from harm



Article 20: You have the right to care and help if you cannot live with your parents



Article 28: You have the right to education



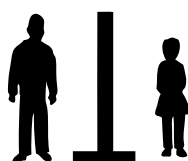
Article 31: You have the right to play and rest



Article 34: You have the right to be protected from sexual abuse



Article 36: You should be protected from anyone that takes advantage of you



Article 42: You have the right to know your rights



Unit 2: Supporting girls to build positive relationships

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

This unit can be used alongside section 1, unit 3 - Building positive relationships (staff) (page 44).

Introduction

Many girls around the world experience negative relationships within their families, communities, work and personal relationships. These experiences can leave girls disempowered and shape their future relationships, affecting how they interact with others. It can also be a reason for leaving home to live on the streets.

Relationships formed on the streets can be with other girls and boys; members of the public; police; NGO workers; pimps; local business workers; security guards; and street-connected adults. It is vital to remember that many of these relationships are important to girls because they provide a sense of community, friendship and survival (learning how to get by on the streets and providing safety in numbers).

Supporting girls to build relationships with each other and adults (including NGO staff) that are both healing and enabling, gives them key life skills. *Girls who have experienced negative relationships may require the support of a qualified counsellor.*

Building positive relationships

What does building a positive relationship require?

- Trust
- Confidentiality
- Respect
- Non-discrimination
- Time and patience
- Active listening
- The opportunity to challenge safely and set boundaries.

Tool 5 is to help girls develop ideas about how positive relationships can be built up and broken down. The subsequent tools look at the requirements for creating positive relationships listed above.

Trust and confidentiality

Trust is a two-way process. Just as a girl builds trust with someone, they are also building trust with her. If trust is broken, it can be hard to re-construct so girls need to give themselves and others time to develop trust (*tool 6*). Reminding girls to keep what someone tells her to herself (confidentiality) helps her to build trusting relationships with others and it is vital that staff also uphold confidentiality by only talking about girls' stories with those who need to know.

Respect and non-discrimination

Girls may have experienced disrespectful behaviour towards them, including discrimination due to their gender, beliefs, views and/or street-connections. Their own experiences can help them reflect on how discrimination and stereotypes can prevent respectful relationships from developing (*tool 7*).

Time and patience

Every relationship needs time and patience to grow, building relationships at a pace that feels right to them. Street-connected girls can take a long time to construct trusting relationships with each other; encourage girls to take their time to get to know each other and only share what they feel comfortable with (*tool 5; unit 10, tool 35*).

Active listening

Supporting girls to actively listen to each other helps them to build strong friendships by showing them that they are interested in each other (*tool 8*). It enables girls to get to know someone at a pace that suits them. It requires asking open questions such as “what food do you like?” or “how was your day?”, instead of “do you like chicken?” or “did you have a good day?” because open questions invite someone to talk.

The opportunity to challenge safely and set boundaries

The opportunity to challenge and set boundaries in relationships with other people is something that street-connected girls may not be able to do in many of their relationships on the streets. Setting boundaries can help girls to feel more in control of relationships and more empowered (*tool 9*). However, challenging and setting or changing boundaries can put girls at risk of harm; it is important that organisations work with girls to do so safely.

Supporting girls to develop supportive, empowering and fun relationships helps them to grow in confidence and make positive life choices. Girls learn a lot from staff and peer mentors who role model how to build and maintain positive relationships see *section 1, unit 3 (page 44)* and *section 2, unit 9 (page 159)*.

If a girl is in a violent relationship, or one where there is a risk of violence, trying to change its dynamics may put her at risk of harm. It is important that any girl wanting to address existing relationships is given 1-to-1 support before, during and after the process by an experienced counsellor.

CASE STUDY:

“I did the activities in unit 2 before a parent-child meeting to discuss the centre’s programme for the following month. Usually the girls start talking to each other after a few minutes but this time, they all practised their active listening skills. They were able to suggest some really positive ideas. Their parents noticed this and told me how useful it was to hear their views.”

Amhauta - Peru

Tool 5

Making and breaking positive relationships



Aim: To understand how positive relationships can be built up and broken down



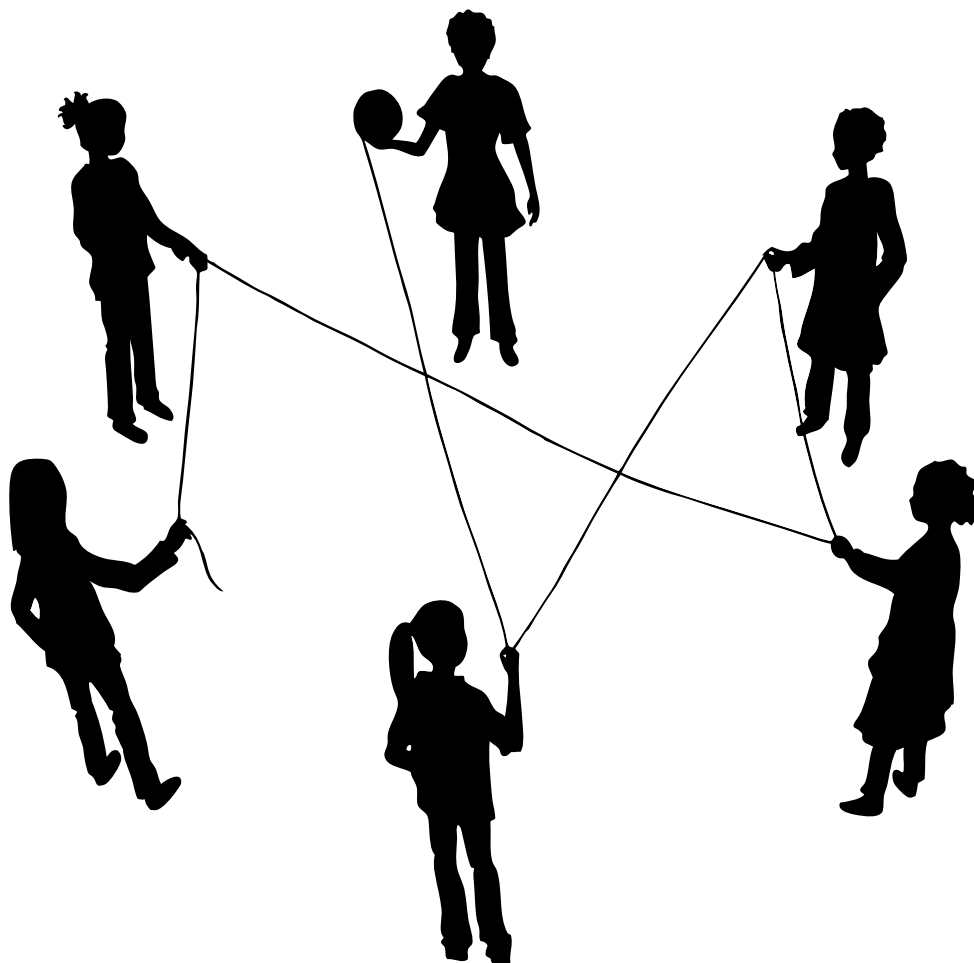
Materials: Ball of string



Recommended group size: 5 to 12 girls



Time: 30 minutes



Process

- Girls stand in a circle. 1 girl holds the ball of string
- Explain that by 'relationships', we mean with each other, staff, family, friends, boyfriends and girlfriends
- Ask participants "what is important in a positive relationship?" The girl holding the string gives a 1 word answer (*for example, "respect"*)
- She then wraps the string around her finger and throws the ball of string to someone else in the circle (*note that a thread is created by the string she has tied to her finger*)
- The girl who catches the ball of string says her 1 word answer (*for example, "fun"*). The girl then wraps the string around her finger and throws the ball to another girl (*note that a 'web' of string is being formed*)
- The exercise is repeated until everyone has said 1 word (*no words can be repeated*)
- Next, ask participants "what causes a relationship to feel bad?"
- Each girl says 1 word as an answer (*for example, "not lending me her pencil" or "lying to me"*) then throws her piece of string into the centre of the circle
- When everyone has said 1 word and thrown the string into the middle, ask the girls to try and pick up the string again to form the same pattern they had before (*it's difficult!*)
- Explain that relationships are complex but a positive relationship looks and feels very different to a negative one. To protect ourselves we need to be careful what relationships we choose to develop.

Key learning points

- A positive relationship requires lots of different elements including trust, confidentiality, respect, non-discrimination, time, patience, good listening skills and the opportunity to challenge safely and set boundaries
- A relationship can have a negative impact on us because it lacks some or all of these elements
- Sometimes people do not realise their thoughts and actions contribute to a relationship becoming unhealthy. For example, someone may not know that you feel they don't listen to you. However, sometimes people use these elements to create power imbalances and dependencies in relationships
- If you want support with a specific relationship, talk to a member of staff
- Violence in a relationship is never acceptable and is against your human right to be protected from harm, as outlined in the UNCRC. Talk to a member of staff if you or someone you know is experiencing this.

Facilitator's notes:

- Refer to girls' rights to protection and participation as outlined in the UNCRC and discussed in section 2, unit 1.

Tool 6

Building trust



Aim: To help girls build trust with each other and staff. Step 1 can be used as a warm-up activity



Materials: Paper and pens; scissors



Recommended group size: 2 to 10 girls



Time: 1 to 1 ½ hours

Step 1: process

- Ask girls to get into pairs with someone who is of similar size to her
- 1 girl takes 1 step away from her partner, turns her back to her and closes her eyes
- The second girl counts “3, 2, 1, go”. On “go”, the girl with her eyes closed falls backwards into her partner’s arms. Her partner catches her
- Repeat the exercise until the girl feels confident that her partner will catch her
- Swap roles
- The activity can be extended or changed by asking the girl with her eyes closed to follow the directions given by her partner (*for example, “walk forward. Stop. Take a step to the left”*). The person giving instructions must ensure her partner does not walk into any object or other person in the room
- At the end of step 1, ask girls what it felt like to trust their partners.

Step 2: process

- Girls get into 2 groups. Each group is given pens and paper
- In groups, make a list of professions or groups girls frequently come into contact with (*for example, police, doctors, street-living boys, community leaders, staff*). Ask each participant to think of a different profession or group

- In groups, discuss whether each profession or group is trusted by participants or not and why (*for example, “we trust doctors because they treat us with respect”; “we do not trust security guards because sometimes they shout at us”*). Highlight to girls that they do not need to share personal experiences or stories
- Cut out each of the professions and groups into separate pieces of paper, scrunch them into balls and put them in the middle of the room
- Get into a circle – the ‘circle of trust’ by sitting and holding hands. The pieces of paper should be in the middle of the circle
- Ask a participant to take a piece of paper, read out the profession or group and put it into or outside of the circle of trust. She then says what her reason is (*for example, “I put doctors in the circle of trust because they treat us with respect”*)
- Discuss:
 - » Do you all agree?
 - » Why? Why not?
- Repeat until all the pieces of paper have been placed inside or outside of the circle of trust.

Key learning points

- Every individual is different – just because we have a negative experience with someone from a profession or group does not mean that everyone in the same role behaves the same. This activity helps us to identify behaviours we don’t trust
- Trust is a two-way process. It takes time to build up and can be easily broken. If this happens, trust is much harder to re-build
- Not everyone can be trusted – work out who you can trust, when and where. Trust your instincts about someone – if you don’t trust someone, share your concerns with a member of staff
- Not sharing information that your friend tells you with other people (confidentiality) is important for building trust. It is only ok to break confidentiality if you are concerned about someone’s well-being, and even then you need to tell your friend who you are sharing the information with and why (*for example, a member of staff*)
- Trust and confidentiality are two aspects of a positive relationship. Relationships also require respect, non-discrimination, time, patience, active listening and the opportunity to challenge safely and set boundaries.

Facilitator’s notes:

- Step 1: only do this in a safe and appropriate space. Avoid stairs. Do not allow someone bigger or heavier to fall into the arms of someone who is unable to catch her and check that no one has any injuries or illness that might prevent them from participating safely
- Step 2: encourage girls to think about generalised attitudes and behaviours towards them from different professions and groups, whilst recognising that every individual’s behaviour will be different.

Tool 7

How you see me; how I see you



Aim: To support girls to reflect on their own experiences of discrimination and stereotyping



Materials: Balloons; coloured pens



Recommended group size: 2 to 10 girls



Time: 30 to 45 minutes

Process

- Give each participant a balloon and at least 2 different coloured pens. Explain that her balloon represents her
- Each girl inflates her balloon and draws her face on it
- In a different coloured marker, she writes words associated with how she thinks people perceive her when she spends time on the street (*for example, 'vulnerable'; 'worker'; 'frightening'; 'kind'*)
- Next, ask participants to draw their face again on the other side of the balloon
- In a different coloured marker, she writes down how she would like to be seen (*for example, 'competent'; 'fun'; 'friendly'*)
- Ask girls to hold up their balloons and walk around the room looking at each others' balloons
- Girls sit in a circle. Discuss:
 - » How do you think people see you when you spend time in the streets?
 - » How might this influence how they communicate with you?
 - » If you stereotype or pre-judge people, how might this influence how you communicate with them?
 - » How can we respect each other more?

Key learning points

- We all want, and have a right, to be respected. Relationships that lack respect can be damaging to us
- Being stereotyped or pre-judged can stop us feeling that our choices and beliefs are respected – pre-judging others can stop us respecting who they are, their choices and beliefs
- Respect means different things to different people; listening and responding to what we each mean by respect can help build positive relationships.

Facilitator's notes:

- Prepare an example balloon in case girls are unclear about the activity or stuck for ideas
- Ensure girls are happy to share their balloons with the rest of the group before moving onto this part of the activity
- Remind girls that it is ok to disagree if you listen to and respect each others' views.

Tool 8

How we listen



Aim: To enable girls to develop their active listening skills



Materials: None



Recommended group size: 2 to 10 girls



Time: 1 hour

Step 1: process

- Participants sit in a circle
- 1 person thinks of a sentence and whispers it into their neighbour's ear. It cannot be repeated
- The neighbour whispers what they heard into their neighbour's ear. It cannot be repeated. This continues around the circle
- The final person repeats what they hear. Note that it might not make any sense!
- Explain to participants that listening can sometimes be challenging but if we don't listen carefully we can misunderstand.

Step 2: process

- Participants get into groups (3 per group). Explain that 2 girls will have a conversation for about 1 minute. 1 girl ('the speaker') will try to communicate to the other about a time she enjoyed. The other ('the listener') will act distracted (*for example, looking at her phone, listening to other conversations, thinking about other things*) and the third ('the observer') will look at both girls' body language
- Participants swap roles so that everyone is the speaker, listener and observer

- As a whole group discuss:
 - » What did it feel like not being listened to?
 - » What did it feel like not to listen?
 - » What was the body language like of the person not being listened to? Of the person not listening?
 - » What might stop you from actively listening?
- Participants get back into the same groups. Repeat the activity but this time, the listener shows she is actively listening. *Explain to the group that by active listening we mean we are showing the other person that we are listening to what they say*
- As a whole group discuss:
 - » What did it feel like being listened to?
 - » What did it feel like to actively listen?
 - » What was the body language like of the person being listened to? Of the person listening?
 - » How did you stop distractions getting in the way of you actively listening?

Key learning points

- Showing someone we are listening helps them to feel respected and empowered. This is called 'active listening'
- Active listening can include nodding, making eye contact, giving someone your full attention, not making judgemental comments, and asking open questions (questions that require more than a 'yes' or 'no' answer, such as 'what did you enjoy about that?')
- If we are listening our body language changes; we tend to lean in more and mirror the other person's body language
- Lots of things can stop us from listening or make us seem like we are not listening, such as playing with our hair or phone; looking bored; having other things on our mind. However, trying to actively listen shows people respect.

Facilitator's notes:

- Remind girls that it is ok to disagree with each other if you listen to and respect each others' views.

Tool 9

Setting boundaries



Aim: To enable girls to consider what boundaries they put in place for a relationship to be safe and positive



Recommended group size: 3 to 12 girls



Materials: Activity sheet (iii) – Setting boundaries (page 100) or come up with your own locally applicable scenarios. Cut up the scenarios and put them into a small bag; pens and paper



Time: 1 ½ hours

Process

- Participants get into pairs
- Each pair takes a scenario from the bag and discusses whether they think the scenario is ok or not. If it's not ok, what might need to change to make it ok? (if there are more scenarios, some pairs can have more than 1 scenario to discuss)
- Girls draw a picture of the changed scenario with boundaries in place (for example, girls draw their friend arriving on time, or phoning to say she will be late in response to the scenario 'you and your friend agree to go to the mall but she is late... again')
- Come back together as a group. Each pair reads out their scenario then shows their drawing, giving feedback on what they think
- The group discusses the scenario together. Note it is important for the facilitator to summarise the feedback after each scenario and highlight any organisational rules.

Key learning points

- Setting our own boundaries in relationships and allowing the other person to set theirs helps to build positive relationships
- If boundaries are ignored, trust can be broken: this is hard to repair
- Everyone should be able to set boundaries within relationships: a relationship where we feel we cannot set boundaries or where our boundaries are ignored can be harmful to us. If you or someone you know is experiencing this, talk to a member of staff.

Facilitator's notes:

- Refer to *some responses to activity sheet (iii): Setting boundaries (page 101)*
- This activity can be shortened by removing the drawing stage
- The activity is asking girls to reflect on their own personal experiences. It is important that it is conducted by staff who know participants and can support them as required
- Remind girls that it is ok to disagree if you listen to and respect each others' views.

Activity sheet (iii) - Setting boundaries

- You and your friend agree to go shopping but she is late... again
- Your boyfriend or girlfriend hits you
- Your friend texts on her phone when you are talking to her
- Your teacher says he can help you to get good grades through 1-to-1 classes after school
- Your friend apologises for calling you ugly and says she won't do it again
- A security guard you know (but not well) protects you from a group of boys who come over and start pushing you
- Your friend offers you a drink of alcohol or drugs
- Your boyfriend or girlfriend touches you
- Your male cousin gives you a hug
- You find out your friend has kissed your boyfriend or girlfriend
- Your friend tells you to hurry up and finish your story as she wants to go shopping
- You find out that your friend has told someone else your secret.

Some responses to activity sheet (iii) - Setting boundaries

Scenario	Responses
You and your friend agree to go shopping but she is late... again	Why is she late? Sometimes people are late for good reasons, but lateness can also be seen as a lack of respect. If you feel your friend is not respecting you, talk to her about it
Your boyfriend or girlfriend hits you	Violence is never acceptable. Talk to a member of staff about how you can keep yourself safe
Your friend texts on her phone when you are talking to her	Does it make you feel like you are not being listened to? If so, explain politely to her how you feel
Your teacher says he can help you to get good grades through 1-to-1 classes after school	Is this school practice? Is it safe? Are there other options such as group classes after school or homework clubs? If it is not school policy, make sure you report his behaviour to a member of staff
Your friend apologises for calling you ugly and says she won't do it again	Is it the first time? Was she upset with something you had said or done? Saying unkind things about others is wrong – and continual insults indicate an unhealthy relationship. It is up to you to judge if this is out of character or not
A security guard you know (but not well) protects you from a group of boys who come over and start pushing you	Does the security guard expect anything in return for helping you?
Your friend offers you a drink of alcohol or drugs	Alcohol and drugs can alter how we communicate and act in a relationship. They can also create dependencies and power imbalances
Your boyfriend or girlfriend touches you	Do you feel comfortable being touched? Is it your choice? What, if anything, would you feel comfortable with (for example, a hand on your shoulder)?
Your male cousin gives you a hug	Do you feel comfortable with him hugging you?
You find out your friend has kissed your boyfriend or girlfriend	How did you find out? Is it from a reliable source? If it's true, is it your friend's choice? How might you respond?
Your friend tells you to hurry up and finish your story as she wants to go shopping	Listening and giving time and patience are important parts of a positive relationship. Explain politely to your friend how her response makes you feel
You find out that your friend has told someone else your secret	Confidentiality is very important in relationships. Why has she told someone else? It is only ok to break confidentiality if you are concerned about someone's well-being, and even then you need to tell your friend who you are sharing the information with and why (for example, a member of staff).

Unit 3: Supporting girls' emotional well-being

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Introduction

Experiences of violence, abuse, neglect, exploitation, and the daily struggle to survive impact on the emotional well-being of street-connected children, particularly girls. Girls show higher levels of depression, anxiety, self-harm (including emotional reliance on substances), withdrawal and low self-esteem. Emotional ill-health in many countries remains unrecognised or stigmatised. The tools in this unit support girls to recognise emotional ill-health and develop their emotional well-being.

Recognising depression

Everyone experiences periods of sadness when something negative has happened. It is important these feelings are acknowledged and that girls are given a chance to talk about what has upset them. Depression can be caused by a chemical imbalance in the brain or triggered by specific experiences or situations.

Some signs that a girl may need additional help with her emotional well-being (depression) are if she:

- Becomes quieter or more withdrawn over a prolonged period of time
- Persistently eats more or less than usual
- Stops caring about her appearance
- Says she is unable to sleep or has nightmares
- Becomes less able to perform daily tasks
- Frequently becomes tearful without any apparent cause
- Says she feels worthless, hopeless, overwhelmed or unable to cope
- Regularly misses meetings with a member of staff.

Recognising anxiety

Everybody worries about things – it is part of being human. It is important to remember that worry can be a positive tool to help guide our decisions. For example, being concerned about whether it is safe to go to somewhere alone at night, so instead we choose to go with friends. However, anxiety is when someone worries more than 'normal', often about events or actions they cannot influence, and this impacts on how they think and act.

A girl who experiences anxiety might feel her heart beating faster, feel sick, dizzy and/or hot. Anxiety and depression can be closely linked and people may experience both.

Some signs that a girl may need additional help with her emotional well-being (anxiety) are if she:

- Is nervous or restless for no apparent reason, such as fidgeting
- Repeats behaviours, such as switching a light on and off several times
- Breathes shallowly or having a panic attack
- Is unable to try something new because she is worried about it
- Fears the worst
- Is easily irritable
- Becomes withdrawn.

Recognising post traumatic stress

Girls' negative experiences can trigger post traumatic stress, sometimes months or years after a traumatic experience. Without support, it can lead to symptoms of depression and anxiety. Signs of post traumatic stress include flashbacks, paranoia or fearfulness, hyperactivity, irritability and angry outbursts.

Recognising self-harm

Self-harm includes cutting or burning; substance use as a way to cope with, or escape from, feelings; and/or deliberate exposure to unsafe situations, such as walking the streets alone at night, or sleeping in unsafe places. Self-harm can be a way for girls (and boys) to try and maintain some control in a situation that feels chaotic or controlled by others. It may also be a way to manage difficult feelings rather than express them to others, especially if she feels she cannot trust anyone enough to confide in them, or thinks she won't be understood or believed.

