MODULE 10

CHAMPIONS OF CHANGE
BEING SAFE IN THE CITY

Because I am a Girl

PLAN INTERNATIONAL

SNAPSHOT: BEING SAFE IN THE CITY

Girls learn about their rights to be safe in the city and then practice assessing safety and inclusion in their communities and envision their ideal city to prepare to propose positive changes to make their communities more safe and inclusive. All activities are meant for girls ages 13-18, which is the age range of girls involved in the **Safer Cities for Girls** programme.

BEING SAFE IN THE CITY

SETTING THE STAGE

WHY FOCUS ON GIRLS IN CITIES?

For the first time in history, there are more people living in cities than in rural areas. Each month, 5 million people are added to the cities in developing countries. By 2030, approximately 1.5 billion girls will live in urban areas.[1] Girls in cities contend with the duality of increased risks and increased opportunities. On the one hand, girls face increased sexual harassment, exploitation, and insecurity as they navigate the urban environment, while on the other hand, they are more likely to be educated, less likely to be married at an early age, and more likely to participate in politics.

There is a gap in research and programming pertaining to adolescent girls' safety in urban spaces, as girls tend to be ignored in programming aimed at 'youth' or 'women'. For example, many urban safety and crime prevention initiatives target young men, and many women's safety initiatives focus only on adult women and only in the domestic sphere.

Plan's work with girls in urban settings has taught us that girls experience limitations in accessing public spaces and services due to unequal gender norms, roles, and values. Girls are often not aware of their rights to be safe in the city and they are rarely included in decisions that affect their safety.

WHAT IS THE SAFER CITIES FOR GIRLS PROGRAMME?

The Safer Cities for Girls programme (formerly known as the Because I am a Girl Urban Programme) is a joint programme developed in partnership between Plan International, Women in Cities International, and UN-HABITAT to address the increased risks and opportunities for adolescent girls in cities. The overarching goal of the programme is to build safe, accountable, and inclusive cities with and for adolescent girls (ages 13-18). The programme is being carried out in five cities around the world: Delhi, India; Cairo, Egypt; Hanoi, Vietnam; Kampala, Uganda; and Lima, Peru. The outcomes of the programme include: (1) increased adolescent girls' safety and access to public spaces; (2) increased adolescent girls' active and meaningful participation in urban development and governance; and (3) increased adolescent girls' autonomous mobility in the city.

The programme is working across three levels of change to create sustainable and transformative changes, including (1) with government and institutions to make laws and city services more receptive and inclusive to girls' safety, (2) with communities and families to promote a supportive social environment that promotes girls' safety and inclusion in cities, and (3) with adolescent girls and boys to be active citizens and Champions of Change by building capacities, strengthening assets, and creating opportunities for meaningful participation.

LINK TO OTHER MODULES

For a detailed description of gender roles, norms and how they affect girls rights please make sure to review the 'Setting the Stage' section of the *Being Gender Aware* module.

In **Activity BSC1: Gender Roles in the City** girls discuss how gender norms and roles limit how girls can use and access city services and public spaces, and begin to visualise the changes they would like to see in their own cities.

1. UN-HABITAT (2008) State of the World Cities Report 2008-2009. Nairobi: UN-HABITAT; Plan International (2010) Because I am a Girl: The State of the World's Girls 2010. Digital and Urban Frontiers: Girls in a Changing Landscape. Woking, UK: Plan International.

SAFER CITIES FOR GIRLS APPROACH

The programme works to:

1. Influence governments and policy makers to make laws and city services more receptive and inclusive to girls' safety.

2. Influence families and communities to promote a supportive social environment that promotes girls' safety and inclusion in cities.

3. Engage adolescent girls to be active citizens and agents of change by building capacities, strengthening assets, and creating opportunities for meaningful participation.

WHAT IS THE DIFFERENCE BETWEEN PERCEIVED SAFETY AND ACTUAL SAFETY?

The purpose of girl-focused urban programming is to create change in adolescent girls' *actual* and *perceived* safety. Therefore, this module works with the girls to understand both concepts.

A girls' **perceived safety** is made up of her feelings about the physical environment, the social environment, and her or her friends' personal past experiences in certain areas. Perceptions of safety are subjective, change over time and across different places, and are different for various groups of girls.

Actual safety relates to crime statistics and data. Crime statistics, while relevant, do not provide a complete picture of safety in cities. Safety issues that particularly affect girls, such as sexual harassment, may be so normalized that statistics may not even be collected and/or girls may be discouraged from speaking up. Also, data may or may not influence a girls' sense of safety.

Both actual and perceived safety have real consequences for girls. Actual safety issues can result in physical or emotional violence against girls. Perceived safety issues may not always result in actual violence, but fear of violence can prevent a girl from moving freely or from acting to claim her rights. Therefore, it is important that cities are *actually* safe as well as *perceived* to be safe.

BUILT ENVIRONMENT

SOCIAL ENVIRONMENT

GIRL'S PAST EXPERIENCES

GIRL'S SENSE OF SAFETY

WHAT SAFETY ISSUES DO GIRLS FACE IN CITIES?

Based on research conducted by Plan International and their partners,[2] adolescent girls seldom feel safe in cities and they often experience physical and sexual violence. Only 4% of girls in Delhi said that they *always* feel safe in public spaces in their city, and only 8% of girls in Cairo, 13% of girls in Hanoi, and 14% of girls in Kampala *always* feel safe.

"WE ARE ALWAYS SCARED TO WALK IN PUBLIC SPACES ALONE, BECAUSE OF WHICH WE AVOID GOING OUT MOST OF THE TIME. WHENEVER WE HAVE TO GO FOR SOME URGENT WORK, WE CARRY MIRCHI POWDER OR EVEN KNIVES WITH US." ADOLESCENT GIRL IN DELHI

One of the most prevalent forms of violence faced by girls in urban settings is **sexual harassment**, which is any type of unwanted and unwelcomed physical, verbal, or psychological act that is sexually oriented and that interferes with a person's life. It can include cat-calling, unwanted kissing, touching, flirting and stalking.

When asked about sexual harassment when using transportation services, adolescent girls said they often experience such harassment: 77% of adolescent girls in Hanoi said they always, often, or sometimes experience sexual harassment when using transportation systems, and 58% of girls in Kampala, 54% of girls in Delhi, and 48% of girls in Cairo agreed. Adolescent girls in Cairo stated,

"I SAT BESIDE THE DRIVER WHO KEPT TOUCHING MY LEGS AS IF HE IS MOVING THE GEAR" AND "THE TOKTOK DRIVER GRASPED ME FROM MY BREASTS AS I WAS WALKING IN THE STREET WITH MY FRIEND."

In response to these research findings, Plan developed the 8-Point Call to Action together with adolescent girls to make cities safer and to minimise the risks for all girls in cities, especially the most vulnerable (i.e. girls living in slums or on the streets). This Call to Action, which is solidly grounded in relevant human rights treaties such as CRC, CEDAW and CRPD, can support girls in recognising and promoting their rights to safety and inclusion in cities. The comprehensive call to actions states that all girls should have the right to:
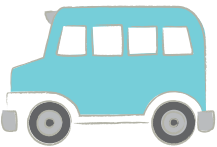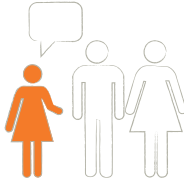
1. **Access safe education in the city**
2. **Be free from violence in the city**
3. **Secure and decent housing**
4. **Move safely in the city**
5. **Affordable and accessible services in the city**
6. **Age-appropriate and decent work in a healthy urban environment**
7. **Safe spaces in the city**
8. **Participate in making cities safer, more inclusive and more accessible**

Girls' growing understanding of these rights will contribute to their collective empowerment as well as their autonomy.

Activity BSC2: Understanding Your Rights in the City supports girls in using the 8-Point Call to Action on Girls' Rights to promote their rights to safety and inclusion in the cities.

PLAN'S RESEARCH FINDINGS

In Kampala, **45% of girls** reported sexual harassment when using public transportation services

In Delhi **96% of adolescent girls** do not feel safe in the city

In Lima, only **2.2% of girls** reported always feeling safe when walking in public spaces

In Hanoi, **36% of girls** reported that they seldom had access to emergency services – notably the police

In Cairo, **32% of girls** felt that they never could talk to anyone about their safety concerns

2. See: Plan International, Women in Cities International & UN-HABITAT (2013) Adolescent Girls' Views on Safety in Cities. Findings from the Because I am a Girl Urban Programme Study in Cairo, Delhi, Hanoi, Kampala, and Lima. Surrey, UK: Plan International; Montréal, Women in Cities International; New York, UN-HABITAT. https://plan-international.org/adolescent-girls'-views-safety-cities ; and Plan International, Women in Cities International & UN-HABITAT (2015) Because I am a Girl Urban Programme: Global Baseline Analysis Report. Baseline Findings from Delhi, Hanoi, Kampala, and Cairo. Surrey: Plan International; Montréal: Women in Cities International; New York: UN-HABITAT.

WHAT IS A SAFE SPACE?

A **safe space** is both *physically safe* (physical environment, infrastructure) and *socially safe* (social environment, girls' perception of safety, what people use the space, how they use it and at what times of day). A safe physical space is a clean and open area with streetlights, street signs, and good roads and sidewalks. A safe social space is an area where girls feel safe and do not feel vulnerable to violence. In a socially safe place, all types of people have equal access to the space at all times of day and night. The physical environment of a space has an impact on its social environment for adolescent girls, and vice versa. Therefore, safer cities programmes for adolescent girls must take into consideration improving both the physical and social environment within communities.

Girls can play an important role in assessing safety in their own communities. Indeed, learning to identify what makes a public space safe or unsafe can go a long way in driving girls to collectively call for increased safety in their communities, while taking steps to avoid risks and to support each other's safety.

Therefore, **social cartography** can be a powerful tool for girls to assess safety in their cities. Social cartography, or mapping, has increasingly become a strategic tool for community analysis and mobilising. The potential for awareness raising and community mobilisation comes from three core premises: participants choose the symbols and language they use to describe the problem they are analysing; comparing and contrasting personal experience allows participants to see themselves in larger social context; and the role of external actors in shaping personal experience is evidence.[3]

In **Activity BSC3: Map Your Community** girls use social cartography to assess safety and inclusion in their own communities.

WHAT IS A PUBLIC SPACE?

A **public space** is any space accessible to girls and community members, including streets and roadsides, parks, markets, community centres, public transportation, public schools, health clinics, police stations, and other areas in the community. Although public spaces can be defined differently across various communities, the module focuses on increasing girls' access to *public* spaces rather than focusing on *private* spaces. Therefore, the module focuses on public violence rather than domestic violence or violence experienced by girls inside schools.

However, it must be noted that public and private spaces are interconnected. Therefore, creating safer public spaces can help girls access the services they require to protect themselves from unsafe situations at home or in school.

In **Activity 4: Map Your Ideal Community**, girls identify favourite public spaces in their own community and use the 7 Principles of Girls' Safety to develop an ideal community map where all public spaces are equally and safely accessible.

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3. Eli Moore and Catalina Garzón (2010) Social Cartography: The Art of Using Maps to Build Community Power

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WHY FOCUS ON GIRLS' ACTIVE AND MEANINGFUL PARTICIPATION IN CITIES?

Girls in cities tend not to be included in decisions that affect their safety or community. They are mostly excluded from urban development and governance, meaning that cities do not take into consideration the unique challenges, issues, and barriers that girls face while navigating the physical and social environment of their cities. Due to their age and sex, girls are often excluded from urban processes and not seen as valuable citizens. Based on research conducted by Plan International and their partners, adolescent girls said that they rarely participate in decision-making processes that impact their safety. For instance, only 7% of girls in Kampala claimed that they *always* participate in decisions that affect their community, and 14% of girls in Cairo, 18% of girls in Delhi, and 23% of girls in Hanoi agreed. As one adolescent girl in Kampala said,

"[PARTICIPATION] IS IMPOSSIBLE BECAUSE THEY LOOK AT US AS YOUNG…THEY CANNOT TAKE OUR OPINIONS BECAUSE THEY WANT OLDER PEOPLE. EVEN OUR PARENTS CANNOT ALLOW US TO GO TO PARLIAMENT TO EXPRESS OUR VIEWS".

The activities in this module promote girls' **active and meaningful participation**, understood as participation in urban development and governance, and girls being involved in decision-making processes that affect them, including their safety. All activities also emphasise that girls' voices are important for creating positive change in cities.

In **Activity BSC5: Living in Your Ideal Community** girls will understand that they are valuable citizens in their community, and believe their voices are important for creating change. **Activity BSC6: Speak Up!** invites girls to practice speaking out about issues of safety and inclusion and demanding changes from duty bearers in order to make cities safer and more inclusive.

WHO IS INVOLVED IN CREATING SAFE AND INCLUSIVE CITIES?

Many actors are responsible for providing safe and inclusive city services and spaces. In this module, girls learn about the various actors involved in making cities accessible to girls, including individual actors (girls and boys), community actors (families, communities leaders, police), and institutional/government actors (ministries, services such as police help lines). This module focuses on creating change for girls at the individual level by working directly with adolescent girls on issues of safety, participation and inclusion, and empowerment.

Activity BSC7: Actors in Your City supports girls in understanding the different actors involved in promoting safety and inclusion at the individual, community, and institutional levels.
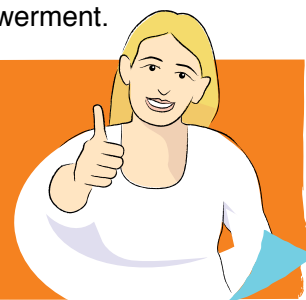
After participating in this module, girls will start to recognise themselves as Champions of Change rather than passive community members. They will be equipped with practical tools to facilitate the change in their environment. Girls will learn how to engage with community and government duty bearers to share their experiences and be encouraged to creatively reflect on pressing urban issues for girls and how these can be addressed. Girls will also learn how to propose solutions for positive change to make their communities and cities safe and inclusive for adolescent girls.

In **Activity BSC8: Action Planning for Safer Cities** girls propose solutions for positive change to make their communities and cities safe and inclusive for adolescent girls.

