



Good practice and guidance on the implementation of girls' clubs

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Query: Please map what good practice guidance, resources and minimum standards exists around what the implementation of Girls' Clubs. Please comment on: responding to reports made by girls in the club of sexual violence or other harassment, training for facilitators, support for the clubs to run, monitoring and follow-up, and managing the risks around 'do no harm'.

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1. Overview

Girls' clubs have become an increasingly common component of school-based and community-based programmes that aim to improve outcomes and wellbeing of girls in low and middle income countries. Girls' clubs may be drop-in sessions or regular meetings, organised by community groups or girls themselves, or supported or run by NGOs, including INGOs.

With the increasing emphasis on 'do no harm' and safeguarding in development and humanitarian programming, concerns have been raised regarding the quality and effectiveness of girls' clubs and whether they constitute safe environments free from all forms of violence that girls can face.

This query outlines best practice and guidance based on evaluations of girls' clubs and from relevant guides focused on girls' clubs, mixed sex clubs and safeguarding guides that cover working with girls, children and young people (Section 2). Examples of guidance on working with girls in clubs, girls in general and safe guarding in general are outlined in Section 3. Key findings are summarised below:

- **Managing girls' safety** - There are no minimum standards that are specifically on managing safety in girls' clubs in low and middle income countries. The Girl Guides (UK) and Boys and Girls Clubs of America have standards and offer training that can be adapted. General safeguarding guidance from Keeping Children Safe has some applicable standards and there are UN standards and guidance on creating safe spaces for girls and women in fragile and conflict affected settings. The International Rescue Committee (IRC), The Girl Guides (UK), Boys and Girls Clubs of America and Keeping Children Safe also have good guidance on reporting and response mechanisms. Case studies and guidance address the restraints and backlash girls face from communities and families that limit their ability to benefit from clubs. They focus on working with communities, service providers, family members and men and boys. Other examples go further and emphasise the importance of addressing gender inequality in their work with girls and communities to ensure that they are able to fulfil their potential in and outside the clubs.
- **Training for facilitators¹** – Evaluations of girls' clubs have observed that trained programme staff, facilitators, volunteers and mentors are critical to ensure the safety and wellbeing of adolescent girls, particularly for marginalised girls who may have experienced violence, as was the case in DFID's COMPASS programme with refugee girls in DRC, Ethiopia and Pakistan (Tanner and O'Connor, 2017). Training, and ongoing support, is particularly important when facilitators or mentors may come from similar backgrounds to the adolescent girls, and therefore may inadvertently reinforce harmful norms around violence and gender and when they are expected to deliver training to girls on sensitive issues such as gender norms, sexual and reproductive health, and gender-based violence.
- **Facilitator requirements** - minimum requirements for club facilitators, volunteers or mentors typically include age, level of education or knowledge, experience, familiarity with the locality (or being from a specified community) and, occasionally, attitudes. Guidance on working with girls, for example from IRC, suggests that older girls or young women supervised by professional staff can serve as facilitators or mentors.
- **Ongoing support for girls' clubs** – A strong institutional support structure for mentors / facilitators and the wider programme play an important role in ensuring effectiveness. Some programmes have developed strong partnership at international, national and local levels to ensure that girls' clubs are adequately supported (see for example, the Ishraq programme in Egypt). Some case studies emphasise the importance of having a dedicated space where girls can meet safely and discuss issues in confidence.

¹ Note that this term covers people running girls' clubs. Different terms and roles are used.

- **Monitoring** - Evaluations highlight an association between the extent of monitoring and the quality of implementation, with implementation patchier in more isolated areas where programme staff were not able to monitor frequently. Guidance on M&E (e.g. The Girl Hub Toolkit) provide examples of indicators for monitoring and evaluating of programmes. The toolkit also provides guidance on how to regularly monitoring girl safe programming, ensure key stakeholders are involved in M&E, and on how to provide safe opportunities for girls to participate in M&E.

Guidance and minimum standards

Girls Clubs and working with girls:

- **The Girl Safety toolkit:** a resource for practitioners by the Girl Hub (Davey and Nolan, 2018) - The aim of the toolkit is to support organisations in creating and expanding safe opportunities for girls. It is not specific to girls' clubs.
- **Girl Shine** – International Rescue Committee (Foulds et al, 2018) - Based on an evaluation of programmes, the IRC has developed a programme model and resource package for practitioners called Girl Shine. It includes step-by-step guides on how to design, implement and monitor a life-skills programme for adolescent girls and parents/caregivers living in humanitarian settings and has a strong focus on managing girls' safety.
- **Girls Club Manual** (date not given) - Comic Relief, ActionAid and Community Action for Popular Participation (CAPP) - developed out of the practical experience of the Transforming Education for Girls in Nigeria (TEGIN) project in 72 schools across 7 states and the Federal Capital Territory (FCT) of Nigeria. It does not include a focus on safeguarding.
- **Girl-Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs** – Population Council (Austrian and Ghati, 2010) - The Toolkit helps users design programmes with adolescent girls in mind. Chapters 1–6 focus on structuring a programme that works with girls. Chapters 7–11 focus on the content of programmes. Chapters 12–13 focus on monitoring and evaluation. The focus is on programme content and actual delivery rather than the needs of the programme to run effectively. It does include guidance on managing girls' safety.
- **World Association of Girl Guides and Girl Scouts Safeguarding and Child Protection Policy** (2018) - The purpose of the WAGGGS policy and associated procedures is to provide clarity to all on how they should engage with children, young people and vulnerable adults when working for, on behalf of, or in partnership with WAGGGS. It is also to help us make sure that employees, volunteers and other representatives are protected.