Self-harm (when there are not suicidal intentions) is often a form of 'self preservation' so it is important that a young person is not prevented from self-harming before they have an alternative healthy strategy in place. It is unlikely a girl will stop over-night; in some cases self-harming can continue for years. Staff need to check where a girl is self-harming – any marks around her wrists or arteries is more likely to indicate suicidal thoughts and medical and emotional support should be urgently sought. *For more information on self-harming through drug and/or alcohol use, see section 2, unit 5 (page 122).*

Responding to emotional ill-health

If you are concerned that a girl is experiencing emotional ill-health, talk to her about how she is feeling and what support the organisation and other services can offer her. Reassure her that a lot of people experience emotional ill-health as some point in their lives. Keep relevant staff up-to-date with conversations you have with her so that she does not have to re-tell what she is feeling to other members of staff. If you are concerned that a girl has suicidal thoughts, seek professional advice. *See the guidance for facilitators for information on confidentiality (page 15).*

When a girl displays physical symptoms such as self-harming or a panic attack, it is important that staff do not panic or be judgemental. Staff need to ensure the girl has both physical and emotional support including providing a safe calm environment to be in (especially if she has consumed drugs or alcohol so she feels safe whilst the effects wear off); cleaning cuts if she has self-harmed; accessing professional medical treatment if required; and giving her access to counselling. Staff need to be patient when working with emotional ill-health. Some girls may require medical support, which might include medication – a qualified doctor can advise on this on a case-by-case basis.

CASE STUDY:

"Every so often, Celia would smile a lot and wear lots of make-up. She would talk like she had the perfect life. One day she admitted that these were the days she was really depressed – she did everything she could to hide it from us. Once we [staff] knew, we offered her counselling which she found useful because it helped her to understand how she was thinking and how she could alter that."

Family Friends - UK

This unit is to give girls tools to build their emotional well-being, including self-esteem (*tool 10*), understanding (*tool 11*) and positive coping methods (*tools 12 and 13*). It can also be helpful to introduce girls to positive coping mechanisms such as exercise, meditation, peer mentors (see *section 2, unit 9, page 159*), doing fun activities, eating healthily and sleeping well. Never under-estimate the power of active, non-judgemental listening – staff can be a huge support, giving their time, patience and understanding. *For more information on active listening, see section 1, unit 3 page 44.*

Tool 10

What I like about myself



Aim: To help build self-esteem. *Note this can be used as a warm-up activity*



Materials: None



Recommended group size: 2 to 20 girls



Time: 15 to 30 minutes

Process

- Girls get into pairs
- Tell each other 1 thing you like:
 - » About your own body
 - » About your own personality
 - » That you are proud of achieving
- Next, tell each other 1 thing you like:
 - » About your partner's body
 - » About your partner's personality
 - » That you see as a big achievement for them
- (Optional) Get into 1 big group. Each girl takes it in turn to tell the group:
 - » What you like most about your partner
 - » What you like most about yourself.

Key learning points

- We can sometimes struggle to see our own qualities, even when others can clearly see them
- We can all be critical of ourselves but it is important to see our own physical and emotional beauty, how much we have achieved and how much we can achieve if we believe in ourselves and access support to help us to achieve our goals. Try to be compassionate with yourself instead of critical.

Facilitator's notes:

- Girls may not think of anything positive to say about themselves. If they can't, help them to come up with something
- Some girls might feel shy about speaking about themselves to the group. Encourage girls to support each other with this and remind them they can choose not to participate.

Tool 11

Recognising emotional ill-health



Aim: To develop girls' understanding about emotional ill-health



Materials: Magazines with photos of celebrities in; pipe-cleaners or modelling clay; pens and paper



Recommended group size: 2 to 8 girls



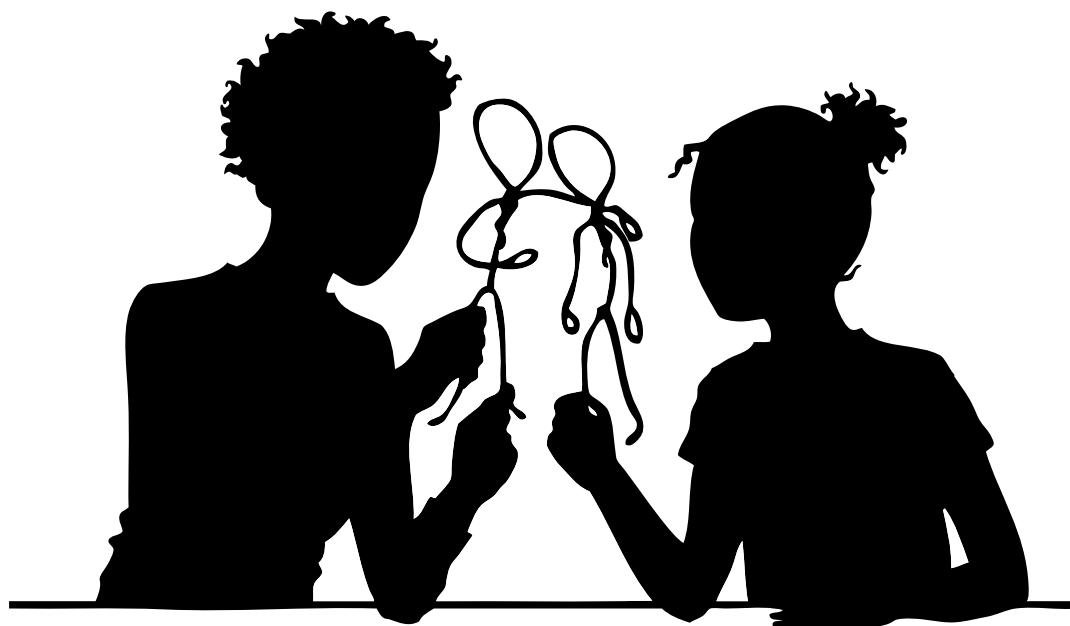
Time: 1 ½ to 3 hours

Step 1: process

- Girls get into groups (up to 6 per group)
- Ask girls to find photos of celebrities they like and cut them out. *Alternatively girls can tell the group who their favourite celebrity is*
- Ask girls to identify which celebrities they think are emotionally healthy and those who have emotional ill-health. Discuss:
 - » Can you name any celebrities with emotional ill-health?
 - » What does emotional ill-health look like? *(For example, facial expressions; body language; mood; changes in behaviour)*
 - » How does it make you feel?

Step 2: process

- Girls get into pairs. Each girl gets some pipe-cleaners or modelling clay
- Each girl makes a model of a girl with her pipe-cleaners/modelling clay. Note it should be a complete body, not just a face
- Explain that 1 model represents someone who is feeling emotionally unwell, the other model represents her friend



- 1 girl in each pair shapes her model to represent someone feeling emotionally unwell, the other girl shapes her model into someone feeling emotionally well
- Each pair creates a dialogue between the 2 models. Ask girls to think about what they might say to each other and what body language they might use
- Girls swap roles
- Discuss as a group:
 - » If we are worried about a friend's emotional well-being, what we do to help?

Key learning points

- Lots of people have times in their life where they feel sad. Emotional ill-health is when these last for prolonged periods, sometimes with no apparent reason
- Celebrities also suffer from emotional ill-health sometimes, such as Bollywood actress Jiah Khan, singer Beyonce, and footballer David Beckham. Use examples the girls will know
- Listening to someone who is emotionally unwell can be a big help. If you are worried about yourself or a friend, talk to a member of staff
- Do not accept people being judgemental or dismissive about emotional ill-health – everyone has a right to support and help.

Facilitator's notes:

- Research local celebrities with emotional ill-health before the activity
- If you don't have access to magazines, girls can talk about their favourite celebrities instead
- Talking about issues can sometimes make them feel worse or harder to deal with in the short-term. It is important that participants and staff are aware of this and know how to access support.

Tool 12

How I cope with negative feelings



Aim: To look at helpful and unhelpful coping strategies



Recommended group size: 2 to 10 girls



Materials: A large piece of paper with a tree drawn on it (without leaves) – ideally the same height as participants; red and green pieces of paper or card; pens; scissors



Time: 1 hour

Process

- Girls cut pieces of red and green paper into leaf shapes. Note they must be big enough to write on
- Explain that the red leaves represent our negative ways of coping, such as drinking alcohol if we have negative thoughts. The green leaves represent our positive ways of coping, such as listening to upbeat music if we have negative thoughts
- Girls write positive ways of coping on the green leaves and negative ways of coping on the red leaves – 1 way of coping per leaf
- Girls hang or stick the leaves on the tree. Give girls time to look at the other leaves
- In a group discuss:
 - » Are there more red leaves or green leaves? Why do you think this is?
 - » Can we think of more positive coping methods as a group? If new ideas come up, write them on green leaves and add them to the tree
 - » How can we motivate ourselves and others to use positive coping methods more often?

Key learning points

- We all have helpful and unhelpful ways of coping, even if we are not aware of them. For example, listening to our favourite music if we are feeling down is a helpful coping method
- Unhelpful coping methods can be addictive both physically and emotionally; it can be challenging to replace them with helpful ones. However, with practice, helpful coping methods can also be addictive (in a good way!)
- Most people use unhelpful coping methods at times, even if we know they are not good for us. Don't criticise yourself and try to use helpful coping methods next time
- If you're concerned about your ways of coping with difficult emotions or situations, talk to a member of staff.

Facilitator's notes:

- Girls may think of more unhelpful coping methods than helpful. If they run out of ideas (for either helpful or unhelpful coping methods) assist by asking girls to think about coping methods their friends use
- Discussing unhelpful coping methods may be sensitive for girls. Highlight that they should only share what they feel comfortable with.

Tool 13

Negative and positive circles



Aim: To recognise and address negative thoughts



Materials: None



Recommended group size: 4 to 12 girls



Time: 1 ½ hours

Step 1: process

- Girls sit in a large circle. Ask each girl to think about a negative thought she or a friend might have (for example, “Nobody cares about me”)
- Ask each girl to say her negative thought, then stand up in the circle. Standing girls hold hands and make a small circle
- Next ask each girl to think about a positive thought she or a friend might have (for example, “My friends care about me”)
- Ask each girl to say her positive thought, then break away from the circle and form a new circle.

Step 2: process

- Each participant completes activity sheet (iv) - *Challenging negative thoughts* (page 113). Girls should not share their answers
- As a group discuss:
 - » How does making a negative thought into a positive or more balanced thought make you feel?
 - » What else can you do to help yourself think positively?

Key learning points

- Sometimes we can get stuck in a negative circle of thoughts and actions. If we don't address them they can prevent us from achieving our life goals
- By understanding what our negative thoughts are, we can re-think them so they become more balanced or even positive
- It can be challenging to see the positives in some things in our lives, but friends and staff members can help if we get stuck
- It is really important to seek help if you feel worried or unable to cope with your feelings.

Facilitator's notes:

- It is essential that this activity is facilitated by a member of staff who girls know and trust. Where possible, the member of staff should have counselling experience
- **Step 1:** make sure all the participants become part of the positive circle
- **Step 2:** explain to participants that talking about negative thoughts can make them feel worse in the short-term but it helps to address them
- After the activity, arrange a 1-to-1 session with each participant to talk through their answers to activity sheet (iv) – *Challenging negative thoughts*. These 1-to-1 sessions require a member of staff that each girl trusts. The 1-to-1 sessions should be regular (weekly or monthly) as agreed between each girl and member of staff
- Store the activity worksheets in a safe place. Let participants know they can ask to see and refer to their worksheet whenever they choose
- **If the group has low literacy levels** step 2 should be done on a 1-to-1 basis. Read out, discuss and fill in activity sheet (iv) – *Challenging negative thoughts* with each girl. Write down exactly what she says; do not paraphrase or re-word. Read back to her what you have written to make sure it is accurate.

Activity sheet (iv) - Challenging negative thoughts

Negative thought	Where did my thought come from?	How it makes me feel and how much (0-100%)	Evidence that supports my thought	Evidence that does not support my thought	Alternative (positive) thought	How much I believe my new thought (0-100%)	How my new thought makes me feel and how much (0-100%)
For example, I am a failure	My friend teased me for not being in school	<ul style="list-style-type: none"> • Sad (80%) • Angry (50%) 	I'm not in school	<ul style="list-style-type: none"> • I want to go to school • I'm studying to go back to school • My reading has improved 	I have not had the same opportunities as some people to go to school but this doesn't make me a failure	50%	<ul style="list-style-type: none"> • Sad (20%) • Hopeful (20%)
For example, I can't stop taking drugs	I sniffed glue again today, even though I was trying to give it up	<ul style="list-style-type: none"> • Frustrated (70%) • Negative (70%) 	I sniff glue every day	I used to sniff glue 3 or more times a day but I have reduced it; last week I managed a whole day without sniffing	Giving up glue is challenging because it is addictive, but I have cut down and will work towards giving it up	40%	<ul style="list-style-type: none"> • Optimistic (30%) • Determined (60%) • Frustrated (60%)

Unit 4: Supporting girls' physical health

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Introduction

Diet

Like many children and young people with street connections, adolescent street-connected girls are likely to have poor diets with inadequate calories, nutrition or food hygiene. This makes them more susceptible to illness and takes them longer to recover. Teaching girls basic nutritional advice (including eating a balanced diet of proteins, carbohydrates, healthy fats, fruit and vegetables) and food hygiene (such as having clean food preparation areas and washing their hands before eating), as well as providing healthy meals, helps them to stay physically healthy (*tool 14*).

Sexual health

High levels of sexual violence and/or activity experienced by many adolescent street girls increases their risk of pregnancy (see section 2, unit 7 page 138) and sexual health issues. Sexually transmitted infections (STIs) are transmitted through sexual contact with someone who has an STI. A few (such as Herpes and genital warts) are spread by skin-to-skin contact; others through body fluids. Some people may not know they have an STI and others will choose not to share the information, so it is important to reduce the risk of transmission by using condoms.

STIs can have very few symptoms (Chlamydia; Hepatitis B); or cause a lot of discomfort including itching (pubic lice; Scabies; Syphilis), soreness (genital herpes) and/or unusual discharge (Gonorrhoea; Trichomoniasis). HIV is a virus transmitted through blood-to-blood and sexual contact, most commonly through unprotected sex including sexual violence or sharing needles. Initial symptoms include a flu-like illness; after that there can be no symptoms for several years. *Tool 15* is to help build girls' knowledge of STIs.

Female Genital Mutilation (FGM)

FGM includes all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons. It is a violation of human rights and poses serious health risks during and after the procedure. These include heavy bleeding; infections; shock; mental health issues; and childbirth complications.

FGM is often practiced because it is believed to be a rite of passage into adulthood, or a way to ensure that girls and women are behaving in culturally acceptable ways. The age at which FGM is carried out differs between communities, ranging from birth to adulthood, including during pregnancy.

Girls you work with may be at risk, or have already undergone FGM. They may not be aware of the practice, so sensitivity when approaching the topic is key. A girl might show physical or emotional signs that she is at risk of FGM or that it has taken place. She may ask for help, but not be explicit about her concerns due to embarrassment or fear.

Getting treatment for sexual health issues

All health issues require professional diagnosis. Girls can feel embarrassed, depressed, hopeless or angry about telling someone they have experienced FGM or have an STI but without treatment, they can have serious health implications. Dealing with health issues with no known cure, such as HIV or FGM, can be particularly challenging. It is important that girls have easy access to information, a safe space and non-judgemental, informed staff who will listen and support them to access treatment, medicate correctly, eat healthily and stay physically and emotionally healthy. *Unit 3 (page 102)* supports girls with their emotional well-being; *unit 8 (page 150)* helps them to set immediate and longer-term life goals.

Regular testing for STIs is important: catching them early and providing treatment increases the ability to keep girls well. Antiretroviral therapy is essential for the treatment of HIV. Girls who have been raped or think they have been exposed to HIV should be supported to access immediate medical treatment where available, in particular post-exposure prophylaxis, as it can help prevent infection. Some STIs (including HIV and Hepatitis B) can be passed from mother to child during birth or breast-feeding but there are ways to reduce the risk with medical support.

CASE STUDY:

"Violet was an amazing girl – she came off the streets, went into vocational training and was training to become a street worker, mentoring other girls. When she was sixteen she was diagnosed with HIV. She became depressed and despondent. She refused counselling and medication; there was nothing we could do. We lost her last year."

Vision of Hope - Zambia

Girls can have negative experiences of health clinics, feeling judged for their appearance or lifestyle; made to wait longer; given inadequate treatment; or informed about treatment they cannot afford. Accompanying girls to clinic visits supports them to access the treatment they need. Alternatively some NGOs have a doctor visiting the organisation on a weekly basis; others negotiate 'street health time' where local nurses go onto the street to provide basic care. Your organisation can also consider sensitising local clinics to the challenges girls face when accessing healthcare.

CASE STUDY:

"At Butterflies, we ask each girl to give 1 rupee a month towards her health care. It is a tiny amount of money but it demonstrates her commitment to her health. The organisation then funds a doctor to visit the centre each week so girls can access health care here where they have a safe, confidential space."

Butterflies - India

Tool 14

What makes me sick; what keeps me healthy



Aim: To identify health risks and prevention strategies



Materials: 2 buckets or containers; pens and small pieces of paper



Recommended group size: 2 to 15 girls



Time: 45 minutes

Process

- Girls get into groups (3 per group). Give each group a pen and small pieces of paper
- Ask girls to think about what makes them sick and what keeps them healthy
- Write their answers on the pieces of paper (1 answer per piece)
- Girls to put their ideas for what makes them sick into one bucket and what keeps them healthy into the other bucket
- Participants get into 1 big group and read out the answers from the 'what makes me sick' bucket
- Once all the answers are read out, discuss:
 - » Do you all agree?
 - » Is there anything missing?
- Next read out the answers from the 'what keeps me healthy' bucket
- Once all the answers are read out, discuss:
 - » Do you all agree?
 - » Is there anything missing?
 - » How can you reduce the risk of getting sick and become healthier?

Key learning points

- You may have to deal with lots of things that can make you sick: unclean or insufficient food and water; increased risk of violence; unprotected sex; lack of shelter; lack of warm clothes; limited access to health care and information; taking drugs and/or alcohol and/or smoking
- It can be hard to stay healthy but there are things you can do to be as healthy as possible, such as washing your hands before eating; accessing medical support (with help from the organisation if needed); and trying to use condoms if you are sexually active
- Sexual violence and/or activity increase your risk of physical and emotional health issues. Putting together your own safety plan is an important next step – the organisation can help with this
- Some girls are at risk of, or experience, FGM. FGM is a physically and emotionally harmful practice. If you or someone you know is at risk of, or has undergone FGM, speak to a member of staff.

Facilitator's notes:

- Be aware that girls can have limited control over some of the things that make them sick, including health risks associated with unprotected sex. Although it is important to promote safe sex where possible, you also need to look at how girls can reduce the risk of sexual violence
- Putting together a safety plan helps girls to reduce the risk of violence against them. This tool and *Section 2, Unit 1 tool 4 (page 84)* can help identify areas of risk.

Tool 15

Recognising STIs



Aim: To help build girls' knowledge about STIs



Materials: Activity sheet (v) – Recognising STIs scenarios (page 120) cut up into individual scenarios



Recommended group size: 2 to 15 girls



Time: 1 hour

Process

- Participants get into groups (maximum 5 per group)
- Give each group 1 or 2 scenarios from *activity sheet (v) – Recognising STIs scenarios*
- 1 girl reads out the scenario. The group discusses:
 - » What you think the health issue is
 - » What you think the girl should advise her friend to do next
- Participants get into 1 big group. Ask each group to read out their scenarios and tell the rest of the group what they discussed. *At the end of each scenario, the facilitator correctly identifies the STI*
- Once all the scenarios have been discussed, ask:
 - » What next steps can we agree on if you think you might have an STI?

Key learning points

- STIs are mainly spread through sex; always use a condom when possible to prevent getting and spreading STIs
- Some STIs have symptoms such as itching or pain but others have no symptoms, so it is important to get checked for STIs by your doctor regularly
- Some people can feel embarrassed about having an STI but do not let this stop you getting advice and support: if untreated, STIs can cause long-term health issues. However, most are easy to treat
- HIV is an STI; it cannot be cured but it can be treated so that people live long and healthy lives. If you think you or a sexual partner has HIV or any other STI it is extremely important that you use a condom
- If you think you have an STI you should avoid sexual contact until the STI treatment is completed or you have been supported to have safe sexual contact. Speak to a member of staff and/or a doctor for further information
- Eating healthily, doing exercise, getting medical support and reducing the risk of further infection can help your body recover from STIs more rapidly.

Facilitator's notes:

- The recommended next steps for all the scenarios in *activity sheet (v) – Recognising STIs scenarios* are:
 - » Speak to a member of staff who they trust
 - » Avoid sexual contact where possible
 - » Get the health concern diagnosed (with a friend or member of staff as support if required)
 - » Take prescribed medication correctly (girls may prefer for medication to be stored safely by your organisation)
 - » Get regular check-ups
 - » Seek emotional support as required
 - » Report any judgemental behaviour to the organisation (including from friends, staff or medical staff)
- Refer to *answers to activity sheet (v): Recognising STIs scenarios (page 121)*
- HIV can be a particularly challenging health issue for girls to face because it can be seen as a 'death sentence'. Reassure participants that people with HIV who take medication and live healthy lifestyles can have long life expectancy
- Some girls may be forced to have sexual contact when they know that they or the other person has an STI. Staff should discuss with girls on a 1-to-1 basis how they can stay as safe as possible and reduce the risk of spreading an STI
- Know where and how girls can access medical support for STIs.

Activity sheet (v) – Recognising STIs scenarios

Scenario 1	“My friend has small bumps around her genital area”
Scenario 2	“My friend says it’s painful when she wees”
Scenario 3	“My friend says her genital area is really itchy”
Scenario 4	“My friend has flu-like symptoms”
Scenario 5	“My friend has strange discharge from her genital area”

Answers to activity sheet (v) – Recognising STIs scenarios

Scenarios	Possible causes	Next steps
1. “My friend has small bumps around her genital area”	Genital warts; genital herpes; syphilis	See <i>facilitator’s notes</i> . The doctor may prescribe a cream (warts), antiviral medicine (herpes) or antibiotics (syphilis)
2. “My friend says it’s painful when she wees”	Chlamydia; gonorrhoea	See <i>facilitator’s notes</i> . The doctor may prescribe antibiotics
3. “My friend says her genital area is really itchy”	Trichomoniasis; pubic lice; scabies	See <i>facilitator’s notes</i> . The doctor may prescribe antibiotics (trichomoniasis) or insecticide medicines (pubic lice; scabies)
4. “My friend has flu-like symptoms”	HIV	See <i>facilitator’s notes</i> . The doctor will test for HIV and prescribe antiretrovirals
5. “My friend has strange discharge from her genital area”	Chlamydia; gonorrhoea	See <i>facilitator’s notes</i> . The doctor may prescribe antibiotics

Unit 5: Supporting girls who use substances (drugs and/or alcohol)

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Introduction

Adolescent street-connected girls may use substances to cope with or suppress negative emotions. The stronger a girl's connection is to the streets, the more likely she is to use substances. To stop or reduce substance use can be challenging and result in a lot of emotions surfacing. High risk behaviours associated with substance use can also expose girls to increased violence and sexual health issues (see section 2 unit 4, page 114).