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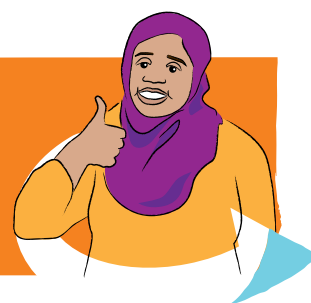
4. Plan International et al (2013); Plan International et al (2015)

CONNECTING TO THE JOURNEY

The activities in the *Being Safe in the City* module contribute to several steps of the girls' journey to empowerment. Girls gain awareness about how their gender identity has been constructed, recognising how gender norms and roles set informal limits on how girls can use and access city services and spaces, so that when they say 'I am I' **(1)** they can reject these harmful norms and realise that they have a right to the city. Girls increase their sense of self-worth and believe they are valuable citizens in their community, affirming that 'I am valuable' **(2)**. Girls begin to 'recognise gender inequality' **(3)** in cities and how it affects their own lives in terms of safety and inclusion. Through community mapping tools, girls will learn how to assess safety and inclusion in their communities and begin to 'uphold girls' rights as human rights' **(5)** and propose solutions with a 'we are one' **(4)** outlook. Girls will learn how to proactively communicate and speak out about issues of safety and inclusion, 'working to change the structures' **(8)** that affect their safety. Girls will learn about the different actors and services involved in promoting safety and inclusion in their communities, enabling them to 'identify others who can support' **(7)** them in their journey. Girls will propose solutions for positive change and 'make plans' **(6)** to improve their city and make their communities safer and more inclusive for girls. Girls will identify supporters and 'invite others to join' **(9)** them in their journey to equality. Finally, girls will 'celebrate' **(10)** the journey they have taken and the personal achievements they have made while getting ready for the work ahead of them.

THE JOURNEY TO CHANGE

1. I am I

2. I am valuable

3. I recognise gender inequality and analyse my attitudes and behaviours

4. We are one

5. We have rights!

6. We make plans

7. We identify others who can support us

8. We work to change the structures that affect us

9. We invite others to join us in this journey

10. We celebrate!

GLOSSARY

Active and meaningful participation
Active and meaningful participation refers to participation in urban development and governance, and girls being involved in decision-making processes that affect them, including their safety.

Actual safety
Crime statistics and data relating to violence.

Autonomous mobility
The ability to move freely and safely around a community and city alone, either by walking, riding a bicycle, or using transportation services, such as buses and taxis.

Perceived safety
Feelings about the physical environment, the social environment, and past experiences in certain areas.

Public space
A public space is any space accessible to girls and community members, including streets and roadsides, parks, markets, community centres, public transportation, public schools, health clinics, police stations, and other areas in the community.

Safe space
A place that is both *physically* (physical environment, infrastructure) and *socially* (social environment, girls' perception of safety, what people use the space, how they use it and at what times of day) secure and accessible.

Safer Cities for Girls Programme
The Safer Cities for Girls (formerly known as the Because I am a Girl Urban Programme)is a joint programme developed in partnership between Plan International, Women in Cities International, and UN-HABITAT to address the increased risks and opportunities for adolescent girls in cities. The overarching goal of the programme is to build safe, accountable, and inclusive cities *with* and *for* adolescent girls (ages 13-18).

Sexual harassment
Any type of unwanted and unwelcome physical, verbal, or psychological act that is sexually oriented and that interferes with a person's life.

Social Cartography
A strategic mapping tool for community members to describe and analyse a problem using symbols and language of their choosing, based on their own experiences.

Dividing the Activities:

The *Being Safe in the City* module includes eight different activities that can be divided over several sessions or several days with girls. In accordance with the Champions of Change methodology, the module should not be done all at once. Instead, it is recommended to break up the activities and combine them with physical or other creative activities to ensure girls continue to be engaged and excited in the material.

If time is limited, the following activities can be completed together: Activities 1 & 2, Activities 3 & 4, and Activities 5 & 6. Activity 7 and Activity 8 should be completed on their own, ideally with time in between to reflect upon what they have learned.

The Girls' Champions of Change Curriculum:

This is a programme-specific module of the **Girls' Champions of Change for Gender Equality and Girls' Rights** curriculum, which is a comprehensive empowerment and life skills programme for girls. The curriculum focuses on a girl's journey to empowerment, considering her agency, her relations, and the structures in her life. The Girls Champions of Change curriculum has been created for the entire Plan federation and is designed to be adaptable to local contexts.

Many of the modules in this curriculum are extremely relevant to the Safer Cities for Girls programme. Therefore, it is highly recommended that you utilise the other modules with girls participating in the Safer Cities for Girls programme, especially the following modules:

• The *Being Assertive* module focuses on participation, social skills, collective power and action, and action that will greatly help the girls involved in the Safer Cities for Girls programme in enhancing their communication and leadership skills. This module is especially relevant to **Activity**

BSC5 and **Activity BSC6**.

• The *Being Gender Aware* module helps to understand the difference between sex and gender, how social norms are constructed, and other foundational information for girls. This is very relevant to the girls involved in the Safer Cities for Girls programme and directly links to and compliments **Activity BSC1** and **Activity BSC2**.

• The *Living Free from Gender Based Violence* module focuses on gender-based violence, including sexual harassment. It is very important that facilitators utilise this module with the girls participating in the Safer Cities for Girls programme, as it is directly aligned and dives deep into these issues. Details about gender-based violence have been excluded from the *Being Safe in the City* module to mitigate duplications in the wider curriculum.

• It is also highly recommended that you thoroughly review the introductory booklet for a more in depth description of the pedagogical approach of the Champions of Change curriculum, as well as for a detailed description of the Girls' Journey to Empowerment.

Girls' Safety:

This module aims to create a safe space for adolescent girls to discuss challenging matters in their lives, including issues of gender-based violence, insecurity, and exclusion. As such, facilitators should be well trained in working with youth on sensitive issues, and it is best practice to have female facilitators to ensure that adolescent girls can openly discuss these topics.

The norms, traditions and power relations in girls' families and communities might prevent girls from making radical changes in their lives. Even enhancing their communications skills and ability to speak out may put them at risk if their environment is not supportive. Therefore, always

take the time to discuss potential risks with the girls, and support them in finding ways to avoid backlash and safety issues by carefully questioning and pushing boundaries in the household and community. This strategy will likely be more successful in bringing about sustainable change – not only for themselves but also for the next generation.

For more suggestions on supporting girls who may be experiencing violence, please see the 'General Notes on Facilitation' section of the *Living Free from Gender Based Violence* module.

Before beginning this module, it is very important for facilitators to put together a list of local resources and services available for adolescent girls pertaining to safety and inclusion in their city, and include this information in Handout BSC-E: Resources and Services in Your City. These resources and services are very important for girls to be aware of and to be able to access if they are experiencing challenges in their lives in relation to insecurity, violence, or exclusion. These resources will empower girls to be able to seek additional help or information if they are dealing with a troubling situation. The handout should be modified and adapted to ensure that all relevant services and resources are included for your city. If you have already created similar materials for adolescent girls, feel free to use these materials instead, however ensure that these materials are comprehensive and robust. Have extra copies of these materials on hand in case girls would like to take some for their friends.

Take-away Assignments for Girls:

As part of the Champions of Change methodology, girls will be encouraged to keep a journal and reflect on what they have learned from the activities. Girls will be assigned homework after some of the activities. The details for the take-away assignment will be included in the wrap up section of activities. A notebook and pen/pencil should be provided to all girls at the start of the training. Girls can use the notebook to take notes during the activities and to take home with them and use as a journal for the homework assignments.

Note! For girls who are illiterate or have difficulties with writing, encourage girls to draw in their journal for the homework assignments or instead ask girls to speak with friends or parents about what they have learned.

Helpful Resources:

Outlined below include some helpful resources that you can consult prior to beginning the module.

- **Adolescent Girls' Views on Safety in Cities Findings from the Because I am a Girl Urban Programme study in Cairo, Delhi, Hanoi, Kampala, and Lima. Plan International, Women in Cities International, and UN-HABITAT (2013)**

  http://goo.gl/KxFu06

- **Because I am a Girl Urban Programme Videos. Plan International (2013).**

  Delhi video (long version): https://goo.gl/QJz6mq

  Delhi video (short version): https://goo.gl/BUBAsR

  Hanoi video: https://goo.gl/adJYPG

- **Youth Advocacy Toolkit: The Education We Want. Plan International, A World at School, and Youth Advocacy Group (2014).**

  http://goo.gl/9hG6zh

  Because I am a Girl Urban Programme: Global Project Proposal and Theory of Change. Plan International (2013).

  https://goo.gl/S0Ybnz

- **Because I am a Girl Urban Programme: Country Office Baseline Reports. Plan International (2014).**

  https://goo.gl/S0Ybnz

  My City, My Safety! Women in Cities International (2013).

  http://goo.gl/TWYPBp

- **Because I am a Girl: The State of the World's Girls 2010. Digital and Urban Frontiers: Girls in a Changing Landscape. Plan International (2010).**

  http://goo.gl/kyiyKv

KNOWLEDGE, ATTITUDES, PRACTICES AND SKILLS

	KNOWLEDGE	ATTITUDES	PRACTICE AND SKILLS
Individual	• Understands that gender norms and roles set informal limits on how she can use and access city services and public spaces. (BSC1)	• Believes she is a valuable citizen in her community, and believes her voice is important in creating change for safer cities. (BSC5) • Has the confidence to proactively speak up and demand corrective action from duty bearers about her safety and inclusion. (BSC6) • Makes a personal commitment to make cities safer and more inclusive for girls. (BSC8)	• Identifies her own role in contributing to safety in her city. (BSC7)
Community/ Family	• Can identify the various actors in her community who are responsible for providing safe and inclusive cities. (BSC7)	• Believes she is a valuable citizen in her community, and believes her voice is important in creating change for safer cities. (BSC5, BSC6)	• Assesses safety and inclusion in her community using community mapping tools. (BSC3, BSC4) • Visualises her ideal community. (BSC4) • Can communicate and speak out on issues that affect her safety and inclusion to family, friends, and community members. (BSC6)
Institutional	• Understand that safety and inclusion are universal human rights that she is entitled to. (BSC1) • Understands her rights to safety and mobility in the city, including the 8-Point Call to Action on Girls' Rights to the City and the 7 Principles of Girls' Safety. (BSC2, BSC4) • Knows who the duty bearers who are responsible for providing safe and inclusive cities are. (BSC7) • Knows which institutions provide safety support services (i.e. police services, hotlines, transportation services, social services). (BSC7)	• Regards not being safe and exclusion as unjust forms of gender inequality. (BSC1) • Recognises the importance of being included in decisions that affect her safety. (BSC2)	• Promotes her rights to safety and inclusion. (BSC2) • Can identify and communicate changes she would like for her community and who she can speak to about achieving these changes. (BSC5) • Can propose solutions for positive change that increases safety and inclusion in cities. (BSC8)

OUTLINE OF ACTIVITIES

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity BSC1: Gender in the City	1 hour + take away assignment	• Understands that gender norms and roles set informal limits on how she can use and access city services and public spaces. • Regards not being safe and exclusion as unjust forms of gender inequality. • Understand that safety and inclusion are universal human rights that she is entitled to.	**It is unfair for girls to feel unsafe and excluded in their community.** These are unjust forms of gender inequality. Everyone, regardless of their age and sex, is entitled to safe and inclusive public spaces and services in their city. **Community beliefs and behaviours about gender define what public spaces and city services girls have access to.** These gender norms sometimes limit girls' rights to accessing spaces and services in their city. This is unjust and therefore needs to change.	In this activity, girls take a position on statements about their safety and inclusion, and compare and contrast their own views with those of the other girls. Next, girls review and discuss a case study to understand how gender norms and roles set informal limits to how people can use and access public spaces and city services. Finally, girls are asked to share one thing they would change to make their community safer and more inclusive for girls. As a take-away assignment girls are asked to observe differences in how girls and boy use public spaces.
Activity BSC2: Under-standing Your Rights in the City	1 hour and 10 minutes + take away assignment	• Understands her rights to safety and mobility in the city, including the 8-Point Call to Action on Girls' Rights to the City and the 7 Principles of Girls' Safety. • Recognises and promotes her rights to safety and inclusion. • Recognises the importance of being included in decisions that affect her safety.	**Girls have the right to be safe where they live.** Girls can get to know and promote their rights using the 8-Point Call to Action on Girls' Rights to the City. **Girls have the right to participate in the decisions that affect their safety in cities.** This includes being involved in decisions that affect their safety in their household, community, and with government stakeholders.	Girls are introduced to Plan's 8-Point Call to Action on Girls' Rights to the City as a means of understanding that all girls have the right to be safe in their community and city, as well as having the right to participate in making their city safer. Girls prepare role-plays to recognise rights violations and to explore what the fulfilment of these rights looks like. As a take-away assignment the girls are asked to think about the Call for Action in the context of their communities