Safeguarding general

- **Keeping Children Safe** (2014) **Child Safeguarding Standards** and how to implement them - This guide is designed to assist organisations to meet their responsibilities for safeguarding children. An organisation would need to meet these in order to safely implement a girls club. It helps to create a plan for developing and implementing child safeguarding policies and procedures or to strengthen existing policies and procedures. A range of tools and exercises accompany the guide, which cover in more depth how to reach the Standards and implement them in an organisation. Standards are divided into four categories 1. policy, 2. people, 3 procedures, 4 accountability.
- **Safety Policies and Actions'** (one-page overview of actions - undated) and the **'Keep Safe: The Club Safety Desk Reference'** (2010) - Boys and Girls Clubs of America - As the national organisation founded to serve and enable the 1,100 Boys & Girls Club organizations that run 4,300 local Boys & Girls Clubs, Boys & Girls Clubs of America's (BGCA's) their top priority is the safety of the 4 million children who attend a Club each year. Their guide including physical and emotional

safety, facilities management, emergency management, child sexual abuse prevention and disaster preparedness.

2. Good practice and guidance on the implementation of girls' clubs

2.1 Introduction

With the increasing emphasis on 'do no harm' and safeguarding in development and humanitarian programming, concerns have been raised regarding the quality and effectiveness of girls' clubs and whether they constitute safe environments free from all forms of violence that girls can face. Facilitators of girls' clubs have a significant amount of often unsupervised contact with potentially vulnerable girls, which presents a potential for them to engage in misconduct, such as perpetrating different forms of violence or exploitation, including economic exploitation or emotional abuse, and presents challenges of oversight for implementing agencies²

Although little guidance and no minimum standards were specifically found on keeping girls safe and minimising harm for girls' clubs in low and middle income countries, it is generally believed by safeguarding experts that although the challenges of implementation are greater in low and middle income countries compared to higher income countries, the principles and areas of focus remain the same³. When organisations hire staff/contractors or rely on volunteers to interact with children on a daily or unsupervised basis there is an increased risk of misconduct perpetrated by individuals in positions of power. Where the children involved are particularly marginalised, as is often the case with girls clubs' participants, the risk becomes greater and it is more important that the implementing organisation are implementing (child) safeguarding standards such as having a (child) safeguarding policy, clear code of conduct which prevents all forms of violence, abuse and exploitation, thorough vetting of staff, inductions and ongoing trainings for staff/contractors on the relevant safeguarding policy(ies), code of conduct and procedures. In addition, it is crucial that reporting mechanisms are available to girls' clubs participants to make sure that they are able to report issues around misconduct if needed to the implementing organisation and that an effective response mechanism is in place⁴

This query outlines best practice and guidance based on evaluations of girls' clubs and from relevant guides focused on girls' clubs, mixed sex clubs and safeguarding guides that cover working with girls, children and young people. Examples of guidance on working with girls in clubs, girls in general and safe guarding in general are outlined in Section 3.

² Kangas, pers comms, 13.02.2019

³ The Plan International framework for keeping children and young people safe and protected (2017) includes: Visible and committed leadership; Policy and guidance; Awareness and prevention; Staff, associates, and partner development; Reporting and responding; Safe engagement and sanctions; managing risks to keep children and young people safe and protected; Clear management responsibilities and designated staff; Mainstreaming keeping children safe via use of standards; Monitoring and evaluation.

⁴Kangas, pers comms, 13.02.2019

2.2 Managing the safety of girls

Safeguarding standards - From a safeguarding perspective, Keeping Children Safe give a number of standards that are applicable for organisations who support and run girls' clubs, including:

- 'Adequate human and financial resources are made available to support development and implementation of child safeguarding measures'; and
- 'Child safeguards are integrated with and actively managed into existing business processes and systems (strategic planning, budgeting, recruitment, programme cycle management, performance management, procurement, etc.) to ensure safeguarding children is a feature of all key aspects of operations'.

Safeguarding guidance (see Section 3) stress the importance of recruitment processes having strong child safeguarding checks in place, providing a code of conduct for facilitators to adhere to and having a certain level of training in order to be accepted as a facilitator, see for example the Boys and Girls clubs of America Checklist for Staff and Volunteer Screening in their *Keep Safe: The Club Safety Desk Reference* (2010).

Safeguarding training - Safeguarding should be put at the heart of training for facilitators of clubs for boys and girls. The Girl Guides 'Safe Space' training⁵ helps UK-based trainees: understand their role in safeguarding and what to do; recognise potential safeguarding issues; understand their safety and safeguarding policies; chat to others about what to do; and answer trainee questions. There are four levels of training. All volunteers need to do Level 1 unless they've done 'A Safe Space' training in the last three years. The Boys and Girls' Clubs of America (2010) stresses the following in staff and volunteer training: appropriate interactions between adults and youth; and among youth; proper supervision of club activities; proper reporting of accidents and incidents; and responding to emergencies. Guides to working with children, young people and girls specifically, tend to stress the importance of ongoing training (see section 3). The Girl Hub toolkit also recommends training for staff and partners on gender awareness to understand the potential risks faced by girls at different life stages (2018).

Safeguarding guidance for girls' clubs in low and middle income countries - There is a lack of guidance publicly available and evaluations of implementing safeguarding at the level of girls' clubs in lower income countries. It is possible that facilitators of girls' clubs supported by NGOs undergo background checks, receive training on their safeguarding policy and procedures and that appropriate reporting and monitoring mechanisms are set up, but the author of this query could not find any practical examples of this. These areas are also not covered in evaluations of girls' clubs (Marcus et al, 2017). The Girl Hub Girls Safety Toolkit (2018) provides guidance on stages and strategies for girl safe programming, including:

1. **Situation assessment** - understanding the context in which your programmes will take place and the girls, families and communities with whom you will be working,
2. **Programme design** - creating safer programmes, environments and services for girls in the context in which you are working,
3. **Implementation** - delivering safer programmes, environments and services for girls, and
4. **Monitoring and evaluation** - checking the safety of programmes, environments and services for girls.