When talking to girls about substance use, it is important they feel comfortable, safe and not judged. Many organisations have a zero tolerance policy to substances; as a minimum it is recommended that girls should not be under the influence of substances for activities and during support sessions (for example, counselling).

Substances can have long-lasting effects on the body and mind: a girl's communication may be unclear or not make sense at times and her body language can make her appear tired or disinterested. It is important to actively listen, offer encouragement, sensitivity and not to dismiss any of her questions or answers.

The tools in this unit (tools 16, 17 and 18) are to help raise awareness of substances and their risks and start discussions about why girls use them. As a minimum, it is useful to find out what drugs and/or alcohol are commonly used by girls so that you can tailor activities around local substance use trends.

Harm reduction

Your organisational priority might be to stop girls using drugs or alcohol – but is it her first priority? 'Don't take drugs' isn't always the message young people want or need to hear. Instead it can be more helpful to focus on harm reduction, such as reducing the frequency of use. Be prepared to discuss other issues – substance use is a part of wider youth culture and girls may link using substances to other issues such as sex work or peer pressure. Some drug use, in particular, heroin, alcohol and benzodiazepines (tranquillizers) may require specialist medical intervention if girls want to stop using. Stopping these drugs can make someone very ill and in the case of severe dependency, alcohol and benzodiazepine withdrawal can be fatal. If you find yourself working with these substances it is vital you work alongside medical professionals.

Each girl's reasons for using substances will be different; tailored 1-to-1 support from a trained member of staff, counsellor or specialist drug worker is important. In 1-to-1 sessions, identify a girl's reasons for using substances, the support she would like and alternative positive coping methods to help reduce/stop usage.

Staff need to be knowledgeable about locally used substances and their 'street names'. This can change, dependent on what's fashionable, available and affordable. Staff should give consistent messages about drug and alcohol use. Your organisation might consider having a drug and alcohol policy.

CASE STUDY:

"We met Alice, 15, whilst on outreach in the city centre of Mombasa. Alice engaged well and soon started attending our drop-in programme. Whilst there, we spoke to her in a non-judgemental way about the risks of her drug use which was mainly glue and cannabis. Alice recognised that she was putting herself at risk and wanted to cut down. Our team supported her to develop a reduction plan and over the space of a month, Alice was able to become drug-free and address some of the triggers of her drug use."

Glad's House - Kenya

Harmful substances: the basics

There are a lot of different substances used around the world. Some of the most common are:

Alcohol: a depressant which can relieve stress and/or anxiety. It slows down the mind and body and decreases self-control. Alcohol can be addictive and withdrawal effects include moodiness, anxiety, depression and/or tiredness. Long-term use can lead to liver, heart and nervous system damage.

Cigarettes: stimulants which increase alertness and reduce tiredness. They can cause anxiety and nervousness. Withdrawal effects include hunger and tiredness. Long-term use can lead to mouth, throat and lung damage, including cancer and heart disease.

Cannabis: a hallucinogen which increases sensory experiences, perceptual distortions, feelings of not being present, mood swings, panic, drowsiness or talkativeness. Long-term use can lead to anxiety, psychosis and/or depression.

Solvents (including glue): depressants which can relieve stress and/or anxiety. They slow down the mind and body and decrease self-control. Although solvents are not physically addictive, street-connected children are particularly at risk of addiction to their 'numbing' effects. Withdrawal effects include nausea, depression, headaches and aching. Long-term use can lead to heart, liver, kidneys, lungs and brain damage; depression and/or memory loss.

Tool 16

What do we think about alcohol and drugs?



Aim: To help girls discuss their options about using alcohol and drugs



Materials: A copy of the example statements and/or your own statements about drugs and alcohol relevant to local substances used; *activity sheet (vi) - Substances used in my community* (page 130)



Recommended group size: 2 to 15 girls



Time: 1 hour

Step 1: process

- Girls get into small groups (up to 5 per group)
- Give each group *activity sheet (vi) - Substances used in my community* and ask them to complete as much of the activity sheet as they can
- Go through the activity sheet as 1 large group, filling in any gaps in their knowledge.

Step 2: process

- Get the group to stand in the middle of the room. Explain that the left end of the room is 'agree' and the right is 'disagree'. Girls can stand in the middle if they are unsure, or can see both points of view
- Read out a series of statements, making sure they are relevant to participants. Have a short discussion after each statement to understand some of the girls' views.

Here are some example statements:

- All alcohol and drugs are bad
- Drugs are worse than alcohol
- Girls take drugs and alcohol for different reasons to boys
- Girls take drugs and alcohol because they want to be accepted by their friends
- All drugs should be illegal
- Drugs and alcohol are safe if you only use a small amount
- Cannabis isn't as harmful as cigarettes
- Drugs are fine if you don't inject them
- Glue isn't really a drug.

Key learning points

- People hold different opinions about drugs and alcohol – it is important to think about our own opinions instead of following the opinions of others
- Substances have short-term and long-term effects on our physical and mental health and can reduce someone's ability to identify and respond to unsafe situations. Knowing the facts can help inform our choices
- People take substances for many different reasons but because substances are harmful it is helpful to try and find alternative ways of coping with issues
- Pregnant girls and mothers risk harming their child through drug use so if you're using substances whilst pregnant or as a mother, ask the organisation for advice on how to keep you and your child as safe as possible.

Facilitator's notes:

- **Step 2:** communicate accurate information about substances at the end of girls' discussions about each statement
- Know your organisation's policy on substance misuse and communicate relevant information to participants (*for example, you are not allowed to use substances when you are in the organisation*)
- **If the group has low literacy levels,** girls discuss the different substances; the facilitator takes notes
- You might not know all the slang terms for different substances; keep the organisation updated about any new substances or slang terms used during the activity
- People have very varied opinions on drugs and alcohol; it is important to respect these throughout the activity.

Tool 17

How drugs and alcohol affect me



Aim: To help girls think about the affects drugs and alcohol can have on the body



Materials: Large pieces of paper and pens; pre-prepared body maps showing the effects of substances on the body



Recommended group size: 2 to 15 girls



Time: 45 minutes to 1 hour

Process

- Girls get into small groups (4 to 5 per group)
- Provide each group with large pieces of paper taped together and pens
- Ask 1 girl in each group to lie down on the paper and another girl to draw around her
- Give each group a substance that is commonly used (*it can be the same one if you are focusing on the use of 1 substance*). Ask each group to draw the organs affected by the substance and write what it does to each organ
- Groups go around the room looking at each others' drawings
- Participants get into 1 group. Show correct body maps to the group.

Key learning points

- Substances can cause short-term and long-term harm to us, even if we can't see or feel it
- Knowing the facts helps us to make informed choices.

Facilitator's notes:

- Ensure you don't criticise any group or individual that has made errors on their boy map and give positive feedback
- Have accurate body maps to show participants at the end of the activity. You might think about displaying these somewhere in the organisation after the activity.

Tool 18

Triggers and cravings



Aim: To support girls who want to cut down or stop using substances to identify ways in which they can achieve this



Materials: Paper and pens



Recommended group size: 2 to 10 girls



Time: 1 hour

Step 1: process

- Sit in a circle. Explain that everyone who uses substances will have different 'triggers' (*reasons for an increased craving to use drugs and/or alcohol*). These can be times of day, places, emotions and/or events
- Ask girls to think about their triggers and share them with the group. Discuss:
 - » Why is it a trigger?
 - » Is it a trigger for most of you?
- Note triggers on a large piece of paper.

Step 2: process

- Break into smaller groups (up to 5 per group)
- Divide the 'triggers' between the groups
- Each group discusses how they might be able to manage triggers. Ask girls to think about activities they can do together and on their own
- Participants get into 1 big group. Each smaller group feeds back to the whole group. Give everyone an opportunity to give their ideas and opinions.

Key learning points

- Everyone has different 'triggers' that lead to using substances
- Exploring ways to deal with cravings and discover helpful activities can help to cut down or stop using substances
- Supporting each other to cut down or stop is easier than doing it alone.

Facilitator's notes:

- This can also be done as a 1-to-1 exercise.

Activity sheet (vi) - Substances used in my community

Substance	Slang names	How it is taken (for example, smoked)	Legal or illegal	Sources of substance

Unit 6: Supporting girls involved in or considering sex work

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Introduction

Adolescent street-connected girls who are involved in sex work can be some of the hardest to engage. They will probably have experienced extensive sexual violence and become accustomed to money and other benefits, such as clothes, food, drugs and alcohol. **Sex with an underage girl, whether she gives her consent or not, is sexual abuse.** Some adolescent street girls may be forced into sex work; others use it as a survival mechanism. However, a girl who chooses sex work often does so because she lacks other viable choices. Supporting girls to consider the pros and cons of sex work and viable alternatives can prevent girls from taking up sex work and support those involved in it.

Risks to girls who are involved in sex work

Girls involved in sex work are more likely to use substances and if they work in brothels or have pimps, substance addiction may be used as a way of keeping them working. Girls are unlikely to have a choice about using condoms because they are not provided, not allowed or because a client pays more for sex without a condom. This increases girls' risk of STIs including HIV and the likelihood of spreading STIs. *For more information on STIs, see section 2, unit 4 (page 114).* Girls with poor health can be rejected by brothels, pimps and/or clients, losing their income and access to other benefits. This can make them extremely vulnerable and in need of physical and emotional support.

CASE STUDY:

"Nora lived on the streets but spent a lot of time in a local brothel. She always had nice clothes and make-up and clients gave her drugs. Gradually she looked more and more sick, until a client told the brothel owner he thought Nora was HIV positive and wasn't good for business. The owner beat Nora for not wearing enough make-up that day, then he took all her belongings and kicked her out of the brothel. Vision of Hope found Nora living on the streets. She was very depressed and had strong drugs cravings. She was showing symptoms of HIV and Hepatitis."

Vision of Hope - Zambia

The financial benefits of sex work

Sex work often pays more than income generation alternatives that organisations offer. Your organisation and the girls you support should recognise the financial and other benefits of sex work and the impact of losing these and discuss viable alternatives. The following tools (*tools 19, 20 and 21*) are designed to start discussions about the pros and cons of sex work and alternatives. For girls who choose to start or continue with sex work, tools in *section 1, unit 4 (page 52)* and *section 2, unit 1, tool 4 (page 84)*, can be adapted and developed to help girls stay safer. Organisations need to recognise that girls who choose to stop sex work will need time and support to do so, including safety plans and alternative financial support.

Tool 19

Understanding sex work



Aim: To help girls think about why they are involved in sex work and how it impacts them. The activity can also be done with girls who are at risk of becoming involved in sex work



Materials: A sign with 'positives' written on it and another with 'negatives'. Pieces of red and green paper or post-it notes (you can pick any 2 colours)



Recommended group size: 2 to 15 girls



Time: 1 ½ hours

Step 1: process

- Girls sit in a circle. Discuss:
 - » What is sex work?
 - » Why do girls become involved in sex work?

Step 2: process

- Stick up the 'positives' sign on the wall at one end of the room and the 'negatives' sign at the other end
- Give each girl small pieces of paper or post-it notes and a pen
- Ask girls to write down or draw the positives about sex work on the green pieces of paper and the negatives on the red pieces
- Next girls stick their pieces of paper under the 'positives' and 'negatives' signs on the wall
- Give participants time to look at all the positives and negatives on the wall

- Discuss as a group:
 - » Are there any positives or negatives missing? *If so, add them and stick them to the wall*
 - » Are there more positives or negatives? Why do you think this is?
 - » How do the positives and negatives impact on you? *Ask girls to think about their physical and emotional well-being if they are stuck for ideas.*

Key learning points

- Sex work is the exchange of sexual acts for money, food, clothing or gifts; sexual violence is any unwanted sexual act or activity. There is a blurred line between sex work and sexual violence and many girls are involved in sex work for survival, not choice. Sex with anyone who is below the age of sexual consent, even if permission is given, is sexual abuse
- The definition of sexual exploitation is similar to sex work: any unwanted sexual act which can be through manipulation into sexual activity in exchange for things such as money, gifts, accommodation, affection or status
- There are power imbalances between the client, sex worker and pimp. These can create situations in which a girl has limited choices.
- Sex work has positives and negatives: recognising the positives helps us to look at how we can access similar positives more safely
- One of the positives is financial: many alternatives will not pay as highly as sex work. However, they will offer other benefits such as greater safety and career development opportunities. *Tool 19* helps girls to think about some alternatives
- Girls involved in sex work should not be judged by others or themselves.

Facilitator's notes:

- Make sure you don't judge the positives or negatives that the girls come up with
- Your organisation can use this activity alongside *section 2, unit 1, tool 4, (page 84)* to help girls to build individual safety plans.

Tool 20

Talking about alternatives to sex work



Aim: To help girls think about viable alternatives to sex work



Materials: Pens and paper



Recommended group size: 2 to 15 girls



Time: 1 hour

Process

- Participants get into pairs. Give each group paper and pens
- Each pair agrees the top 5 benefits of sex work (*for example, money, clothes, friendship, food, make-up*)
- Each pair finds or draws examples of their top 5 benefits (*drawing 1 benefit per piece of paper. For example, a jumper; an item of food*). The girls are told that the quickest pair wins
- Lay out all the benefits on the floor, into groups where applicable (*for example, all clothing together; all food together*)
- Discuss as a group:
 - » How else might we obtain these benefits? Discuss each group of items
 - » Are there any benefits that are not good for us? (*For example, substances; reliance on pimp and/or clients*)
 - » How might we cope without these benefits? (*For example, education; training; counselling*).

Key learning points

- Employment alternatives may not pay as highly as sex work, but they do offer other benefits, such as a safer working environment and career development opportunities. The organisation can help you to explore viable alternatives.

Facilitator's notes:

- Explain to participants that girls who are considering stopping sex work should speak to a member of staff for advice and support
- Dependent on individuals and culture, some groups may find talking about sex work difficult or embarrassing. Reassure the group that the information will not be shared outside of the group and that participants agree not to judge each other and to listen to each other throughout the activity
- Girls may only feel confident talking to an adult they trust and some may choose not to participate much
- For tools on how girls involved in sex work can help themselves stay safe, see *section 2, unit 1, tool 4 – (page 84)*. For longer-term planning around viable alternatives to sex work see *section 2, unit 8 (page 150)*.

Tool 21

Sex work and my safety



Aim: To support girls to communicate with their peers about why they and/or others are involved in sex work and how to stay safer



Materials: Voice recorder (optional)



Recommended group size: 2 to 15 girls



Time: 1 ½ hours

Process

- Participants get into groups (4 to 5 per group)
- Tell girls they are going to create a fake radio advert to explain:
 - » Why girls can become involved in sex work
 - » How girls can keep themselves and other girls safer
 - » Some alternatives to sex work
- Give the group 20 minutes to discuss and plan the advert and 30 minutes to create it. *(If groups are recording their advert they will need additional time for this)*
- Get each group to show or listen to the other groups' adverts.

Key learning points

- Building our own and others' understanding about the risks and benefits of sex work helps us to make informed choices
- There are benefits – including getting money, food, attention, shelter, clothes. But there are lots of risks, especially around staying safe and healthy
- It can be helpful to identify ways that we and others can help us to stay safer and work with the organisation to develop your own safety plan
- If you or someone else wants to consider viable alternatives to sex work, talk to a member of staff. This is especially important if you feel you are forced into sex work or that stopping puts you at risk of harm
- You can support each other to identify alternatives to sex work. *Section 2, unit 8 - Education, training and income generation (page 150)* can help with this.

Facilitator's notes:

- Your organisation may be concerned that increasing girls' awareness of the risks and benefits of sex work may encourage girls into sex work. However, understanding the risks, benefits and alternatives can help girls to make informed choices and stay safer
- Remind girls not to be judgemental in their adverts
- Ask girls if they would like their advert listened to by other people in the organisation (*for example, other girls; staff*)
- Only voice record if girls give their permission and do not include girls' names.

Unit 7: Supporting pregnant girls and young mothers

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Introduction

Some girls choose to become pregnant but for many, high levels of sexual violence results in pregnancy. Teenage pregnancy and young motherhood is not socially accepted in some communities. Girls can find themselves excluded, having limited access to support, or not being allowed to attend school. In countries where abortion is illegal, girls may either seek abortions outside of a safe clinic or hospital, which can be expensive and carry high health risks; or induce an abortion through self-harming behaviour, such as overdosing. Even if abortion is legal, it is a big decision.

Working with pregnant girls and young mothers is challenging - they are both children and parents and may need assistance with their adolescent development and motherhood.



Supporting pregnant girls

Pregnancy and childbirth can be frightening and painful experiences. Staff need to understand and respect each girl's decision, helping to keep her safe and healthy and providing accurate information, reassurance and support. For example, assisting her to find a doctor she likes, or to decide who she wants with her during the birthing process. Always respect her decision and offer non-judgemental support. Helping girls to stay healthy is another important role for staff as ill-health and poor diets can be damaging to both mother and unborn child - see section 2, Unit 4 - *Supporting girls' physical health* (page 114). Tool 22 builds girls' knowledge about pregnancy.

Supporting young mothers

Supporting young mothers requires your organisation to have the capacity to support babies and children. Girls who become young mothers may not have sufficient skills, knowledge or confidence to support their baby. Some might not want to be mothers, others may love motherhood. Each girl's reasons and experiences of pregnancy and motherhood are likely to be different so an individual tailored care plan is needed. Parenting classes can be a big support because they provide information and reassurance about what's 'normal' in a baby's health and development and suggest parenting techniques. Tool 23 supports girls to build their understanding about children's development and tool 24 enables them to discuss parenting techniques with each other.

Some girls may struggle to form an attachment with their baby. Staff can help to strengthen the mother-child bond by building girls' confidence, knowledge and skills. Staff who are parents themselves can be great role models. However, it is important that they build girls' parenting skills instead of 'taking over' the parenting of a child.

If a girl chooses not to keep her baby or is unable to do so, she needs a lot of support to cope with her big decision. Most mothers build a natural attachment to their child and to break that attachment can trigger emotional health issues including depression, anxiety and/or trauma. Outlining what options are available can prevent girls from making decisions which put themselves and/or their child at risk, such as abandoning their child because they are frightened of the consequences.

A girl may choose to involve her partner, family and/or local community. This needs time and resource of skilled staff to discuss a girl's decisions in a safe, non-judgemental environment. Some families and/or partners may opt for no further contact, which the girl will need help to come to terms with.

CASE STUDY:

"Maria was fifteen when she became pregnant. She had recently stopped working on the street and enrolled in school. She decided to keep the baby. There was a history of violence and neglect by her mother, so we closely monitored their relationship. We supported Maria and her boyfriend to strengthen their relationship with each other and develop their understanding of parenthood and how to nurture a baby. We also worked with the teachers and pupils in Maria's school to ensure she was not stigmatised and encouraged to stay in school."

Juconi - Ecuador

Tool 22

What to expect when you're expecting



Aim: To help girls understand some of the physical and emotional changes to the body during pregnancy



Materials: Activity sheet (vii) - What to expect when you're expecting (page 146)



Recommended group size: 1 to 10 girls



Time: 1 hour

Process

- Girls get into pairs. Give each pair *activity sheet (vii) – what to expect when you're expecting*
- Ask each pair to match the descriptions to the correct stage of pregnancy
- Go through the answers together
- Discuss:
 - » How are you feeling about being pregnant? (Or how might you feel being pregnant?)
 - » What support is helpful? What more would you like? (Or what support might be helpful if you were pregnant?)
 - » Do you have any questions or concerns?

Key learning points

- Your body changes during pregnancy so you might have symptoms you didn't expect, like nausea, back pain or feeling sad or anxious. Talk to a member of staff for information, advice and support
- Not everyone's pregnancy is the same. Your symptoms might be very different to your friend's
- There's lots of useful information available - talk to a member of staff if you would like to know more.

Facilitator's notes:

- Refer to answers to *activity sheet (vii): What to expect when you're expecting (page 147)*
- **If the group has low literacy levels**, girls get into small groups. Each group draws a picture of a girl who is 1 to 3 months pregnant; 3 to 6 months; and 6 to 9 months. Ask girls to give 1 fact about the baby and 1 about herself at each stage of pregnancy. Get into 1 big group and discuss together
- This activity can also be done with girls who are not pregnant to develop their knowledge
- It can be helpful to bring a nurse in to help facilitate this activity and answer questions.

Tool 23

What my child needs to grow



Aim: To equip mothers with some basic knowledge about child development. *This activity can also be done with pregnant girls*



Materials: Pens and paper



Recommended group size: 2 to 10 girls



Time: 45 minutes

Process

- Girls get into a circle. Give each girl a pen and paper
- Ask 1 participant to quickly draw a baby on a piece of paper in the middle of the circle – she has 30 seconds to do it
- Ask girls to sit quietly for 2 minutes and think about what the baby needs to grow
- After 2 minutes, ask each girl to write down or draw the 5 things she thinks are most important for a baby to grow
- Girls take it in turns to read out their answers and then put their pieces of paper around the picture of the baby in the middle of the circle
- The facilitator leads a discussion around each of the answers, asking girls to think about details (for example, play – how often? What is age appropriate play? Alone or with other babies?).

Key learning points

- Babies and children need their parents' support to develop physically, mentally and emotionally
- Babies start learning from their parents as soon as they are born: they learn from you speaking to them, smiling, playing, feeding, cuddling and looking after them
- Research suggests that babies who experience love and attention have more developed brains than babies who don't (attachment theory)
- Children develop different abilities at different ages – for example, a baby usually starts smiling when they are 4 to 6 weeks old; can start crawling at 6 to 9 months and respond to their own name when they are 1 year old
- No child is the same – a child may learn to walk early but take longer to learn to speak
- Books, the internet, staff and your local nurse can provide you with information on child development. If you are concerned about your child's development, talk to a member of staff.