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity BSC 3: Map Your Community	1 hour + take away assignment	• Assesses safety and inclusion in her community using community mapping tools.	**A safe space is both physically safe as well as emotionally safe.** A safe physical space is an area with streetlights, street signs, good roads, and no piles of garbage. A safe emotional space is an area where girls are not afraid of violence and perceive the area to be secure.	Girls use the Social Cartography tool to collect and assess information about their perceptions of urban safety in public spaces. By building their own maps of their community, girls gain key insights into how they make use of their space, and which places they avoid. Girls will recognise that a safe space must be both physically safe (infrastructure, street lights, etc.) as well as emotionally safe (perception of safety, freedom from fear of violence, etc.). As a take-away assignment the girls are asked to share what they learned about physical and emotional safety with someone they trust.
Activity BSC 4: Map Your Ideal Community	1 hour and 5 minutes + take away assignment	• Understands her rights to safety and mobility in the city, including the 8-Point Call to Action on Girls' Rights to the city and the 7 Principles of Girls' Safety. • Assesses safety and inclusion in her community using community mapping tools • Visualises her ideal community.	**Girls can assess how safe and inclusive their community is using the 7 Principles of Girls' Safety.** These principles include: see and be seen, hear and be heard, be able to get away and get help, live in a clean and welcoming environment, know where you are and where you are going, work together, and inclusion.	Girls are introduced to the 7 Principles of Girls' Safety as a tool for assessing urban safety in public spaces, and what needs to be changed. Next, girls identify places in their communities that they like and where they feel safe. Finally, girls work in groups to map what their communities would be like if they were safe and inclusive, and learn from each other's maps. As a take-away assignment the girls formulate recommendations for what needs to change in their communities.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity BSC5: Living in Your Ideal Commu-nity	45 minutes	• Believes she is a valuable citizen in her community, and believes her voice is important in creating change for safer cities. • Can identify and communicate changes she would like for her community and who she can speak to about achieving these changes.	**Girls' opinions matter.** Girls are valuable citizens in their community and can communicate about the challenges they face on safety and inclusion in order to create change in their cities.	Girls envision what it would be like to live in their ideal community that is safe and inclusive for everyone. Next, girls work to enhance their communication skills and learn how to speak about the issues affecting them in their communities and cities. Girls are encouraged to reflect back on their ideal community maps.
Activity BSC6: Speak Up!	1 hour + take away assignment	• Believes she is a valuable citizen in her community, and believes her voice is important in creating change for safer cities. • Can communicate and speak out on issues that affect her safety and inclusion to family, friends, and community members. • Has the confidence to proactively speak up and demand corrective action from duty bearers about her safety and inclusion. • Believes she is a valuable citizen in her community, and believes her voice is important in creating change for safer cities.	**Girls can be leaders in their community and demand changes from duty bearers.** Girls can proactively speak up and demand corrective action from service providers and community members about the changes they that they want to see in their community.	In this activity, girls will harness their leadership skills and build self-confidence in order to proactively speak out on issues that affect their safety and inclusion in cities. Girls will have an opportunity to practice their public speaking skills and build their confidence in sharing their opinion and the changes that they want to see in their communities. As a take-away assignment, girls are asked to identify one challenge relating to safety in their community as well as a possible solution to deal with this challenge, and to talk about it with another girl.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity BSC7: Actors in Your City	1 hour	• Knows who the duty bearers who are responsible for providing safe and inclusive cities are. • Identifies her own role in contributing to safety in her city. • Knows which institutions provide safety support services (i.e. police services, hotlines, transportation services, social services). • Can identify the various actors in her community who are responsible for providing safe and inclusive cities.	**Many actors are responsible for providing safe and inclusive city services and spaces.** These include individual actors (girls, boys, parents, teachers), community actors (communities leaders), and institutional actors (institutional/ government actors, including ministries, services such as help lines, police, etc.). **Creating safe and inclusive cities is a shared responsibility.** All actors must work together to increase girls' safety and inclusion. Among these actors, duty bearers have the additional responsibility to protect, respect and fulfil the girls' rights.	Girls identify various actors and duty bearers in their city who can contribute to increasing girls' safety and inclusion. Then girls receive and discuss a list of resources and services in their city that they can refer to in the future and share with friends.
Activity BSC8: Action Planning for Safer Cities	1 hour	• Makes a personal commitment to make cities safer and more inclusive for girls. • Can propose solutions for positive change that increases safety and inclusion in cities.	**Girls can propose solutions and create action plans to make positive changes in their communities and cities.** Girls have the ability to make personal commitments to improving their community and they can also work together with actors and jointly propose solutions for making cities safe and inclusive for girls.	Girls develop group action plans for creating safe and inclusive cities. Girls focus on what they can do together to further promote girls' safety and inclusion in cities, as well as what they can do themselves to make their communities safe and inclusive for girls. As a take-away assignment, girls are encouraged to take note over the coming weeks on how they live up to their commitment. The activity ends on a celebratory note to mark the end of the module!

ACTIVITY BSC1:
GENDER IN THE CITY

In this activity, girls take a position on statements about their safety and inclusion, and compare and contrast their own views with those of the other girls. Next, girls review and discuss a case study to understand how gender norms and roles set informal limits to how people can use and access public spaces and city services. Finally, girls are asked to share one thing they would change to make their community safer and more inclusive for girls. As a take-away assignment girls are asked to observe differences in how girls and boy use public spaces.
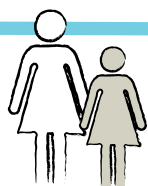
ALL AGES

1 HOUR

WHAT YOU NEED
- Flipcharts
- Markers
- Large cards
- Pens/pencils
- Masking tape
- Notebooks or journals (one per girl for the take-away assignments)
- **Handout BSC-A: Sara's Story** (1 copy per girl)
- **Facilitation Sheet BSC1-A: Examples for the 'Take a Stand' statements**
- **Facilitation Sheet BSC1-B: Answers and Examples for Sara's Story**

LINKS TO KAPS
- Understands that gender norms and roles set informal limits on how she can use and access city services and public spaces.
- Regards not being safe and exclusion as unjust forms of gender inequality.
- Understand that safety and inclusion are universal human rights that she is entitled to.

KEY MESSAGES
- **It is unfair for girls to feel unsafe and excluded in their community.** These are unjust forms of gender inequality. Everyone, regardless of their age and sex, is entitled to safe and inclusive public spaces and services in their city.
- **Community beliefs and behaviours about gender define what public spaces and city services girls have access to.** These gender norms sometimes limit girls' rights to accessing spaces and services in their city. This is unjust and therefore needs to change.

TIPS FOR FACILITATORS
- It is highly recommended that you complete at least the *Being Gender Aware* module before starting this module to ensure that girls fully understand basic gender awareness concepts and ideas. The first step in the activity outlined below on sex vs. gender is just a short warm up to these concepts and should serve as a reminder for the girls about these concepts. If you have not completed the module, you will need to precede this activity with **Activities GEN1 – GEN5**.

BEFORE YOU BEGIN

- Review **Facilitation Sheets BSC1-A** and **BSC1-B**, and add some local examples that you may share with the girls.
- Copy the definitions of 'sex' and 'gender' included in **Step #1** onto two separate flipcharts.
- Copy the activity's **Key Messages** onto a flipchart. You will review these in the wrap up session.
- Keep all these flipchart sheets covered until you need them.
- Prepare an open space in the room with three flipcharts placed in opposite ends of the space. Write one of these three words on each flipcharts: Disagree, Neutral, Agree. You will use this space starting in **Step #7**.
- Copy the discussion questions listed in **Step #12** onto four separate large cards (one set of questions per card).

STEPS TO FOLLOW:

In Plenary: Sex vs. Gender (10 minutes)

1. To begin, introduce girls to the *Being Safe in the City* module. Provide a brief overview of the module using information from the Snapshot section at the beginning. Before beginning with the module, first review the basic concepts that the girls learned in the *Being Gender Aware* module in order to provide a recap on the basic gender awareness concepts and ideas.

2. Ask girls if they remember the difference between 'sex' and 'gender'. Generate a brief discussion and encourage girls to share their ideas.

3. Show the two *flipcharts* you prepared ahead of time with the following definitions of 'sex' and 'gender':
   - **SEX:** Sexual characteristics are biologically determined, and remain the same throughout time and across societies.
   - **GENDER:** Gender characteristics are shaped by social relations, change over time, and may be different in different societies.

4. Start with the 'sex' flip chart. Ask girls to identify sexual characteristics for girls and women and write down the correct answers on the 'sex' flipchart (such as: females can have babies, females can breastfeed, females and males have different sexual organs, etc.).

5. Ask girls to identify gender characteristics for girls and women and write down the correct answers on the 'gender' flipchart (such as: females can be leaders in society, females can do well in school, females and males can be equally safe in cities, females and males can be equally good parents, etc.).

TIP! In both cases, make sure to point out any characteristic that has incorrectly been identified as 'sex' or 'gender'.

6. Congratulate the girls on remembering the difference between these two concepts, which is so important to understand why discriminating against girls is unjust.

STEPS TO FOLLOW:

In Plenary: Take a Stand! (15 minutes)

7. Move over to the space that you prepared ahead of time with the three flipcharts (with 'disagree', 'agree', and 'neutral' written on them), and ask the girls to gather around you. Explain that you will read out some statements, and that after each statement they will walk over to the flipchart that corresponds with how they feel about the statement.

8. Explain that you will ask some girls to tell the group about their position, and that anyone can move around during the discussion if what they hear makes them change their mind.

9. Remind girls that this activity is NOT about being right or wrong, but about considering different perspectives and seeing where the group stands. Ensure that you take enough time for each statement to gather responses from the girls and to fully understand *why* they agree or disagree (or are neutral) with each statement. Ask girls to share examples of why they agree or disagree (or are neutral), and if needed use the examples provided in the **Facilitation Sheet BSC1-A** to support the girls.

TIP! Some girls may feel that they are expected to respond in a certain way, instead of expressing their own views. If you sense this may be the case, encourage the girls to say what they truly feel, and explain that this will allow the group to learn from each other's experience.
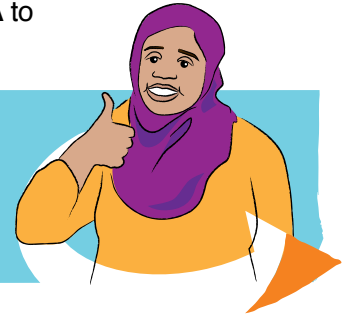
10. Read out the following statements one by one, and follow the rules you just explained to discuss each statement with the girls:
    - Girls in my community feel safe in public spaces.
    - Girls in my community feel safe going out at night alone.
    - Girls in my community feel safe when using public transportation.
    - It is unfair for girls to feel unsafe and excluded in their community.

TIP! Ideally, you would like all girls to agree with the last statement, as it is unfair for girls to feel unsafe and excluded in their community. If girls disagree with this statement, or are neutral, enquire with these girls and ask them to share examples to help contextualise what they are thinking. However, DO NOT pressure them into changing their position, as it may take time for them to see the injustice in their own lack of safety.

In Small Groups and Plenary: Case Study and Discussion (25 minutes)

11. Distribute **Handout BSC-A: Sara's Story** to all girls and ask them to take a few minutes to read the case study individually.

12. Divide the girls into four small groups and assign one of the large cards you prepared ahead of time to each group:
    - **Group 1:** In Sara's story, do girls, boys, women, and men have different roles in the city because of their age and sex? Why? Also give examples from your own community.
    - **Group 2:** In Sara's story, do girls and boys have different access to places in the city and city services? Why? Also give examples from your own community.
    - **Group 3:** What places and services do other people have access to that Sara doesn't? Who has access to these places and why? Also give examples from your own community.
    - **Group 4:** Have you ever felt that your access to public spaces or city services has been limited because you are a girl? Can you relate to Sara? Give examples from your own community.

13. Ask the girls to take 10 minutes to discuss the story and to think about the questions they were assigned. Ask each group to take notes and prepare to present what their group discussed to the other girls. Suggest that each group selects a speaker as well as a note taker.

14. During the group work, visit each group to ensure the activity is clear and to clarify any question they may have. If needed, you can share some of the answers and examples presented in the **Facilitation Sheet BSC1-B** to help the groups:

15. When time is up, ask the groups to take turns presenting the main points from their group discussion. Write down some of the key points on a flip chart, and after each presentation ask the other groups if they would like to add anything.

In Plenary: Wrap It Up! (10 minutes)

16. Write the following question on a flipchart, and ask the girls to take a few minutes to think about:

    • **What is one thing you would change to make your community safer and more inclusive for adolescent girls?**

17. Distribute large cards and ask each girl to summarize their response in two or three words, and to write them on their card. Ask them to come forward and to post their cards on a wall. Invite the girls to spend some time in front of the wall looking over each other's cards.

18. Stand with them, and read a few of the cards out loud, pointing out emerging themes of the changes that the girls would like to see.

TIP! Make sure to keep these cards after the session to come back to them throughout the training, especially in the last activities that introduce action planning.

19. Ask a few girls to share what they learned from the activity.

20. Read the **Key Messages** from the flipchart you prepared ahead of time. Make sure to review each one with the girls.

21. Wrap up the activity by explaining the **take-away assignment**, and encouraging girls to be prepared to talk about it at the beginning of the next session.

Write it out! Pay attention to how girls and boys use public spaces differently. Think about how you feel in public spaces and about what changes you would like to see. Write about this in your journal.
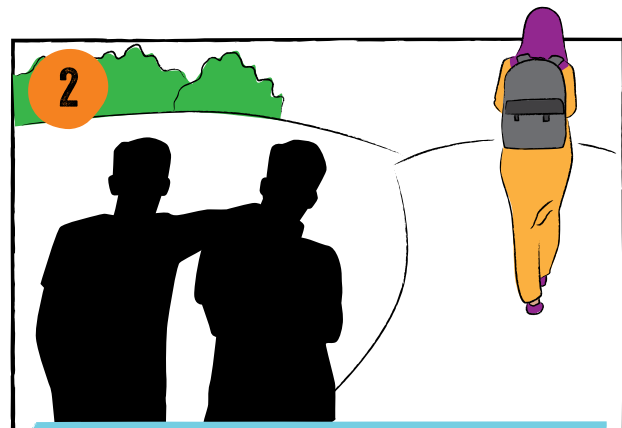
1

My name is Sara. I'm 15 years old. I walk for 15 minutes to school. On the way to school, boys harass girls and call them names. Some parents keep their girls at home because they are so worried about them.

2

On my way back from school, I pass by the park. I don't go to the park because whenever girls go to the park, boys will stop what they are doing and start staring, making comments, laughing, and teasing them.

3
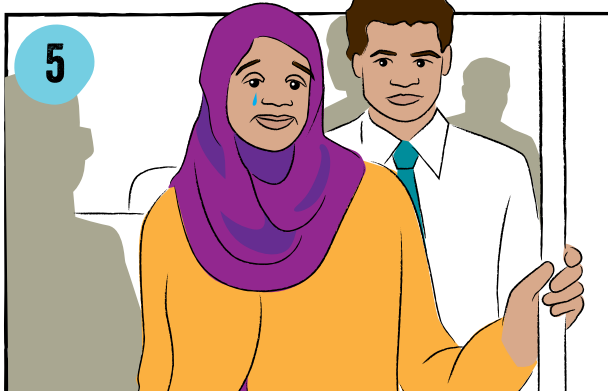
Another unsafe area in my community is the public toilet. There's no guard for the girls' toilet, so there are times when we don't realise that men have gone into our toilets.