⁵ Safe Space training - <https://www.girlguiding.org.uk/making-guiding-happen/learning-and-development/a-safe-space-training/>. The Girl Guides are not included in the guidance section of this report. However, the World Association of Girl Guides and Girl Scouts safe guarding policy is included.

Reporting mechanisms - The Girl Hub toolkit (Davey and Nolan, 2018) recommends that reporting mechanisms are put in place, but there is no specific guidance what this might look like. Keeping Children Safe guidance (2014) has a section on reporting procedures and gives an example of a reporting procedure that can be adapted for organisations (under standard 3. of Keeping Children Safe). The reporting procedure needs to be made widely available to ensure that everyone is clear what steps to take regarding the safety of children and other witnesses. All local reporting procedures need to be developed and agreed with the community and local staff of partners involved in the programme / girls' clubs and possible barriers to reporting need to be discussed and how such barriers can be overcome. It is vital that anyone raising a concern should strictly follow reporting procedures. The guidance states that 'Particular care should be taken in regard to confidentiality and the sharing of information with appropriate people.' Examples of mechanisms that children and communities have used to report concerns and incidents are designated child safety officers who are trusted by children and communities; complaints boxes; helplines; community-based child protection mechanisms.

Girls' and their parents should be given the option to report directly to the NGO implementing the girls' clubs in cases where the facilitator is the perpetrator. Organisations need to ensure their mechanism is accessible and trusted by girls and that it effectively responds to reports of cases that are both: (1) caused by the organisation itself; and (2) where girls might have experienced violence anyway (in the household, by a community member etc).⁶ Guidance on a response mechanism (as well as reporting) mechanism is provided in Keeping Children Safe (2014). The IRC programme with adolescent girls (COMPASS) linked them directly with trained GBV case managers. They also had different programme focal points in the community – however it is not clear what the extent of their role included safeguarding (Tanner and O'Connor, 2017).

Creating safe spaces - Creating spaces that enable activities to run safely and 'do no harm' is recognised as important. Guidance is provided by the UN, Girls Hub and IRC on safe and child friendly spaces⁷ (see for example the box below). The IRC (2018) guidance on their adolescent programme (COMPASS) girls gives guidance on identifying a safe space for the first time, including gathering basic information on girls' needs and constraints, safety and security, location, being clear on the purpose of the space, communicating with key community stakeholders and pursuing more than one option. Resources on developing safe spaces in fragile and conflict affected settings are outlined in the box on page 7. The Boys and Girls Clubs of America guidance deals with health and safety issues as well (2010). Importantly, the Girl Hub guidance (Davey and Nolan, 2018) flags that new ideas and information can upset traditional values on what girls need to be able to do or know. For this reason and to ensure that an enabling environment is created for girls to feel safe attending, travelling to and as a consequence of attending a club, involving communities, parents and, in some circumstances, working with boys is highlighted as good practice in evaluations of girls' clubs and in guidance.

⁶ Kangas, pers comms, 13.02.2019

⁷ 'Child Friendly Spaces are safe spaces set up in emergency settings to help support and protect children. Their objective is to restore a sense of normality and continuity to children whose lives have been disrupted by war, natural disaster, or other emergencies' (World Vision) and 'A safe space is defined as a formal or informal place where women and girls feel physically and emotionally safe. The creation of these spaces is intended for women and girls to feel comfortable, free of the fear of violence or abuse, and encourages freedom of expression without the fear of judgement.' (Asylum Aid)

CHECKLIST FOR SAFE SPACES [for girls]

- Have conversations with the community to sanction girls' safe participation.
- Hold meetings at times when girls can be out and about.
- Choose a place where girls are allowed to go and where they will be free from harassment.
- Ensure girls can get there safely: by private transport, walking in pairs etc. The space should be for girls only – create a place and time for them to meet without males present.
- Make sure the skills and assets girls acquire don't put them at risk. New ideas and information can upset traditional values on what girls need to be able to do or know. Desirable commodities such as mobile phones can put girls at risk of violence.
- Be aware of key danger moments for girls. Festivals, holidays and sports events are often times when girls are most at risk. Natural disasters also leave girls vulnerable to violence and abuse.

(Davey and Nolan, 2017)

Guides to providing safe spaces in fragile and conflict affected settings:

- Foulds et al (2018) Girls Shine. IRC (more details in section 3.1) - Girl Shine is a step-by-step guide on how to design, implement and monitor a life- skills programme for adolescent girls and parents/caregivers living in humanitarian settings.
<https://resourcecentre.savethechildren.net/library/girl-shine>
- HealthtNetTPO and UNICEF South Sudan (2016) Promoting Positive Environments for Women and Girls: Guidelines for Women and Girls Friendly Spaces [WGFS] in South Sudan - UNICEF, on behalf of the GBV sub-cluster and with the support of partners, initiated the development of these Guidelines to help capture agree upon some minimum standards and shared expectations for WGFS in South Sudan. The standards are: 1. do no harm, 2. build on existing capacity, resources and structures, 3. participatory / community-based approach, 4. focus on empowerment, 5. Focus on human rights and inclusion, 6. integrated support systems, 7. tailor made approach, 8. sustainability. Cross-cutting issue: Obtaining and maintaining community buy in
<https://www.unfpa.org/resources/women-girls-safe-spaces-guidance-note-based-lessons-learned-syrian-crisis>
- Child Protection Working Group (2010) Minimum standards of working with children in humanitarian settings – Standard 17 is on Child friendly spaces. There is a strong focus on girls throughout the document.
https://www.unicef.org/iran/Minimum_standards_for_child_protection_in_humanitarian_action.pdf

Working with communities – The Girl Hub's (2018) Girls Safety toolkit recommends facilitating discussions with staff, girls and communities to obtain information about girls' safety and risks in particular contexts, assessing how traditional ways of protecting girls in families and communities work and also understanding why current attitudes of families, communities and formal authorities towards girls, and harmful practices against girls, exist. The author cautions that organisations will need to manage all discussions with staff, partners, girls and communities in culturally sensitive ways and manage expectations on what they intend to do with the outcomes.