Facilitator's notes:

- Have knowledge on the developmental needs and stages of babies and children before starting this activity
- Encourage girls to regularly interact with their babies and children and support each other to do the same.

Tool 24

Being a good enough mother



Aim: To equip mothers with basic parenting skills. *This activity can also be done with pregnant girls*



Materials: Activity sheet (viii) - *Being a good enough mother scenarios* (page 148)



Recommended group size: 2 to 10 girls



Time: 15 minutes to 1 ½ hours (depending on how many scenarios you do)

Process

- Girls get into a circle
- Discuss each of the scenarios in *activity sheet (viii) - Being a good enough mother scenarios*
- **Alternatively**, girls get into pairs and role play a mother telling her friend the scenario; the friend gives advice. Swap roles. Then get into a circle; ask pairs to act their role play. Discuss the scenario as a group.

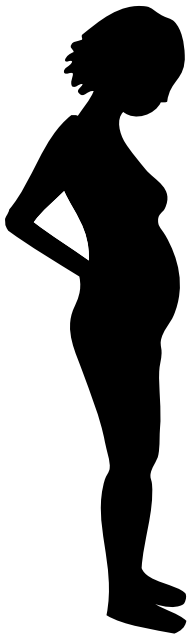
Key learning points

- Being a mother is challenging – no mother gets it right all of the time. That's why we use the term 'good enough' – trying your best to meet your child's physical, mental, emotional and developmental needs
- Be patient with yourself and give yourself time to see what works for you and your child
- Being a mother is hard work! Try to give yourself a bit of 'me' time to relax. It might be reading when your child is sleeping; or taking a dance class if the organisation has a crèche for your child. Or you might just need to catch up on some sleep
- There are lots of helpful tips on the internet, in books and from your friends and staff.

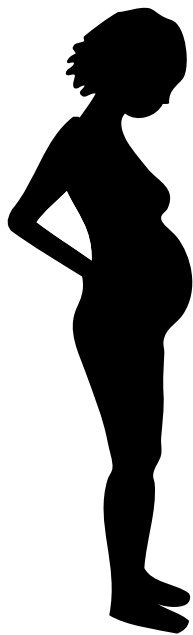
Facilitator's notes:

- Refer to some responses to *activity sheet (viii): Being a good enough mother scenarios (page 149)*
- You don't need to do all the scenarios at once – they can be done over several sessions
- This activity can also be done with partners and other adults who support a girl with parenting.

Activity sheet (vii) - What to expect when you're expecting



0-3 months



3-6 months



6-9 months

You can feel your baby moving

You are sick and vomit; you feel tired a lot

Your baby is the size of a grain of rice

You feel tired and short of breath

You get backache, weight changes and breast enlargement

Your baby weighs about 5 pounds (2.5kg)
—as much as a bag of flour

Answers to activity sheet (vii) - What to expect when you're expecting

0-3 months:

- Your baby is the size of a grain of rice
- You are nauseous and vomit; you feel tired a lot.

3-6 months:

- You can feel your baby moving
- You get backache, weight changes and breast enlargement.

6-9 months:

- You feel tired and short of breath
- Your baby weighs about 5 pounds (2.5kg) –as much as a bag of flour.

Activity sheet (viii) - Being a good enough mother scenarios

- Baby Martin is 2 years old. He keeps having tantrums and cries when he doesn't get his own way. He is shy with children his own age and seems to lack confidence. He never does anything he's told by me but he's really well behaved with other people. Sometimes I think he likes other people more than me
- Leila is too small to understand what I'm saying so I don't really talk to her much. I gave her some pens last week but she just made marks on the floor, so I didn't do that again
- Rila is 3 years old. She sometimes gets sad and cries but I don't know why. Other times she's happy and laughs a lot but I'm tired or busy, so I don't respond to her, so she starts crying again. I feel like her emotions are all over the place and change really quickly and I don't know what to do about it. Sometimes I just give her sweets to cheer her up
- Pedro likes to make a mess. His favourite thing is to throw his and my clothes everywhere. He often gets hungry so I give him bread, but then he doesn't eat his lunch
- Eva has started slapping other children. I have shouted at her a couple of times, but she keeps doing it, so I now don't let her play with other children so much because it's embarrassing. Other children don't do it! She also hates going to bed, so she cries and has tantrums, staying up until really late. She can get very tired during the day so I let her sleep whenever she wants to
- I'm so scared Michael will hurt himself that I don't let him play outside with the other children. If he hurt himself I'd feel so guilty
- Elda behaves really well most of the time. She knows it so I don't need to tell her. However, sometimes she can be really naughty, so I tell her off. She's started to become naughtier recently
- When Alex is naughty, I tell him straight away. If he does it again, he has to stop the fun activity he's doing and sit quietly for a bit. He doesn't like it much and sometimes he has a tantrum, but I know it helps me set boundaries with him. However, people seem to really judge me. They say I'm being too strict and a woman I didn't know even gave him a sweet to cheer him up
- Sarah plays happily with other children when I'm not there, but as soon as she sees me, she runs over and refuses to play with them anymore
- Last week Mohammed wouldn't eat his dinner. He then threw it on the floor. Next he started crying and hitting me. Then he grabbed my necklace and pulled it off my neck, breaking it. I lost my temper, screamed at him and left the room. I couldn't stop crying – I feel like I'm a useless mother.

Some responses to activity sheet (viii) - Being a good enough mother scenarios

- Baby Martin: don't worry - toddlers are known for their challenging behaviour as they are testing boundaries. It is important to set boundaries clearly and calmly. Give him lots of praise and encouragement when he behaves well; this can also help his confidence
- Leila: it is important to talk to a baby from the day they are born as this is how they learn to communicate. Interaction between mother and baby is much more effective than TV. Try age-appropriate activities and support her with them, like using crayons and helping her to hold them
- Rila: maybe she is learning that she gets attention when she cries. Try to give her more attention when she is happy, even if you feel busy or tired. Talk to friends – what support can they give to help you feel less busy and tired? Look at your own emotions – are they all over the place? If so, your emotions might be reflected by Rila. Look at healthy alternatives to sweets as they are not healthy and sugar is addictive. And try not to give treats as a substitute to emotional attention
- Pedro: children like making a mess. Maybe he is bored and could benefit from other activities and toys? Is he having enough interaction with children his own age? Try alternatives to bread such as fruit or vegetables which are healthier
- Eva: is she getting praise and attention for good behaviour? Try being consistent with telling her off, using a calm firm voice and saying 'no'. Try not to hit her if she misbehaves as it re-enforces her own behaviour. She might also be hitting other children because she's tired: try to establish a bedtime routine and get her up at the same time each day. She will be tired for a few days but it should enable her to change her sleeping pattern
- Michael: it is common for parents to be worried about their children hurting themselves, especially first time mothers. However, children need to play and be with other children: it's how they learn. And children are likely to graze their knees and elbows from falling over. To prevent serious injuries, check the places he plays are safe (*for example, not near a road*) and the toys he plays with are age appropriate
- Elda: praising good behaviour is the best way to reduce bad behaviour. It teaches children that they get the attention they want when they are good. And remember that all children misbehave sometimes – testing boundaries is an important part of development. Set age-appropriate boundaries and try to stick to them
- Alex: this is a good example of responding positively to naughty behaviour. Mum is teaching Alex boundaries. Don't worry about people judging you but if they are people close to you, explain why you are setting boundaries with Alex
- Sarah: children can be clingy with their parents, especially when they are younger. It is really good she plays with other children. Praise her for this and try to join in the play sometimes so she learns you can be there when she plays with her friends
- Mohammed: being a mum can be really difficult sometimes. Children try to test our boundaries and sometimes it can feel like it's too much to cope with. It's good you didn't hit him and you acknowledge your response is not ideal. Think about how you might cope in the same situation next time. And look at how you can get support so that you can have a bit of 'me' time to relax.

Unit 8: Education, training and income generation

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Introduction

Secure, safe, motivating employment helps young women to build their independence, confidence and skills. Education and training are important building blocks. The first step is to understand each girl's goals and work with her to develop a realistic plan to achieve them.

Education

In many countries, girls have less access to education (especially secondary) than boys. Informal education can be a good bridge for supporting children to go or return to school, enabling them to catch up with their peers. It can also be an alternative for those unwilling or unable to return.

If your organisation wants to provide, or currently provides education to adolescent street-connected girls, you need to consider:

- Where classes take place so that girls can easily and safely attend and are in a space without distractions
- How you recruit, support and supervise teachers so that they have strong teaching, life and support skills
- Your organisation's capacity: how many girls per class? How do you handle girls' different abilities and requirements? How often do classes take place? What support do they get with homework and during the holidays? What materials do they require?
- Links with schools and knowledge of the school curriculum so you know how girls can go or return to formal education if they choose
- Childcare support for young mothers.

Life skills development is a key aspect of education – developing communication, team work and confidence. If education includes fun sessions, girls are more likely to enjoy learning and less likely to drop out. Songs, dancing, role plays and sport can all be used to teach girls important life skills.

Skills training

Skills training includes (1) vocational training (*for example, carpentry*) (2) business management training (3) supporting girls to access formal employment opportunities. When thinking about what skills training to offer adolescent girls:

- Consider whether you want to offer training run by your organisation or by an external trainer
- Do market research: look at job opportunities across the sectors and don't flood the market with the same skill (*for example, are there a lot of hairdressers? If so, hairdresser training is unlikely to be useful*)
- Consider girls' individual skills and interests
- Step outside of gender-stereotyped work: girls can make fantastic mechanics, pilots, teachers and footballers for example but make sure they have both organisational and community support so that their work will be profitable

- Understand what the resource, time and cost commitments for your organisation are, including access to and location of the training; how much it will cost, including materials; and whether it teaches skills that are transferable to other jobs. Girls might need to stop work that they currently undertake to participate in skills training so your organisation may need to consider covering her financial losses
- Look at developing partnerships with companies. They might be able to give you a better understanding of gaps in the market, offer training support, careers advice, apprenticeships or even job opportunities
- Train girls in employability skills such as time management, conversational skills, presentation and basic computer skills
- Use good trainers and training programmes – get recommendations and references.

CASE STUDY:

"We train girls to make rugs. They collect empty food sacks and scrap cloth to make them and then they sell the rugs to local businesses, NGOs and individuals. The only thing girls need to buy is a pair of scissors. It enables them to work part-time so they can continue their studies."

Vision of Hope - Zambia

Income generation

Small businesses can be set up by individuals or as a group. If your organisation is considering supporting young people in this, consider how they will access funds and what support they need, including on-going training and business support such as business planning, financial management and developing entrepreneurial skills – vision, motivation, organisation and patience. Girls need to 'own' their business ideas from the start, being supported to think through and develop those ideas, look at consumer needs, similar businesses they might be competing with and the process of developing and selling products. It is not suitable for everyone – there are plenty of alternatives including apprenticeships, formal employment and further skills training.

CASE STUDY:

"Children's Development Khazana (CDK) is an informal bank for street children, and it also teaches them key life skills. Children are trained to become volunteer managers, taught accounting, negotiation skills, programme and business planning, ethical business practices and financial responsibility. CDK enables its adolescent members to access cash advances for starting up small economic enterprises. Young people support each other to develop, assess and deliver their business plans. They focus on becoming entrepreneurs and/or learning a professional skill."

Butterflies - India

This unit (tools 25, 26 and 27) are to help girls think about their goals and the steps required to achieve them, including education, training and income generation.

Tool 25

Setting my goals



Aim: To help girls set short and long-term life goals



Materials: Large pieces of paper and pens



Recommended group size: 2 to 15 girls



Time: 45 minutes

Process

- Explain that you are using the word 'goal' to describe something that you want to achieve in life, for example:
 - » something you want to do
 - » somewhere you want to go
 - » something you want to have
- Ask each girl to name a goal they have. Without telling the girls why, if it is a short-term goal (achievable within days or weeks), tell them to go to the right side of the room; if it is a long-term goal, tell them to go to the left side
- When everyone has been divided, ask if anyone can see a reason why some girls are on the left and others on the right. If they cannot guess, explain
- Each girl says why she thinks her goal is short-term or long-term
- Write down the goals in preparation for tool 26.

Key learning points

- Long-term goals take a long time to achieve, for example, further education, getting a good job, or building a house. Short-term goals can be achieved in a short time like winning the next football match, passing a test, or smoking 1 less cigarette each day
- It is important to think about both short-term and long-term goals and how our short-term goals can support our longer-term ones.

Facilitator's notes:

- If girls are stuck for ideas, give them some examples of goals.

Tool 26

Reaching my goals



Aim: To support girls to think about how they can achieve their short and long-term goals



Materials: Pens and pieces of paper; chalk or string



Recommended group size: 2 to 15 girls



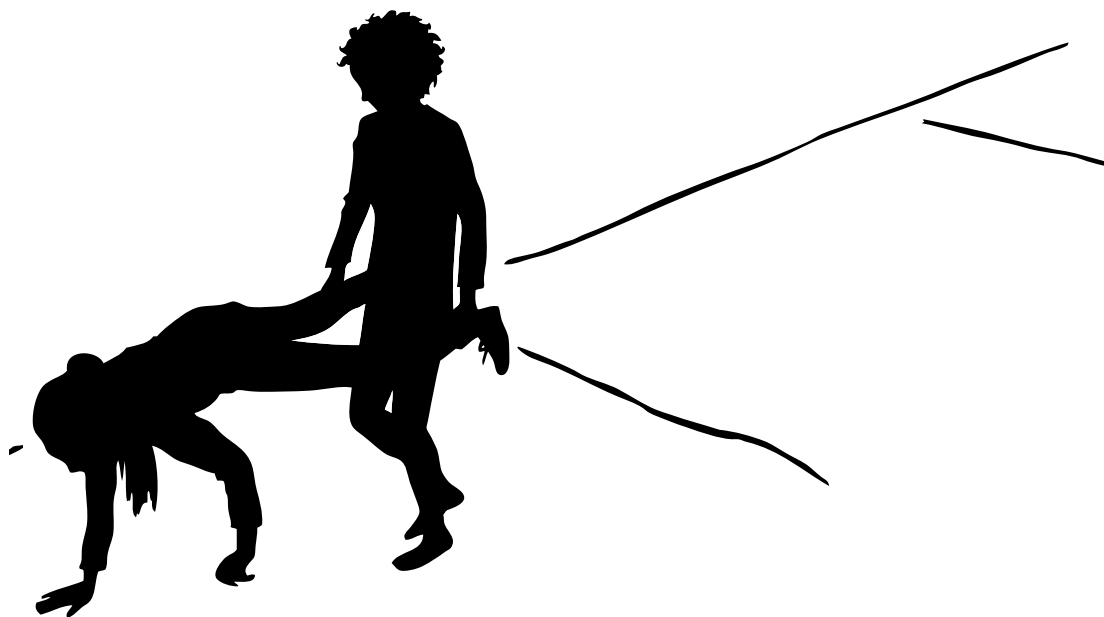
Time: 1 hour

Process

- Make a line on the floor at one end of the room using chalk or string. Make a second line on the floor approximately 3 metres from the first line. Make a third line at the other end of the room
- Girls get into pairs. Give each girl a piece of paper. Ask girls to write or draw 1 short-term goal each (*something to achieve in the next week*). (For example, *keeping my hands clean; saying something good about my life to my friend every day; controlling my anger for 1 day; doing something helpful at the centre once a day; giving up smoking for 1 day*)
- In pairs, girls discuss their goals and how they can be achieved
- Ask girls to stand up and stand behind the first line ('start' line). When you say 'go', ask girls to jump or step to the second line in the fewest steps possible
- Explain to girls that we can reach our short-term goals in a few steps, given the right support
- Girls get into pairs again. Ask girls to write or draw 1 long-term goal each. (For example, *having my own house; going to university; making contact with my family; being a pilot; having a family*)
- In pairs, girls discuss their goals and how they can achieve them (*Encourage girls to think about education, training, income generation and other ways to achieve their goals*)
- Girls get into pairs and stand behind the 'start' line. Tell each pair that they have to get to the 'finish line' at the other end of the room with only 1 pair of hands and 1 pair of feet touching the floor, when you say 'go'. The activity finishes when all participants have crossed the finish line.

Key learning points

- To reach our long-term goals, we need to take lots of steps and access support to get there
- Setting long-term goals can be scary but it is important to think about the steps you need to put in place to achieve them. Short-term goals can help us reach our long-term goals
- No goal is too ambitious but it takes hard work and dedication to achieve them
- Try not to be limited by gender-stereotypes
- The organisation can support you to achieve your goals: talk to a member of staff about what you want to achieve and how you hope to do this.



Facilitator's notes:

- If your organisation does not have individual work plans for girls, this tool can help to develop them.

Tool 27

Overcoming barriers that prevent me from reaching my goals



Aim: To support girls to think about the barriers in their lives that prevent them from reaching their goals



Materials: Pens and paper; scissors; *activity sheet (ix) – Barriers to achieving my goals (page 158)*



Recommended group size: 2 to 15 girls



Time: 1 hour

Step 1: process

- Girls get into a circle. Discuss:
 - » What barriers can prevent us from reaching our goals?
 - » Are barriers that girls face different from barriers that boys face?

Step 2: process

- Girls get into small groups (up to 4 per group). Give each group pens and paper and a scenario from *activity sheet (ix) – Barriers to achieving my goals*
- Each group writes (in large letters) or draws their 'barrier' scenario
- Ask each group to discuss their 'barrier' scenario and how they might stop it being a barrier. Tell each group they will give a short presentation (no more than 3 minutes) to the whole group at the end of the activity
- Participants get into a circle. Each small group takes it in turns to present back to the whole group. After their presentation, each group cuts their barrier into pieces.

Key learning points

- Barriers can prevent us from reaching our goals. We all have different barriers – they might be personal to us (*for example, a lack of confidence or access to money*) or social (*for example, less access to education for girls*)
- Girls' barriers may be different from boys', including different expectations or opportunities for boys and girls
- Lots of things can become obstacles that prevent us from reaching our goals. Try to recognise possible obstacles early and get support to deal with them
- Be prepared for failure on your journey to achieve your goals: we learn through making mistakes, failing and trying again.

Facilitator's notes:

- **Step 1:** It can be helpful to refer back to the gender stereotype activities in section 2, unit 1 – *Supporting girls to know about their rights* (page 76)
- **Step 2:** You can use the scenarios in *activity sheet (ix) - Barriers to achieving my goals* or scenarios that are specific to participants
- **If the group has low literacy levels,** read out each group's 'barrier' scenario to them and ask girls to draw their scenario instead of writing it down
- Street-connected girls can lack motivation and confidence in achieving their goals; they require a lot of time and patience from the organisation.

Activity sheet (ix) – Barriers to achieving my goals

Group 1	I don't have the skills I need to achieve my goal
Group 2	I keep getting sick and losing motivation
Group 3	I am not confident that I am able to reach my goal
Group 4	I keep on failing everything I try to do
Group 5	Other people in my life try to stop me from achieving my goals

Unit 9: Peer mentoring

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Introduction

Mentoring is a structured relationship in which a person with a set of experiences (*the mentor*) assists another (*the mentee*) to develop skills and knowledge that support the less-experienced person to work towards their goals. Peer mentoring can be an effective support for girls if it is done properly. The mentor-mentee relationship needs clear parameters and staff support to work well. Being a mentor and mentee is not always easy but it can be very empowering, helping girls to develop life skills, gain different perspectives and work through challenges. Developing a mentoring programme requires:

1. **Creating a mentoring space.** The space provides a safe location for mentor and mentee selection, training and support as well as for mentors and mentees to meet and share their experiences
2. **Mentor selection and training.** Girls who your organisation knows well and who are good role models can make excellent mentors. Training should include section 2 unit 2 - *Building positive relationships* (page 88), section 2 unit 3 - *Supporting the emotional well-being of girls* (page 102), a session on child protection and your organisation's code of conduct (section 1, unit 4, tool 11, page 56) and this unit as a minimum (tools 28, 29 and 30)
3. **Mentee recruitment.** Let girls know about the mentoring programme, what it involves and what commitment they need to make. Girls interested in taking part should inform a member of staff
4. **Matchmaking mentor and mentee.** Look at matching similar skills and experiences. Avoid matching girls just because they are friends. Enable girls to be part of the choosing process
5. **Mentor - mentee agreement.** This should include how often and where the mentor and mentee meet; how long the relationship will last; how often it will be reviewed; what information the mentor will share with your organisation's staff (for example, in mentor supervision; if there are safety concerns); and whether (and what) expenses will be covered (for example, travel; snacks) (tool 30)
6. **Mentoring.** The format depends on the programme remit and mentor-mentee agreement. Supervision should be given to the mentor on a regular basis to check she is confident in her role, sharing concerns with the organisation when they arise, and not feeling pressured or over-burdened in her role as mentor. Mentees should also give feedback during the relationship. There needs to be a designated member of staff who mentors and mentees can talk to if issues arise
7. **Ending the relationship.** Mentoring should take place over an agreed period of time. Towards the end of this, the relationship can be reviewed, extended or finished. The mentor and mentee may choose to be friends at the end of the mentoring. When mentoring relationships end, a winding down process that reduces the frequency of contact and prepares the mentor and mentee for the end of the relationship needs to be established.

CASE STUDY:

"Salma, aged 11, was the youngest and most timid member of MCT's Girls' group. Hiba, aged 14, became her informal peer mentor, accompanying Salma to the group, encouraging her to join in with activities and helping her to build her confidence. With Hiba's support, Salma's participation in the Group increased and she recently joined the centre's homework sessions."

Moroccan Children's Trust (MCT) - Morocco

Tool 28

Supportive advice, not answers



Aim: To help mentors give supportive advice and enable mentees to find their own solutions



Materials: Activity sheet (x) – Supportive advice not answers (page 166); activity sheet (xi) - Scenarios: tell your mentor (page 167); different coloured pencils/pens



Recommended group size:
2 to 6 mentors



Time: 2 hours

Step 1: process

- Girls get into pairs. Give each pair *activity sheet (x) – Supportive advice not answers*
- In pairs decide which comments give supportive advice and which give answers. Colour the 'supportive advice' comments in yellow and the 'answers' comments in red (or another colour)
- As a group go through the answers
- Discuss:
 - » Do you all agree?
 - » What is the difference between giving supportive advice and giving answers?
 - » Why do you think it might be better to offer advice than to give answers?
 - » Can you think of any times when it might be better to give answers?

Step 2: process

- Girls get into pairs
- Give each girl a scenario from *activity sheet (xi)* - Scenarios: tell your mentor
- Girls take it in turns to be the mentor and mentee, role playing their scenario
- At the end of each role play, the 'mentee' tells the mentor what she thought she did well (for example, *good listening skills; not giving answers; not judging*)
- Participants get into 1 group. Take it in turns to tell the group the best thing your 'mentor' did during the role play and why (for example, *"she helped me to think about alternative solutions which was good because I didn't feel she was telling me what to do"*).