4

Even going to the market to buy food can be dangerous. Mostly because there are a lot of boys hanging around who harass the girls, whistle and comment on their body parts.

5

Lots of girls find the bus to be a scary place. Once an old man was standing behind me on a crowded bus and started fondling me, making me feel upset and violated. I wanted him to stop.

6

When girls feel safe, they can go outside of their homes. How long should we be afraid? The more they hound us, the more we'll remain scared. If we don't move ahead, we'll be left behind.
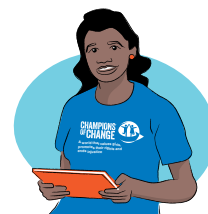
Girls may need some support to decide if they agree or disagree with the 'Take a Stand' statements. If this happens, you may share these and other examples with the girls to help them understand the statements in their own context. Make sure to add some examples that are relevant to the girls in the group you are working with in the space provided.

STATEMENT	AGREE	DISAGREE	NEUTRAL
Girls feel safe in public spaces in my community	Girls who agree with the statement might say they feel safe on the streets, in markets, in parks, and travelling to and from school.	Girls who disagree might say their friends feel unsafe travelling to these places.	Girls who are neutral might say they neither feel safe nor unsafe in public spaces, or they might feel safe during the day but not at night.

Notes:

STATEMENT	AGREE	DISAGREE	NEUTRAL
Girls in my community feel safe going out at night alone	Girls who agree with the statement might say they feel safe walking along the streets at night, or safe when travelling with friends, or when using public transportation at night.	Girls who disagree might say they never leave their house at night or travel alone after dark.	Girls who are neutral might say they neither feel safe nor unsafe when going out at night alone, or some might say simply that they do not go out at night alone so they do not have an opinion

Notes:

STATEMENT	AGREE	DISAGREE	NEUTRAL
Girls in my community feel safe when using public transportation	Girls who agree with the statement might say they are never threatened or never harassed when using transportation, and some girls might feel safe travelling alone on buses or other forms of transportation.	Girls who disagree might experience sexual harassment or other forms of gender based violence when travelling on buses, and they might say they never travel alone on public transportation because of their safety concerns.	Girls who are neutral might say they neither feel safe nor unsafe when using public transportation, or perhaps they never use public transportation. Girls might also feel safe using certain types of transportation, while unsafe using other types.
Notes:			

STATEMENT	AGREE	DISAGREE	NEUTRAL
It is unfair for girls to feel unsafe and excluded in their community	Girls who agree with this statement might say that girls should feel safe and included in their community, whether it be feeling safe when in public spaces or having their opinion valued by family and community members.	Girls who disagree with this statement might think that girls are less valued by society and their safety concerns don't matter, or perhaps they believe it is normal, and thus alright, for girls to be harassed in public spaces or have their voices excluded by family and community members.	Girls who are neutral might say they neither agree nor disagree with the statement, or they might not understand that girls have the right to be safe and included in their community.
Notes:			

FACILITATION SHEET BSC1-B:
ANSWERS AND EXAMPLES FOR SARA'S STORY

Group 1: In Sara's story, do girls, boys, women, and men have different roles in the city because of their age and sex? Why? Also give examples from your own community.

- In Sara's story, she had a different role than her brother or her male friends as she was responsible for going to the market to buy food, and she is responsible for helping out in the household. Boys loiter in parks and around markets harassing girls.

- Females and males should not have different roles in the city because of their age or sex, and a person's age and sex should not interfere with accessing public spaces and services.

Group 2: In Sara's story, do girls and boys have different access to places in the city and city services? Why? Also give examples from your own community.

- In Sara's story, her access to parks, markets, and school are limited because boys occupy these spaces and harass girls. Sara doesn't feel safe using the public toilet because sometimes men go into the women's toilet and harass girls.

- Females and males should not have different access to places in the city or city services. Everyone should have equal access to places and services.

Group 3: What places and services do other people have access to that Sara doesn't? Who has access to these places and why? Also give examples from your own community.

- Sara has limited access to school, parks, public toilets, markets, and transportation. She does not feel safe in these spaces and is often harassed by boys in these places.

- On the other hand, boys have access to these spaces and seem to dominate these spaces, making girls uncomfortable and sexually harassing girls.

- People should have equal access to all public spaces and city services regardless of their age, sex, or other characteristics.

Group 4: Have you ever felt that your access to public spaces or city services has been limited because you are a girl? Can you relate to Sara? Give examples from your own community.

- Girls that say 'yes' they have felt their access to public spaces or city services has been limited because they are a girl might have difficulties accessing school, parks, public toilets, markets, and public transportation.

- Girls that say 'no' they have not felt their access to public spaces or city services has been limited because they are a girl, or might not have experienced accessing some or all of these places at all.

ACTIVITY BSC2:
UNDERSTANDING YOUR RIGHTS IN THE CITY

Girls are introduced to **Plan's 8-Point Call to Action on Girls' Rights to the City** as a means of understanding that all girls have the right to be safe in their community and city, as well as having the right to participate in making their city safer. Girls prepare role-plays to recognise rights violations and to explore what the fulfilment of these rights looks like. As a take-away assignment the girls are asked to think about the Call for Action in the context of their communities.
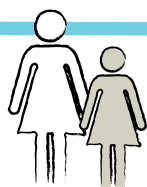
ALL AGES

1 HOUR & 10 MINUTES

WHAT YOU NEED
- Flipcharts
- Markers
- Paper
- Pens/pencils
- Large cards in different colours
- Masking tape
- **Handout BSC-B: Plan's 8-Point Call to Action on Girls' Rights in the City** (one copy per girl)
- **Facilitation Sheet BSC2: Grounding Girls' Rights in the City in Human Rights Conventions**

LINKS TO KAPS
- Understands her rights to safety and mobility in the city, including the 8-Point Call to Action on Girls' Rights to the City and the 7 Principles of Girls' Safety.
- Recognises and promotes her rights to safety and inclusion.
- Recognises the importance of being included in decisions that affect her safety.

KEY MESSAGES
- **Girls have the right to be safe where they live.** Girls can get to know and promote their rights using the 8-Point Call to Action on Girls' Rights to the City.
- **Girls have the right to participate in the decisions that affect their safety in cities.** This includes being involved in decisions that affect their safety in their household, community, and with government stakeholders.

TIPS FOR FACILITATORS
- Review **Activity GEN7: A World of Gender Equality** from the *Being Gender Aware* module, and the corresponding portion in the **Setting the Stage** section, for ideas on how to introduce Girls' Rights and Human Rights. Hopefully you will have already done this activity with the girls and they will only need a reminder. Otherwise, consider facilitating that activity before moving on to this one.

- Thoroughly review **Facilitation Sheet BSC2: Unpacking the 8-Point Call to Action** to gain an in depth understanding of the links between the call to action and three human rights instruments that are particularly relevant to girls' rights: CRC, CEDAW and CRPD. Make sure that you are prepared to answer questions about it from the girls. You may also want to review the 2010 Because I am a Girl: State of the World's Girls Report. Urban and Digital Frontiers: Girls in a Changing Landscape that generated this call for action.

- In **Step #8**, be clear that girls can share examples of rights, or rights violations, that they have **witnessed** in their community, rather than sharing personal examples about their own rights violations. Girls do not have to share personal experiences, nor should they be forced to share personal experiences, due to child protection guidelines.

- You will need to carefully facilitate the role-play exercise to ensure that sensitive issues or questions are addressed accordingly. Having the girls act out rights violations might bring up strong emotions in some girls, and you will need to be prepared to deal with these matters, including being able to support girls and inform them of resources and services available in the community that they can access for further support.

✓ BEFORE YOU BEGIN

- Copy each of the four points from **Step #10** on four separate large cards. These rights are the most relevant to the Safer Cities for Girls Programme. You can also select additional rights that are not outlined below if they fit better with the local context.
- Copy the activity's **Key Messages** onto a flipchart to use in **Step #14**.
- Copy the instructions and reflection questions for the **take-away assignment** onto a flipchart to use in the activity's final step.
- Keep these sheets covered until you are ready to use them.

STEPS TO FOLLOW:

In Plenary: Girls' Rights in the City (10 minutes)

1. Welcome the girls to the second activity of this module, and ask if any of them would like to share some of the differences in how boys and girls use public spaces that they observed since the last time they met.

2. Congratulate the girls for doing their take-away assignment, and explain that in this activity you will continue to discuss what is fair and what is not fair for girls in cities.

3. Ask the girls to brainstorm for a few minutes with the person sitting next to them about the following question: **what rights do girls have in the city?**

4. Distribute large cards and markers, and ask the girls to write down each right they mentioned on one of the cards.

> **TIP!** Ideally, girls will understand what a right is from previous modules. But if it is necessary, make sure to review the basic definitions presented in the *Being Gender Aware* module. You can also mention one or two examples, such as rights to education, protection, survival, gender equality, and the right to be free from violence.

5. Once the girls have finished, ask them to tape the cards onto a flipchart at the front of the room.

6. Lead a brief discussion about the rights that the girls posted on the flipchart using the following questions:
   - **Which were the rights that came up most often?**
   - **Do you think all girls are entitled to these rights?**

In Plenary: 8-Point Call to Action on Girls' Rights to the City (15 minutes)

7. Distribute **Handout BSC-B: Plan's 8-Point Call to Action on Girls' Rights** in the City to all of the girls. Explain that this Call to Action:
   - Was developed with adolescent girls to make cities safer and to minimise the risks for all girls in cities.
   - Can support them in recognising and promoting their rights to safety and inclusion in cities.

8. Review each of the rights, one at a time, and ask the girls:
   - If they agree with this right
   - To give an example of the right from their own community to help explain it

> **TIP!** Use the **Facilitation Sheet BSC 2-C: Unpacking the 8-Point Call to Action** to help guide your discussion on the 8-Point Call to Action on Girls' Rights to the City. It is important for girls to share examples of these rights, or rights violations, that they have witnessed in their community as a means of contextualising the 8-Point Call to Action. Girls do not have to share personal experiences, rather they can reflect on what they have witnessed in their community or what they have heard from friends.

STEPS TO FOLLOW:

9. Ask if there are any other rights that they value for their safety in the city that are not included in this Call to Action. Note down additional rights on a flipchart, and explain to the girls that you can all keep these in mind to consider for their future outreach activities.

In Small Groups: Role-Play (40 minutes)

10. Use a fun way to divide the girls into four small groups. Assign each group one of the following rights that you have written on a large card.
    - All girls should have the right to be free from violence in the city (right #2).
    - All girls should have the right to move safely in the city (right #4).
    - All girls should have the right to safe spaces in the city (right #7).
    - All girls should have the right to participate in making cities safer, more inclusive, and more accessible (right #8).

11. Ask each group to role-play what it would be like if that right was not respected for girls, AND if that right was fulfilled for girls. Encourage girls to be creative! Tell girls that they will have an opportunity to act out their role-play in front of the entire group.

12. Give the groups ten minutes to plan and rehearse, and explain that each group will have three to five minutes to perform their role-play.

TIP! Visit all groups as they are preparing, and make sure they are all working on a negative and a positive scene to represent the right.
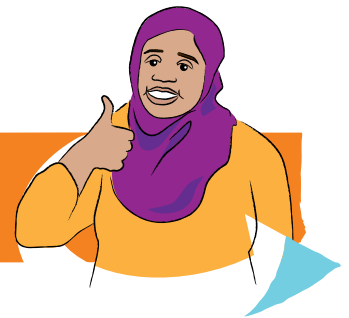
13. Ask the groups to take turns performing their role-play one at a time. After each group performs, lead a brief discussion using the following questions:
    - **Which right did the group role-play?**
    - **What are the differences between the two skits (when girls' rights were not respected versus when their rights were fulfilled)?**
    - **Looking at the 8-Point Call to Action, what other rights were violated or realised for girls in the role-plays?**

TIP! Remember to look out for sensitive issues or for any girl who has a hard time with the situations depicted in the role-plays. If anyone has an intense reaction, make sure to follow up with her one on one after the activity and be prepared to inform them of resources and services that they can access for further support.

Wrap It Up! (5 minutes)

14. Ask the girls to think about what they learned from the activity, and to share the most important thing they learned with the group. After some girls speak, ask for a volunteer to read the activity's **Key Messages** from the flipchart you prepared ahead of time.

15. Discuss the **take-away assignment** using the flipchart you prepared ahead of time.

Write it out! Review your Handout on the 8-Point Call to Action, and write in your journal about the following questions:
- **What are the three most important rights to your safety in your community? Why?**
- **Are there any other rights that are relevant to your safety in the city? If so, which ones? Why are these relevant to your safety and inclusion?**
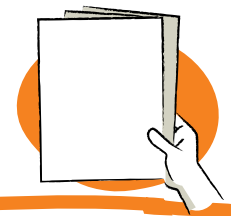
1. All girls should have the right to access safe education in the city

2. All girls should have the right to be free from violence in the city

3. All girls should have the right to secure and decent housing

4. All girls should have the right to move safely in the city
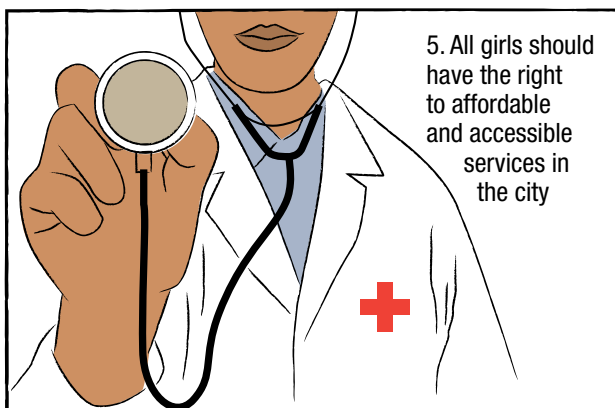
5. All girls should have the right to affordable and accessible services in the city

6. All girls should have the right to age-appropriate and decent work in a healthy urban environment

7. All girls should have the right to safe spaces in the city

GIRLS RIGHTS ARE HUMAN RIGHTS!