Several initiatives⁸ work with different groups in communities to ensure acceptance of their activities, and thereby help prevent potential backlash (Tanner and O’Conner, 2018; Marcus et al, 2017). IRC’s extensive awareness raising with communities in their COMPASS programme, including group discussions, house-to-house visits and meetings with local authorities and community leaders, increased acceptance of the programme by parents and the community, and resulted in high levels of interest and enrolment by adolescent girls (Tanner and O’Connor, 2017). The evaluation of COMPASS also emphasised the importance of links with GBV services. IRC Women’s Protection and Empowerment staff gave targeted training and ongoing support for service providers, to develop their knowledge, capacity and skills regarding the specific needs of adolescent girls, and particularly those who have experienced GBV.

Of the girls’ clubs evaluated by Marcus et al (2018), thirteen community-based programmes also helped out-of-school girls build stronger peer networks, while five helped girls develop stronger networks with adults in their communities who they could turn to in times of need. Seven also helped strengthen parent–child communication – these were mostly programmes that ran joint sessions with parents and children.

Challenging gender norms - Some of the programmes studied in the Marcus et al (2017) review incorporate a socio-ecological approach in their theories of change and programme activities, with efforts to change attitudes and practices around gender inequality and violence among girls’ families and communities, and to challenge discriminatory gender norms in the wider environment (for example, among service providers). Miske et al (2011) study of the Innovation through Sport: Promoting Leaders, Empowering Youth (ITSPLEY) programme in Bangladesh, Egypt, Kenya and Tanzania states that “It took over a year in most countries to do the necessary mobilization and training with the support groups and actors to prepare the schools and communities for change” (2011: 46). This long-term commitment is likely needed to change entrenched gender norms that not only limit girls’ participation in clubs but enable them to use the skills and knowledge they have learnt in the wider community. Generally, Marcus et al (2017) found that positive changes in attitudes towards gender equality were achieved through programmes that provided education on SRH, gender norms and/or training in communication skills.

Working with men and boys - Some evaluations contained strong statements on the importance of working with boys as well as girls and husbands of married girls to reduce the chance of backlash for participating girls and to address gender discrimination (Marcus et al, 2017). Although the nature of men and boys’ involvement in clubs for girls is not always clear the Growing up Safe and Healthy (SAFE) programme in Bangladesh, a randomised controlled trial (RCT) tested the impact of working with both separate groups of young men and women and working with female groups only. Overall, sites which engaged men in the sessions saw the greatest increase in gender-equitable relations (Naved and Amin, 2014). The studies did not assess the impact of involving boys, compared to not involving boys. A report by Kangas (2018) on addressing school violence (2018) concluded that projects that took a gender transformative approach and included marginalised boys in at least some of their activities were more successful at limiting backlash against girls benefitting from project activities.

One study of the Go Girls! Initiative in Botswana, Malawi, and Mozambique by Underwood and Schwandt (2011) also found that involving fathers in discussion on adult child communications led to better communications between father and daughter. Involving mothers and mothers-in-law where girls are married is also recognised as important.

⁸ For example, such Ishraq (Egypt), COMPASS (DRC, Ethiopia, Pakistan), Innovation through Sport: Promoting Leaders, Empowering Youth (Bangladesh, Egypt, Kenya and Tanzania) and the Growing up Safe and Healthy (SAFE) programme (Bangladesh),

2.3 Training for facilitators

NGOs that support girls' clubs in low and middle income countries tend to provide training for facilitators, volunteers and mentors of those clubs on a range of areas related to their roles. This may include adapting and training curriculums that facilitators are expected themselves to deliver to girls in the clubs, as girls' clubs not only offer a safe space for girls to interact but usually cover life skills training such as: financial literacy, reproductive health, changing gender norms, knowledge of law, communication skills, vocational skills, catch up education, sport, savings or loans, youth friendly services, stipends or incentives, training peer education, political / civic education (Marcus et al, 2017). This puts additional expectations on the nature of training for facilitators of girls' clubs. However, the quality of facilitator training is not always assessed (evidence on training focused specifically on safeguarding is provided in section 3.2).

An evaluation of the DFID-funded Creating Opportunities through Mentoring, Parental Involvement and Safe Spaces (COMPASS) programme, implemented by the International Rescue Committee (IRC), concluded that trained staff were critical to ensure the safety and wellbeing of adolescent girls targeted by COMPASS. The study also emphasised the importance of links with GBV services (discussed in Section 2.6). There were initial concerns in all three countries⁹ that because the mentors came from similar backgrounds to the adolescent girls, they may reinforce harmful gender norms. However, ongoing training and supervision for the mentors helped improve mentors' understanding of GBV and acceptance of gender equality. Training improved mentors' facilitation styles and increased their comfort addressing sensitive topics (Tanner and O'Connor, 2017).

A recent rigorous review produced for DFID's Gender and Adolescence: Global Evidence (GAGE) research programme (Marcus et al, 2017) synthesised 63 studies on the empowerment impacts of 44 girls' or youth development clubs and life skills programmes with a gender equality focus. Ten evaluations provided details of the extent of training that facilitators received. In general, training was limited. There is no clear relationship in this small sample of programmes between the length of facilitator training and programme outcomes. However, one study found that increased training for facilitators / mentors on sensitive health subjects such as HIV leads to an impact in motivation and subsequent sessions with intervention attendees on their knowledge, attitudes, and behaviours (Spielberg et al., 2010).