Key learning points

- Giving supportive advice is different from giving answers because it helps your mentee to find her own solutions. What works for you might not work for someone else
- Giving answers can come across as judgemental, even if you don't mean to be
- You can give answers about facts but it is important to do so sensitively (for example, *"Yes it is illegal to take drugs. Have you thought about the risks?"*)
- You MUST share any concerns with a member of staff. This is part of the mentor-mentee agreement and important to protect yourself and your mentee
- Becoming an effective mentor takes time and practice.

Facilitator's notes:

- If the group has low literacy levels, do step 1 as 1 group; read out each statement from *activity sheet (x)* – Supportive advice not answers and discuss. For step 2, tell each pair the scenario they will be role playing
- Emphasise the importance of reporting any concerns about a girl's safety to a member of staff
- Supportive advice: 3; 4; 7; 8; 10; 13; 14. Answers: 1; 2; 5; 6; 9; 11; 12
- Do section 2, unit 2 – Supporting girls to build positive relationships (page 88) before this activity.

Tool 29

Setting mentor-mentee boundaries



Aim: To set mentor-mentee boundaries and support mentors to keep them in place



Recommended group size:
2 to 6 **mentors**



Materials: Activity sheet (xii) – Mentor-mentee boundary scenarios (page 168) cut into individual scenarios; string or chalk; an 'OK' sign and a 'not OK' sign



Time: 45 to 1 hour

Process

- Draw a line on the floor with chalk or use string or rope to create a line on the floor. Put the 'OK' sign on one side of the line and the 'not OK' sign on the other
- Give each girl an equal number of 'boundary' scenarios from *activity sheet (xii) - Mentor-mentee boundary scenarios*
- In turns, each girl reads out her 'boundary' scenario. As a group, discuss if it is ok, not ok, or if you are not sure – and why. The girl then stands on the 'OK' side of the line or 'not OK' side, or on the line if the group is not sure
- Repeat the exercise until all the scenarios have been discussed.

Key learning points

- It is important to set boundaries in your mentor-mentee relationship because it allows you both to feel comfortable
- If a mentee (or mentor) tries to break boundaries, remind her of the boundaries agreed at the start of the relationship. Seek support from a member of staff if required
- Don't be tempted to think 'just this once' – once you have broken a boundary, it is hard not to do so again.

Facilitator's notes:

- Refer to *some responses to activity sheet (xii) - Mentor-mentee boundary scenarios* (page 169)
- **If the group has low literacy levels**, the facilitator reads out a 'boundary' scenario and asks all girls to stand on the 'OK' or 'not OK' side of the line, or on the line if they are not sure. Remind girls they don't have to agree with each other
- Not everyone will agree – that's ok. However, the organisation may have rules about some of the scenarios which need communicating during feedback.

Tool 30

Building a mentor-mentee agreement



Aim: To introduce the mentoring relationship and develop a mentor-mentee agreement. The assigned mentor and mentee should work together for this activity



Materials: Activity sheet (xiii) – Building a mentor-mentee agreement (page 170) and activity sheet (xiv) – Mentor-mentee agreement (page 171)



Recommended group size:
2 to 10 mentors and mentees



Time: 1 hour

Step 1: process

- The mentee tells the mentor what she would like to achieve from the mentoring. It can be as simple as 'to have someone to talk to and have fun' or more detailed goals
- The mentor tells the mentee what she would like to achieve from the mentoring. It can be as simple as 'to develop my listening skills' or more detailed goals
- The mentor tells the mentee 3 things that are important in her life
- The mentee tells the mentor 3 things that are important in her life.

Step 2: process

- Give each pair activity sheet (xiii) – Building a mentor-mentee agreement. Discuss the areas together and come to an agreement. *Note that if the organisation wants to set any rules such as how often the mentor and mentee meet, or where they meet, the facilitator should add this to the activity sheet beforehand*
- Next give each pair activity sheet (xiv) – Mentor-mentee agreement. Ask them to complete it together
- Once completed, check it with the facilitator and if both are happy, it can be signed.

Key learning points

- Mentoring can be a fun learning experience for both the mentor and mentee
- The relationship is meant to be for a set amount of time to help you work towards your goals. In this way it is different from a friendship
- Mentoring can be challenging – nobody ‘gets it right’ all the time. If your mentor or mentee says something that upsets, angers or concerns you, talk to a member of staff.

Facilitator’s notes:

- **If the group has low literacy levels**, *activity sheet (xiv)* – *Mentor-mentee agreement* will need to be done on a 1-to-1 basis with each mentor-mentee pair
- Remind participants that the mentor-mentee relationship only lasts as long as both the mentor and mentee choose
- Encourage mentors and mentees to talk to a member of staff if they are uncomfortable with or unsure about any part of the agreement
- Fill out the mentor-mentee agreement with the programme’s rules and remits (e.g. length of mentoring relationship) before the activity
- Explain that the agreement is not legally binding.

Activity sheet (x) – Supportive advice not answers

1	“You’re wrong because...”
2	“Don’t do that”
3	“Have you thought about any other ways of doing it?”
4	“Why do you think that might be right?”
5	“You should definitely meet him”
6	“The answer is to stop drinking”
7	“It sounds like you’ve really thought about why you should meet him”
8	“I agree with you, I think it is a good idea because...”
9	“You should do it this way. It worked for me”
10	“In my experience that worked well, but it might be different for you”
11	“Dropping out of school is a stupid thing to do”
12	“Cheating on your boyfriend is wrong”
13	“Have you talked to your teacher about alternatives to dropping out of school?”
14	“What are your thoughts about cheating on your boyfriend? How do you think others may react if they find out?”

Activity sheet (xi) –Tell your mentor scenarios

- Tell your mentor you think you might be pregnant
- Tell your mentor you are worried about going back to school
- Tell your mentor you miss your boyfriend
- Tell your mentor you want to start training to be a mechanic
- Tell your mentor you want to get back in contact with your family
- Tell your mentor you want to start your own business
- Tell your mentor you are using drugs again
- Tell your mentor you need money and are thinking about sex work
- Tell your mentor you had an argument with your friend and it is upsetting you
- Tell your mentor that you want to be a mentor one day.

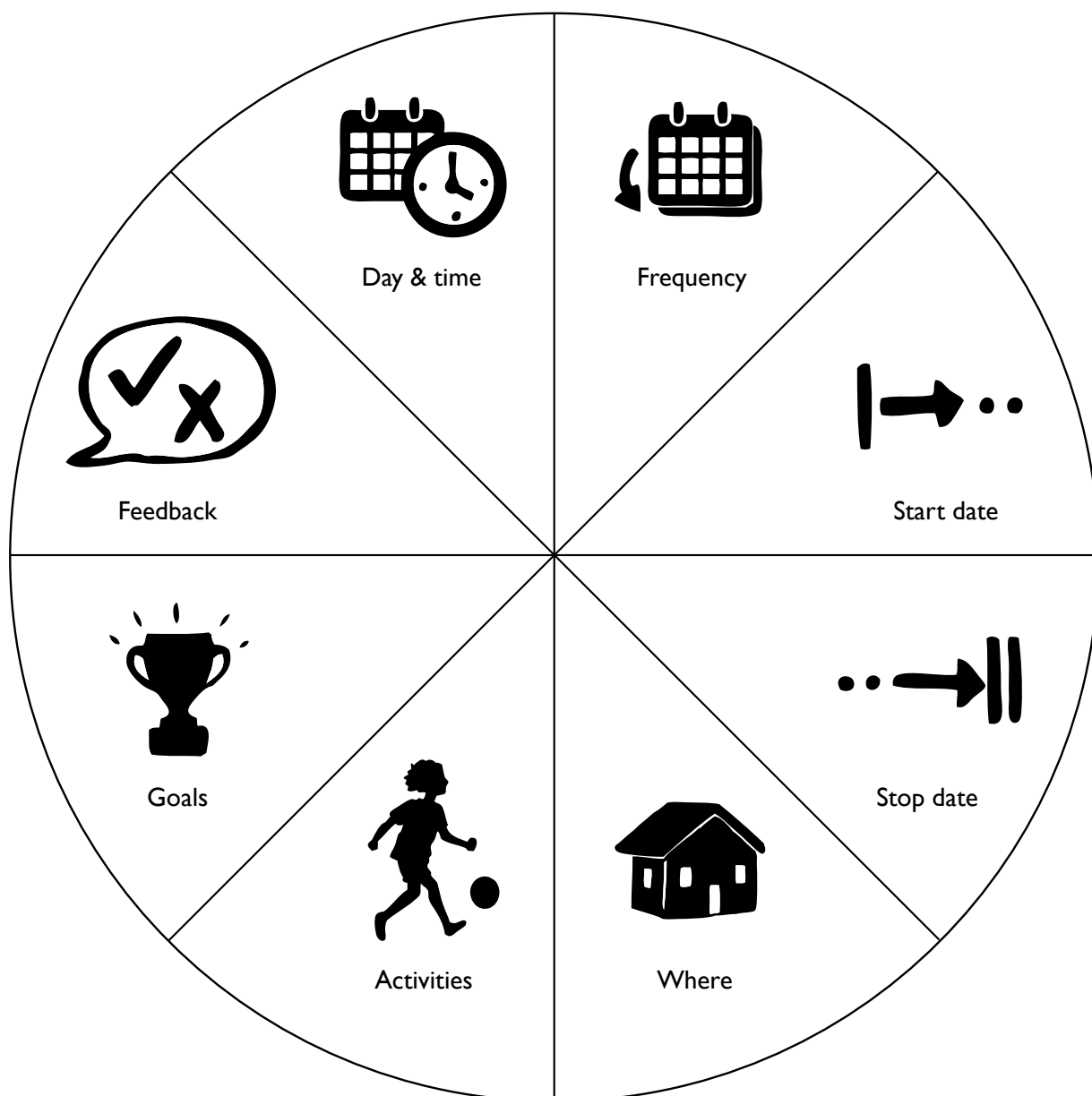
Activity sheet (xii) - Mentor-mentee boundary scenarios

1	Your mentee suggests you have an alcoholic drink together	9	Your mentee asks if you will watch her baby for a bit whilst she goes out
2	Your mentee asks if you will visit her new school with her for support	10	Your mentee wants to smoke a cigarette with you
3	Your mentee wants you to visit her boyfriend together	11	Your mentee wants to meet in the market next time
4	Your mentee is late so you leave	12	Your mentee asks for help with her homework
5	Your mentee wants to see you more often	13	Your mentee wants you to also mentor her friend
6	Your mentee wants to buy you a (non-alcoholic) drink to say thank you	14	Your mentee asks you to go to the doctor with her
7	Your mentee wants to borrow some money	15	Your mentee wants to borrow your new shoes
8	Your mentee tells you she is pregnant but tells you not to tell anyone	16	Your mentee tells you her teacher touched her where she did not feel comfortable, but tells you not to tell anyone

Some responses to activity sheet (xii) - Mentor-mentee boundary scenarios

- *Scenarios 1, 5, 7, 9, 10, 15* – no. Think about what the consequences might be. What could be other positive alternatives?
- *Scenarios 2, 6, 11, 12, 14* – maybe. Consider why, when, whether anyone else should accompany you
- *Scenario 3* – probably not – is it safe? Consider going with a member of staff
- *Scenario 4* – how late? What can you do to stop it happening again?
- *Scenarios 5 and 13* – no. Why? What might be other positive alternatives? What additional support can be accessed?
- *Scenario 8* – why not? How can you support her to tell someone?
- *Scenario 16* – this is a child protection concern and must be reported to a member of staff immediately.

Activity sheet (xiii) – Building a mentor-mentee agreement



Activity sheet (xiv) – Mentor-mentee agreement

Mentor and mentee agreement

This agreement sets out the understanding of *[insert name of organisation]*, the mentor *[insert mentor's name]* and the mentee *[insert mentee's name]* in relation to their participation in the mentoring programme.

Background:

[Insert information on the aims of the peer mentoring programme].

[Insert information on what the mentee hopes to achieve through the mentoring].

[Insert information on what the mentor hopes to achieve through the mentoring].

Mentoring guidelines:

The mentor and mentee agree to meet *[insert time, day and frequency of meetings]* from *[insert start date]* until *[insert end date]*.

Meetings will take place at *[insert location]*. Activities and other locations will be agreed by the mentor, mentee and organisation prior to taking place.

Everything discussed between the mentor and mentee is kept confidential between the mentor, mentee and designated member of staff *[insert member of staff's name]*, unless the mentor, mentee or member of staff is concerned about someone's safety.

The mentor will receive regular support from *[insert member of staff's name]* every *[insert frequency]*. The mentee will speak to *[insert member of staff's name]* if she has any concerns about the mentor-mentee relationship.

The mentor and mentee will give feedback on the mentoring programme to *[insert member of staff's name]* during and after the mentoring relationship to help everyone learn about the effectiveness of the programme and identify areas for improvement.

This project is voluntary and the mentor and mentee are free to withdraw at any time. If the mentor or mentee chooses to end the relationship, the organisation must be informed.

Mentee signature _____

Mentor signature _____

Staff member signature _____

Date _____

Unit 10: Supporting boys and girls to build positive friendships and relationships with each other

Facilitators: make sure you have read the guidance for facilitators (page 15) and guiding principles for sections 1, 2 and 3 before starting any activity.

Introduction

Gender stereotypes can be culturally ingrained and dictate attitudes, communication and interactions between girls and boys. Survival mechanisms on the streets magnify stereotypes, including boys' views of girls as sexually available. Girls who are lesbian, trans-gender or questioning their sexuality may face additional discrimination and violence from their peers because they do not conform to traditional gender stereotypes.

Your organisation might choose to work with boys (girls' friends and boyfriends) to:

- Gain access to girls
- Obtain boys' permission for girls to participate in programmes
- Enable boys to understand and challenge gender stereotypes.

To gain access and permission, it is important to build trusting relationships with boys in the locations where they spend time, inform them about a programme's aims and ensure they don't feel threatened by it.

Tool 31 supports boys to understand and challenge gender stereotypes. Tools from *section 2, unit 1 – supporting girls to know and implement their rights (page 76)* can be adapted to develop this work. *Tools 32 and 33* help boys to get to know their friends and girlfriends better through active listening, trust building and respect. *Section 2, unit 2 – supporting girls to build positive relationships* can be adapted to build on this.

Any programme that works with boys and girls in the same space must consider all participants' physical and emotional well-being and the unequal balance of power that might exist in their relationships. Activities need to enable everyone to participate equally, feeling safe and comfortable doing so. Think about what information might be shared between boys and girls and whether it is safe and beneficial to share. Before any activity takes place, your organisation needs to create safe spaces – *section 1, unit 4 (page 52)* helps with this.

The cost of not working with boys is that programmes continue to come up against barriers that prevent girls' participation and empowerment. Without boys' support, girls who decide to reduce their street-connections may find it harder to resist peer pressure to return to the streets. Work with boys should be seen as a long-term part of your programming for girls.

Tool 31

Describing boys and girls (*activity for boys*)



Aim: To support boys to understand and challenge gender stereotypes



Recommended group size: 2 to 10 **boys**



Materials: pens and paper; large pieces of paper; *activity sheet (xv) – How I see girls and boys (page 179)*; answers from section 2, unit 1, tools 1 and 2 (*page 78 and 80*) (*optional*)



Time: 45 minutes

Process

- Boys get into pairs
- Give each pair *activity sheet (xv) – How I see girls and boys* **or** pen and paper and ask boys to draw a female stick figure
- Ask participants to write or draw around the figure describing how they see girls
- Repeat the activity with the male stick figure, writing or drawing to describe how they see boys
- Participants get into 1 big group. Take it in turns to call out words associated with girls and boys
- Discuss as a group:
 - » Which words describe both boys and girls?
 - » Do you think the descriptions are positive or negative? Why?
- If girls have participated in *unit 1, tools 1 and 2* and it is safe to do so, share some of their views on gender with participants (*optional*). Discuss:
 - » Are you surprised by any of the girls' views?

Key learning points

- There are some differences between boys and girls (*for example, some boys can be physically stronger than girls*). However, everyone is different; it is important not to stereotype boys or girls
- Stereotypes can be ingrained in social values and culture. They include public roles such as the jobs we have or how we dress, and roles in the home, such as who cooks or goes to secondary school. Challenging them can be difficult, but not impossible, but be careful about how you do so and get support from the organisation
- Stereotypes can be a barrier to how we think and act. They can limit our beliefs in what we want to achieve
- Stereotypes can be used as excuses for harmful behaviour, including violence in the home, child marriage and FGM. Behaviour which harms you or others is **NEVER** acceptable. If you or someone else you know is experiencing or at risk of being harmed, talk to a member of staff in the organisation
- Separate programmes for boys and girls give everyone space to talk about gender-specific topics that we might not feel comfortable discussing together.

Facilitator's notes:

- Support participants to re-look at 'negative' descriptions from a different perspective (*for example, "girls cry a lot" can be reframed as "girls communicate their feelings"*)
- Ask participants to give reasons for their answers (*for example, "why do you think girls are better at cooking? Can boys be good cooks?"*).

Tool 32

Getting to know you (*activity for girls and boys*)



Aim: To help friends, boyfriends and girlfriends get to know each other better



Materials: Pen and paper



Recommended group size:
2 to 10 **boys and girls**



Time: 30 minutes

Process

- Participants get into pairs. If 2 participants are in a relationship together, they should be in the same pair. Each pair sits back-to-back
- Give each participant a piece of paper and pen
- Read out the first question below. Ask each pair to write or draw the answer
- After each question, each participant tells their partner what they think the answer is. The partner says if the answer is correct or not
- Repeat the activity until all the questions are completed
- Questions:
 - » What is your partner's favourite colour?
 - » What is your partner's favourite food?
 - » What is your partner's worst food?
 - » When is your partner's birthday?
 - » What is your partner's favourite animal?
 - » What is your partner's favourite sport?
 - » Who is your partner's favourite celebrity?

- » What does your partner want to be or do in the future?
- » Who is your partner's favourite singer?
- » What does your partner most enjoy doing in their spare time?

Key learning points

- Communication with each other is important. Try to listen to each other
- This is a fun way to get to know each other better: it is ok if you don't know all the answers
- If you would like support to develop communication with someone, ask the organisation for support.

Facilitator's notes:

- Only do the activity with boys and girls together if you know all participants and that it is safe to do so: it is important that girls do not fear or face negative repercussions as a result of the exercise
- With same sex relationships, it is equally important to know all participants and ensure the activity will not result in negative repercussions.

Tool 33

Supporting each other



Aim: To help friends, boyfriends and girlfriends support each other through communication, time and patience



Materials: Blindfolds (or strips of material that can be used as blindfolds), pre-cut out shapes from *activity sheet (xvi) – Supporting each other (page 180)*, pens and glue



Recommended group size:
2 to 10 **boys and girls**



Time: 30 minutes

Process

- Participants get into pairs. 1 person in each pair is blindfolded. Each pair is given paper, pens and glue
- Tell the group that the non-blindfolded participants will be shown an object. They are not allowed to tell their partner what the object is
- Next, show the non-blindfolded participants a pre-prepared, decorated box from *activity sheet (xvi) – Supporting each other*. Tell the group they will be instructing their partner to make the object without telling them what the object is. They can **ONLY** give verbal instructions (for example, “reach forward; pick up the piece of paper. Pick up the pen on your left”). Tell the group the pair with the box that looks most similar to the original in the quickest time will win
- Give each pair *activity sheet (xvi) – Supporting each other (the facilitator cuts the shape out beforehand)*. Pairs make the boxes
- Next, the non-blindfolded participant is blindfolded. The pair is instructed to perform *tool 6 – building trust (section 2, unit 2, page 92)*
- Participants sit in a circle. Discuss:
 - » Why is supporting each other important?
 - » Why can it sometimes be difficult?
 - » How can we make it easier?

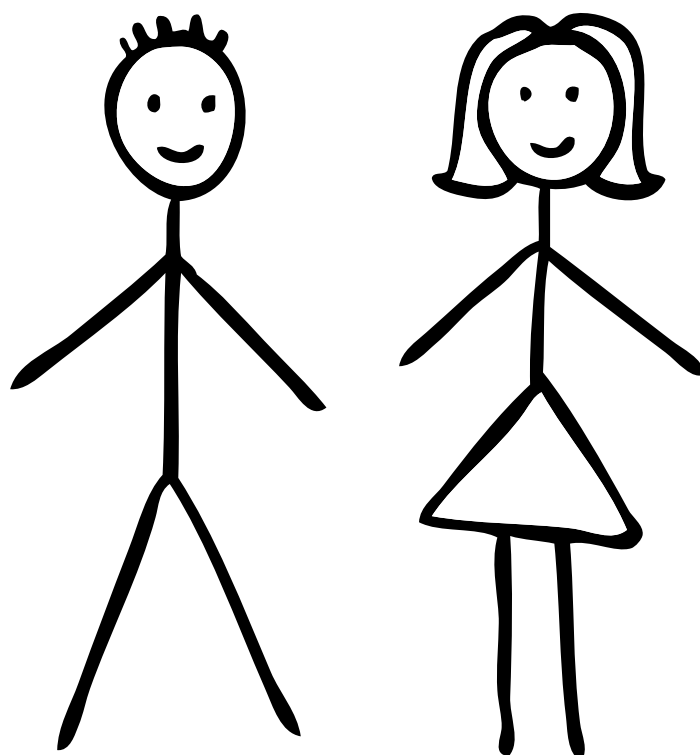
Key learning points

- Being able to support each other requires good communication, time and patience
- If you would like help to develop communication with someone, ask the organisation for support.