8. All girls should have the right to participate in making cities safer, more inclusive and more accessible

CHAMPIONS OF CHANGE

FACILITATOR'S SHEET BSC2-C: GROUNDING GIRLS' RIGHTS IN THE CITY IN HUMAN RIGHTS CONVENTIONS

Each one of the eight points in Plan's Call to Action is solidly grounded in Human Rights treaties. This chart links each points to the three most relevant conventions for the rights of girls and boys: the United Nations Convention on the Rights of the Child (CRC); the United Nations Convention on the Elimination of All Forms of Violence against Women (CEDAW); and the United Nations Convention on the Rights of Persons with Disabilities (CRPD).

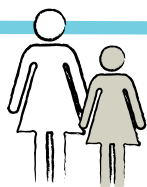| 8 POINT CALL TO ACTION:	CRC	CEDAW	CRPD
1. All girls should have the right to access safe education in the city For example, safety going to and from school, safety in schools, curriculum that is free from gender stereotypes, and equal access to all levels of education for all girls and boys.	**Article 28:** Education. Children have the right to education. Primary education should be free and compulsory. Secondary education should be accessible to every child. Higher education should be available to all on the basis of capacity. School discipline shall be consistent with the child's rights and dignity.	**Article 10:** Education. Women and men have equal rights in the field of education, including equal access to all levels of education. Curriculum should be free from gender stereotypes.	**Article 14:** Education. Persons with disabilities have the right to equal education and equal access to education.
2. All girls should have the right to be free from violence in the city For example, free from all forms of violence, including physical violence, sexual violence/harassment, and emotional/ psychological violence.	**Article 19:** Protection from abuse and neglect. Children shall be protected from abuse and neglect. States shall provide programmes for the prevention of abuse and treatment of those who have suffered abuse. **Article 40:** Administration of juvenile justice. Children in conflict with the law are entitled to legal guarantees and assistance, and treatment that promotes their sense of dignity and aims to help them take a constructive role in society.	**Article 1:** Discrimination. Discrimination against women should be eliminated in all its forms. **Article 5:** Sex Role Stereotyping and Prejudice. All prejudices and customary practices which are based on the idea of the inferiority or the superiority of either of sex or on stereotyped roles for men and women should be eliminated. **Article 15:** Law. State Parties shall accord to women equality with men before the law.	**Article 16:** Freedom from exploitation, violence and abuse. State Parties shall put in place measures to protect persons with disabilities, both within and outside the home, from all forms of exploitation, violence and abuse, including their gender-based aspects.
3. All girls should have the right to secure and decent housing For example, a safe place with secure walls and a roof, access to water, and a standard of living that benefits children's physical, mental, and social development.	**Article 27:** Standard of living. States Parties recognise the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall provide assistance and support programmes, particularly with regard to nutrition, clothing and housing.	**Article 14:** Rural women. Special measures should be in place to eliminate discrimination against women, especially in rural areas. All women have the right to adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.	**Article 28:** Adequate standard of living and social protection. Persons with disabilities have the right to adequate standards of living, including adequate food, clothing and housing.

8 POINT CALL TO ACTION:	CRC	CEDAW	CRPD
4. All girls should have the right to move safely in the city For example, travelling to/from school, the market, and community centres without being harassed or experiencing difficulties or violence.	**Article 34:** Sexual exploitation. Children shall be protected from sexual exploitation and abuse, including prostitution and involvement in pornography.	**Article 6:** Prostitution. State Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.	**Article 9:** Accessibility. Persons with disabilities have the right to live independently and participate fully in all aspects of life, including equal rights on the basis with others to the physical environment, to transportation, to information and communication, and to other facilities and services open or provided to the public. Measures should be in place to eliminate obstacles and barriers to accessibility, i.e. buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces. CRPD **Article 18:** Liberty of movement and nationality. Persons with disabilities have the right to liberty of movement, to freedom to choose their residence, and to a nationality
5. All girls should have the right to affordable and accessible services in the city For example, hospitals, health clinics, medical services, sexual and reproductive health services, emergency and police services.	**Article 24:** Health and health services. Children have the right to the highest possible standard of health and access to health and medical services.	**Article 12:** Health. Discrimination against women in the field of health care should be eliminated to ensure equal access to health care services, including family planning, for all women and men. Women should have access to appropriate services in connection with pregnancy at all stages.	**Article 25:** Health. Persons with disabilities have the right to access health services that are gender-sensitive, including sexual and reproductive health services.
6. All girls should have the right to age-appropriate and decent work in a healthy urban environment For example, safe employment, work that you like to do, equal opportunities to employment, and equal pay.	**Article 32:** Child labour. Children have the right to be protected from economic exploitation, from having to participate in work that threatens their health, education or development. The State shall set minimum ages for employment and regulate working conditions.	**Article 11:** Employment. Discrimination against women should be eliminated in the field of employment. Women and men should have equal access to the same employment opportunities, to equal pay, to equal social security, and to healthy and safe working conditions. Dismissal on the grounds of pregnancy or maternity leave is prohibited.	**Article 27:** Work and employment. Persons with disabilities have the right to work on an equal basis with others and the right to have equal access to employment opportunities. Discrimination on the basis of disability is prohibited concerning all forms of employment, including conditions of recruitment, hiring and employment, career advancement, and safe and healthy working conditions.

8 POINT CALL TO ACTION:	CRC	CEDAW	CRPD
7. All girls should have the right to safe spaces in the city For example, safe parks, markets, streets, schools, communities, and recreational activities.	**Article 31:** Leisure, recreation and cultural activities. Children have the right to rest, leisure, play and participation in cultural and artistic activities. **Article 15:** Freedom of association. Children have the right to meet with others, and to join or form association.	**Article 13:** Economic and Social Benefits. Discrimination against women should be eliminated in all areas of economic and social life, including the right to participate in recreational activities, sports and all aspects of cultural life.	**Article 9:** Accessibility. Persons with disabilities have the right to live independently and participate fully in all aspects of life, including equal rights on the basis with others to the physical environment, to transportation, to information and communication, and to other facilities and services open or provided to the public. **Article 30:** Participation in cultural life, recreation, leisure and sport. Persons with disabilities have the right to equal participation in cultural life, recreation, leisure and sport.
8. All girls should have the right to participate in making cities safer, more inclusive and more accessible For example, girls' voices heard in community forums or by community leaders, and girls sharing their opinion or safety issues with their family and friends.	**Article 12:** The child's opinion. Children have the right to express their opinions freely, and have their opinions taken into account in matters that affect them.	**Article 7:** Political life and public life. Women and men have equal rights to participate in the formulation of government policy, to hold public office and perform all public functions at all levels of government, and to participate in NGOs and associations concerned with the public and political life of the country	**Article 19:** Living independently and being included in the community. Persons with disabilities have equal rights to live in the community and enjoy full inclusion and participation in the community. **Article 29:** Participation in political and public life. Persons with disabilities have the right to fully participate in political and public life on an equal basis with others.

ACTIVITY BSC3:
MAP YOUR COMMUNITY

Girls use the Social Cartography tool to collect and assess information about their perceptions of urban safety in public spaces. By building their own maps of their community, girls gain key insights into how they make use of their space, and which places they avoid. Girls will recognise that a safe space must be both physically safe (infrastructure, street lights, etc.) as well as emotionally safe (perception of safety, freedom from fear of violence, etc.). As a take-away assignment the girls are asked to share what they learned about physical and emotional safety with someone they trust.

ALL AGES

1 HOUR

WHAT YOU NEED
- Flipchart paper
- Blank paper
- Coloured markers
- Pens/pencils
- Coloured stickers
- **Handout BSC-C: A Safe Space Is…**

LINKS TO KAPS
- Assesses safety and inclusion in her community using community mapping tools.

KEY MESSAGE
- **A safe space is both physically safe as well as emotionally safe.** A safe physical space is an area with streetlights, street signs, good roads, and no piles of garbage. A safe emotional space is an area where girls are not afraid of violence and perceive the area to be secure.

TIPS FOR FACILITATORS
- The Social Cartography tool allows girls to draw interactive maps of their community and assess how safe and inclusive public spaces and services are.

- Prepare for this activity by developing your own map, making sure to include various symbols for places and feelings, so that you can share it with the girls as an example. This will support the girls in understanding and visualising what a map of their community can look like.

BEFORE YOU BEGIN
- Copy the three things that the girls need to include in their maps described in **Step #9** onto a flipchart.

- Copy the activity's **Key Messages** onto a flipchart to use in **Step #15**.

- Keep these sheets covered until you are ready to use them.

STEPS TO FOLLOW:

In Plenary: Drawing Symbols of Places and Feelings (15 minutes)

1. Begin by welcoming the girls to the third activity of this module, and ask if any of them would like to share reflections from the take-away assignment, specifically the top three most important rights to their safety and why.

2. Congratulate the girls for doing their take-away assignment, and explain that in this activity you will continue to discuss these rights by drawing interactive maps of their community so that you can all discuss where the girls feel safe, and where they do not.

3. Ask the girls to think about and make a mental list of all the **places** they went to the previous day. This could be a park, market, school, community centre, a friend's house, etc.

4. Ask five or six girls to share the places they went, and list these on a flip chart. Then, ask if there are any other places that have not been named that anyone visited over the last few days. You should have at least 8 places listed on the flipchart.

5. Next, ask girls to think of **symbols** that represent each place on the list, and have them draw the symbol next to the corresponding place. For example, the symbol for a park can be a tree, the symbol for a community centre can be a building, etc.

6. Ask girls to describe times where they felt happy/safe, sad/unsafe, or neutral, based on where they were in the community. On a separate flipchart, note down the girls' responses. Ask girls to think of symbols for feelings. For instance, the symbol for happy/safe can be a happy face, the symbol for sad/unsafe can be a sad face, etc. Come up with at least three symbols, including one for happy/safe, one for sad/unsafe, and another for neutral. Ask for a volunteer to draw these symbols.

7. Post both flipcharts at the front of the room.

TIP! This part of the activity will help girls to start thinking about the places they go and why they go there so that they are ready to complete the mapping exercise. You may need to support the girls in coming up with names of places, or how they feel there. Here are a few guiding questions that can help you support them.

- **Where do you go every day?**
- **How do you get to the places you go to? Do you walk? Bike? Take the bus?**
- **How long does it usually take you to travel to where you want to go?**
- **Where do you like to play or see your friends?**
- **Are there some places you are not allowed to go? Why?**

TIP! Hang on to the flipcharts with the types of places and feelings and corresponding symbols. The girls will use these symbols again in **Activity BSC4** when they create their ideal community maps.

STEPS TO FOLLOW:

Individual Work: Individual Mapping Exercise (25 minutes)

8. Hand out a blank piece of paper to each one of the girls.

9. Ask the girls to map their daily routes in the community, including places they go to frequently, streets that they walk in, and places they avoid. Use the flipchart you prepared ahead of time to explain that they will need to include at least three things on their map:

    *   **The places you go,** marked by the symbols for places that you just created.
    *   **The routes you take (and don't take)** and how you get from one place to the other. These can be represented by different lines with coloured markers.
    *   **How you feel in the different places,** using the symbols for feelings you also just created.
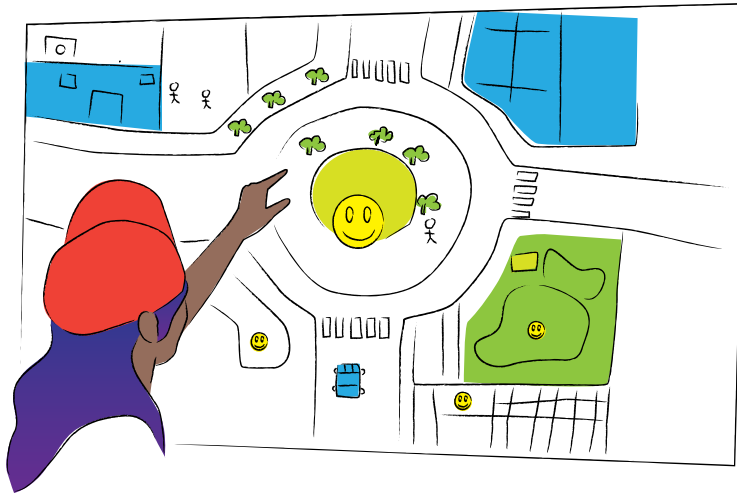
10. Ask the girls if they have any questions about the instructions. Take this opportunity to share your own map that you prepared ahead of time to give them an idea of what a completed map can look like.

11. Give the girls about 15 minutes to draw their maps, making sure to walk around the room to answer any question the girls may have.

In Plenary: Discuss and Share (15 minutes)

12. Ask the girls to post their maps on the wall. Quickly review the maps and point out a few similarities in the individual maps, including the spaces that many girls use and the ones they avoid.

13. Ask girls to share a few examples from their maps of safe 'physical' spaces (i.e. a space with streetlights, street signs, good roads, and no garbage). Ask girls to share a few examples from their maps of safe 'emotional' spaces (i.e. areas where girls feel safe and are not afraid of violence).

14. Distribute **Handout BSC-C: A Safe Space Is…** and review what a physically and emotionally safe space is.

In Plenary: Wrap it Up! (5 minutes)

15. Ask girls what they learned from the activity. After soliciting some responses, show the flipchart with the activity's **Key Message**, and review it with the girls.

16. Wrap up the activity by explaining the **take-away assignment,** and encouraging girls to be prepared to talk about it at the beginning of the next session.

Speak up! Speak with a friend or family member you trust about what you learned about the difference between a physical safe space and an emotional safe space, and why it is important for girls to be in spaces that are both physically and emotionally safe. Discuss which, if any, spaces in your community are both physically and emotionally safe.