Ishraq, a programme in rural Upper Egypt, to transform girls' lives by changing gender norms and community perceptions about girls' roles in society while bringing them safely and confidently into the public sphere, offers high-quality training and support, and equipped mentors to play their role as facilitators of girls' empowerment very effectively (Brady, 2007). For their work with the girls, 'promoters' received intensive training in the content of the Ishraq curricula and on different teaching formats and techniques. In addition, they were trained to impart information and skills to Ishraq participants and to convey messages on health, rights, the environment, and civic responsibility, and to help develop other skills, such as negotiation and teamwork. For their interaction with the community, promoters received training in outreach, advocacy, communication, and networking strategies.

Where mentors were well trained and were able to form good relationships with participants, this had positive spinoffs beyond the content of classes. As the evaluation of Filles Éveillées ('Girls Awakened') in Burkina Faso concluded, "Participants said that they considered their mentors like friends, went to them for advice, and felt comfortable asking them questions" (Jarvis and Kabore, 2012: 12, cited in Marcus et al, 2017). Similarly, in Filles Éveillées in Burkina Faso and Adolescent

⁹ The project was carried out in refugee camps on the Sudan/Ethiopia border, conflict-affected communities in eastern Democratic Republic of Congo, and displaced communities in north-west Pakistan.

Girls Initiative (AGI) in Kenya, mentors sometimes mediated between girls and their parents (Marcus et al, 2017).

2.4 Facilitator requirements

A number of programmes focused on working with girls' girls specify requirements for their facilitators. Evaluations from nine programmes (Marcus et al, 2017) provided insights into minimum requirements for facilitators, which typically concerned age, level of education or knowledge, experience, familiarity with the locality (or being from a specified community) and, occasionally, attitudes (see table below on facilitator requirements). For example, the Adolescent Girls Empowerment Programme (AGEP) in Zambia prioritised young women from target communities who had at least basic sexual and reproductive health (SRH) knowledge, prior facilitation experience and a 'commitment to improving the situation of girls in their community' (Austrian et al, 2016) (see box below).

Facilitator requirements

Programme/ requirement	Age	Gender	Education/ knowledge	Language	Origin	Attitude
AGEP, Zambia	20-40	F	Complete secondary school (12 years education) & SRH knowledge	Fluency in English and local language	'From community'	Commitment to helping girls
Safe & Smart Savings, Kenya & Uganda	20-35	F			'From community'	
Ishraq, Egypt	17-25	F			'From local community'	
Berhane Hewan		F	At least 10th grade			
Choices, Nepal	18-24	1M, 1 F per group			Former child club members	
Filles Éveillées, Burkina Faso	20-30	F	At least a few years' secondary education	Ability to speak local language (Dioula)		
PAGE, India	20-28	F			Previous experience of life skills programme facilitation	
CEDPA, Nepal	12-24	F	Mix of facilitators attending and not attending school		Mix of castes	
GEMS		M & F				

(Source: Marcus et al, 2017: 61)

The evaluation of the **Adolescent Girls Empowerment Programme (AGEP) in Zambia** investigated the quality of facilitation by carrying out 'spot checks' (unannounced visits) and considering facilitators' characteristics. They found that older mentors who had completed secondary school, with a relatively good socioeconomic background and who had never been married, had the greatest probability of providing good mentorship. They also found that among girls who attended at least half the sessions, those whose mentors had positive attitudes towards contraception were less likely to have ever been pregnant; those who were particularly effective at creating a positive safe space were less likely to have been married, had sex, unwanted pregnancy, or given birth; and girls with mentors who scored high in terms of self-efficacy were less likely to be HIV-positive and have had unwanted sex. Those whose mentor rated highly in terms of building relationships with girls and the community were also less likely to have had unwanted sex (Austrian et al, 2016).

In DRC and Ethiopia, criteria for mentors of IRC's COMPASS programme were that they had to be close to the age of the participating girls, from the same area/neighbourhood, and hold positive attitudes towards adolescent girls. In Pakistan, IRC staff facilitated the first cycle of the programme, and then older girls (18–19 years old) who successfully completed the life skills sessions were enrolled to be mentors for the second cycle (Tanner and O'Connor, 2017). The subsequent guidance produced by IRC on programming for girls provides direction on whether a mentor or staff facilitator is more appropriate in a particular setting for the implementation of their programme. Guidance is given regarding what roles they should undertake and what roles they should not (Foulds et al, 2018).

Several evaluations reviewed in Marcus et al (2017), e.g. AGI Kenya, also discuss the role of facilitator remuneration, and argue that the incentives paid may need to be raised to attract and retain good facilitators; otherwise, facilitators may not be sufficiently motivated to undertake time-consuming and expensive travel to distant villages or might simply leave to take up better-paid. Marcus et al (2017) conclude that in most cases, mentors or facilitators are seen as semi-voluntary positions; where they are treated as more professional positions, with stronger investment and pay, and also greater background support, this appears to lead to positive outcomes.

2.5 Ongoing support for girls' clubs

In addition to initial training, many programmes reviewed by Marcus et al (2017) provided either in-service refresher training or less formal training, with monthly meetings with facilitators to track progress and address any problems that had arisen. They conclude that beyond personal characteristics, good training and regular monitoring, a strong institutional support structure for mentors and the wider programme are likely to play an important role in ensuring effectiveness.

The Ishraq programme in Egypt involved creating partnerships among the four key NGOs (Caritas, CEDPA, the Population Council, and Save the Children), and establishing steering committees and working groups with representatives from each of the organisations. In addition, links were forged with key government agencies (e.g. the Ministry of Youth and the National Council for Childhood and Motherhood). All four NGOs contributed staff and resources to various aspects of the programme, from conceptualisation to implementation and evaluation. Caritas and CEDPA had relevant, progressive curricula that could be adapted for local use. The Population Council carried out research and evaluation. Save the Children had the expertise and capacity to fulfil the critical role of community mobilization and programme implementation (Brady et al 2007 and Selim et al, 2013).

An evaluation for CARE USA of the Power to Lead Alliance (PTLA) programme which empowers girls to lead and learn found that partner organisations provided a variety of different support, including recruitment, training, material provisions, and oversight. Communities with the greatest network of partners appeared to have a strong chance for sustainability. Support and involvement from community members or groups also contributed to the likelihood of a programme's continuance (Miske Witt & Associates Inc., 2011).

A case study of BRAC's Empowerment and Livelihoods for Adolescent Girls programme in Uganda and Tanzania (Banks, 2015) focused on how the practicalities of programme delivery affect the quality of provision. Banks' study found that having a dedicated space for clubs was important because girls knew where to meet every week and because materials could be stored there and because it gave girls dedicated public space in their communities. Crucially, the club space enables privacy, critical in discussing these sensitive topics and in creating a space where young women feel comfortable sharing and discussing personal issues and problems. It was felt that this space had an affect on regular attendance.

2.6 Monitoring and follow-up

Evaluations of AGEP in Zambia (Austrian et al, 2016) and BRAC Empowerment and Learning for Adolescents (ELA) in Tanzania (Banks, 2015) highlight an association between the extent of monitoring and the quality of implementation, with implementation patchier in more isolated areas where programme staff were not able to monitor frequently. It is not clear, however, if any of this monitoring focused on safety issues. AGEP used the observation data and data from interviews with participants and mentors to identify areas of weak programme implementation and provide additional support to mentors to address problems. An evaluation of the COMPASS programme concluded that consultation with adolescent girls throughout implementation was essential to ensure programming was responsive, flexible and addressed the needs of girls from diverse backgrounds (Tanner and O'Connor, 2017).

Guidance on M&E is provided in the Girl Hub Toolkit including on example indicators for monitoring and evaluating of programmes, regularly monitoring girl safe programming; ensuring key stakeholders are involved in M&E, and providing safe opportunities for girls to participate in M&E. (Davey and Nolan, 2018)

3. Guidance and standards

3.1 Guidance on girls' clubs or working with girls

Area	Details
Resource	The Girl Safety toolkit: a resource for practitioners -The Girl Hub (Davey and Nolan, 2018)
Background	The aim of the toolkit is to support organisations in creating and expanding safe opportunities for girls. It is not specific for girls' clubs.
Responding to reports made by girls in the club of sexual violence or other harassment	This is not covered in the guide beyond calling for a reporting mechanism
Training for facilitators	This Toolkit could be used as a training resource as it includes activities to run with groups on girls' safety.
Facilitator requirements	This is not covered in the guide
Ongoing support for girls' clubs	This is not covered in the guide
Monitoring and follow-up	Guidance on the following is provided for M&E: indicators for monitoring and evaluating; girl safe programming; regular safety monitoring; key stakeholders monitor and evaluate; safe opportunities for girls to participate in M&E.
Managing safety for girls	The Toolkit provides guidance on stages and strategies for girl safe programming, including 1. Situation assessment - understanding the context in which your programmes will take place and the girls, families and communities with whom you will be working, 2. Programme design - creating safer programmes, environments and services for girls in the context in which you are working, 3. Implementation - delivering safer programmes, environments and services for girls, and 4. Monitoring and evaluation - checking the safety of programmes, environments and services for girls.

Area	Details
Resource	Girl Shine – International Rescue Committee (Foulds et al, 2018)
Background	Based on an evaluation of their adolescents girls programmes (COMPASS), the IRC has developed a programme model and resource package called Girl Shine. It builds on the positive practices in COMPASS and bridges the gaps identified during the implementation of the programme and by associated research. Girl Shine is intended to be a practical and flexible resource for practitioners. It includes step-by-step guides on how to design, implement and monitor a life- skills programme for adolescent girls and parents/caregivers living in humanitarian settings.
Responding to reports made by girls in the club of any form of violence (emotional, physical and sexual)	Guidance is given in the facilitator training manual on what to do if a case of GBV is reported. It also says that facilitators, mentors and service providers need to be aware of procedures on mandatory reporting.
Training for facilitators	The guide includes the following components: <ul style="list-style-type: none"> • Girl Shine: Life skills curriculum • Girl Shine: Caregiver curriculum • Girl Shine: Mentor and facilitator training manual. Guidance is offered in the mentor and facilitator training manual around what to do if a girl is experiencing suicidal ideation. It also covered values, GBV Services, Sexual & Reproductive Health and Informed Consent
Facilitator requirements	Girl Shine encourages the recruitment of older adolescent girls or young women from the local community to facilitate the Girl Shine Groups. Use of young mentors should be managed and supervised by professional staff. If eligible young women are not available, staff, including from partner organizations' can serve in the mentor role.
Ongoing support for girls' clubs	The Guidance on designing Girl-Driven Programming for Adolescent Girls in Humanitarian Settings provides a detailed overview of how to design effective adolescent girl programming in a variety of humanitarian settings. The focus of the guidance is more on setting up and monitoring and less on what ongoing support can be provided.
Monitoring and follow-up	IRC recommends each programme develop a monitoring and evaluation plan. A built-in monitoring and evaluation component is included in each session of the life skills curriculum through the form of a question or invitation to share information. In the Appendices, there is guidance, including Appendix B10: Monitoring Opportunity Data Collection Tool on how to collect this data during the integrated activities. There is also a set of standalone monitoring tools which can be found in the B Appendices at the end of this guide, to help capture learning from the programme more broadly.
Managing safety for girls	There is a strong focus on providing support and services for girls regarding GBV and SRHR, including providing links to trained GBV case management caseworkers for girls. Guidance on the roles of facilitators and what they should not do is also outlined in the facilitator training curriculum. There is also guidance on ensuring a safe space for girls.

Area	Details
Resource	Girl-Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs – Population Council (Austrian and Ghati, 2010)
Background	The Toolkit helps users design programmes with adolescent girls in mind. Chapters 1–6 focus on structuring a programme that works with girls. Chapters 7–11 focus on the content of the programmes. Chapters 12–13 focus on monitoring and evaluation. The focus is on programme content and delivery rather than the needs of the programme to run effectively.
Responding to reports made by girls in the club of sexual violence or other harassment	A chapter offers a short overview of what a programme could do to prevent and address sexual and gender-based violence. The Toolkit recommends that programme staff are prepared with information about where girls can go for assistance when they come to them reporting that they have been victims of an incidence of SGBV ¹⁰ . Staff can fill-in a preparedness worksheet (provided in the Toolkit) that will help them as a programme be equipped to assist girls. They also suggest establishing relationships or links with local resources and other organizations that have these specialties.
Training for facilitators	The Toolkit says that staff must be provided with the necessary training and skills to deal with SGBV [if it is a common occurrence]
Ongoing support for girls' clubs	This is not a focus of the guide.
Monitoring and follow-up	There is a chapter on monitoring – it aims to help users figure out what monitoring information on both participants and activities is important for the programme to collect. It also provides sample tools to do so. The chapter on evaluation aims to help staff understand the importance of evaluation and introduces basic evaluation techniques. The tools and sample evaluation forms provided will help decide what to evaluate within a programme and what questions to ask.
Managing safety for girls	The Toolkit does provide guidance on providing a safe spaces and what that involves. It distinguishes between physical safety and emotional and mental safety. A whole set of tools are provided to understand safety for girls' in different contexts. There is also chapter on working with families and critical adult and a chapter on reaching extremely vulnerable girls. It does not have a strong focus on setting up safeguarding mechanisms although there is a focus on girls' safety.

¹⁰ it is important to consider the safeguarding risks involved in referring girls to services that have not been checked that they are tailored for girls and offer non-discriminatory services and support.

Area	Details
Resource	Girls Club Manual (date?) - Comic Relief, ActionAid and Community Action for Popular Participation (CAPP)
Background	This Girls' Club manual was developed out of the practical experience of the Transforming Education for Girls in Nigeria (TEGIN) project in 72 schools across 7 states and the Federal Capital Territory (FCT) of Nigeria. The TEGIN project started operations of the Girls' Club (GC) with the use of some experiences gathered at the TEGINT inception and methodology workshop, held in Abuja in 2008, where various practitioners across the world shared their experience on various tools they have used for various groups
Responding to reports made by girls in the club of sexual violence or other harassment	Does not cover reporting mechanisms
Training for facilitators	The guide says that facilitators must have a minimum qualification of National Certificate of Education (NCE). They will also need the following training needs: Club management; Education rights; Gender; HIV/AIDS; Leadership; Violence Against Girls (VAG); Career talk; Vocational skills; Health Talk; Counseling; Resource Mobilisation; Human right and education. The list above, is also by no means exhaustive. The guide suggests that appropriate training programmes should be provided for the facilitators periodically to update their knowledge. The guide does not give guidance on delivering this training to facilitators.
Facilitator requirements	In selecting a Girls' Club facilitator, the following qualities should be considered: <ul style="list-style-type: none"> • Must be a volunteer • Must be a female teacher, except in schools that don't have a female teacher. However, the male teacher to be selected must be of proven moral standard and integrity. • Have a minimum qualification of National Certificate of Education (NCE) • Ability to work with young people especially girls • Must be humble, down to earth and trustworthy • Should be dynamic, take initiative easily and highly enthusiastic • Must possess good communication skills both written and oral. • A good confidant – respects confidentiality • Good facilitation skills • Must possess good leadership skills.
Ongoing support for girls' clubs	There is little on this aspect
Monitoring and follow-up	It offers a short guide to participatory monitoring and evaluation
Managing safety for girls	There is nothing on this issue

Area	Details
Resource	World Association of Girl Guides and Girl Scouts Safeguarding and Child Protection Policy (2018)
Background	The purpose of the WAGGGS policy and associated procedures is to provide clarity to all on how they should engage with children, young people and vulnerable adults when working for, on behalf of, or in partnership with WAGGGS. It is also to help us make sure that employees, volunteers and other representatives are protected.
Responding to reports made by girls in the club of sexual violence or other harassment	Their policy states that they will 'ensure that clear processes for reporting and dealing with safeguarding concerns and incidents are widely communicated, regularly reviewed and consistently applied. Where allegations are made about an employee or volunteer, careful consideration must take place about the appropriateness of the person continuing to work with WAGGGS. More detailed guidance is provided in the WAGGGS employee and volunteer disciplinary policies.
Training for volunteers	The lead designated safeguarding office is responsible for updating safeguarding training for all appropriate employees and volunteers and ensuring it is implemented throughout the organisation and safeguarding training given. Advice, support and training on safeguarding will be provided to all employees, volunteers and others on: What they should do in the event of a disclosure; What to do if they have concerns about the welfare of a child; How to recognise signs of abuse; What to do if they have concerns about a WAGGGS volunteer, employee, or someone in a partner organisation (including an MO that is formally involved in a WAGGGS programme); Where to go for advice and support within WAGGGS.
Volunteers requirements	This is not covered in their safe guarding policy.
Ongoing support for girls' clubs	Designated safeguarding officers are responsible for handling reports or concerns, about the protection of vulnerable people, appropriately and in accordance with the procedures that underpin this policy (see guide for managing safeguarding concerns).
Monitoring and follow-up	WAGGGS has a recording and monitoring system in place and WAGGGS commits to monitoring the implementation of the safeguarding policy. This policy will be reviewed annually and earlier if necessary. The World Board will receive quarterly updates on safeguarding issues from the Leadership Team. The lead designated safeguarding officer is responsible for ensuring that concerns are recorded and monitored and for monitoring and recording procedures are implemented
Managing safety for girls	This is the focus of their safeguarding policy.

3.2 Safeguarding

Area	Details
Resource	Keeping Children Safe (2014) Child Safeguarding Standards and how to implement them. ¹¹
Background	This guide is designed to assist organisations to meet their responsibilities for safeguarding children. An organisation would need to meet these in order to safely implement a girls club. It provides an overview of what an organisation needs to do to meet the Standards, which have been revised since 2001. It helps to create a plan for developing and implementing child safeguarding policies and procedures or to strengthen existing policies and procedures. A range of tools and exercises accompany the guide, which cover in more depth how to reach the Standards and implement them in an organisation. For more information, visit www.keepingchildrensafe.org.uk/resources . It should be noted that all main standards are crucial to ensure children's safety. They are divided into four categories 1. policy, 2. people, 3 procedures, 4 accountability.
Responding to reports made by girls in the club of any form of violence (emotional, physical and sexual)	There is a section of the guide on reporting procedures and the resource gives an example of a reporting procedure that can be adapted for organisations (under standard 3 procedures). The reporting procedure needs to be made widely available to ensure that everyone is clear what steps to take regarding the safety of children and other witnesses. All local reporting procedures need to be developed and agreed with the community and local staff and possible barriers to reporting need to be discussed and how such barriers can be overcome. It is vital that anyone raising a concern should strictly follow reporting procedures. Particular care should be taken in regard to confidentiality and the sharing of information with appropriate people. Examples of mechanisms that children and communities have used to report concerns and incidents are: Designated child safety officers who are trusted by children and communities; Complaints boxes; helplines; Community-based child protection mechanisms (CBCPM).
Training for facilitators	The resource states that all organisations need to consider what safeguarding induction and (ongoing) training is needed to ensure staff know what the organisation expects of them and what to do if they have a concern. Training needs to be appropriate for their role and responsibilities, beginning at the induction/orientation stage.
Requirements for facilitators	Two relevant standards under '3. people': 'Recruitment processes have strong child safeguarding checks in place. Recruitment adverts, interviews and contracts all outline a commitment to child safeguarding. There are written guidelines for behaviour (Code of Conduct) that provides guidance on appropriate/expected standards of behaviour towards children and of children towards other children'.
Ongoing support	Relevant standards include: 'Adequate human and financial resources are made available to support development and implementation of child safeguarding measures.' and 'Child safeguards are integrated with and actively managed into existing business processes and systems (strategic planning, budgeting, recruitment, programme cycle management, performance management, procurement, etc.) to ensure safeguarding children is a feature of all key aspects of operations.'
Monitoring and follow-up	The section on accountability outlines the relevant standards, including: 'Arrangements are in place to monitor compliance with and implementation of child safeguarding policies and procedures through specific measures and/or integration into existing systems for quality assurance, risk management, audit, monitoring and review'.
Managing safety for girls	The whole guide is orientated to the safety and protection of children. There is no section specifically on girls although it does ask the question of

¹¹ https://www.keepingchildrensafe.org.uk/sites/default/files/resource-uploads/KCS_STANDARDS_2014.pdf

	users about whether they have considered the different needs of boys and girls.
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Area	Details
Resource	Safety Policies and Actions' (one-page overview of actions - undated) and the 'Keep Safe: The Club Safety Desk Reference' (2010) - Boys and Girls Clubs of America
Background	As the national organization founded to serve and enable the 1,100 Boys & Girls Club organizations that run 4,300 local Boys & Girls Clubs, Boys & Girls Clubs of America's (BGCA's) their top priority is the safety of the 4 million children who attend a Club each year. BGCA's Child & Club Safety Team is composed of safety experts who provide support to local organizations on a variety of issues, including physical and emotional safety, facilities management, emergency management, child sexual abuse prevention and disaster preparedness. BGCA has taken extensive actions to provide safe and secure environments for children, as outlined in their resources included the ones included here.
Responding to reports made by girls in the club of sexual violence or other harassment	Guidance is provided in what to do in the event of an accident, emergency and also abuse including sexual abuse.
Training for facilitators	Staff and volunteers receive safety training in such topics as: policies and procedures addressing responsibilities, appropriate behaviour and consequences for misconduct; appropriate interactions between adults and youth; supervision of Club activities; proper reporting of accidents and incidents; and emergency response procedures.
Facilitator/volunteer requirements	A chapter is provided on standard practices for hiring staff and selecting volunteers.
Ongoing support	Their reference includes a chapter on establishing a safety committee. This involves creating opportunities to regularly bring workers and management together in a cooperative effort to communicate and promote club (as well as staff, volunteers and members') safety and health.
Monitoring and follow-up	Does not include.
Managing safety for girls	The whole guide is orientated to the safety and protection of children. There is a large focus on health and safety i.e. preventing and responding to accidents.

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VAWG Helpdesk services are provided by a consortium of leading organisations and individual experts on VAWG, including Social Development Direct, International Rescue Committee, ActionAid, Womankind, and the Institute of Development Studies (IDS). Expert advice may be sought from this Group, as well as from the wider academic and practitioner community, and those able to provide input within the short time-frame are acknowledged. Any views or opinions expressed do not necessarily reflect those of DFID, the VAWG Helpdesk or any of the contributing organisations/experts.

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