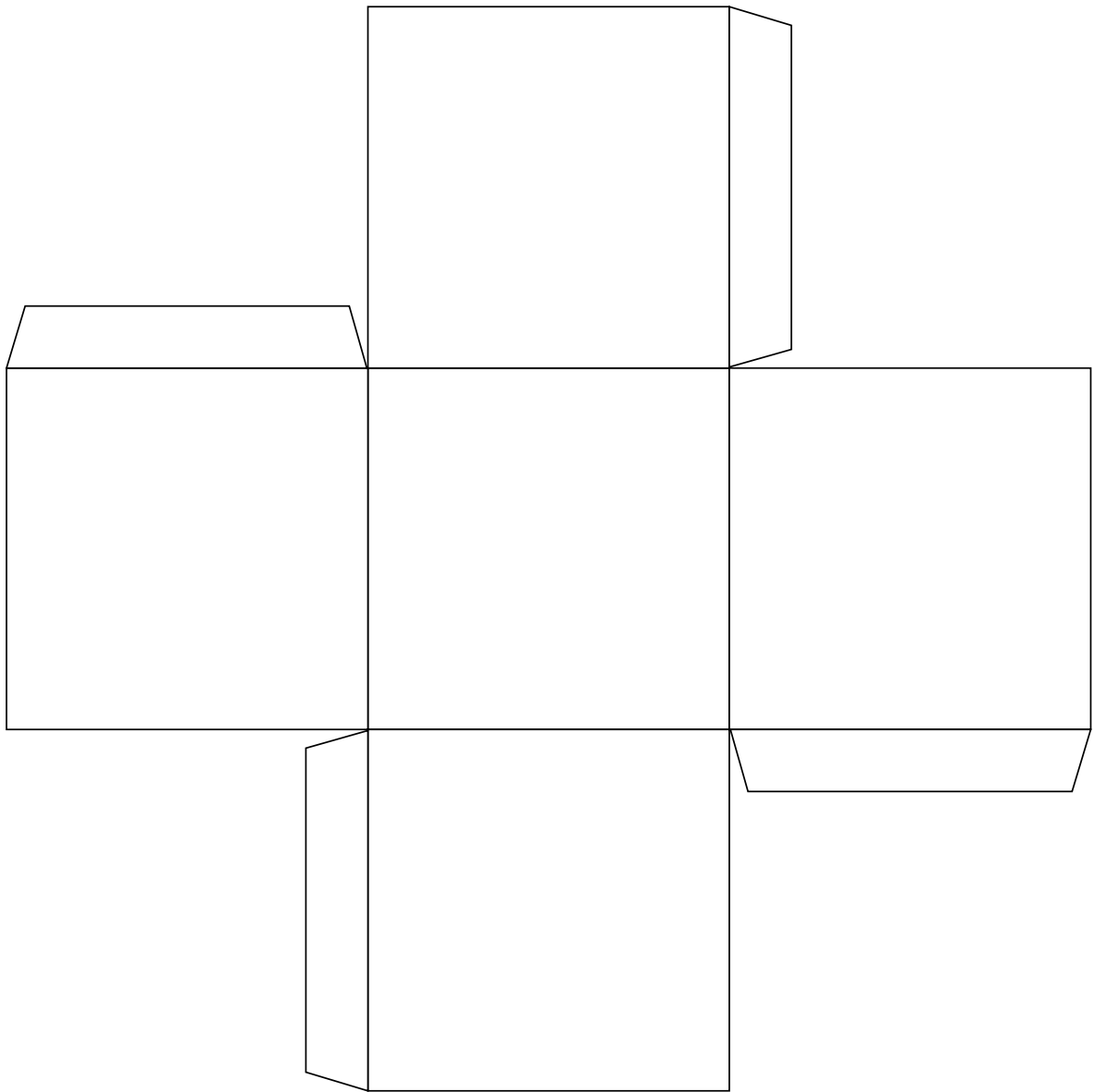
Facilitator's notes:

- Only do the activity if you know all participants and that it is safe to do so: it is important that girls do not fear or face negative repercussions as a result of the activity
- Make sure there is no criticism from either partner in the pairs. Remind participants the activity requires good communication, time and patience
- Prepare a box with a simple design on it, such as different coloured circles, or different shapes
- If you want to make the activity a bit more challenging, you can add pieces of material onto the box and give each pair additional material they don't need (*for example, different colours and textures*).

Activity sheet (xv) – How I see girls and boys



Activity sheet (xvi) – Supporting each other



Section 2: Summary

Section 2 provided information, ideas and tools for supporting adolescent girls with some of the key issues they face. Organisations can select the units that are relevant to their programmatic work. Section 2 covered:

- Supporting girls to know and implement their rights (*unit 1, page 76*)
- Supporting girls to build positive relationships (*unit 2, page 88*)
- Supporting girls' emotional well-being (*unit 3, page 102*)
- Supporting girls' physical health (*unit 4, page 114*)
- Supporting girls who use substances (*drugs and/or alcohol*) (*unit 5, page 122*)
- Supporting girls involved in or considering sex work (*unit 6, page 131*)
- Supporting pregnant girls and young mothers (*unit 7, page 138*)
- Education, training and income generation (*unit 8, page 150*)
- Peer mentoring (*unit 9, page 159*)
- Supporting boys and girls to build positive friendships and relationships with each other (*unit 10, page 172*).

Section 2 supported girls to develop the following skills:

- Their understanding of the impact of gender stereotyping (*unit 1, tools 1 and 2*) and their rights as outlined in the UNCRC (*unit 1, tool 3*)
- How they can stay safe on the street (*unit 1, tool 4*)
- Building positive relationships (*unit 2, tool 5*) including trust (*tool 6*), respect (*tool 7*), listening skills (*tool 8*) and setting boundaries (*tool 9*)
- Developing self-esteem (*unit 3, tool 10*), understanding emotional well-being (*tool 11*), coping with negative feelings and challenging unhelpful thoughts (*tools 12 and 13*)
- How to stay healthy (*unit 4, tool 14*) and information on STIs (*tool 15*)
- Understanding more about substance use (drugs and alcohol) and their effects (*unit 5, tools 16, 17 and 18*)
- The risks and benefits of sex work (*unit 6, tools 19 and 20*), how to communicate them to other girls and discuss alternatives (*tool 21*)
- Building knowledge about pregnancy and motherhood (*unit 7, tools 22, 23 and 24*)
- Developing short-term and long-term goals (*unit 8, tool 25*), how to reach them (*tool 26*), barriers that stop girls from reaching their goals and how education, training and income generation can help to achieve them (*tool 27*)
- How to be supportive peer mentors (*unit 9, tool 28*) and set boundaries (*tool 29*); developing a mentor-mentee agreement with the support of your organisation (*tool 30*)
- Strengthen communication, active listening and respect between boys and girls (*unit 10, tools 32 and 33*).

Section 2 also supports boys to:

- Understand and challenge gender stereotypes (*unit 10, tool 31*).

Section 3

Working with adolescent street-connected girls:
monitoring and evaluating programmes for
adolescent street-connected girls

Guiding principles: Monitoring and evaluating programmes for adolescent street-connected girls

- 1.** Involve adolescent street-connected girls in monitoring and evaluating the services they receive, using participatory approaches
- 2.** Regularly plan what your organisation will monitor and evaluate, how you will do it, who will participate, what the timeframe is and how you will communicate results
- 3.** Collect qualitative and quantitative data where possible
- 4.** Include the cost of regular participatory planning, monitoring and evaluation in your budgets
- 5.** Monitor and evaluate to develop your programmes so that they effectively support adolescent street-connected girls. It should not just be a donor requirement.

Section 3: Aims and objectives

Section 3 addresses the importance of monitoring and evaluating your programmes for adolescent girls with girls. It provides information and ideas for collecting both qualitative (feedback) and quantitative (statistical) data.

Section 3 supports your organisation to:

- Decide what to monitor and evaluate (*tool 1*)
- Collect quantitative data (*tools 2 and 6*)
- Collect qualitative data (*tools 3, 4, 5 and 6*).

Introduction

Adolescent street-connected girls often require holistic support. Programmes which are designed to meet their needs can be challenging to monitor and evaluate because it is not easy to capture the range of support or understand and communicate what significance it has in girls' lives. Traditional monitoring and evaluation can leave organisations feeling that the information gathered does not accurately show how girls have developed through participation in a programme.

This section is to support organisations to regularly monitor and evaluate programmes for girls *with* girls (participatory evaluation). Girls who participate are best positioned to explore and speak first-hand about a programme's impacts and outcomes. Doing so safely can help your organisation empower girls and develop their life skills.

Why monitor and evaluate?

Monitoring and evaluation (often referred to as 'M&E') should always be seen as an essential tool to help organisations learn and develop, not just a donor requirement. It supports organisations to:

- Learn what girls think about a programme
- Capture changes in girls' well-being
- Become more accountable to girls
- Develop a more effective programme based on girls' and staff feedback.

Organisations should aim to collect both qualitative and quantitative data. Qualitative data tells your organisation how a programme has impacted on participants. Quantitative data collects statistics – how many girls participated, how many completed the programme, what percentage reported changes.

Objectives (what a programme aims to achieve) should be set at the start of a programme and measured during and after it. Objectives should be SMART: specific, measurable, achievable, relevant and time-bound (*for example, after 3 months 10% of girls in the programme will have enrolled in a training programme*).

Why use participatory monitoring and evaluation?

Participatory monitoring and evaluation puts girls at the centre of the process, involving them in the design, implementation, assessment and communication. It can be challenging for girls because it asks them to look at what they think progress is, which not everyone will agree on.

The tools in section 3 help your organisation to develop participatory monitoring and evaluation of girl-focused programmes to:

- Understand the complexity of their realities
- Capture changes in girls' lives
- Assess and increase girls' participation
- Support girls to develop monitoring and evaluation skills including action and reflection
- Improve the quality of your girl-focused programmes
- Showcase your work with girls.

Staff can use participatory monitoring and evaluation to regularly (*for example, weekly*) record their observations about the programme and participants, noting both anticipated and unexpected changes. This can feed into programme reporting and planning any developments. *See the appendices for further information and resources on participatory monitoring and evaluation (page 208).*

Remember that monitoring and evaluation processes can be simple and easy to use – the most important thing is to ensure the monitoring continues for the duration of the project **and** beyond – if the process is too complex, staff and girls may end up not using it.

Should we use an external monitoring and evaluation consultant?

Monitoring and evaluation conducted by someone external to your organisation can provide a neutral view and observe strengths and improvements that staff can take for granted. However, they will not have the extent of organisational or programmatic knowledge that staff have and depending on his or her attitude, it can be a disempowering process for girls and staff. It is important to:

- Carefully select who monitors and evaluates
- Agree what programme(s) will be evaluated, who will be part of the process and a timeline
- If using an external consultant, provide clear information on your organisation and programmes
- Agree terms of reference that include how girls will be central to the process.

Tool 1 supports your organisation to agree what to monitor and evaluate, how and when. *Tool 2* collects quantitative data; *tools 3, 4 and 5* gather qualitative data and *tool 6* helps with both.

Further information on tool 4

Tool 4 uses Participatory Video (PV) to involve girls in creating and filming or performing their own role plays about a programme and its impact on their lives. Making a video is easy and a great way to explore issues, voice concerns, evaluate changes that have taken place or simply be creative and tell stories. This process can be very empowering, enabling girls to explore solutions to the challenges they face and communicate their needs and ideas to the organisation. If your organisation doesn't have access to a video camera, you can perform the plays instead.

CASE STUDY:

"We monitored and evaluated two programmes for adolescent girls using PV – one in Uganda and one in Mexico. It enabled girls to assess and evaluate the programmes they were part of. A fifteen year old participant in Uganda said "It was the first time I had a chance to share. Next time I will have new stuff to share: my story changed after people asked me questions and I got new realisations about myself."

Insightshare - Uganda and Mexico

Screening the films or performing the plays to the rest of the group provides girls with an opportunity to feed back on whether they feel the films/plays accurately portray their views. They can discuss and agree to change parts which they feel are inaccurate. It also enables a discussion on evaluating the information and interpreting results. Once the final versions of the plays have been agreed, girls may choose to show them to staff, volunteers and trustees to help communicate how they feel about the organisation and its programmes.

PV can also help raise awareness in communities and with local government. You can discuss with girls whether they would like the plays shown outside of the organisation if it is safe to do so. This can only be done with informed consent provided by all participants. Even if plays are not shown outside of the organisation, you can work with girls to find safe, effective ways to communicate their views.

CASE STUDY:

"This is the type of information we hear about but are never certain it is happening. Now we see it on video, we have to deal with these issues."

Regional government representative - Uganda

Tool 1

What do we want to monitor and evaluate?



Aim: To understand and use a performance measurement framework (PMF) to decide what your organisation wants to monitor and evaluate



Who should participate? Project staff; girls who will participate in the programme



Recommended group size: 1 to 3 staff; 3 to 9 girls



Materials: Activity sheet (i) – PMF matrix (page 199); large pieces of paper and pens; information on participants (see *facilitator's notes* if your organisation does not have this)



Time: 3 to 4 hours

Process

- Participants get into groups (3 per group)
- Give each group *activity sheet (i) – PMF matrix (page 199)*
- In groups, discuss and agree the top 5 changes that you want the programme to achieve (*outcomes*) (*for example, girls are healthier*)
- Put your outcomes into the PMF matrix *outcomes* boxes
- Next, discuss how you will measure if these changes take place (*indicators*) (*for example, x number of girls eat at least 1 healthy meal every day; x number of girls wash their hands before eating*)
- Put your indicators into the *Indicators of Achievement* column
- Fill in the *baseline* column with information you have at the start of the programme (*for example, x number of girls were not eating 3 meals a day; x number of girls were not washing their hands before eating*)
- Think about how you will collect the information (*for example, surveys with staff and girls; informal interviews*). Fill in the *data collection tools and methods* column

- Discuss how often you think the information should be collected and put this in the *frequency* column (for example, weekly or quarterly)
- Lastly, decide who will collect the information and put this in the *person responsible* column
- Get into 1 group. Compare and discuss each others' PMF matrices
- Draw a PMF matrix on a large piece of paper. Try to agree on a completed matrix together.

Key learning points

- A PMF matrix is a simple way to decide what to monitor and evaluate before the start of a programme
- It enables your organisation to collect regular feedback during and after the programme
- If a programme is already running, you can still use a PMF matrix
- Remember there is no such thing as a perfect PMF. Make it a 'living' document that you continue to develop
- The *timeline* column enables your organisation to input data as you collect it.

Facilitator's notes:

- This activity is best done before the start of a programme. However, it can also be done when a programme has started
- If your organisation has not yet gathered baseline information, support girls who are participating in designing the PMF matrix to lead on discussing, agreeing and gathering the information prior to the activity
- It can be helpful for developing funding applications so that you can include realistic target outcomes you hope the programme will achieve
- By the end of the activity try to be clear on what you want to measure, when and how
- If you cannot include everyone you want to in the design of the PMF, share it afterwards and get their input.

Tool 2

Monitoring the development of girls' life skills (quantitative data)



Aim: To monitor what life skills girls are developing as a result of a programme. This activity collects quantitative (statistical) feedback.



Who should participate? Girls who are participating in the programme



Recommended group size: 3 to 10 girls



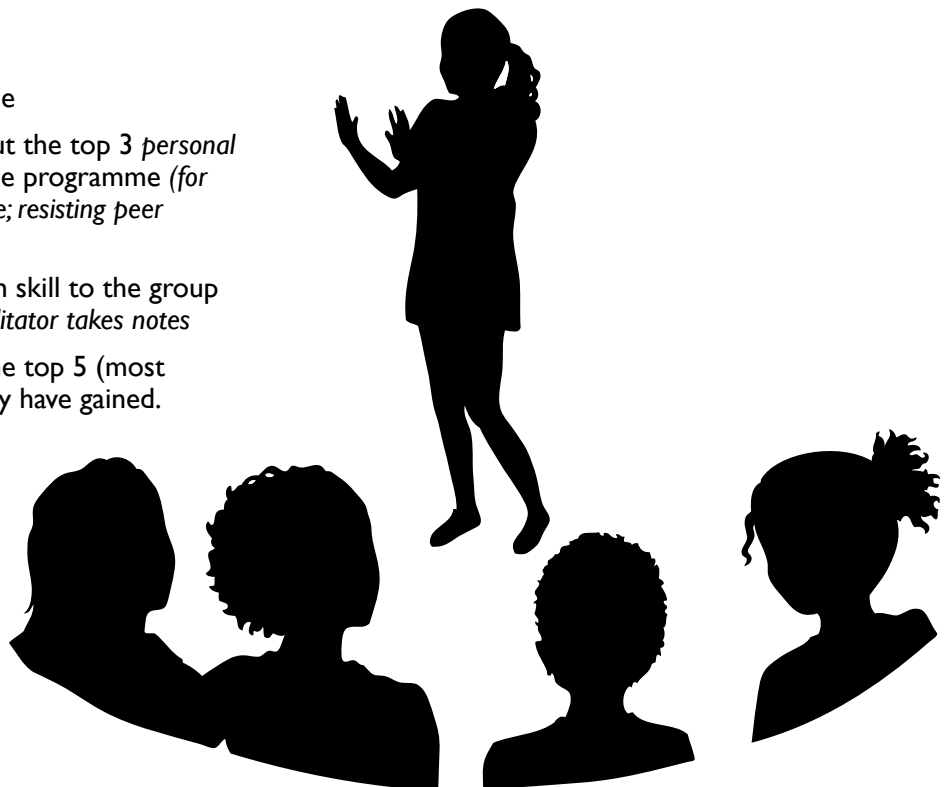
Materials: Activity sheet (ii) – Monitoring our learning (page 200); pens



Time: 1 to 1 ½ hours

Step 1: process

- Participants get into a circle
- Ask each girl to think about the top 3 *personal* skills she is gaining from the programme (for example, *listening; confidence; resisting peer pressure*)
- Ask each girl to mime each skill to the group for them to guess. *The facilitator takes notes*
- The facilitator highlights the top 5 (most chosen) skills girls said they have gained.



Step 2: process

- Give each girl a copy of *activity sheet (ii) – Monitoring our learning*
- Ask participants to write or draw a picture of each of the 5 skills picked by the group in each of the boxes
- Next, each participant circles the face she thinks best represents her level of skill before the start of the programme and her level of skill now
- Ask girls to write or draw any additional life skills they feel they have gained from the programme on the same piece of paper. *The facilitator collects these at the end of step 2. Let girls know that their activity sheets will be kept safely.*

Key learning points

- Programmes can support you to develop a wide range of life skills (*for example, confidence and active listening*)
- Monitoring the programmes you are involved in gives you the opportunity to say what is helpful, not helpful and what changes you would like to see (*note that not all suggested changes can be made but the organisation will discuss with you which can or cannot be and why*)
- You will be able to re-visit your activity sheet to see if you have developed your skills and/or built new ones.

Facilitator's notes:

- If girls are stuck for ideas about their own personal skills, ask girls to give each other ideas
- Either drawing or writing can be used on *activity sheet (ii) – monitoring our learning*
- This is a useful tool to use at the start, middle and end of a programme because it enables you to collect information on whether girls' skills develop over time. It also helps girls to see how they are building life skills
- Once a programme is completed, the activity sheets can be used to evaluate its' impact (keeping all girls' responses anonymous).

Tool 3

Monitoring the development of girls' life skills (qualitative data)



Aim: To monitor how much girls are developing their life skills as a result of a programme. This activity collects qualitative feedback



Who should participate? Girls who have participated in the programme for at least 2 months



Recommended group size: 3 to 10 girls



Materials: Activity sheet (iii) – *Your friend tells you* (page 201); pens and paper



Time: 1 ½ to 2 hours

Process

- Girls get into pairs
- Explain that each girl should respond to the scenario however she sees appropriate. There will be an opportunity to show the rest of the group and give feedback to help each other develop our life skills
- Provide each pair with 1 scenario from *activity sheet (iii) – Your friend tells you* to role play with her partner
- Girls swap roles
- Participants get into 1 big group. 1 pair acts out their scenario to the rest of the group (they can choose which role they want to take). Give them 3 minutes; encourage everyone to clap after their performance
- After the scenario, as a group discuss:
 - » What responses did you think were good?
 - » What might you do differently?
- Repeat until all pairs who want to have acted out their role play.

Key learning points

- Learning what we do well and what we can improve on helps us to develop: it is not criticism
- Programmes can support you to develop a wide range of life skills
- Monitoring the programmes you are involved in gives you the opportunity to say what is helpful, not helpful and what changes you would like to see *(note that not all suggested changes can be made but the organisation will discuss with you which can and cannot be and why).*

Facilitator's notes:

- Girls can feel criticised by feedback from other participants. Before the activity, explain that feedback is to help each of us learn; it is not criticism
- Monitor girls' responses to each other and support them to re-phrase feedback that might be viewed as critical *(for example, "your listening skills were bad" can be re-worded to "your listening skills could be improved by letting the other person finish what they're saying before you speak")*
- Take notes on the life skills and learning that girls demonstrate in their role plays.

Tool 4

Using participatory video to monitor and evaluate (qualitative data)



Aim: To gather learning about girls' most significant changes that your programme makes to their lives (qualitative data)



Who should participate? Girls who are participating in the programme



Recommended group size: 2 to 10 girls



Materials: Video camera (*optional*); large pieces of paper and pens



Time: 1 to 3 hours

Step 1: process

- Girls get into a circle
- As a group discuss:
 - » What significant changes have you experienced because of the programme?" (For example, "I have learnt to cook healthy meals")
- Ask the group to select the top 3 of the most significant changes and discuss why they have picked those 3. *Encourage girls to think of examples*
- Girls get into 3 groups. Each group is given 1 of the 3 significant changes
- In groups discuss the top 3 reasons for the significant change being important
- Video the girls explaining why the significant change is important to them
- Next, ask girls to create a short play or tell a story to show why their significant change is important to them
- Video participants' plays or short stories. Each video should be no more than 5 minutes.

Step 2: process

- Girls watch each others' videos or plays. Discuss:
 - » Do you agree that the role plays reflect the changes you have made as a result of the programme?
 - » If not, how might you change the role plays?
- Girls get into the same groups as step 1. Discuss:
 - » Would you like to make any changes to your video or play?
- Participants get into 1 big group. Each group explains what changes (if any) they have made and why
- Discuss who else might benefit from seeing the videos or plays (*for example, trustees, other staff, friends, parents*)
- Agree who else the film will be shown to (*it is ok if the girls decide they don't want anyone else to see the videos or plays*).

Key learning points

- Girls can play a key role in monitoring, evaluating and developing programmes so they better meet their needs
- If there is anything anyone does not feel comfortable sharing on camera, she should let a member of staff or the facilitator know.

Facilitator's notes:

- Take notes of girls' ideas and observations throughout the activity – it will be useful for monitoring
- Screening the film with girls and staff can provide girls with a space to feed back on whether they feel the film accurately portrays their views
- Parts which girls review as inaccurate can be removed from the final films (if your organisation has the IT skills to do so). It also enables a discussion on evaluating the information and interpreting results
- Before discussing whether to show the videos or plays outside the organisation, understand the risks to girls and your organisation. If there are low risks, highlight these to girls so they can make an informed decision (do not suggest the videos or plays are shown outside the organisation if doing so poses a medium or high risk to girls)
- If girls and staff agree that it is safe and valuable to show videos or plays outside the organisation, agree who it is shared with, where and when with the girls. Obtain written consent from all participants. Record external audiences' responses to the videos or plays as part of your monitoring.

Tool 5

Impact drawings (qualitative data)



Aim: To monitor and evaluate the changes girls see they have made (qualitative data)



Who should participate? Girls who have participated in a programme for at least 2 months



Recommended group size: 2 to 15 girls



Materials: Pens and paper; recording equipment (*optional*)



Time: 1 hour

Step 1: process

- Girls sit or lie on the floor with their eyes closed (this can be done with relaxing music). Ask girls to think about their lives - happy and sad moments, and what has made them who they are today.

Step 2: process

- Ask girls to draw something within the programme that has changed their opinions about themselves and their situation
- Ask girls to present their drawings if they would like to. The presentations can be videoed or voice recorded if girls give their permission, otherwise a note taker should record feedback.

Key learning points


- Looking at past memories helps us to see if and how we have changed
- Being aware of changes helps us to develop and move in the direction we want to go in.

Facilitator's notes:

- *Step 1* can trigger distressing memories for girls; be aware of girls' responses and make sure they feel supported during and after the activity
- Some girls may not want to present their impact drawings to the group. If they prefer, their drawings can be presented on a 1-to-1 basis with a member of staff
- Recording the stories that go with each drawing allows the facilitator to use the impact drawings as monitoring and evaluation data to show what changes girls think they have made during a programme.


Tool 6

1-to-10 scale (qualitative and quantitative data)

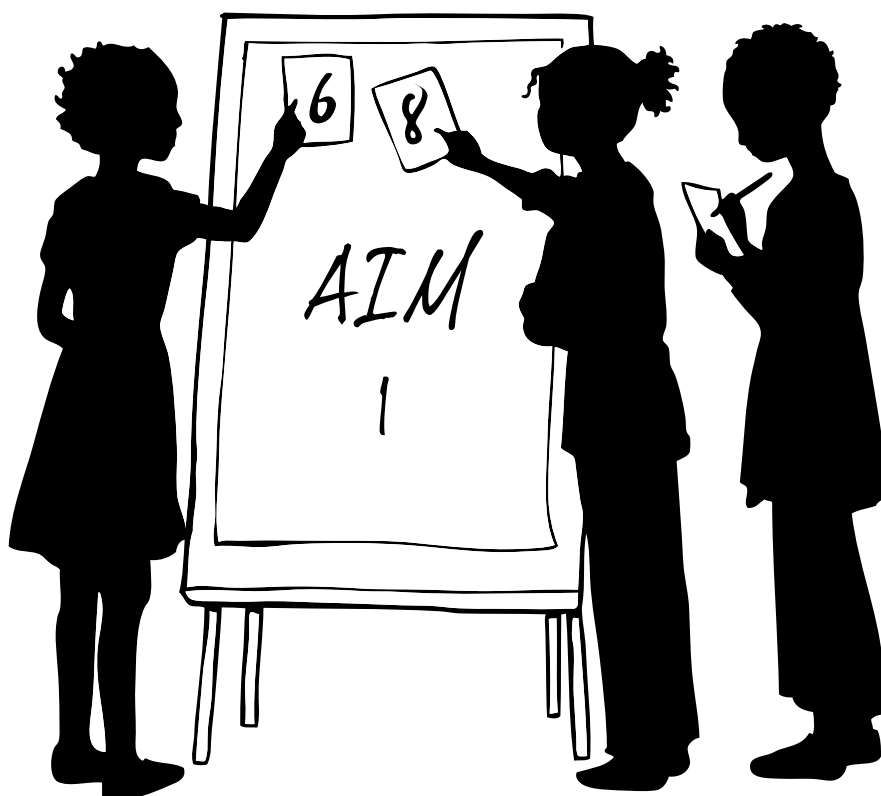
 **Aim:** To evaluate the effectiveness of a programme (quantitative and qualitative data)

 **Who should participate?** Girls who have participated in the programme for at least 2 months

 **Recommended group size:** 5 to 10 girls

 **Materials:** Pens, small and large pieces of paper, blu-tak or sticky tape, signs reading 'outcome 1' 'outcome 2', 'outcome 3', 'outcome 4' and 'outcome 5'; calculator

 **Time:** 30 minutes



Step 1: process

- Write each of the programme's main target outcome(s) on each of the 'outcome' signs. If you have completed a PMF matrix, you can use the target outcomes from there. (For example, 'outcome 1: girls enrol in training courses')
- Place the 'outcome' signs around the room
- Give each girl a pen and small pieces of paper
- Explain that '1' is 'strongly disagree' and '10' is 'strongly agree'
- Read out the first outcome. Ask girls to write a number between 1 and 10 on a small piece of paper depending on how strongly they agree or disagree with the statement (*they should not let anyone else see*)
- Ask girls to stick their numbers around the 'outcome 1' sign
- Repeat the process for the remaining outcomes.

Step 2: process (optional)

- Get into small groups (2 to 4 per group)
- Ask girls to calculate the average score for each aim by adding all the scores for an aim together and dividing the total by the number of participants (for example, $6 + 7 + 7 + 8 = 28$; $28 \div 4 = 7$ (the number of participants), so the average score for aim 1 is '7')
- Get into 1 big group. Check that every group has the same answers. Discuss:
 - » Do you think the scores accurately represent the programme?

Key learning points

- Being honest about a programme's strengths and weaknesses helps the organisation develop programmes that meet your needs and expectations
- Monitoring statistics (for example, 'the average programme rating was 7') is important but needs to be supported by qualitative feedback: (for example, '2 girls said the programme built their confidence').





















Facilitator's notes:

- Explain to girls before you start that the information will be used to monitor and develop programmes
- The aims should be written as positive statements
- If girls are unable to do step 2, the facilitator should work out the average score for each aim and write it clearly on each 'outcome' piece of paper. Girls can then discuss the question in step 2.

Activity sheet (i) – Performance Measurement Framework (PMF) matrix

	Indicators of achievement	Baseline	Data Collection Tools/ Methods	Frequency	Person responsible	Timeline			
						Q1	Q2	Q3	Q4
Outcome 1: Example: girls are physically healthier									
1	Example: 60% of girls eat 2 meals every day	25% eat 2 meals every day	Surveys, group feedback	Monthly	Project leader; girls	30%	45%	57%	62%
2	Example: 80% of girls wash their hands before eating	10% wash their hands before eating	Surveys, group feedback	Monthly	Project leader; girls	10%	12%	48%	65%
3	Example: 80% of girls go to a doctor when they are ill	30% go to the doctor when they are ill	Surveys, group feedback, staff feedback	Monthly	Project leader; girls	60%	62%	40%	66%
4									
5									
6									

Activity sheet (ii) – Monitoring our learning

Top 5 personal skills: (Write or draw them)	1.	2.	3.	4.	5.
	   	   	   	   	   

Activity sheet (iii) - Your friend tells you

- Your friend tells you she wants to be a mechanic when she's older but her teacher says it's a job for men (*monitoring programmes that support girls to know and realise their rights – unit 1*)
- Your friend tells you she thinks you don't listen to her (*monitoring programmes that build positive relationships – unit 2*)
- Your friend tells you she feels sad and doesn't know what to do about it (*monitoring programmes that support girls' emotional well-being – unit 3*)
- Your friend says she won't use condoms in case people think she has an STD (*monitoring programmes that support girls' physical health – unit 4*)
- Your friend tells you she took drugs yesterday and it made her feel happy; you should do it together soon (*monitoring programmes that support girls who are using, or at risk of using substances – unit 5*)
- Your friend tells you she thinks she wants to start or get back into sex work (*monitoring programmes that support girls in, or considering sex work – unit 6*)
- Your friend tells you she thinks she's pregnant (*monitoring programmes that support pregnant girls and young mothers – unit 7*)
- Your friend tells you she wants to drop out of school or training (*monitoring programmes that support education, training and income generation – unit 8*)
- Your mentee tells you she wants to do something positive with her life (*monitoring peer mentoring programmes – unit 9*)
- Your male friend, boyfriend or girlfriend says they want to be a better friend to you (*monitoring programmes that work with the boys – unit 10*).

Section 3: Summary

Section 3 outlined some participatory monitoring and evaluation ideas to use with adolescent street-connected girls for programmes that support them. It included the collection of both qualitative (feedback) and quantitative (statistical) data and supported your organisation to:

- Decide what to monitor and evaluate (*tool 1*)
- Collect quantitative data (*tools 2 and 6*)
- Collect qualitative data (*tools 3, 4, 5 and 6*).



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Some useful tools

The tools and information below support your organisation to develop thinking and practice. Some of them have been produced by CSC network members; others by known organisations. The information in these tools must be tailored to your own organisational, local and national settings. You can also visit CSC's Global Resource Centre for more tools and information on street-connected children: www.streetchildrenresources.org

Toolkit overview

Building facilitation skills:

The Facilitator's toolkit, NHS (2009) <http://www.knowledge.scot.nhs.uk/media/CLT/ResourceUploads/4030096/2010%20Facilitator%20Toolkit.pdf>

Section I

Unit 1: Organisational and staff perceptions of girls

Girl consultation research toolkit, Girl Effect (2013) http://www.girleffect.org/media/163619/8.10.2013_toolkit_for_design_hi.pdf

Working with girls, StreetInvest (2014)

(Note this is information on a module for staff wanting to develop their skills to work effectively with street-connected girls) http://www.streetinvest.org/control/uploads/files/1394451737~_Working_With_Girls_Page.pdf

Unit 2: Staff recruitment and training

Safer recruiting, The Safe Network (website)

(Note that registration is required to access template policies, procedures and forms. Information is based on UK legislation; ensure your organisation tailors information to local legislation) http://www.safenetwork.org.uk/help_and_advice/employing_the_right_people/Pages/Safer_Recruiting.aspx

Staff screening toolkit, Nonprofit Risk Management Centre (2004) <http://www.nationalserviceresources.org/files/r3300-staff-screening-tool-kit.pdf>

Example assessment form, Department for Education (2012)

(Note this is a UK form that can be adapted to make it locally relevant) <http://webarchive.nationalarchives.gov.uk/20130903161352/http://www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking/ca/a0068970/the-pre-caf-and-full-caf-forms>

Unit 3: Building positive relationships with girls

Healthy teen network (website)

http://www.healthyteennetwork.org/index.asp?Type=B_BASIC&SEC=%7B93D10D6F-011B-4718-AFF0-14836BE6098A%7D

Unit 4: Creating safe spaces for girls

A toolkit for child protection, Keeping Children Safe (2011)

<http://www.keepingchildrensafe.org.uk/toolkit>

Child protection toolkit, ChildHope (2005)

<http://www.childhope.org.uk/resources/learning-resources/>

Unit 5: Rekindling staff motivation

Motivating staff and volunteers, People in Aid (2007)

<http://www.peopleinaid.org/pool/files/pubs/motivating-staff-and-volunteers-working-in-ngos-in-the-south.pdf>

Unit 6: Programme planning and development

CBO Capacity Analysis, HIV/AIDS Alliance (2007) <http://www.aidsalliance.org/resources/328-cbo-capacity-analysis-toolkit>

Designing programmes for girls, Girl Effect (2012) <http://www.girleffect.org/explore/intelligent-design-starts-with-girls/deck-girl-centered-design/>

Family reintegration, Retrak (2013) [http://www.retrak.org/uploaded/Retrak%20Family%20Reintegration%20SOPs%20May%2013%20\(P\).pdf](http://www.retrak.org/uploaded/Retrak%20Family%20Reintegration%20SOPs%20May%2013%20(P).pdf)

Girl-Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs, Population Council (2010) <http://www.popcouncil.org/research/girl-centered-program-design-a-toolkit-to-develop-strengthen-and-expand-ado>

Learning on reintegration of street children who have experienced family violence, Juconi (2014) http://www.familyforeverychild.org/sites/default/files/Jan_2014_Webinar_reintegration_Juconi.pdf

Still on the streets, still short of rights, Plan International, CSC and GCPS (2011) http://plan-international.org/files/global/publications/protection/street_children_report_2011.pdf

Section 2

Unit 1: Supporting girls to know and implement their rights

A girl's right to say no to marriage, Plan International (2013) <http://plan-international.org/files/global/publications/campaigns/exec-sum-m-girls-right-to-say-no-marriage-english.pdf>

Article 15 project, Children's Environments Research Group (website) <http://crc15.org/kit/>

Because I am a girl, Plan International (website) <http://becauseiamagirl.ca/>

Convention on the Elimination of All Forms of Discrimination against Women (1979) <http://www.un.org/womenwatch/daw/cedaw/cedaw.htm>

Protection and promotion of the rights of children living and/or working on the streets, UN OHCHR (2012) <http://www.ohchr.org/Documents/Issues/Children/Study/OHCHRBrochureStreetChildren.pdf>

The Convention on the Rights of the Child child-friendly resources, UNICEF, (website) (available in different languages) http://www.unicef.org/rightsite/484_540.htm

UN Convention on the Rights of the Child in child-friendly language, UNICEF http://www.unicef.org/southafrica/SAF_resources_crcchildfriendly.pdf

Unit 2: Supporting girls to build positive relationships

Runaway and Homeless Youth and Relationship Violence Toolkit (2013) <http://www.nrcdv.org/rhydvtoolkit/building-services/screening-assessment.html>

Toolkit for Service Providers, Teen Talk (2012) <http://teentalk.ca/service-providers/tool-kit>

Unit 3: Supporting girls' emotional well-being

Information and support, MIND (website)

<http://www.mind.org.uk/information-support/>

Mental health in children and young people, RCN (2009) http://www.rcn.org.uk/_data/assets/pdf_file/0003/235299/003311.pdf

Unit 4: Supporting girls' physical health

Adolescent sexual and reproductive health, Save the Children and UNFPA (2009) http://www.unfpa.org/webdav/site/global/shared/documents/publications/2009/adol_toolkit_humanitarian.pdf

Sexuality and life-skills, HIV/AIDS Alliance (2008) <http://www.aidsalliance.org/resources/317-our-future-teaching-sexuality-and-lifeskills>

What is Female Genital Mutilation (FGM)? (website)

<http://www.forwarduk.org.uk/key-issues/fgm>

We are all in the same boat, HIV/AIDS Alliance (2010) <http://www.aidsalliance.org/resources/318-feel-think-act>

Unit 5: Supporting girls who use substances (drugs and/or alcohol)

Friendly, confidential drugs advice, FRANK (website)

<http://www.talktofrank.com/>

Reaching drug users, a toolkit for outreach workers HIV/AIDS Alliance (2013)

<http://www.aidsalliance.org/resources/314-reaching-drug-users-a-toolkit-for-outreach-workers>

Understanding substance use among street children, World Health Organisation (2000) http://www.unodc.org/pdf/youthnet/who_street_children_module3.PDF

Unit 6: Supporting girls involved in or considering sex work

Implementing comprehensive HIV/STI programmes with sex workers: practical approaches from collaborative interventions, World Health Organisation (2013) http://www.who.int/hiv/pub/sti/sex_worker_implementation/en/

Want to change the world? IPPF, (2011)

http://www.ippf.org/sites/default/files/web_young_people_as_advocates.pdf

Unit 7: supporting pregnant girls and young mothers

Introduction to attachment theory, Counselling Directory (website)

<http://www.counselling-directory.org.uk/counselloradvice9952.html> (attachment theory)

Positive relationships, Early Years Matters (website)

<http://earlyyearsmatters.co.uk/index.php/positive-relationships/>

Your pregnancy and baby guide, NHS (website)

<http://www.nhs.uk/conditions/pregnancy-and-baby/pages/pregnancy-and-baby-care.aspx?tabname=Pregnancy>

Unit 8: Education, training and income generation

Children's Development Khazana (website)

<http://www.butterflieschildrights.org/children-s-collectives.html>

Market Assessment Toolkit for Vocational Training Providers and Youth (2008) <http://www.ineesite.org/eietrainingmodule/cases/learningistheirfuture/pdf/MarketAssessment.pdf>

Unit 9: Peer mentoring

Mentoring and befriending for young homeless people, Shelter (2006)

http://england.shelter.org.uk/_data/assets/pdf_file/0012/40404/Mentoring_and_Befriending_for_Young_Homeless_People.pdf

What is mentoring and befriending? Mentoring and Befriending Foundation (2011)

<http://www.mandbf.org/wp-content/uploads/2011/03/What-is-mentoring-and-befriending-18.4.111.pdf>

Unit 10: Supporting boys and girls to build positive friendships and relationships with each other

Engaging Men and Boys in Gender Equality and Health, UNFPA (2010)

<http://www.unfpa.org/public/home/publications/pid/6815>

Expect respect, Women's Aid (2010)

<http://www.womensaid.org.uk/page.asp?section=00010001001400100004§ionTitle=Education+Toolkit>

Gender toolkit, CARE (2013)

<http://gendertoolkit.care.org/default.aspx>

Section 3

Monitoring and evaluation

A Rights-Based Approach to Participatory Video: toolkit, InsightShare (2010) <http://insightshare.org/resources/right-based-approach-to-pv-toolkit>

Designing for scale, Population Council (website)

<http://designingforscale.popcouncil.org/>

A PASSPORT to participatory planning, Aviva (2014)

<http://sharedlearning.streetchildrenresources.org/resources/a-passport-to-participatory-planning/>

What girls and staff say: a summary of interviews conducted with adolescent street-connected girls and the staff who support them

Informal interviews with street-connected girls and the staff who support them were conducted in eight countries in 2013 – Democratic Republic of Congo; Ecuador; Ghana; India; Kenya; Morocco; Sierra Leone; and Zambia. The organisations and/or their partners support girls with a range of street-connections, from those at risk of going onto the streets to those living and/or working on the streets. The interviews and organisational learning shaped and guided the development of the toolkit.

Girls cited some of the key **reasons for going onto the streets** as poverty; child abuse in the home; a limiting home environment; witchcraft accusations; being ostracised by a step parent; child labour; and being blamed for something they may or may not have done.

Girls and staff both highlighted a range of key **challenges once on the streets**:

- **Gender-based discrimination and stigmatisation** by society and street boys, leaving girls feeling 'voiceless'. They felt more hidden from society than boys, finding shelter or working in brothels. Girls involved in sex work felt particularly stigmatised but recognised the financial benefits as being higher than other work
- **Physical, sexual, emotional, psychological and gender-based violence** and harassment from society, police and street boys. Girls highlighted their comparative lack of physical strength and limited ability to negotiate compared to boys, which boys use to intimidate and/or hurt girls, including in relationships. Girls recognised their dependency on boys to provide them with basic needs and other benefits, such as clothing, make-up and/or substances. Staff discussed concerns around the risk of harm to girls who are new to the street, lacking survival skills, and to girls when travelling to or from a project
- **Harmful traditional and/or social practices** were raised, including trafficking, child marriage and organ selling
- **Physical and/or emotional ill-health** - STIs (including HIV), depression, anxiety, self-harm, a lack of motivation or ability to focus and/or a lack of self-esteem. Substance misuse was raised as a coping strategy as well as a result of peer pressure
- **Pregnancy and/or young motherhood**, including unwanted pregnancies
- **Limited access to information, support and opportunities** including healthcare, education, training, work and/or funding. Staff also highlighted how gender can play a role in preventing girls' access to the same opportunities that boys have
- **A lack of choices** including an inability to return home and the need to work to survive.

Challenges for girls when they are supported by organisations include the risk of **violence in centres and shelters** that lack safe spaces, sometimes exacerbated by overcrowding. Theft was also flagged up as an issue. Girls said they find **negative or judgemental perceptions from staff** challenging, as well as staff who are overly protective and limit them. They find it particularly difficult to deal with **organisations that promise to support them but do not deliver** on that support.

Challenges for staff when they are supporting girls include **high drop-out rates** where girls are accustomed to street life and see its positive aspects. Girls can also be suspicious of organisations and want immediate solutions, which the organisation may not be able to deliver. Trying to work with girls on the streets can make discussions difficult, especially sensitive conversations. Staff raised the **lack of cross-organisational policies, procedures and practices** that help keep girls safe from harm and promote collaborative working, as well as a **lack of street-child focused laws and policies** and their implementation, such as keeping mother and child together.

Forced reintegration was highlighted as a risk to girls, which sometimes governments and/or donors put pressure on organisations to implement, leaving girls at risk of harm and/or increasing the likelihood of them returning to the streets. Staff emphasised the high **financial cost** of working with girls, especially those with children of their own.

Good practices

Staff outlined three key phases of support: the first days or week that contact is made; short-term engagement; and long-term support. Reintegration was highlighted as a potential benefit if it prioritises the safety and well-being of the child, works with the whole family and includes on-going follow-up.

Staff and girls emphasised the importance of **building organisational capacity** to work with adolescent street-connected girls. This includes listening to girls' perspectives, creating girl-only safe spaces, developing recruitment processes, mapping staff skills, increasing staff knowledge and motivation, having specialised counsellors or therapists on the team or easily available and developing strong inter-organisational working relationships.

Organisations found it useful to gather information about girls' backgrounds, challenges and goals and to find out what other organisations a girl has worked with. Individual and group assessments, work plans, routines and rotas were reported as being helpful as well as a routine of informing other members of staff about girls' needs and progress to promote joined-up working. Staff said that pocket money for basic essentials such as toiletries is also a useful way to build trust and responsibility. They noted that there are certain points such as pregnancy when a girl may be more open to making positive changes; organisations need to be aware of these and offer support when they arise.

Girls highlighted the importance of girl-only safe shelters that accept pregnant girls and provide child care, especially if girls are accessing programmes, education and/or training. Staff highlighted the importance of all **centres and shelters providing girl-only safe spaces, an organisational code of conduct and clear reporting processes**.

Staff reported that **programmes** need to create an **open environment to talk** through issues and include both individual and group discussions. They need to be **holistic and flexible** so they can meet girls' needs and wants, including life skills, training, fun activities, alternatives to sex work and management skills. Organisations should give girls easy **access to information; motivational talks** (including from girls who were on streets); **peer mentoring** and support. Several girls highlighted their desire to attend school and want programmes to support this; incorporating **qualified teachers** within centres was highlighted as a key step to achieve this. Street-based and centre-based services were seen as important by staff. Girls highlighted the need for **easy access** to programmes and training by scheduling them at suitable times and locations and giving them **time to engage**.

Girls and staff outlined the importance of engaging community, especially families; and boys to educate them on gender-based violence. Staff highlighted the need to build on positive cultural practices. They also emphasised the importance of trying to engage girls who are not accessing support.

A review of the literature on girls with street connections

Anita Schrader McMillan and Leonora Borg, August 2013

Introduction

The following paper summarises key themes to emerge from the published literature on girls with street connections.¹ The paper is grounded in three key sources: (i) a book funded by the Consortium for Street Children on adolescent girls in cities, published in 2000²; (ii) a systematic review of peer reviewed articles published from 2000 to 2013³; and (iii) a search of unpublished literature and NGO/UN reports that were accessed online. Further papers were submitted by Consortium for Street Children network members and advisors.⁴

This review includes studies of any design, including numerous papers that reported on boys as well as girls as long as specific reference was made to girls.

The results outlined below are derived from a heterogeneous set of studies, as what is meant by 'street girl', 'runaways' and 'homeless girls' varies greatly. The term 'girl(s) with street connections' (Thomas de Benitez, 2011) is promoted by the Consortium for Street Children because it avoids the inaccurate dichotomy of 'on' or 'of' the street, and instead recognises that children's connections to the street plays a key role in forming their identities. It is applied to all girls under the age of eighteen years⁵, who have various reasons for being street-connected and who survive or work in a variety of ways, but who are for the most part 'self-reliant or dependent on informal support networks' – including the support of other children (Smeaton 2005, 2009).

1 The term 'child/ren with street connections' has been developed by the Consortium for Street Children and Dr. Sarah Thomas de Benitez (2011). It avoids the dichotomy of children 'on' or 'of' the streets, and captures some of the fluid nature of street life

2 Barker G, Knaul F, Cassaniga N and Schrader A (2000). *Urban Girls: Empowerment in Especially Difficult Circumstances*. London: Intermediate Technology Development Group. We would like to thank Neide Cassaniga for her generous support in reading through and commenting on drafts of this paper

3 *Methods*: A systematic review was undertaken of PsychInfo and Medline databases containing peer reviewed articles related respectively to psychology and to medicine and health. A search was also undertaken using Web of Knowledge (WoK), a unified search platform that covers the sciences, social sciences, arts and humanities

Two separate searches were undertaken. The first was to find primary studies or systematic reviews relating to girls who live and/or work on the streets in developing country contexts. Search terms used: girl* street* and child* in the abstract in PsychInfo and Medline or as key words in WoK. The search was limited to articles published between 2000 to February 2013. No study type was excluded, although it was only possible to retrieve articles published in the English language. This search produced 316 articles of which 42 primary studies and three systematic reviews were selected for inclusion

The second search was intended to identify review-level evidence relating to reintegration of girls and young women in industrialised countries. For this search, the terms homeless* or runaway girl* were used, using the same databases. This search produced 60 articles, of which two were selected for inclusion

14 further primary studies were identified through revision of reviews of the broader literature on street children

Dates: These sources were searched for qualitative and quantitative studies in the English language, published since 2000. Two reviewers independently screened the titles and abstracts of the reviews for relevance to this toolkit. Note that no critical appraisal was undertaken or hierarchy of evidence constructed

4 We thank the following people for reading, feeding back, and making recommendations that have strengthened this paper: Jonathan Blagbrough, Neide Cassaniga, Patricia Ray, Hugh Salmon and Sarah Thomas de Benitez

5 A child is defined as anyone under the age of 18 years old in the United Nations Convention on the Rights of the Child (UNCRC), 1989

Results

The literature on children with street connections shows that children's experience of street life varies and findings are specific to the time and place where the study was undertaken. However, some themes emerge consistently.

With rare exceptions (such as the case of Accra, Ghana – see Payne 2004) research on girls in low to middle income countries consistently shows that they are in the minority compared to boys (Muntingh 2006, Cheng and Lam 2010, Grundling 2004, Plummer 2008, Thomas de Benitez 2011; Gurgel 2004; Gutierrez 2008; Karmachaya 2012). This may be because girls who face some of the same risk factors as boys are more valued by their families because of their contribution to childcare and (in some contexts) their bride wealth potential; and because girls may be more easily commercially exploited in domestic servitude or commercial sexual exploitation (Blagbrough 2013; Cimpric 2010).

Reasons for girls' presence on the streets

While poverty alone does not account for girls' presence on the streets, it is a common background to all studies in developing countries and to some extent in wealthier ones. Some studies draw attention to the role of war, economic crises (Filho 2001), natural disasters (Marrengula 2010), internal displacement and migration (Pinzon Rondon 2008; Young 2004) and loss of kinship networks in the context of HIV/AIDS (Young and Ansell 2010). Apketar's (1999) study of boys and girls in Kenya observed that in female-headed households from which most Nairobi street children emerge, "boys are taught by their impoverished head-of-household mothers to cope with a very limited economic environment by becoming independent at a far earlier age than the dominant society deems appropriate... [while] mothers teach girls to cope with the difficulties of poverty by staying at home." More recent studies that explore gender differences between girls and boys on the streets have concluded that girls are more likely to have experienced extreme hardship such as famine, family homelessness (Raffaelli 2000; Plummer 2007) and/or have an imprisoned parent (Amadkhaniha 2007). Compared to boys, girls have generally been found to **experience more traumatic events and hardship at home** and to **maintain less contact with their families of origin** once they have separated (Thomas de Benitez 2011; Raffaelli 2000).

Against the wider background of poverty, **violence, exploitation, abuse and neglect⁶ are consistently reported in studies of street children** (UNVAC 2006, Bademci 2012, Young 2004, Thomas de Benitez 2006).⁷ In regard to street-connected children in the UK, Smeaton (2009) observed: "Perhaps one of the most shocking findings ... is the prevalence and extent of violence in young people's lives." The **sexual abuse of girls** in their families of origin, and then on the streets, is a recurring theme in studies in industrialised and 'developing' countries alike, and appears to be a major reason why many girls abandon their families (Amadkhaniha 2007; Cauce 2000; Edinburgh 2013; Nada and Suliman 2004; Nixon 2002; Noell 2001; McAlpine 2009; Scivoletto 2006; see also Barker et al 2000). Girls' exposure to sexual abuse in their families of origin **greatly increases their vulnerability to sexual exploitation** and therefore risk of HIV/AIDS outside the family (Nada and Suliman 2004)⁸. Physical and emotional violence and neglect in the family are risk factors even where there is no sexual abuse (Ballet 2011). Several studies reveal that abused and neglected children develop a heightened sense of vulnerability, anxiety, anger, fear and low self-esteem which further impacts on their general health and development (Mathur 2009). Levels of reported sexual abuse are high among pregnant runaway girls in one Canadian study (Haley 2004). Little is known about the development of street connections of children with disabilities and learning difficulties (Thomas de Benitez 2011).

6 The Consortium for Street Children has adopted the World Health Organization (WHO) definition of "Child abuse" or "maltreatment" as: 'all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.' Source: WHO (1999) Report of the Consultation on Child Abuse Prevention. Geneva:WHO

7 Again, it is important to stress that not all street children have been abused or neglected in their families of origin, as Apketar (1999) observed in his study of boys and girls in Nairobi; boys in particular, may start work very young to provide for families they care about and with which many maintain regular contact

8 There is strong evidence on the link between childhood sexual abuse and the risk of HIV, including lower rates of adherence to retroviral drugs. See for example a recent review by Spies et al (2012) Mental health outcomes in HIV and childhood maltreatment: a systematic review. Biomed Central, published online: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3441909/>

Violence, abuse, neglect and constrained opportunities for play and learning are part of the experience of many child domestic workers, with high levels of reported sexual harassment by employers (Blagbrough 2013). Studies on girls who live on the streets, for example in Haiti, report that many are former **domestic servants** who have adopted the streets as their refuge because of ill-treatment from their 'employers' or because they have been thrown out after becoming pregnant (Blagbrough *Ibid*; IPEC 2004). With reference to the link between **forced marriage, domestic servitude and street life**, there is evidence that the prospect of forced early marriage pushes some girls to run away to the streets where they are vulnerable to other forms of abuse and exploitative labour including domestic work (IPEC 2004; Black 2011 cited in Blagbrough 2013). For some girls in domestic servitude the potential risks of street life are preferable to sexual abuse and exploitation of their labour by their employer (Blagbrough 2013).

While (varying) beliefs in the existence of witches and sorcerers has deep roots in parts of Sub-Saharan Africa, an increase in **witch hunts and witchcraft accusations** has been recorded at least since the 1980s (Cimpric 2010). There has been a surge in accusations and consequent attacks on children, including very young children (Cimpric *Ibid*; Young 2004). Witch hunts increase at times of social and economic insecurity and the current phenomenon in Sub-Saharan Africa has also been influenced by revivalist churches. Most studies found that boys are more likely to be accused of witchcraft than girls (although this has been contested); but for all children, such accusations almost invariably lead to stigmatisation (for life), abandonment by kin and being forced out of families and communities onto the streets (de Boek 2000, 2004; D'Haeyer 2004, cited in Cimpric 2010; Gunzberger 2013).

A few studies draw attention to girls going onto the streets because they feel constrained and/or bored **by limited and limiting home environments** (Plummer 2007; Nieuwenhuys 1994, and Silvey 2000, cited in Young, 2004). Two studies found that girls were attracted by the prospect of employment in the cities through their neighbours' exciting stories (Nieuwenhuys 1994; Silvey 2000, cited in Young, 2004). Some studies found boys in the family are favoured more than girls regarding access to education and food.

Experiences and challenges on the streets

Girls experience multiple stigmatisations: from members of mainstream society, adults they encounter, street boys, who often perceive them as synonymous with prostitutes and other street girls (Payne 2004; CIESPI 2006). In many places, girls face greater challenges than boys because 'they not only suffer from demeaning connotations of their 'street' label but are also burdened by their gender' (Beazley, 2002: 1779, cited in Payne 2004).

Girls are often exposed to **violence, and in particular sexual violence from street-connected boys and other older males** (for example, police, street vendors, taxi drivers). (Nada and Suliman 2004; Kudrati 2008; Plummer 2008, Mutingh 2006). Several studies draw attention to girls' complex relationships with 'street boys' that are both 'protective' and potentially abusive (Kudrati 2008). Continuous exposure to violence compromises young people's physical, mental and emotional health and sense of self-worth, although like boys, girls develop adaptive strategies to reduce the risk of violence.

There are certain (often co-occurring) factors that are known to increase the risk of child commercial sexual exploitation ('survival sex').⁹ Godziak and Bump (2008) highlight among others:

- Prior experiences of sexual abuse (McClanahan 1999; Mullen 1996; Rotheram-Borus et al. 1996)
- Promotion of child prostitution by parents, older siblings and/or boyfriends (Dembo et al 1992; Faugier and Sargent 1997)
- The presence of pre-existing adult prostitution markets (for example, areas where brothels or high numbers of adult sex workers operate) (Farley and Kelly 2000; Flowers 1994; Hofstede 1999)
- Large numbers of unattached and transient males in local communities, including military, truck drivers and in some contexts, conference attendants (Moon 1997; Sturdevant et al 1992).

9 Reported in a review on child trafficking by Godziak and Bump (2008)

Although the mental health of street children varies according to each child and context, most studies show that girls appear to suffer **higher levels of depression and anxiety** relative to boys (Edinburgh 2009; Plummer 2008). Street girls who have been sexually abused are at increased risk of mental health issues (Cauce 2000, Wutoh 2006); one study found that they are also more likely to be raped (Amandkhaniha 2007).

Patterns of drug use by street children and youth vary in different geographical contexts and across the age spectrum. An earlier literature review (Barker 2000) concluded, on the basis of studies and reports by NGOs, that girls' pattern of substance abuse differs from that of boys – that street living and/or runaway girls in low to middle income countries are more likely to use substances that can be used alone (such as pharmaceuticals) than substances that are shared and consumed in groups. However, there has been **very little recent research reporting on gender differences in drug use** among street-connected boys and girls (Embleton 2013).

Embleton's research showed that drug use among street-connected children is higher than their peers and more likely to continue for longer. Street-connected children's use of substances is often affected by the duration of time a child has been street-connected, where a child stays at night and their level of family contact. The review further identifies that peers and peer pressure are the most commonly reported reasons why street children engage in substance use (Ibid). Pooled results from 27 countries showed that inhalants continue to be the most widely used drug, followed by alcohol, cigarettes and marihuana. Intravenous drug use appears to be used in specific settings. However, trends in drug use vary over time and practitioners need to be alert to these changes.

Like boys, girls who are on the street are likely to have **fallen out of the formal education system** (if they were enrolled in the first place), compromising their options for the future (Ward and Seager, 2010). The difficulties children can face in accessing formal education (for example, when they lack identification papers, or cannot attend school because of work) can generate frustration, as well as emotional and behavioural issues (Sen 2009 and Xue 2009, cited in Berckmans 2012). Although the gap is closing, in much of the world, girls remain less likely to be enrolled in school than boys.¹⁰

Some studies show a **high level of risk of HIV/AIDS for street girls** (Nada and Suliman 2004, Wutoh 2006). Although girls may have a basic knowledge of the risks of HIV and other STIs, several studies report on low level use of condoms among street-connected girls who are sexually active (Ibid). In contexts with high levels of poverty, girls may be marked by the effect of early malnutrition including stunted growth (Ali 2004). Like boys, girls lack access to health care (Berckmans 2012) and knowledge about their bodies and reproductive health systems (Gontijo and Medeiros 2008).

In spite of the threats and challenges of street life, the **positive aspects of street life** are reported by girls as well as boys. One study in Brazil concluded that “While claiming to like the street may be taken as denial or bravura, differences in youngsters' life situations were found depending on how they reported feeling on the street. For example, youngsters reporting positive emotions on the street were more likely to say they left home because of factors that have been identified as ‘pulling’ children onto the street (for example, adventure, peers); in contrast, youngsters reporting negative emotions were more likely to say they had been ‘pushed’ onto the street by family problems, abuse, or poverty” (Raffaelli 2001). Whether or not girls are positive about street life appears to be linked to their strength and quality of social networks, and their underlying resilience (Ibid).

¹⁰ See for example, World Bank figures for 2013 on <http://wdi.worldbank.org/table/2.11>

Effective interventions: summary of current evidence

Most of the following recommendations are drawn from a systematic review of effective interventions with boys and girls in street situations (Berckmans et al 2012) complemented by individual studies that are specifically about girls.

Listen to girls' perspectives. When developing programmes that are designed to give girls a wider range of opportunities and empower them to make positive life choices, it is essential to listen to girls and frame interventions within their culture and understanding of their own situations. Although there is consistency in findings from many of the included papers, research has also shown how different their experiences can be, and that the context changes over time (Berckmans 2012: 1262; Ali and de Muynck, 2005; Uddin et al., 2009; Umurungi 2008). Moreover, every girl is different – both in the factors that have led her to the street, and in her coping mechanisms (Thomas de Benitez, 2011). This means that interventions need to be shaped to respond to individual girls as well as the group.

Neither institutionalisation nor forced return of girls (or boys) to their families are acceptable options (Lam and Cheng 2008). The forced 'reintegration' of girls and boys, sometimes ostensibly because of their right to family life, is profoundly detrimental when children have escaped from these families in the first place, often due to violence, exploitation, abuse and/or neglect in the home. It is important to work with families to address the reasons that led girls to leave home; develop communication, trust and positive relationships before 'reintegration' is possible. For many children, reintegration is not a safe option. Community-based alternatives to institutionalisation such as fostering show more positive results for children. It is essential to **work not only with girls and their families, but also their wider social relationships**. Like boys, girls are more likely to leave the street if it is part of a planned strategy involving friends and extended family (Berckmans 2012). However, research on transitions from street life is limited. It is important to **create interventions that are harmonious with local norms and the nature of family relationships**, whilst challenging any norms and relationships that are harmful to a child.

Successful outcomes for girls as well as boys are enhanced by programmes and staff that create safe, meaningful relationships built on trust (Berckmans 2012; Bademci and Karadayi 2012; Edinburgh 2009). Mutual trust means respecting and not judging a child, having an ability to demonstrate that she is accepted and worth listening to. Safe, **'family-like' environments** for girls are likely to involve a high ratio of **female staff** and peer group educators (Ibid). "Former street girls from a study in Kenya commented that the best thing the shelter offered was the family feeling... This family feeling gives children and adolescents in street situations the experience of security, affection, care and a place to return to when needed" (Berckmans 2012). Implicit to this is the need for **rigorous staff training and support**. "[Staff] hope and satisfaction were related to success in changing the course of life stories of girls" (Savenstedt and Haddstrom 2005). Working from a **strengths base** helps girls to develop confidence, resilience and skills (Connolly and Jolly 2012; Edinburgh 2009). A stable lifestyle and meaningful relationships also enable children to feel a sense of belonging, which provides them with a stable base from which to identify their options for the future.

Particularly for children who have experienced violence, programmes need to be **safe from violence, exploitation, abuse and neglect** – from other children, staff, volunteers, trustees and visitors. Girls are at highest risk of re-abuse in closed-door shelters (Kudrati, 2008). The creation of a safe environment requires girls themselves to identify actual and potential threats. Creating and maintaining an environment where children, in this case girls, are safe requires commitment from the organisation and all staff, volunteers and trustees as well as continuous prioritisation.

Abuse and violence impact on girls' survival strategies and may be expressed in (mal)adaptive behaviours. If girls engage in substance misuse, some studies recommend **motivating girls to reduce or give up drug use in order to ensure that other gains can be sustained**. "Drug use makes girls aggressive and difficult to deal with..." therefore "caring for individual [girls] and being able to support change... meant convincing them to give up drug abuse" (Berckmans 2012: 1262).

Girls (and boys) with street connections value projects with a holistic focus that provide multiple opportunities for intellectual, recreational and creative stimulation. The need for programmes promoting motor development and the need for intellectual, creative, and personal stimulation are something researchers, practitioners and children also requested in interventions (*Van Niekerk 2007 in Berckmans 2012*). Besides developing meaningful relationships and giving children a sense of belonging, children also highlighted the importance of organisations offering opportunities to take up or resume schooling, vocational training, educational outings and becoming involved in recreational activities. Since it is difficult for a single organisation to provide a wide range of opportunities to children, holistic programmes require **communication and coordination among different organisations** (for example, NGOs, community networks, schools, health services, businesses). Coordination between services can help ensure that children also contribute to stronger data collection, advocacy and potentially, better use of material resources.

Some individual studies argue for **street-based services to improve children's health** (*Scivoltetto 2006*). Access to street-based services can influence their self-care and willingness to access other available services. For example, a Brazilian study highlighted a mobile street programme that provides a 'go between' service, linking street-connected children to physical and mental health services, social services and criminal justice systems (*Scivoltetto 2006*). For [working] children, illness renders them unable to work; health is defined as a state allowing them to work and earn income. Low self-perceived risk of diseases and/or the severity of medical problems may prevent children from seeking needed medical care.

One study (*Gondijo 2008, Brazil*) found that girls who live on the streets find hope in pregnancy, that the **perinatal period is critical for helping motivate girls** to leave the street providing a promising moment for health interventions, particularly for first-time parents (*Schrader McMillan 2010*).

Peer mentoring is a widely used component of work with young people, particularly around health education. Berckmans (2012) reported on three studies that found peer mentors to be respected because they have inside knowledge and can connect to young people in similar situations. Young people may also be more willing to speak of generally taboo subjects with peers. Some studies recommended linking peer education with knowledgeable adults and resources for support (*Mitchell 2007*). Peer education has a sound theoretical foundation, but can vary greatly in quality and is likely to be affected by the form of delivery, training, support to trainers and mentors and the context itself. Published evidence of its effectiveness with street-connected girls is to date limited.

Reintegration: given the amply documented, detrimental effects of long-term institutionalisation, programmes have been moving increasingly towards efforts to integrate children without or separated from parental care to their families. However, there is also widespread agreement that **children should not return to families where they are in danger of violence, exploitation, abuse and/or neglect**. There is as yet limited published research on factors contributing to successful family integration of girls, but the following conclusions are drawn from reports from an on-going unpublished, multi-site study (*Gunzberger 2013; Schrader McMillan and Herrera 2013*).

Factors associated with failing to safely reintegrate girls in the Democratic Republic of Congo highlight a lack of understanding of the reasons for why girls left their families (based on a superficial or partial assessment of their situation); girls' ages and the length of their time on the streets – in general it is more difficult to reintegrate older girls who have been on the streets longer and have stronger relationships with other girls; girls engaged in sex work; girls with a child by an unknown father; and girls accused of witchcraft (*Gunzberger 2013*). Studies involving both boys and girls draw attention to the counterproductive and detrimental effects of forcing the pace of reintegration, including pressure on practitioners from donors or management to encourage the return of girls back to families that do not want them and/or where problems have not been resolved. Reintegration also fails where livelihood support options are unsustainable or inappropriate and girls have no financial autonomy. Girls may be less willing to return to families when they have stayed longer in what were intended to be transitional centres where quality of life is better than what they can expect with their families.

Findings of factors that contribute to successful reintegration among boys as well as girls (Schrader McMillan and Herrera 2013) draw attention to **careful preparation** of both children and families (including siblings and extended family), **focusing on resolving underlying problems** that have led to the child being on the street; and **'phased' reintegration** (beginning with visits to the family). Problems arise immediately after reintegration and in the months and years that follow, so follow-up visits and on-going family work are important to ensure that each girl and her family adjust to each other. Relationships can be built with extended family members and community members where girls and boys are unable to return to their families of origin (Schrader McMillan and Herrera 2013).

Conclusion

This paper presents evidence from peer reviewed journals and some materials (manuals and other resources) published by agencies. The studies cover the situation of girls in greatly varying circumstances, with different levels of street-connectedness. Care needs to be taken not to assume that what is true for girls in one context is true for all. Nonetheless, if there is one recurring theme, it is violence; in the home, street, and in shelters and organisations. This does not mean that all girls are equally at risk of violence or that they do not cope in creative ways with the threat of violence.

Prevention of violence, abuse, exploitation and neglect as well as poverty reduction are enormous themes beyond the scope of this review; they have been well articulated in UNVAC (2006). Child protection in its broadest sense is best achieved through a systems approach that addresses protection at all levels – international, national and local (Wulczyn 2010). This involves universal approaches that benefit the population as a whole and targeted support for people from demographic groups at highest risk and support to address experienced violence. This includes girls who have escaped one form of violence (home-based; institution-based; domestic servitude) for an environment that has a high risk of further violence and discrimination.

It is important to stress that this is not equally true of all girls with street connections so it is imperative for girls to participate in the development, delivery, monitoring and evaluation of programmes and structures intended to support them: they know their lives and environments better than anyone. The history of 'support' to street children is rife with poor practice, including the incarceration of children in institutions (Lam and Cheng, 2007).

Those organisations that set out to support girls with street connections have a responsibility of ensuring that their projects and programmes are free from violence, are managed by reliable, well trained and supported staff, and that girls within these programmes can identify and shape programmes to offer them high quality, holistic, sustainable support than enables them to make choices for their present and future. *Nothing about us without us – a toolkit for organisations working with adolescent street-connected girls* is an effort to explore ways in which this can be done in practice.

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