HANDOUT BSC-C: A SAFE SPACE IS...[5]

PHYSICALLY SAFE

- Infrastructure, including well-constructed roads, side-walks, and buildings, with no garbage
- Well-lit areas, including street lights, buildings with lights
- Street signs

EMOTIONALLY SAFE

- Perception of feeling safe
- Different people using the space at different times of the day
- Free from fear of violence

5. Source of images: Jagori (2009). Safe Delhi for Women – Together We Can Make A Difference. http://www.youtube.com/watch?v=DRIRqy4Covs

ACTIVITY BSC4:
MAP YOUR IDEAL COMMUNITY

Girls are introduced to the 7 Principles of Girls' Safety as a tool for assessing urban safety in public spaces, and what needs to be changed. Next, girls identify places in their communities that they like and where they feel safe. Finally, girls work in groups to map what their communities would be like if they were safe and inclusive, and learn from each other's maps. As a take-away assignment the girls formulate recommendations for what needs to change in their communities.

ALL AGES

1 HOUR & 5 MINUTES

WHAT YOU NEED
- Flipchart paper
- Blank paper
- Coloured markers
- Pens/pencils
- Coloured stickers
- Masking tape
- **Handout BSC-D: 7 Principles of Girls' Safety** (1 copy per girl)

LINKS TO KAPS
- Understands her rights to safety and mobility in the city, including the 8-Point Call to Action on Girls' Rights to the city and the 7 Principles of Girls' Safety.
- Assesses safety and inclusion in her community using community mapping tools
- Visualises her ideal community.

KEY MESSAGE
- **Girls can assess how safe and inclusive their community is using the 7 Principles of Girls' Safety.** These principles include: see and be seen, hear and be heard, be able to get away and get help, live in a clean and welcoming environment, know where you are and where you are going, work together, and inclusion.

TIPS FOR FACILITATORS
- Prepare for this activity by reviewing the 7 Principles of Girls' Safety as described in **Handout BSC-D**. Think about local examples that you can share with the girls to help understand the principles in their own context.

BEFORE YOU BEGIN
- Prepare your own example of your ideal community following the instructions described in **Step #10** to help guide the work of the girls.

- Copy the central portion of **Handout BSC-D** that summarizes the 7 Principles of Girls' Safety onto a flipchart to use in **Step #4**.

- Copy the activity's three steps for drawing group maps as described in **Step #10** onto a flipchart.

- Copy the activity's **Key Messages** onto a flipchart to use in **Step #14**.

- Copy the instructions and reflection questions for the **take-away assignment** onto a flipchart to use in the activity's final step.

- Keep these sheets covered until you are ready to use them.

STEPS TO FOLLOW:

In Plenary: 7 Principles of Girls' Safety (15 minutes)

1. Begin by welcoming the girls to the fourth activity of this module, and ask if any of them would like to share reflections from the take-away assignment of speaking with friends or family members about physical and emotional safe spaces.

2. Congratulate the girls for doing their take-away assignment, and explain that in this activity you will expand on the mapping exercise from **Activity BSC3** to develop an ideal map of their community.

3. Before distributing **Handout BSC-D,** explain that:
    *   The **7 Principles of Girls' Safety** have been developed to capture the main elements of what makes girls and women feel safe in cities.
    *   The principles – which are basic and informal rules or ideas to follow – were originally developed for women's safety walks and adapted for adolescent girls.
    *   The principles are just guiding elements of safety and the girls might have more principles that they would like to capture.

4. Distribute **Handout BSC-D** to each girl, and use the flipchart you prepared ahead of time to **discuss each principle**, one at a time. Use some of the guiding questions associated with each principle to help guide the discussion and to help girls understand what the principle means.

    After you introduce each principle, ask the girls if they agree with it and whether they think it is important.

5. Once you go through all 7 principles, ask if there are any other principles that they would like to see in the list. Note any additional principles on a flipchart.

In Plenary: Share Your Favourite Place (10 minutes)

6. Ask girls to think about their favourite place in their community, either now or when they were younger, and what they liked best about this place.

7. Ask them to think about which of the 7 Principles of Girls' Safety it links to.

8. Then, ask a few girls to share their answers, and write down what they say on a flipchart.

> **TIP!** You may need to offer an example to explain, such as "My favourite place is the town square because it is very clean and well lit. This relates to Principle #4."

In Small Groups: Ideal Community Mapping Exercise (25 minutes)

9. Use a fun way to divide girls into four groups.

10. Explain that each group will work together for about twenty minutes to draw one map that illustrates an ideal version of their community where all girls, and all people, are safe and included. Use the flipchart you prepared ahead of time to ask the girls to follow these steps:

    A. Begin by sharing with one another your ideas for what you would like to see in the map, and try to agree on what should be included in your ideal community.

    B. Think about the 7 Principles of Girls' Safety, and include any additional ideas in your map.

    C. Use the symbols you developed for 'places' and 'feelings' from the previous activity in your ideal community map.

    D. Draw your ideal community map together in your group.

11. Present your own sample map that you prepared ahead of time to further illustrate these instructions.

In Plenary: Gallery Walk (10 minutes)

12. Ask each group to post their ideal community map around the room. Give the girls a few minutes to do a gallery walk and view the other ideal maps.

13. Ask girls to reflect on the gallery walk and share examples of how the groups used the 7 Principles of Girls' Safety in their ideal maps. The following questions can help guide the discussion:
    - **Which of the 7 Principles did you see included in the maps most often? Why do you think this is?**
    - **What principles are not included in the maps? Why do you think this is?**

In Plenary: Wrap it Up! (5 minutes)

14. Ask girls what they learned from the activity. After soliciting some responses, show the flipchart with the activity's **Key Message,** and review it with the girls.

15. Wrap up the activity by discussing the **take-away assignment** described below.

Write it out! Think about specific recommendations for making your community safer. Write at least 3 recommendations in your journal, and describe how they relate to the 7 Principles of Girls' Safety.
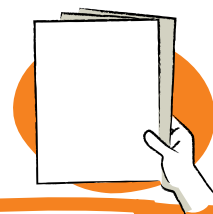
1. SEE AND BE SEEN
- Are there street lights guiding you on your walk?
- Do houses have lights on?
- Do businesses have lights on?
- Can you see clearly what is up ahead?
- Are there dark corners that you cannot see?
- Are there places someone could hide without being seen?
- Are there trees, bushes, or other structures blocking your view?
- Is it easy to see people's faces from far away?

2. HEAR AND BE HEARD
- Are there many people using the space?
- Is the space used by men, women, boys and girls?
- Are there people of many different ages using the space?
- If you called for help would someone hear you?
  How close is the closest person who could hear you?
- Is this area busy?
- Do the people using the space change with the time of day?
- What kind of businesses are there in this place?

3. BEING ABLE TO GET AWAY AND GET HELP
- Are there places you can run to if you are in trouble?
- Do you see any security guards around?
- Do you see any police around?
- Are there business owners and community leaders
  around to help you if you need?

4. LIVE IN A CLEAN AND WELCOMING ENVIRONMENT
- Are the streets dirty? Is there a lot of garbage on the street?
- Does this place seem cared for?
- Are there places that people have damaged on purpose?
- Are there things that are broken around you? If so, do they take
  a long time to get fixed?

## 5. KNOW WHERE YOU ARE AND WHERE YOU ARE GOING
- Do the streets have names? If so, are there street signs to tell you
  what the names are?
- Are there other markings of where you are (names of buildings, maps, etc.)
- Are there any signs that need to be changed? Which ones?
- If you were in this area by yourself, would you be able to find your
  way home easily?

6. WORKING TOGETHER
- Are there social and cultural activities that take place in this area?
  If so, who participates in these activities?
- Are there communities and groups that are concerned with the neighbourhood?
  Who are they and how do you feel about them?
- Do you have friends and neighbours you can count on in the area
  if you need help?

7. INCLUSION
- Are there places in the area where girls cannot go? Where? Why?
- Do you feel like you are welcomed in the area? Why or why not?
- Do you see people with special needs walking around in the area
  (i.e. parents with young children, people who are in wheelchairs or use
  walking sticks, elderly people, people who are visually or hearing impaired?
  What challenges would people with disabilities have in accessing this space?

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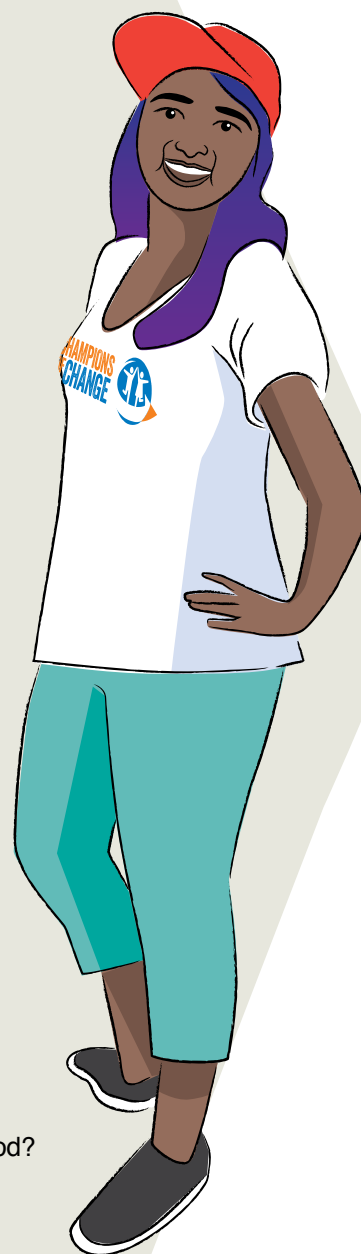
6. Adapted from: Ville de Montréal (1993) Guide d'enquête sur la sécurité des femmes en ville. Montreal: Femme et ville, Ville de Montréal.

ACTIVITY BSC5:
LIVING IN YOUR IDEAL COMMUNITY

Girls envision what it would be like to live in their ideal community that is safe and inclusive for everyone. Next, girls work to enhance their communication skills and learn how to speak about the issues affecting them in their communities and cities. Girls are encouraged to reflect back on their ideal community maps.
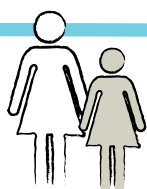
ALL AGES

45 MINUTES

WHAT YOU NEED

- 4 Flipcharts
- Paper
- Markers
- Pens/pencils
- Large coloured cards
- Masking tape
- Soft relaxing music and equipment to play it

LINKS TO KAPS

- Believes she is a valuable citizen in her community, and believes her voice is important in creating change for safer cities.
- Can identify and communicate changes she would like for her community and who she can speak to about achieving these changes.
- Believes she is a valuable citizen in her community, and believes her voice is important in creating change for safer cities.

KEY MESSAGE

- **Girls' opinions matter.** Girls are valuable citizens in their community and can communicate about the challenges they face on safety and inclusion in order to create change in their cities.

TIPS FOR FACILITATORS

- The first part of this activity is a quiet individual exercise where girls are asked to reflect and envision the future with them living in their improved community. Encourage the girls to get comfortable – they can scatter themselves around the room or sit on the floor if they feel more comfortable. Play soft music to help them relax into their visualisation exercise.

- An important goal of this activity is for girls to begin to recognise themselves as valuable actors in their communities and cities. However, girls may not yet see themselves or their opinions as valuable. Therefore, it is very important for you to remain aware of any sign of self-doubt, and to coach them through it so that they can embrace their own potential. It may be helpful to review the Setting the Stage sections of the *Being Assertive* and the *Being Gender Aware* modules for insights into what may be keeping the girls from embracing themselves as valuable actors in their cities.

- Note that this activity prepares girls for the final activities of the module, as they will begin to envision and discuss the concrete changes that are needed to their community in order to make their city safer and more inclusive. Encourage them to envision these changes, but assure them that you will continue to work on formulating them in the following activities.

BEFORE YOU BEGIN

- Copy the statements included in **Step #7** onto 4 separate flipcharts (one statement per flipchart, with each statement at the top of the paper).

- Copy the activity's **Key Message** onto a flipchart to use in **Step #15**.

- Keep these sheets covered until you are ready to use them.

STEPS TO FOLLOW:

In Plenary and Individually: Envision Your Future (15 minutes)

1. Begin by welcoming the girls to the fifth activity of this module, and ask if any of them would like to share reflections from the take-away assignment, including sharing one recommendation for making communities safer and how this relates to the 7 Principles of Girls' Safety.

2. Congratulate the girls for doing their take-away assignment, and explain that this activity will begin with a visualisation exercise.

3. Explain to the girls that you will now lead them through an exercise that will help them see themselves in the future. Ask them to find a comfortable place to sit or if they prefer they can lie down on the floor. Start the music at a very low volume.

4. Read out the following text slowly and in a soothing voice. Pause after each paragraph and between each question so that the girls have time to envision their future as well as to answer the questions. **Read out the entire text before asking the girls to open their eyes, pausing in between questions to give girls time to reflect.**

"Close your eyes. Imagine you are starting an ideal day in your new and improved community five years from now. Think back to your ideal community maps and dream about what your community will be like when it is improved. Don't go somewhere else, stay where you live right now, but imagine it as a much better place.

Imagine it is the first few minutes of that day, and you are feeling happy and excited, and are looking forward to starting that day. You feel good about yourself and who you are, and have a positive feeling about the possibilities for your future.

Keeping your eyes closed, I will ask you some questions to help you imagine your future in your ideal community. Think about what the answers will be in the future.

- *What community in your city do you live in?*
- *Do you live in a house or an apartment?*
- *Who lives in your neighbourhood?*
- *Does your community value girls and boys equally?*
- *Who are your friends and where do they live?*
- *Do you go to school? What is your level of education? What subject do you enjoy studying?*
- *Do you work? What type of job do you have?*
- *How do you travel in your community? By bus, transit, car, bicycle?*
- *What do you do for leisure?*
- *Who would you like to be in the future?*
- *What change would you like to see in your community?*
- *What will your role be in this change?*
- *Who will you work with to achieve this change?*

Now open your eyes."
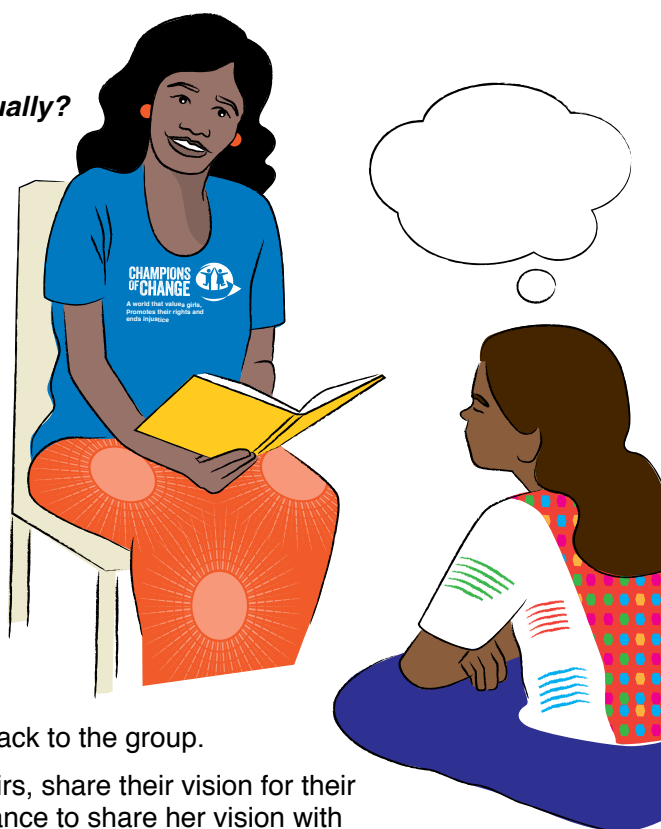
5. Turn the music off, and invite the girls to come back to the group.

6. Ask the girls to turn to their neighbour, and in pairs, share their vision for their ideal community. Ensure that each girl has a chance to share her vision with her neighbour. Walk around and listen to the groups.

STEPS TO FOLLOW:

In Small Groups and Plenary: Turn Your Community into an Ideal Community (25 minutes)

7. Uncover the four flipcharts you prepared ahead of time with the following statements. Position the flipcharts around the room.
    - A safe community is…
    - The things that make me feel safe in my community are….
    - In order to increase girls' safety and inclusion, I would like my community to improve by…
    - In order to increase girls' safety and inclusion, I would like my opinions to be heard by…

8. Divide the girls into four small groups, and give each group at least twenty large cards and a few thick markers.

9. Ask the girls to reflect back on their ideal community maps in order to complete the exercise together with their group.

10. Beginning with the first statement, ask groups to take five minutes to think about what a safe community/city is. Encourage them to discuss together and ask them to come up with at least three answers, and to summarise each answer on one large card.

11. When time is up, ask the girls to post their cards on the corresponding flipchart. Help the girls post the statements on the flip charts and try to group similar answers together. Make a brief comment on the responses, highlighting similarities and differences between the groups.

12. Repeat for each one of the remaining three statements.

> **TIP!** You may need to suggest examples such as the ones that follow to get the conversation started among girls:
>
> - **A safe community is…** i.e. free of violence and discrimination; has accessible city services, including transportation services; values all citizens equally and everyone has equal rights; inclusive where all girls are valued
>
> - **The things that make me feel safe in my community are…** i.e. people, including friends and family; schools; girls' clubs; police officers and guards; parks that include all types of people using them
>
> - **In order to increase girls' safety and inclusion, I would like my community to improve by…** i.e. having safer transportation; hotlines; female taxi drivers; lights on the street; lights in parks
>
> - **In order to increase girls' safety and inclusion, I would like my opinions to be heard by…** i.e. parents; teachers; police officers; bus drivers; men and boys; government officials; the media; community leaders. Many of these actors are duty bearers and it is important to introduce this concept to girls. Duty bearers include states and their institutions from schools and clinics to the local governments who are responsible for respecting, protecting and guaranteeing human rights. They are known as 'duty bearers' because they have the DUTY to guarantee everyone full enjoys all rights.
>
> You can refer back to **Handout BSC-C: A Safe City Is…** to remind girls that a safe city is physically as well as emotionally safe.

In Plenary: Wrap It Up! (5 minutes)

13. Summarise some of the main ideas being proposed by girls.

14. Lead a brief discussion on how valuable girls are to the present and future of their communities by asking: **Do you feel that your opinions on safety and inclusion will be valued in your community? How can we support each other to ensure our value is recognised?**

15. Remind the girls that they are valuable citizens in their community and that their voices are important for creating change for safer cities!

16. Wrap up the activity by asking girls what they learned from the activity. After a few girls share their thoughts, show the flip chart you prepared ahead of time with the activity's **Key Message**, and review it with the girls.

ACTIVITY BSC6:
SPEAK UP!

In this activity, girls will harness their leadership skills and build self-confidence in order to proactively speak out on issues that affect their safety and inclusion in cities. Girls will have an opportunity to practice their public speaking skills and build their confidence in sharing their opinion and the changes that they want to see in their communities. As a take-away assignment, girls are asked to identify one challenge relating to safety in their community as well as a possible solution to deal with this challenge, and to talk about it with another girl.
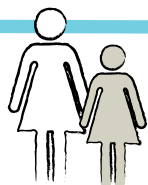
ALL AGES

1 HOUR

WHAT YOU NEED
- Flipcharts
- Paper
- Markers
- Large cards
- Masking tape

LINKS TO KAPS
- Can communicate and speak out on issues that affect her safety and inclusion to family, friends, and community members.
- Has the confidence to proactively speak up and demand corrective action from duty bearers about her safety and inclusion.
- Believes she is a valuable citizen in her community, and believes her voice is important in creating change for safer cities.

KEY MESSAGE
- **Girls can be leaders in their community and demand changes from duty bearers.** Girls can proactively speak up and demand corrective action from service providers and community members about the changes they that they want to see in their community.

TIPS FOR FACILITATORS
- Take some time to review **Activities BAS2** and **BAS3**, as well as the Setting the Stage section of the *Being Assertive* module. If the girls have already done these activities, it will be good to begin by reminding them of the skills they learned in them. If they have not, you can consider facilitating those activities before moving on to this one.
- Also review **Activity GEN7**, as well as the **Setting the Stage** section of the *Being Gender Aware* module for a refresher on the definition of 'Duty Bearer' that will be used throughout this and other activities in this module.

BEFORE YOU BEGIN
- Copy the name of each duty bearer from the list included in **Step #4** on a large card – one duty bearer per card.
- Copy the definition of 'Duty Bearer' included in **Step #3** onto a flipchart.
- Copy the instructions for the group work included in **Step #6** onto a flipchart.
- Copy the activity's **Key Message** onto a flipchart to use in **Step #15**.
- Copy the instructions and reflection questions for the **take-away assignment** onto a flipchart to use in the activity's final step.
- Keep these sheets covered until you are ready to use them.

STEPS TO FOLLOW:

In Small Groups: Voice Your Opinion (15 minutes)

1. Begin by welcoming the girls to the sixth activity of this module and explain that this activity will focus on girls' ability to speak out on issues that affect their safety and inclusion in cities and demanding changes from duty bearers.

2. Use a fun way to divide the girls into four small groups.

3. Present the following definition of 'Duty Bearer' from the *Being Gender Aware* module, and make sure girls understand who they are.

   Duty Bearers: States and their institutions, from schools and clinics to the local governments, are responsible for respecting, protecting and guaranteeing human rights. We call them 'duty bearers' because they have the DUTY to guarantee that we all enjoy all our rights. Other institutions and people with duties related to rights are known as 'secondary duty bearers', and include caregivers, families, communities, and civil society organisations.

4. Ask the girls to imagine that they have been invited to speak to various duty bearers in their community about the issues affecting their safety and inclusion in their city. As these duty bearers are very busy people, each group will only have two minutes to speak to them.

5. Explain that each group will have the opportunity to speak to a different duty bearer. Distribute one card with one of the following duty bearers written on it and assign each group a different stakeholder:
   • President/Prime Minister
   • Minister from the Department of Transportation
   • Head of a NGO
   • Community Leader

6. Use the flipchart you prepared ahead of time to explain the instructions for the group work:

   1. Think about what you would like to tell your assigned duty bearer about:

   • One **challenge** girls face relating to safety in their city; and

   • One possible **solution** to deal with this challenge.

   2. Write down some key points on a piece of paper.

   3. Select a spokesperson and have them rehearse your two minutes with your duty bearer.

7. Let the girls know that they will have 10 minutes to complete their group work. Encourage them to reflect back to the previous exercise to help narrow down the challenge and possible solution, and ask the girls to think back to the visualisation exercise where they saw their future in their ideal community.

8. As the girls are working, make sure to walk around the room and provide support to groups who might require help.

In Plenary: Public Speaking (35 minutes)

9. In this part of the activity you will take on the role of the different duty bearers during the group presentations (i.e. as the facilitator, you will play the President/Prime Minister, Minister of Transportation, Head of a NGO, and Community Leader).

10. Ask the groups to take turns presenting their challenge and solution to their assigned duty bearer, one group at a time.

11. As the girls present their arguments to you, encourage the speakers to elaborate on the problem or solution, and probe the girls to expand upon their points. Also ensure that the problem and solution is linked to girls' safety and inclusion (if it is not, ask them how it relates to girls' safety and inclusion to ensure the groups stay focused).

STEPS TO FOLLOW:

12. After each group, discuss their presentation using the following questions. Encourage the girls to provide constructive and supportive feedback on the presentation:

   • **What was the most powerful phrase that the group used to persuade the duty bearer about the problems facing girls' safety and inclusion?**
   • **What might you say differently in order to further persuade the duty bearer and promote girls' safety and inclusion?**
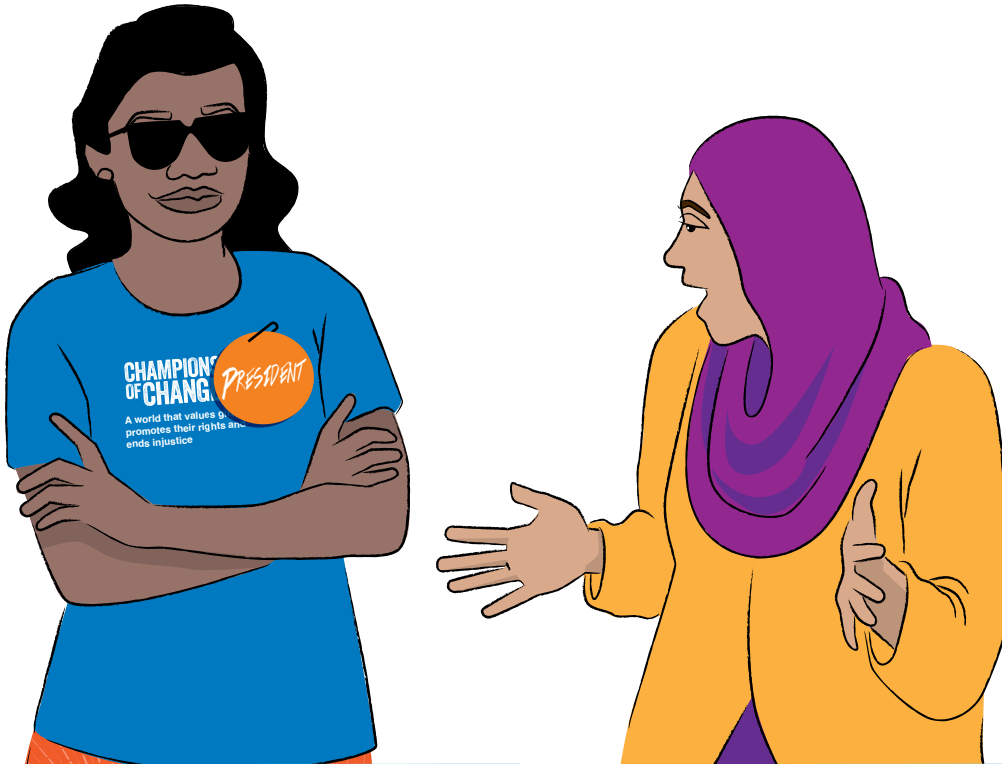
TIP! Make this activity fun by dressing up when you take on the role of the various duty bearers! For instance, you can make a paper hat or badge and write 'President' on it, or you can use scarves or clothes to differentiate between the various duty bearers. Making this activity fun lightens the mood and makes girls more comfortable when speaking.

Wrap It Up! (10 minutes)

13. Lead a brief conversation about the challenges of public speaking by asking: **Did you feel comfortable addressing the duty bearer? Do you generally feel comfortable speaking in public?**

14. Congratulate the girls for understanding that public speaking may take practice, but that with time they can all get very good at it!

15. Use the flipchart with the activity's **Key Message** to reinforce the importance of 'daring to be leaders'.

16. Wrap up the activity by discussing the take-away assignment described below.

Speak up! Think about a certain challenge you have faced relating to safety in your community as well as a possible solution to deal with this challenge. Write about this challenge and its solution in your journal. Then, share your thoughts on this problem and on what could be done about it with at least one girl who is not in this group, or with a family member they trust. Ask this person if they have any other ideas or solutions to address this challenge.

ACTIVITY BSC7:
ACTORS IN YOUR CITY

Girls identify various actors and duty bearers in their city who can contribute to increasing girls' safety and inclusion. Then girls receive and discuss a list of resources and services in their city that they can refer to in the future and share with friends.

ALL AGES

45 MINUTES

WHAT YOU NEED
- Flipcharts
- Markers
- Masking Tape
- Ball of yarn/string
- Balloon
- **Handout BSC-E: Resources and Services in Your City** (1 copy per girl and at least 10 extra copies)

LINKS TO KAPS
- Knows who the duty bearers who are responsible for providing safe and inclusive cities are.
- Identifies her own role in contributing to safety in her city.
- Knows which institutions provide safety support services (i.e. police services, hotlines, transportation services, social services).
- Can identify the various actors in her community who are responsible for providing safe and inclusive cities.

KEY MESSAGES
- **Many actors are responsible for providing safe and inclusive city services and spaces.** These include individual actors (girls, boys, parents, teachers), community actors (communities leaders), and institutional actors (institutional/government actors, including ministries, services such as help lines, police, etc.).
- **Creating safe and inclusive cities is a shared responsibility.** All actors must work together to increase girls' safety and inclusion. Among these actors, duty bearers have the additional responsibility to protect, respect and fulfil the girls' rights.

TIPS FOR FACILITATORS
- You will need to put together a list of local resources and services available for adolescent girls pertaining to safety and inclusion in their city, and include this information in **Handout BSC-E**. The handout should be modified and adapted to ensure that all relevant services and resources are included for your city. If you have already created similar materials for adolescent girls, feel free to use these materials instead, however ensure that these materials are comprehensive and robust.

BEFORE YOU BEGIN
- Print extra copies of **Handout BSC-E** so that girls who would like to take extra copies for their friends can do so.
- Copy the activity's **Key Messages** onto a flipchart to use in **Step #14**. Keep this sheet covered until you are ready to use it.
- Make sure you have a filled balloon ready for use in **Step #7**.

STEPS TO FOLLOW:

In Plenary: Identify Actors (35 minutes)

1. Begin by welcoming the girls to the seventh activity of this module, and ask if any of them would like to share reflections from the take-away assignment, including the one challenge and solution that they shared with their friend or family member about improving safety in their community. Did the person have any other ideas or solutions to address the challenge?

2. Congratulate the girls for doing their take-away assignment, and explain that this activity will identify various actors and duty bearers responsible for girls' safety.

3. Move to an area of the room with lots of space. Ask the girls to sit in a circle.

4. Ask the girls to take a few seconds to think about actors in their community or city who can contribute to girls' safety and inclusion. Remind the girls that some actors actually have the *DUTY to guarantee that everyone fully enjoys their rights*. These are known as duty bearers.

5. Ask one of the girls to begin by naming one actor. Give the end of the yarn/string to this girl. Ask another girl to name a different actor, and pass the ball of yarn/string to this girl. With each actor name, the ball of yarn should pass to the next participant so that a net can be formed within the circle. Try to ensure that the yarn moves in a crisscross manner and not in a linear fashion so that a web can be formed. When all of the girls have named a different actor, a web of yarn/string with each participant holding a loop should be visible.
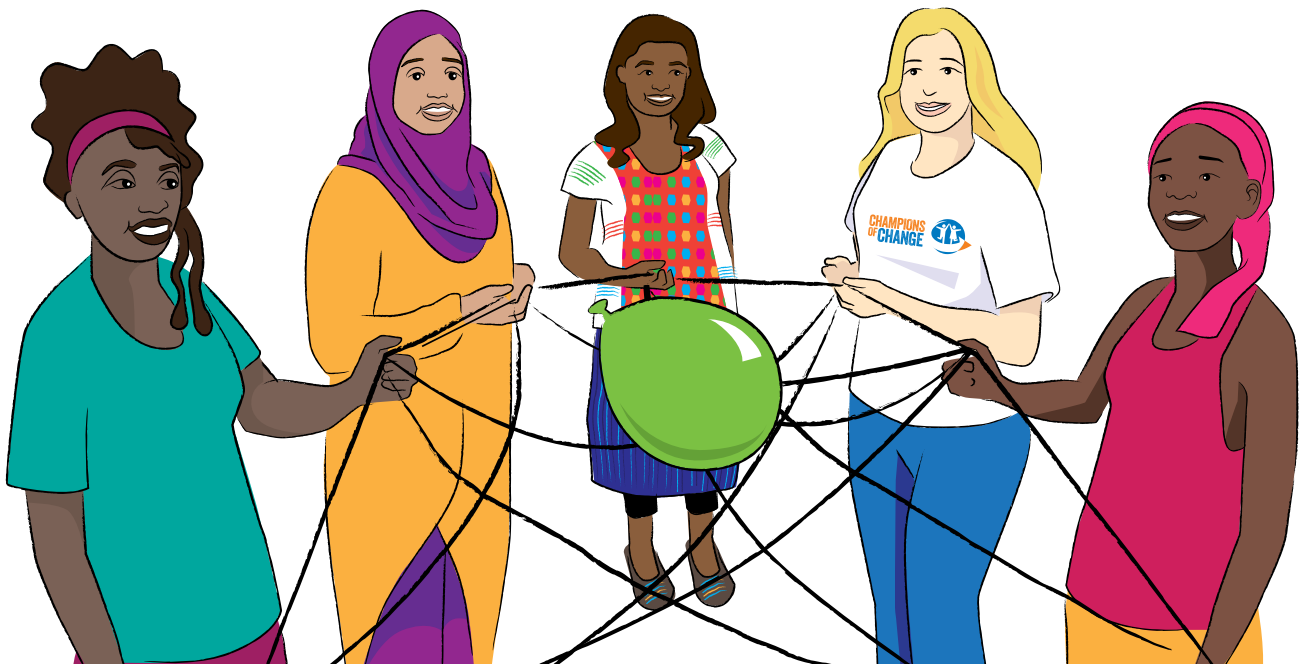
6. Listen closely to all the actors that are named, and make sure all of the actors below come up. If they don't you can use some of these **guiding questions** to encourage girls to identify them:
   - Who are the people **in your family** you can turn to if you are in trouble? (i.e. mother, father, grandmother, grandfather, brother, sister, aunt, uncle)
   - Who are the people **in your school** responsible for safety? (i.e. teachers, principal, security guard, fellow students)
   - Who are the people **in your community** responsible for safety? (i.e. youth leaders, community leaders, indigenous leaders, business leaders, bystanders)
   - Who are the **government institutions** responsible for girls' safety **at the national level?** (i.e. Ministry of Transportation, Ministry of Women, Ministry of Children and Youth, Ministry of Health, Police, Justice System)

STEPS TO FOLLOW:

- Who are the **government institutions** responsible for girls' safety **at the city level?** (i.e. City Councillor, Department of Public Transport, Women's Department, Urban Development Unit, city planners, urban experts, public officials, police)
- What **help lines** are available to ensure girls' safety? (i.e. children's help line, women's help line)
- What about **adolescent girls** themselves? Are girls important actors for making cities safe and inclusive?

TIP! Make sure that girls themselves are identified as important actors for making cities safe and inclusive for girls as well as others.

7. Hold the balloon and inform the group that the balloon represents an adolescent girl. Throw the balloon into the circle and bounce it on the web, making sure that it stays on the web.

8. Ask the following question to the group: **What if one of the actors you have named does not respond or participate in girls' safety, or maybe they move away?** Lead a discussion on what happens when an actor doesn't do their job.

9. Ask one particular girl to let go of the yarn/string and step out of the circle. Continue with a few more examples with a few more girls leaving the circle until the balloon falls out of the circle or web.

10. Help the girls arrive at the conclusion that all actors in communities and cities are needed for providing safe and inclusive cities, including city services and spaces.

In Plenary: Resources and Services in the City (20 minutes)

11. Distribute **Handout BSC-E** to each of the girls outlining the available resources and services in their city that work on issues of safety and inclusion in the community.

12. Review the services with the girls and address any questions they might have. Add any missing services that girls might suggestion.

TIP! Make sure to review each of the services with girls and ensure that they understand how these services can enhance their safety and inclusion in cities. Encourage the girls to take home this handout and share with their family and friends so that they too are aware of these services.

Wrap It Up! (5 minutes)

13. Lead a brief recap of the session and ask each girl to name an actor or duty bearer who is responsible for girls' safety and inclusion, a different actor or duty bearer than they shared at the beginning of the activity. Ask the girls not to repeat the names of actors or duty bearers previously mentioned in the wrap up.

14. Bring out the flipchart with the activity's **Key Messages,** and review it with the girls to underline the importance of knowing who is responsible for their safety.

HANDOUT BSC-E:
## RESOURCES AND SERVICES IN YOUR CITY

TOPICS	NAME OF ORGANISATION & DETAILS ABOUT THE ORGANISATION	CONTACT INFORMATION (TELEPHONE NUMBER, WEBSITE)
Violence against Women and Girls (i.e. shelters, help lines, etc. and specify which services, if any, youth need to be accompanied by an adult)		
Criminal Justice (i.e. police, crime prevention, victim services, legal support)		
Youth Clubs (i.e. Plan supported clubs or other formal/ informal clubs for youth)		
City Services (i.e. health, sexual and reproductive health, hospitals, water and sanitation)		
Urban Governance (i.e. urban planning and development, slum upgrading)		
Family Services (i.e. family counselling, parent-teacher associations)		

HANDOUT BSC-E:
RESOURCES AND SERVICES IN YOUR CITY

TOPICS	NAME OF ORGANISATION & DETAILS ABOUT THE ORGANISATION	CONTACT INFORMATION (TELEPHONE NUMBER, WEBSITE)
Other Community Groups and Services		

ACTIVITY BSC8:
ACTION PLANNING FOR SAFER CITIES

Girls develop group action plans for creating safe and inclusive cities. Girls focus on what *they can do together* to further promote girls' safety and inclusion in cities, as well as what *they can do themselves* to make their communities safe and inclusive for girls. As a take-away assignment, girls are encouraged to take note over the coming weeks on how they live up to their commitment. The activity ends on a celebratory note to mark the end of the module!
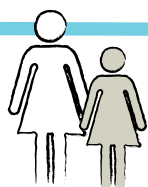
ALL AGES

1 HOUR

WHAT YOU NEED
- Flipcharts
- Paper
- Large coloured cards
- Masking tape
- **Handout BSC-F: My Personal Commitment to Making My Community and City Safe and Inclusive for Girls** (1 copy per girl)

LINKS TO KAPS
- Makes a personal commitment to make cities safer and more inclusive for girls.
- Can propose solutions for positive change that increases safety and inclusion in cities.

KEY MESSAGE
- **Girls can propose solutions and create action plans to make positive changes in their communities and cities.** Girls have the ability to make personal commitments to improving their community and they can also work together with actors and jointly propose solutions for making cities safe and inclusive for girls.

TIPS FOR FACILITATORS
- For the action planning and personal commitment steps, make sure to have examples that you can use to support the girls as they brainstorm and develop these ideas. Your examples should be contextual and relevant to the local community. You can also share your own personal commitment to enhancing girls' safety to show solidarity with the girls.
- As this is the final activity in the module, it is important to end on a celebratory note and congratulate the girls for completing this process.

BEFORE YOU BEGIN
- Print one copy of **Handout BSC-F** for each girl. You can either distribute the handout as it is or you can cut out the hand and give one hand to each participant. The hands will be used for the girls to write their personal commitments in them.
- Copy the discussion questions listed in **Step #4** onto a flipchart.
- Copy the activity's **Key Message** onto a flipchart to use in **Step #10**.
- Copy the instructions and reflection questions for the **take-away assignment** onto a flipchart to use in the activity's final step.
- Keep these sheets covered until you are ready to use them.

STEPS TO FOLLOW:

In Small Groups and Plenary: What Can We Do? (35 minutes)

1. Begin by welcoming the girls to the final activity of this module, and explain that this activity will focus on action planning and making personal commitments to increasing girls' safety and inclusion.

2. Use a fun way to divide the girls into four small groups.

3. Explain that the groups will now be developing action plans for creating safe and inclusive cities. Explain that 'Action plans' outline details of the actions girls will take, including identifying the problem, identifying actions that will be taken to address the problem, who is involved in addressing this issue, and when the actions will be taken.

4. Show the flipchart with the group instructions and ask each group to answer the following questions in order to develop their group action plans.
   a. **What** is one problem you want to change to make cities safe and inclusive for girls (i.e. what is the problem)?
   b. **How** will you contribute to fixing this problem (i.e. what actions are needed)?
   c. **Who** do you need to work with who can help fix this problem (i.e. who are the actors)?
   d. **When** will you undertake these actions (i.e. what are your timelines for contributing to fixing this problem)?

5. Give the groups 20 minutes to work on these questions. Encourage the groups to write down their answers on a flipchart or on large cards that they can later use when presenting to the entire group. Walk around to each group and provide support as required.

6. Once the groups have completed their action plans, ask each group to share their plans in plenary. After each group shares, ask them **why** they chose that particular problem, the actions, the actors, and timelines. Ask the girls if they have any questions for the group.

Individually: What Can I Do? (10 minutes)

7. Distribute **Handout BSC-F** to each of the girls. Explain that girls will now make a personal commitment to increasing safety and inclusion in their community. This is an individual and personal commitment that girls will individually take away after the activity and put into action. The personal commitment is different from the group commitments, however the girls' individual commitments can be in relation to implementing their wider group commitments.

8. Give the girls a few minutes to individually write down their personal commitment to making their community and city safe and inclusive for girls. The girls can write their personal commitment inside the 'hand' on the handout. When they are finished, ask girls to post their commitments on a flipchart at the front of the room.

9. Read out each commitment and applaud the girls for making a personal commitment to girls' safety and inclusion. Encourage the girls to retrieve their commitment from the flipchart and bring it home with them.

Wrap It Up! & Homework & Evaluation (15 minutes)

10. Ask girls what they learned from the activity. After soliciting some responses, show the flipchart with the activity's **Key Message,** and review it with the girls.

11. Wrap up the activity by discussing the take-away assignment described below:

Speak up! Over the coming weeks, every time you do something that relates to your personal commitment to making their community and city safe and inclusive, return to your journal and outline what actions you have taken. Write down what you did, who was involved, and when you did this. Speak to other girls from the club to find out what actions they have taken and how you can all work together to change your communities into safer and more inclusive places.

12. Celebrate the end of the module and congratulate the girls for completing all of the activities. Ask girls to stand in a circle and to each share one key thing they have learned from the module that has been most helpful in enhancing their safety and inclusion in cities. Girls can each share just one word or they can share a sentence.

TIP! As this is the final activity in the module, it is important to celebrate the girls' achievements in making it through the process and making a personal commitment. **Step #12** outlines a celebratory activity, however feel free to replace this with another fun activity that you might have organised in the past. The important thing is that it is a celebration, so feel free to be creative and do something lively with the girls!

NOTES: