

I'm Here Implementation—El Obour, Greater Cairo, Egypt

Process. Results. Response planning.

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With key inputs from: Rachael Corbishley | Emergency Program Officer | Save the Children Egypt



Summary | Key Steps and Outputs

In January 2015, Save the Children Egypt (SC Egypt), with support from the Women’s Refugee Commission (WRC), implemented the *I’m Here* Approach in El Obour, Egypt. The approach and complementary field tools are designed to help humanitarian actors identify, protect, serve and engage adolescent girls from the start of emergency operations or of program design for girls.

SC Egypt is committed to ensuring that its soon-to-open child centered space (CCS) program in El Obour is responsive to adolescent girls. SC Egypt aims to make its child-centered services “accessible for girls and for excluded children ..., tailoring activities to meet their specific needs and capacities.”¹ Specifically in El Obour, SC Egypt has chosen to adopt a mobile CCS model, which extends programming from a “CCS hub into existing community spaces” such as schools, gardens and community centers.²

I’m Here implementation in El Obour was the first in an urban refugee setting. The process, results and response planning outlined in this report are designed to inform *how* SC Egypt can fulfill its expressed commitment to not overlook adolescent girls – to account for their context-specific profile, vulnerabilities and capacities.

Key steps and outputs.

With UNHCR-approved access to registration information for Syrian refugees who live in Greater Cairo, the WRC and SC Egypt modified the *I’m Here* Approach and tools to safely translate this unique access into actionable info for programmatic decision-making.



The implementation team had access to 958 names and telephone numbers of Syrian refugees living in El Obour. In keeping with *I’m Here* and *Girl Roster* methodology, SC Egypt and WRC narrowed registration information from a city-wide list to a list of persons who lived within “community level” implementation zone. The result: implementation took place in an area called *Youth District* where 605 registered Syrian refugees live. After a rapid 1.5 day training, the team modified and carried out *I’m Here* within a condensed 5-day timeline. Annex I outlines how *I’m Here* steps and outputs have informed program decision-making in the weeks after implementation.

I’m Here Approach

- Identify** the crisis-affected community
- Make** visible the context-specific profile of adolescent girls
- Hold** group meetings with girls of similar vulnerabilities or capacities
- Elaborate** plans responsive to girls’ needs, risks and capacities
- Rally** support across humanitarian sectors and local communities
- Engage** the capacities of adolescent girls

... and Tools

to facilitate implementation!

- Service-area mapping 
- Girl Roster 
- Focus groups Participatory Ranking Methodology
- Outputs + Emergency Girl Analysis Matrix (eGAIM)



¹ Save the Children Egypt (2015). Child Centered Service Center Model. Cairo: Save the Children Egypt. (Unpublished)

² Save the Children Egypt (2015). Mobile CCS: Description and Objectives. Cairo: Save the Children Egypt.

Given the 5-day implementation timeline, the team decided to complete the **service-area mapping** within a single community-level zone (of five) located in El Obour's *Youth District*. The community level zone was selected based on the findings from the Girl Roster: the highest number of respondents lived in the *Youth District*.

SC Egypt staff, inclusive of a Syrian refugee who lives in El Obour, identified key facilities, public spaces and local NGOs in the community zone. **SC Egypt staff were previously unaware about several existing resources and potential partners.** The team noted that two public schools and two health clinics—one public, one private—are located some distance outside the zone. The service-area mapping also visually captured the distance between where the new CCS hub is located and this zone where a concentration of Syrian refugees in El Obour live.



The **Girl Roster**—developed by the Population Council—relies on mobile devices and apps to rapidly produce a table that outlines a basic, context-specific profile of adolescent girls within a service-area. Common implementation involves door-to-door consultations; however, in El Obour, the implementation team used UNHCR data to ask registered Syrian refugees approximately 20 questions. WRC modified questions based on input from SC Egypt, including Syrian refugees who conducted phone calls and recorded responses. The team modified questions to ensure relevance and acceptability.

The implementation team placed 565 calls, of which 383 households completed the Girl Roster. Within these households, the tool identified 342 girls and young women. Key findings include:

- **90.7% of girls (6-17 years) are “currently enrolled” in school.**
- 35.9% of girls (6-17 years) who are currently enrolled in school are “regularly attending” Syrian Community School (SCS).
 - More than half of all out-of-school girls are 6-9 years old.
- One-third (33.7%) of girls and young women (12-24 years) were married or engaged.
- Nearly all girls and young women (10-24 years) are not currently working or volunteering; however, there are almost 100 young women (18-24 years) who could serve as mentors younger girls or who could support CCS (mobile) programming.

After completing a participatory training, Syrian refugees who support SC Egypt’s CCS programs facilitated the **focus group discussions** (FGD) via the Participatory Ranking Methodology. In one day, the team facilitated five targeted FGDs: two with girls (10-14) who regularly attend public school; one with girls (10-14) who regularly attend Syrian Community School (SCS); and two focus groups with girls’ mothers (and one father). The team chose these sub-populations based on Girl Roster findings.

During FGDs with in-school **adolescent girls (10-14)**, girls prioritized education, stated a preference for **SCS and referenced experiences with stigma, discrimination and abuse at public school**. Mothers raised school- and community-based protection concerns during their free-list responses the same prompt: What are adolescent girls’ concerns in the community? Girls who attend SCS, however, did not raise protection-related concerns until they engaged a consensus-building discussion related to the prioritization process. In all focus groups, girls expressed feeling isolated within their homes.

Identify the community

The rationale for this action is to define with some specificity the community where SC Egypt will work, with an emphasis on how girls experience and interact with it. In consultation with Syrian refugees (ranging in age from 16 – 52 years old), the implementation team divided El Obour's four districts into 5 "community zones" [Reference Slides 18-19 in Summary PPT]. Given the 5-day implementation timeline, the team decided to complete the service-area mapping within one community (Youth District, Zone 5) for two main reasons (a) because two thirds of the Syrian refugees' registered addresses were in Youth District and (b) in order to delve deeper into one particular area.

Using the mobile application My Tracks, the key steps are:

1. Define the community or communities, also known as "catchment areas" (where Save will work).
2. Trace the perimeter.
3. Drop push-pins at key structures, institutions, service points, public space or other resources that could either help build girls' protective assets, affect their safety or inform CCS partnerships.



Outputs & response planning

The main output from this activity is a visual representation of the catchment area, including key points within it [See below for select visuals and reference Slides 35-40 in Summary PPT for additional images]. During this step, it was not uncommon for SC staff to reference their having been previously unaware about a key structure or community-based charity organization that could support the new CCS. Based on outputs and initial discussions with staff, some key program considerations include:

- Accounting for distance between the Youth District Zone 5 and the location of the new CCS hub in the delivery and content of programming for girls who live in the zone.
- Recognizing that referral systems, particularly to health facilities that are able to delivery age-appropriate adolescent-friendly services, must take into the distance girls would have to travel.
- Exploring partnership opportunities with the child-focused charity organization within the zone.
- If deemed a safe space, using the public garden at the center of zone 5 for mobile CCS events.



Image: Zone 5, Old CCS & New CCS
Inset: Zone 5 Magnified.



Make visible the context-specific profile of girls

By design, the *Girl Roster* is a simple programming tool that relies on mobile-based applications to collate information and to generate a table that outlines a basic, context-specific profile of adolescent girls within the service area. In humanitarian contexts, this important first-step is often not prioritized. The result is girls, especially the most disadvantaged and least likely to access services, are overlooked. In urban refugee settings these girls are especially hard to identify and serve.

This step is designed to paint an explicit, fuller and more informed picture of *the* girls who SC Egypt aims to serve in El Obour. Developed by the Population Council, the Girl Roster output divides girls into discrete categories that capture their top-line vulnerabilities and capacities [see Girl Roster table below and reference Slides 26-34 in the Summary PPT]. Findings often surprise colleagues, including the implementation team in Egypt.

In consultation with SC Egypt, the WRC modified a general set of approximately 20 questions that (1) *make visible* adolescent girls who are often invisible to staff, (2) challenge practitioners' assumptions about girls' realities within communities they serve, and (3) generate the information base for more evidence-based and responsive programming for girls in the community. Key modifications included inserting questions that explored if girls "regularly attended" public school or Syrian Community School; if females older than 12 years old were not only married or single, but also if they were "engaged;" if girls worked, volunteer or did both.

Common implementation involves door-to-door consultations; however, in El Obour, the implementation team used UNHCR data to ask registered Syrian refugees—adults only—approximately 20 non-sensitive questions. WRC modified questions based on input from SC Egypt, including Syrian refugees who conducted phone calls and recorded responses. The team modified questions to ensure relevance and acceptability. Unlike the service-area mapping, the team contacted heads-of-households who live across all four "community zones" within the Youth District.

Girl Roster | Telephone methodology Implementation Summary

958	# of UNHCR registered refugees in El Obour (available date Nov 2014)
605	# of UNHCR registered refugees in Youth District
565	# of calls made
383	# of households that completed <i>Girl Roster</i>
342	# of households with girls & young women (6-24 yrs. old)



Outputs & response planning.

In 3.5 days, the implementation team placed 565 calls. 383 households completed the *Girl Roster*, and within these households, the tool identified 342 girls and young women (See Table below and reference Slides 21-34 in Summary PPT). Additionally, this activity identified 161 children and infants who are 6-years-old or younger. Almost 60% of the girls and young women aged 06-24 years old documented by the Girl Roster exercise, are aged 06-14. Key findings, based on the Girl Roster table include:

- **90.7% of girls (6-17 years) are "currently enrolled" in school.**
 - 35.9% of girls (6-17 years) who are currently enrolled in school are "regularly attending" Syrian Community School (SCS).
- One-third (33.7%) of girls and young women (12-24 years) were married or engaged.
- Nearly all girls and young women (10-24 years) are not currently working or volunteering;

- Almost 100 young women (18-24 years) could serve as mentors to younger girls i.e., support CCS (mobile) programming.

Save Staff were particularly surprised by the percentage of girls currently enrolled in school, as well as by the youthfulness of the girl population within the Youth District. The implementation team validated results with Syrian colleagues who supported (and led) *I'm Here* implementation.

Age Group	Unmarried				Married		Total
	In School		Out Of School		Has A Child	Doesn't Have A Child	
	Living with both parents	Living with just one or neither parent	Living with both parents	Living with just one or neither parent			
06-09	70	8	14	4	--	--	96
10-14	98	6	2	1	0	0	107
15-17	35	6	1	1	0	4	47
18-24	15	7	6	1	37	26	92
Total	218	27	23	7	37	30	342

Considerations for the design of tailored programming that serve girls who live in Youth District include:

- **Using contact information to ask parents (and girls) about safe physical spaces within the community where the mobile CCS can effectively carry out its programming.** SC Egypt has chosen to implement a mobile CCS program model. This approach certainly may extend reach; however, for programming to have depth and to be sustainably attended will require purposeful engagement. Results from the service-area mapping suggest that staff is not necessarily fully familiar with areas where the mobile CCS could safely and effectively operate. And given parents' and girls' references to their social isolation—sometimes imposed by parents themselves—input from target beneficiaries should guide efforts to identify safe physical spaces for the new CCS.
- **Incorporate activities that intentionally build girls' protective assets, drawing upon girls' input on program design** and ensuring that the intervention tracks baseline and end-line data across a few select indicators associated with safety and empowerment. Per discussions with staff, previous CCS programming has heavily relied on “play” and “drawing.”³ While these are valuable activities that support psychosocial development, they do not necessarily build girls' protective assets – the information, knowledge and resources that can increase the likelihood of school completion, delay marriage and first-pregnancy, confer a protective effect against the risk of experiencing violence.
- **Create girl-specific programs that for like-segmented groups of girls in El Obour.** SC Egypt's CCS programming for the majority in-school population will be different in timing, in delivery and in content as compared to the 20 out-of-school girls, to the 37 married young women with

³ These activities supported previous SC Egypt programming for children in El Obour, which primarily focused on psychosocial support and counseling sessions with children and parents.

children and to the 26 married girls without children. Experiences and needs vary e.g., the latter group has unique SRH needs. Access to phone numbers should facilitate targeted engagement.

- **Research and establish referral mechanisms to key services within and/or across each community zone, ensuring safe and quality service delivery.** Intentional CCS programming connects segments of girls to community resources – resources delivered by organizations, staff and/or physicians who are bought-in and equipped to serve adolescent girls. SC Egypt must account for services that are not within safe walking distance of all girls – e.g., health facilities.
- **Engage older adolescents, including the 100 young women (18-24 years)** who could serve as support CCS programming, in particular with structured follow-up after CCS mobile interventions. For example, CCS operations could incorporate structured activities between “mobile visits” to the community, and these young women who live within each community could substantively support these asset-building work (at nominal costs to the budget).

The Challenge and Operational Learning

The challenge. Humanitarian organizations have not necessarily prioritized reaching adolescent girls, in particular the most vulnerable and least likely to reach services. The dynamics of urban settings can further complicate efforts to safely identify, reach and serve displaced girls.

How to locate displaced girls who may or may not live among displaced families that are dispersed across vast metropolises (when they might not want to be found)? How – and whether – to distinguish forcibly displaced girls from urban girls – often the poorest girls in the poorest communities – who live in similar situations?

SC Egypt and the WRC sought to adapt the *I’m Here* Approach and Tools, including the Girl Roster developed by the Population Council, for use in this urban humanitarian context.

Operational Learning.

- **It’s possible to do a lot within a short time, but 3-4 weeks is ideal.** SC and WRC carried out the work described in this report within a consolidated 10-day period. However, the implementation schedule is not replicable. The ideal implementation timeline is 3-4 weeks.
- **Telephone methodology rapidly generated useful information, but the most vulnerable are not necessarily captured.** The implementation team was able to complete an average of 8 calls per hour, which is speedier than the traditional door-to-door approach. However, since calls were made to *registered* Syrian refugees, the result are not necessarily inclusive of the most vulnerable girls who live in unregistered households or are not themselves registered.
- **Implementation can yield an additional understanding about current programming.** For example, when the implementation team called registered Syrian families to complete the *Girl Roster*, a significant number of adults affirmed that they had never heard about the SC Egypt’s program for children in El Obour.
- **Engaging Syrians, including adolescent girls, was instrumental for program success.** Twelve Syrian refugees (ranging from 16 years old to 50+ years old) actively participated in *I’m Here* implementation. Their involvement was integral in every aspect of the implementation: from leading the service-area mapping and making phone calls to facilitating focus groups and validating results.

Hold focus group discussions with specific groups of girls

Adolescents displaced by conflict are rarely asked to identify and prioritize their needs, risks and capacities. Time constraints, competing needs and onerous data collection methods fuel a perception that baseline consultations are not necessarily feasible or a priority. *I'm Here* implementation aims to shift this opinion and to build upon effective practice in both development and humanitarian contexts; girls' active participation in decision-making, including involvement in program cycle development from assessment to evaluation is essential for program success.

To ensure girls' meaningful participation at the earliest stages of humanitarian operations or program design, *I'm Here* implementation relies on the Participatory Ranking Methodology developed by Columbia University's Program on Forced Migration and Health for use in emergency contexts.⁴ To maintain accountability, participation cannot be tokenistic, and emergency responses that seek girls' input should act on their findings.

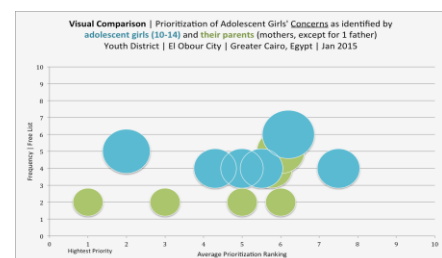
Syrian refugees who support SC Egypt's CCS programs facilitated the **focus group discussions**. In one day, the team facilitated five targeted focus group discussions: two with girls (10-14) who regularly attend public school; one with girls (10-14) who regularly attend Syrian Community School (SCS); and two focus groups with girls' mothers (and one father).

The team chose these sub-populations based on Girl Roster findings and to inform Save the Children's programmatic priority areas: education and child protection. Given the high proportion of in-school girls, as well as SC Egypt's increased work with the public education system, the team sought to identify self-expressed differences between girls who regularly attend public vs. SCS. The prompt: What are adolescent girls' concerns in the community?

Outputs & response planning.

During focus group discussions with in-school **adolescent girls (10-14)**, **girls prioritized education, stated a preference for SCS and referenced experiences with stigma, discrimination and abuse at public school**. Mothers raised school- and community-based protection concerns during their free-list responses the same prompt: What are adolescent girls' concerns in the community? Girls who attend SCS, however, did not raise protection-related concerns until they engaged a consensus-building discussion related to the prioritization process. In all focus groups, girls expressed feeling isolated within their homes. In addition to prioritizing education, girls articulated a need for support on accessing health care and menstrual hygiene products, psychosocial support; and vocational skills training.

The implementation timeline allowed for only one day of focus group discussions, thus the results provide an initial snapshot about girls' and mothers' self-expressed concern. However, **results underscore immediate protection concerns related to girls' experience with school-related discrimination, abuse and violence at public schools**. For a visual summary of PRM results, see Slides 38 – 42 in the Summary PPT.



⁴ For more information on Participatory Ranking Methodology, refer to: Ager, A., Stark, S., & Potts, A (2010). Participative Ranking Methodology: A Brief Guide. New York: Columbia University, Mailman School of Public Health, Program on Forced Migration and Health.

Elaborate plans | Rally support | Engage adolescent girls

The process, outputs and results from the rapid *I'm Here* implementation have already stirred dialogue within SC Egypt. How to design and implement a more informed CCS program based on *I'm Here* results is an ongoing discussion. Additionally, the value-add of these initial steps and tools has led staff to consider additional applications in other communities where SC Egypt works. With additional input from national data and local staff, the actionable information in this report and the Summary PPT can be inserted into the emergency Girls Analysis Integration Matrix (eGAIM) to initiate response planning.

With regards to elaborating specific plans:

A key learning from *I'm Here* implementation writ large is that girls – and adolescent girls in particular – are not a homogenous population. Identifying the key vulnerabilities and capacities via the *Girl Roster* thus creates a responsibility to act for, and with, each sub-group of adolescent girls in an intentional manner. Intentionality is inclusive of establishing programming for girls with similar experiences and circumstances.

The forthcoming mobile CCS should, therefore, not only view its “mobility” as an outreach from a central hub, but also as a viable avenue to reach specific sub-populations of girls in an urban refugee context. Through this lens, the mobile CCS is not merely mobile, but mobile with its purpose: it overcomes barriers to all girls being able access one structure and delivers tailored, asset-building activities to girls and their like-situated peers. Additionally, if the mobile CCS engages parents then the effort to expand beyond a central CCS hub that is located several kilometers from where many girls live could work to alleviate girls’ self-expressed isolation within their homes. In advance of all these efforts, or at a minimum in concert with CCS upstart, girls’ experiences with school-related discrimination and violence must be taken seriously; SC Egypt should engage relevant stakeholders.

With regards to rallying support within the humanitarian community

SC Egypt has already demonstrated leadership in this regard. Implementation of *I'm Here*, including the *Girl Roster*, in El Obour is the first attempt to use these tools in (1) an urban refugee context via access to UNHCR registration data. Additionally, since the January 2015 implementation, WRC has worked with SC Egypt to elevate its pilot work and to share its firsthand learning. These efforts include establishes links to key UNFPA personnel and establishing contact with key staff at Plan Egypt, an organization that recently used the *Girl Roster* in a non-humanitarian context in downtown Cairo.

With regards to engaging adolescent girls

SC Egypt’s commitment to engaging local beneficiaries predates *I'm Here* implementation. This activity in particular, however, greatly benefited from the active participation of Syrian refugee women and men who, in many instrumental ways, led this effort. Adolescent girls were part of this team, and their familiarity with not only girls’ experiences in Syria and Egypt, but also with mobile technologies was integral. For example, girls assumed leadership roles in demonstrating how to use mobile phones and expressed their perspectives when defining the “community zones” or validating *Girl Roster* results. Moving forward, engaging adolescent girls will entail ensuring their voices – beyond the PRM focus groups – are integrated into CCS program decisions. Also, their roles as mentors should be woven into work-plans, budgets and activities.

Annex I: Program decision-making weeks after *I'm Here* implementation

Since the pilot of the *I'm Here* Approach in El Obour, Greater Cairo, the SC team has begun implementation of the new CCS model, with mobile activities. The CCS model is an integrated and multisectoral program design working in the education, health, protection (including psychosocial support) and livelihoods sectors.

SC has assessed several public and Syrian community schools against the Save the Children International Quality Learning Environment tool (QLE), which includes FGDs with teachers and psychosocial workers, parents and children as well as observation, to measure quality of and access to education services. The results of the QLE informs SC's specific interventions to ensure that each learning environment is receiving training and programs appropriately suited to their needs.

Similarly, to date the SC field team for El Obour (including the CCS coordinator, four facilitators and two case workers) have proactively outreached and met with locally based NGOs to identify opportunities for partnership regarding the mobile CCS activities. For example Al-Nour, Al Farag, Syria Alghad, the youth centre Zahret, Alyasmin orphanage and the Islamic Centre.

The *I'm Here* pilot and the information collected has informed and complemented parallel assessments, interviews and FGDs with education service providers and local NGOs in El Obour. This is a valuable opportunity for the country office to ensure girls' own lived experiences to inform triangulation of information at the project kick-off phase. For example, the QLE assessment raised major protection concerns at public schools, as analyzed by UNICEF Egypt and the National Council for Childhood and Motherhood in a study on violence against children published in February 2015. A major focus of SC's integrated protection and education work for 2015-16 is violence and discrimination in school. As UNICEF and NCCM study report "Almost half of the school staff surveyed felt that the ban on corporal punishment in schools should be applied only in some cases and only 12 per cent of school staff (and none of those surveyed in urban areas) knew about alternative forms of discipline"⁵. Therefore, one element of SC's training package to be rolled out in public schools (in association with the Ministry of Education and the Professional Academy of Teachers) is positive discipline methodologies.

The information, approach and data collected for the *I'm Here* pilot is one of several key pieces of information informing program implementation in the El Obour CCS. As the SC Egypt team begin the mobile activities in April 2015 profile of girls in the community, concerns expressed during the FGDs and community service mapping a key part of the discussion. In April 2015 the psychosocial support specialist organized a one-day workshop to bring together staff from the country and field office and protection, education and health sectors to discuss the priority areas for day-to-day programming and activities in 2015. The workshop kicked off with the CO focal points for the *I'm Here* pilot in El Obour presenting the pilot and key findings to the team.

The information profiling girls and young women in El Obour will inform program and proposal design for the Egypt CO. One current example is the development of a concept for a youth empowerment program targeting young Syrian women in the El Obour community.

⁵ UNICEF and NCCM (2015). Violence against children in Egypt: Quantitative Survey and Qualitative Study in Cairo, Alexandria and Assiut.

I'm Here Approach & Tools

Implementation Debrief | Save Egypt

Rachael Corbishley | Emergency Program Officer | Save Egypt

Shady Mostafa | Child Protection Asst. | Save Egypt

Sarah ElSharwy | MEAL Officer | Save Egypt

Omar J. Robles | Sr. Program Officer | WRC

Facilitators Team | El Obour Child-Friendly Space | Save Egypt



I'm Here Approach & Tools Implementation Debrief | Save Egypt

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Omar J. Robles | Sr. Program Officer | WRC

Facilitators Team | El Obour Child-Friendly Space | Save Egypt





Image | Save Implementation team | Syrian refugees who support and facilitate activities @ Save Egypt *Child Friendly Spaces* in El Obour, Egypt.

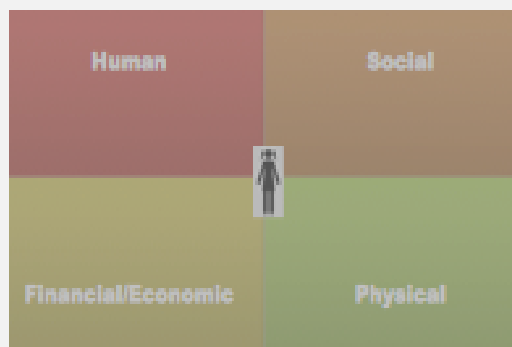
Research. Rethink. Resolve.

WRC Research & Advocacy

Development Settings

- Consensus
1. Comparative disadvantages, risks
 2. Solutions known

Asset-based Intervention Model



Protracted Humanitarian Contexts

Ongoing research:
Applications for humanitarian actors

Conduct research;
pilot interventions;
develop guidance

Ethiopia | Tanzania |
Uganda

Emergencies [Informed Design]

New research
Applications for emergency response

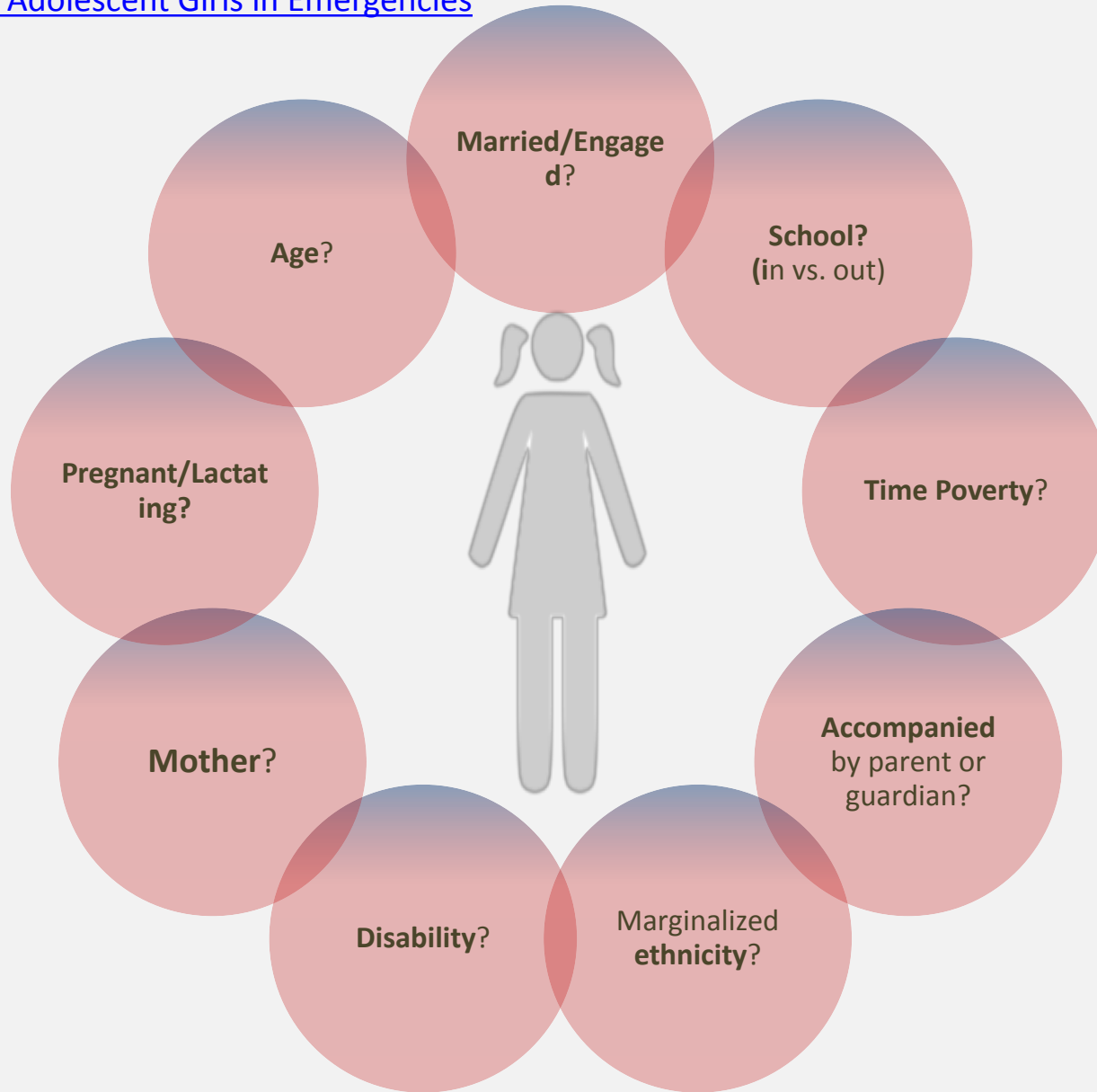
Literature scan; key informant-interviews;
pilot software tools;
develop guidance

South Sudan (April 2014)

Egypt (Jan 2015)

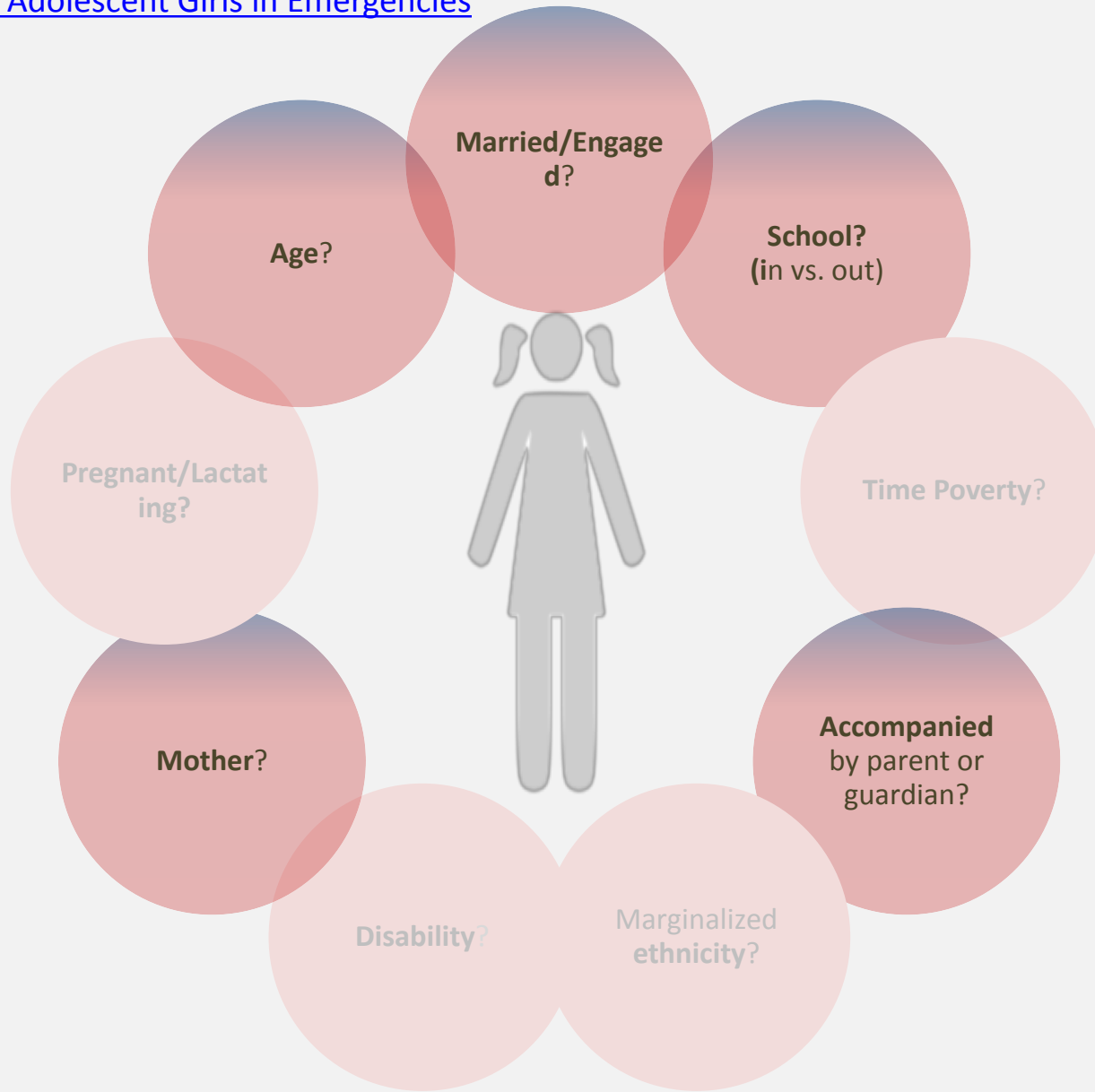
Who are the girls in the community?

Source | [I'm Here: Adolescent Girls in Emergencies](#)



Who are the girls in the community?

Source | [I'm Here: Adolescent Girls in Emergencies](#)



Girls' *Real* Lives & Context



I'm Here Approach

Identify the crisis-affected community

Make visible the context-specific profile of adolescent girls

Hold group meetings with girls of similar vulnerabilities or capacities

Elaborate plans responsive to girls' needs, risks and capacities

Rally support across humanitarian sectors and local communities

Engage the capacities of adolescent girls

I'm Here Approach

Identify the crisis-affected community

Make visible the context-specific profile of adolescent girls

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Engage the capacities of adolescent girls

... and *Tools*

to facilitate implementation!

Service-area mapping

Girl Roster

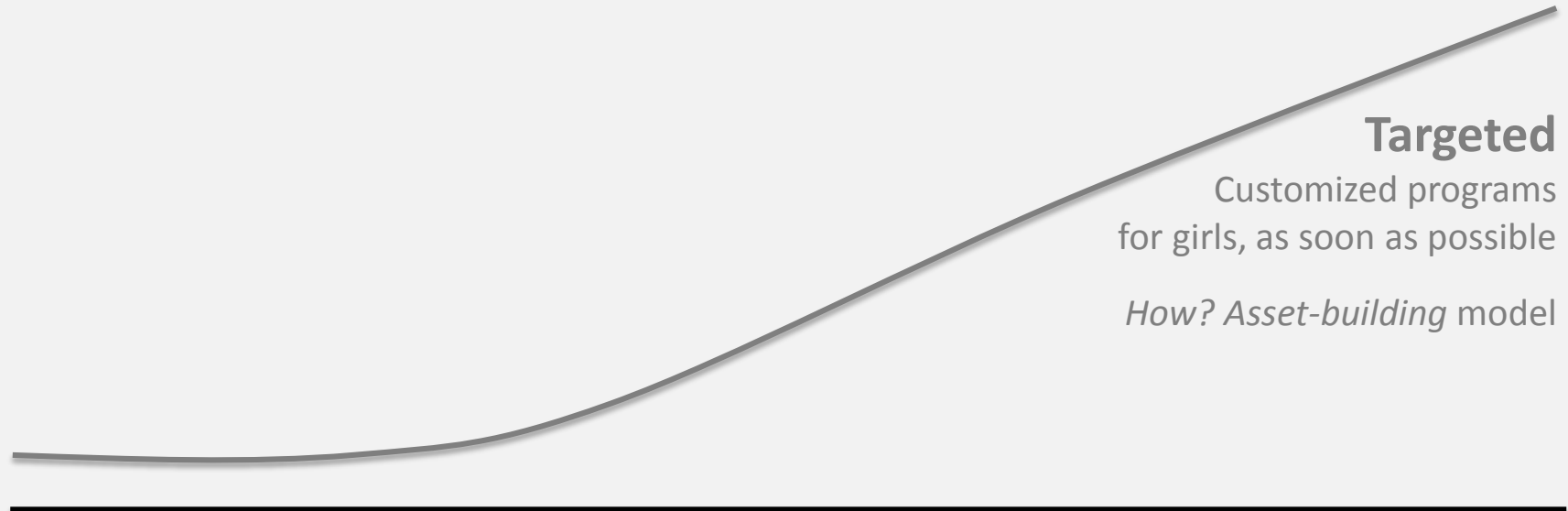
Focus groups
Participatory
Ranking Methodology

Outputs + Emergency Girl
Analysis Matrix (eGAIM)

I'm Here | Prioritizing Results for Adolescent Girls

Mainstreaming and Targeted Operations in Emergencies

Source | [I'm Here: Adolescent Girls in Emergencies](#)



Mainstreaming

All sectors, from Day 1

How? *I'm Here* Approach & Tools

1. Girl Roster | series of steps and outputs that incorporate mobile-based resources
2. Participatory consultations | discussions via Participatory Ranking Methodology
3. Emergency Girls Analysis Integration Matrix | tool to link outputs to decision-making

T_0 | @ onset of emergency or during program start-up



Protect | Serve | Engage in Recovery



Key Steps & Questions



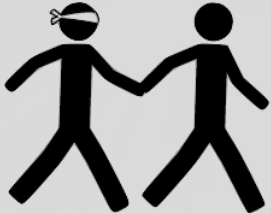
Research. Rethink. Resolve.

Key Steps & Questions

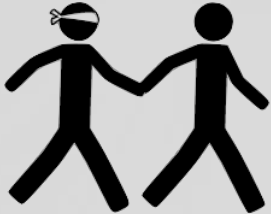
What are the services & other key points in the community?

Who are Syrian adolescent girls in the community? What are their *specific* vulnerabilities & capacities?

What are their self-expressed concerns?



Key Steps & Questions



What are the services & other key points in the community?

Who are the adolescent girls in the community?
What are their *specific* vulnerabilities & capacities?

What are girls' self-expressed concerns?



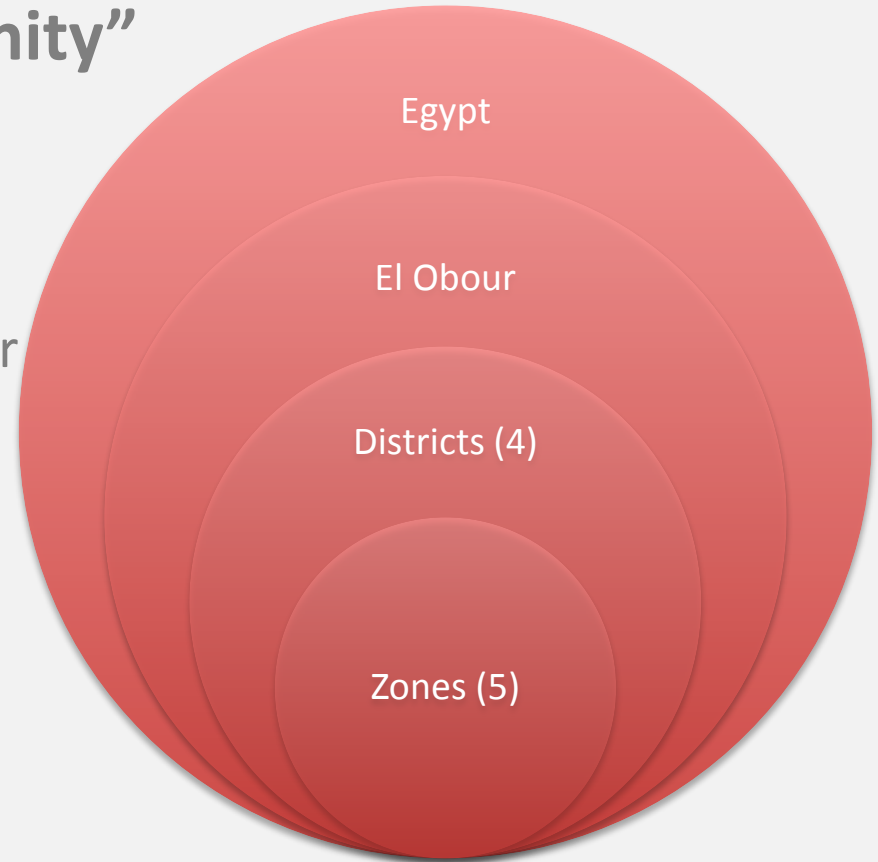
Key Data Sources

- UNHCR registration data
- Syrian girls
- Community structures
- Syrian facilitation team (for implementation decision-making)



Defining the “Community”

- UNHCR registration data
- Syrian facilitation team (for implementation decision-making)
- Syrian girls
- Community structures



Defining the “Community”

- UNHCR registration data
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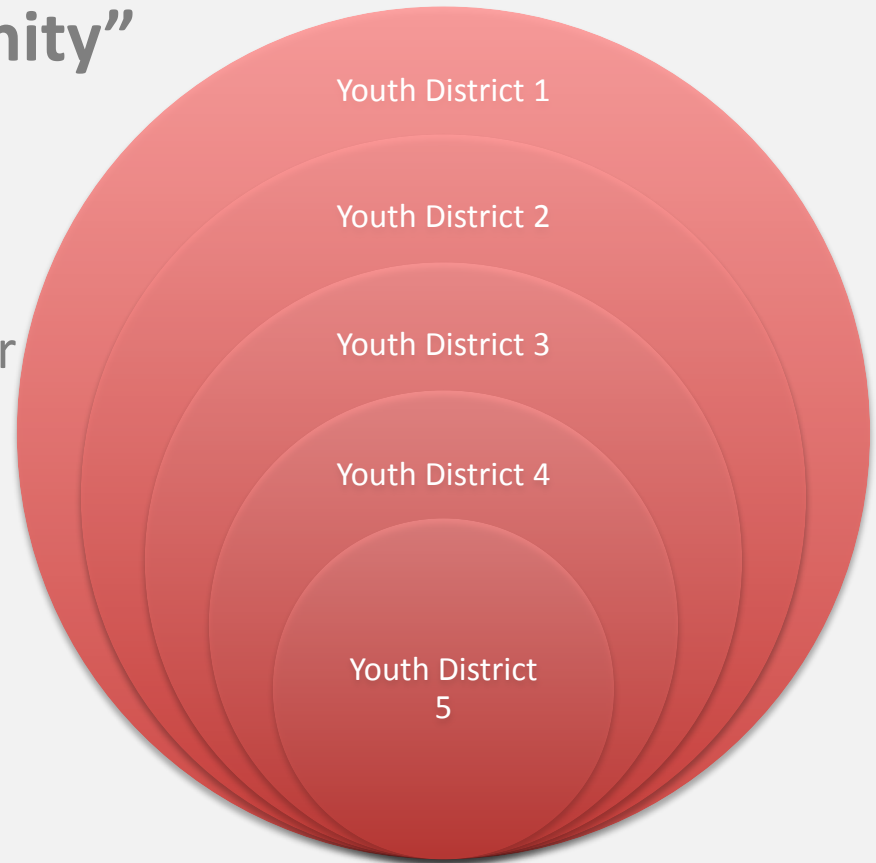




Image | Team Leader facilitating participatory dialogue around service-area selection and perception of “community” as defined by Syrian refugees

Research. Rethink. Resolve.

Girl Roster | IT Steps

- Modify (template) questionnaire
- Validate questionnaire



Girl Roster | IT Steps

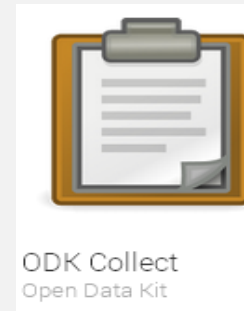
- Modify (template) questionnaire
- Validate questionnaire
- Upload Questionnaire



ODK Collect
Open Data Kit

Girl Roster | IT Steps

- Modify (template) questionnaire
- Validate questionnaire
- Upload Questionnaire
- Download questionnaire



Girl Roster | IT Steps

- Modify (template) questionnaire
- Validate questionnaire
- Upload Questionnaire
- Download questionnaire
- Tent-to-Tent | House-to-house | telephone survey
(Egypt only)



Girl Roster | IT Steps

- Modify (template) questionnaire
- Validate questionnaire
- Upload Questionnaire
- Download questionnaire
- House-to-house or telephone survey (Egypt only)



Build Staff Capacity | Theory & Practice

Girl Roster | Telephone methodology *Implementation Summary*

958 | # of UNHCR registered refugees
in *El Obour* (available date Nov 2014)

605 | # of UNHCR registered refugees
in *Youth District*

565 | # of calls made

383 | # of households that completed *Girl Roster*

342 | # of households with girls & young women (6-24 yrs. old)



Girl Roster | Results & Outputs

Age Group	Unmarried				Married		Total
	In School		Out Of School		Has A Child	Doesn't Have A Child	
	Living with both parents	Living with just one or neither parent	Living with both parents	Living with just one or neither parent			
06-09	70	8	14	4	--	--	96
10-14	98	6	2	1	0	0	107
15-17	35	6	1	1	0	4	47
18-24	15	7	6	1	37	26	92
Total	218	27	23	7	37	30	342

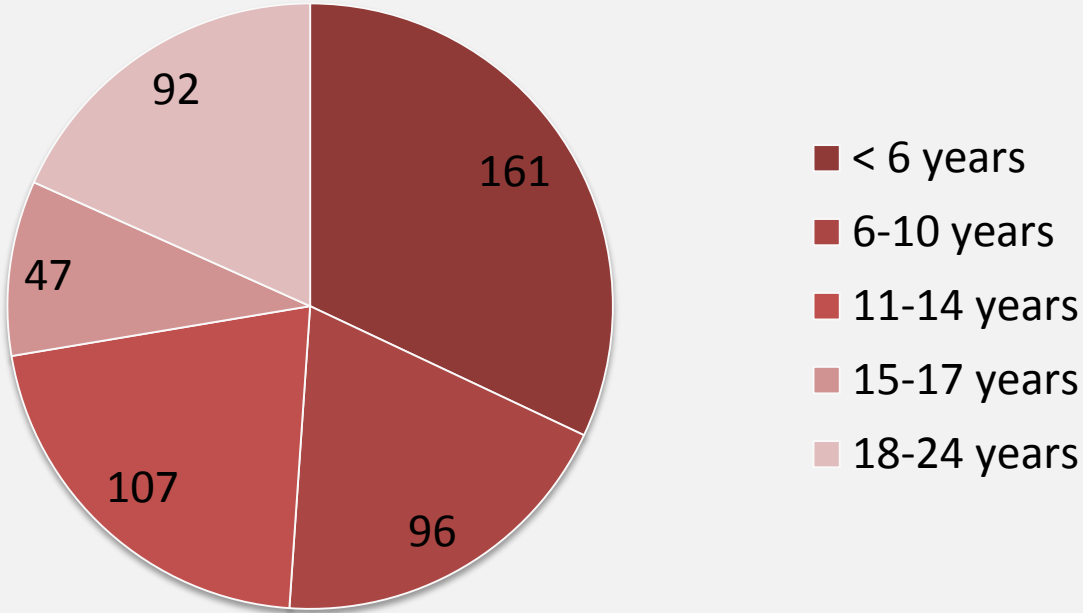
Girl Roster | Daily Data Validation



Image | Save Egypt MEAL Officer facilitating participatory data validation of *Girl Roster* output table (a daily implementation step)

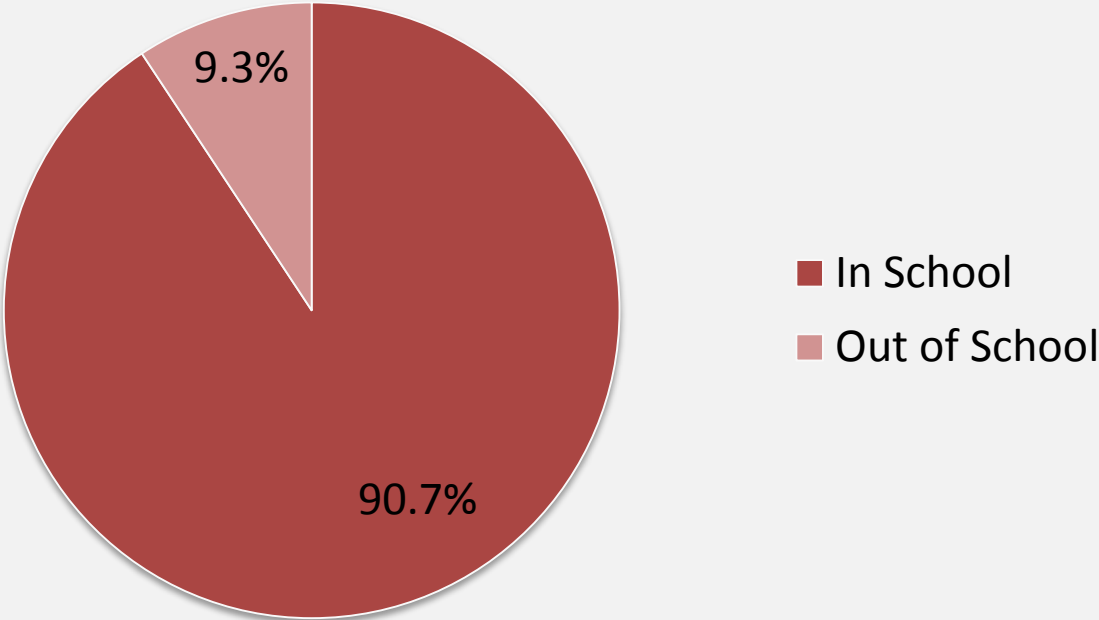
Girl Roster | Results & Outputs

Age Distribution (N) | All Calls



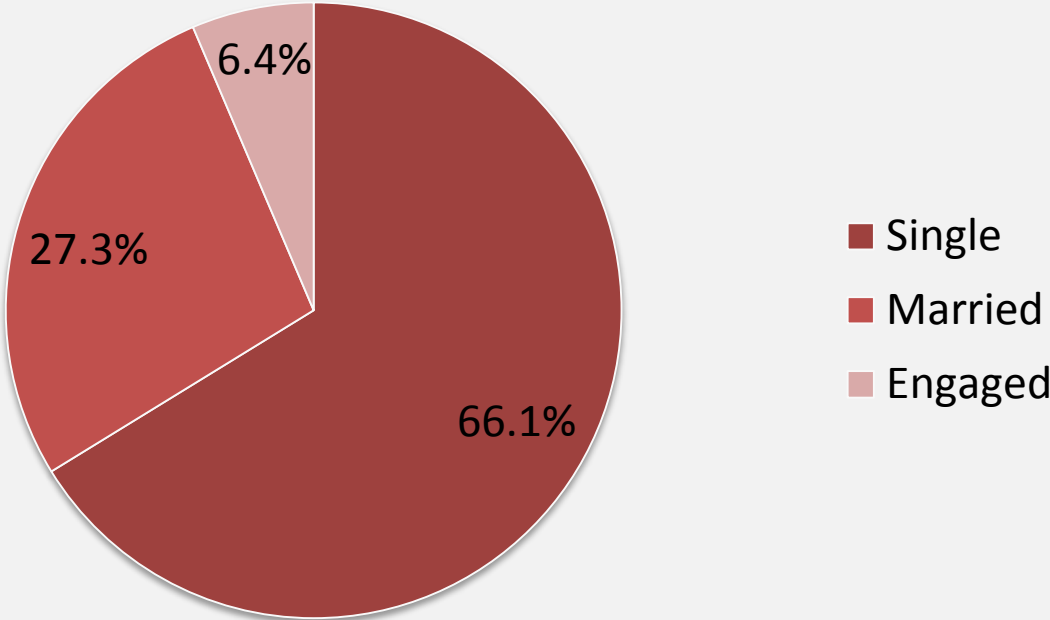
Girl Roster | Results & Outputs

In vs. Out of School (%) | Girls & Women (6-17)



Girl Roster | Results & Outputs

Marital Status (%) | Girls & Women (12-24)



Girl Roster | Results & Outputs

63 Married

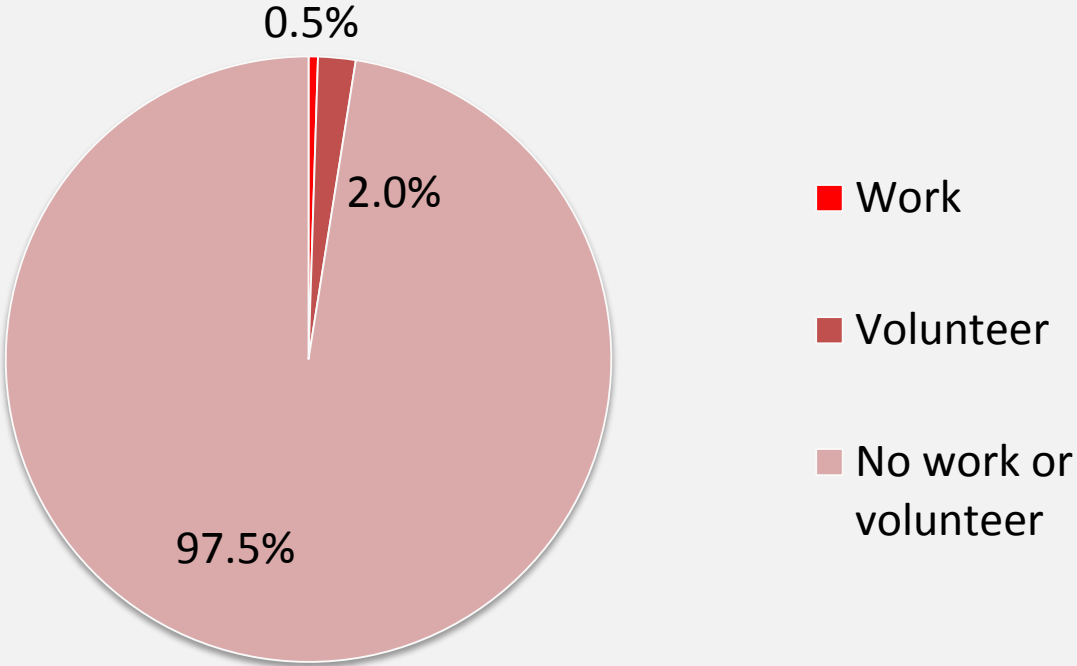
Ave. Age = 20.6

Married with children

Ave Age = 22.4

Girl Roster | Results & Outputs

Work Status (%) | Girls 10-24 (n=246)



Service Area Mapping





Image | Team Lead using tablet to complete service-area mapping



Image | Save implementation team carrying out service-area mapping within Youth District, Zone 4

Research. Rethink. Resolve.



1/21/2015
1/31/2015
1/2015

Restaurant (Most Popular)

Pharmacy

Home goods & Child Goods

Charity / Kinder garden

Syrian Future
Market

Mosque

School

Informal Market

strict - Zone 4 (Start)

Garden

Charity Organization

Image © 2015 DigitalGlobe

Google earth

2002

Imagery Date: 6/4/2014 30°16'00.78" N 31°28'35.35" E elev 470 ft eye alt 2370 ft

Research. Rethink. Resolve.

1/31/2015

Restaurant (Most Popular)
Home goods & Child Goods
Charity / Kinder garden
Mosque School
Syrian Future
El Obour - Youth District - Zone 4 (Start) Market
Informal Market
Primary & secondary Sch
Charity Organization
Garden
Primary School (Publ)

Clinic, Private

Primary Health Clinic (Public)

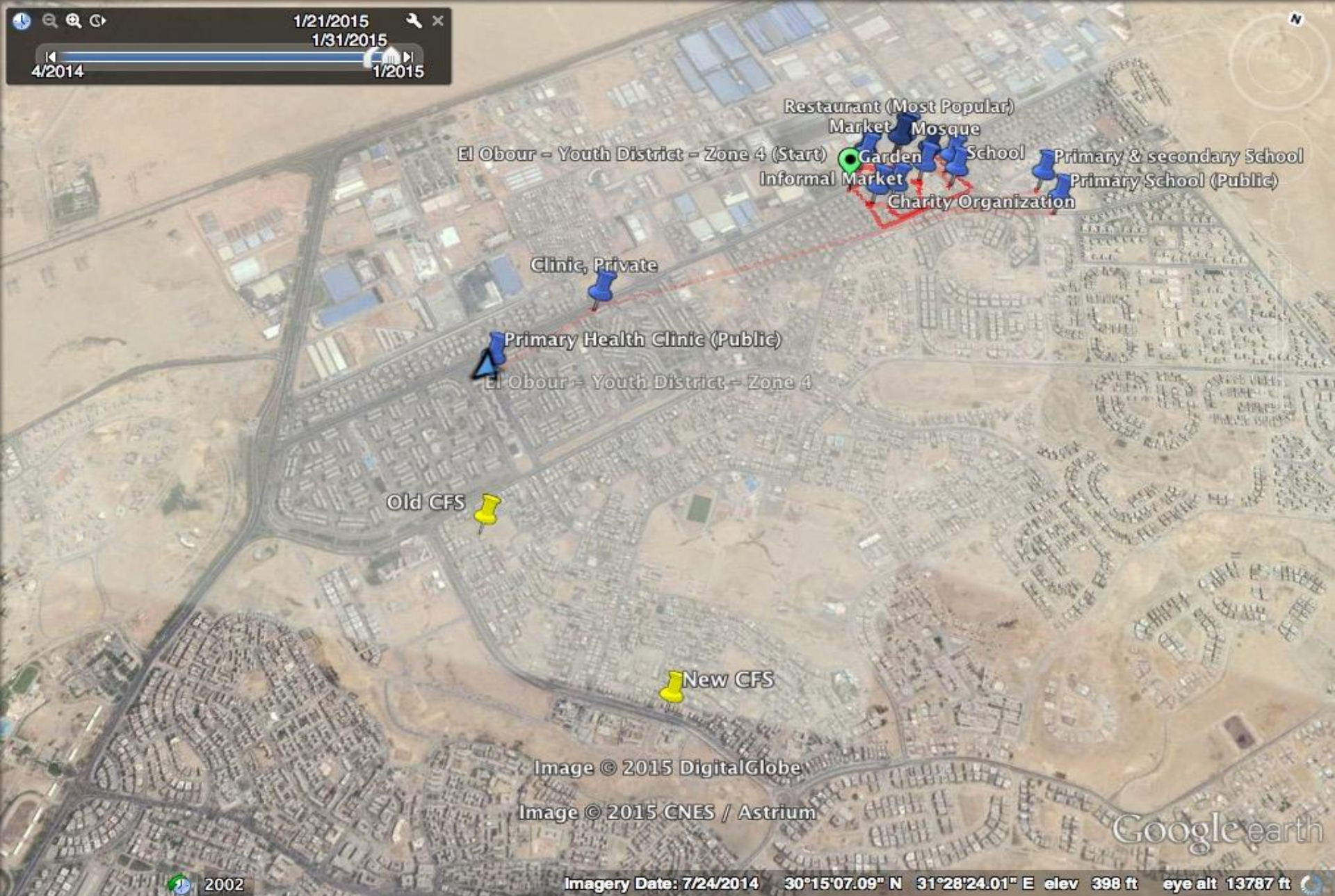
El Obour - Youth District - Zone 4

Image © 2015 DigitalGlobe
Image © 2015 CNES / Astrium

Google earth

2002

Imagery Date: 6/4/2014 30°15'41.11" N 31°28'34.86" E elev 446 ft eye alt 8173 ft



El Obour - Youth District - Zone 4 (Start)

El Obour - Youth District - Zone 4

Restaurant (Most Popular)

Market Mosque

School

Primary & secondary School

Primary School (Public)

Charity Organization

Informal Market

Garden

Clinic, Private

Primary Health Clinic (Public)

Old CFS

New CFS

Image © 2015 DigitalGlobe

Image © 2015 CNES / Astrium

Google earth

2002

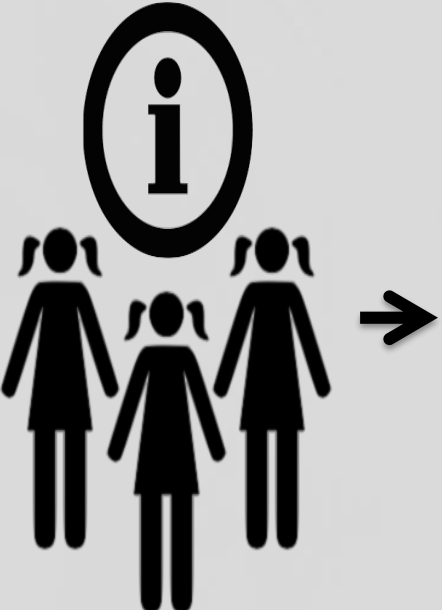
Imagery Date: 7/24/2014 30°15'07.09" N 31°28'24.01" E elev 398 ft eye alt 13787 ft

Key Steps & Questions



How can we give
the community? What
their specific
vulnerabilities?
What are their

What are their self-
expressed concerns?



Focus Groups | Participatory Ranking Methodology

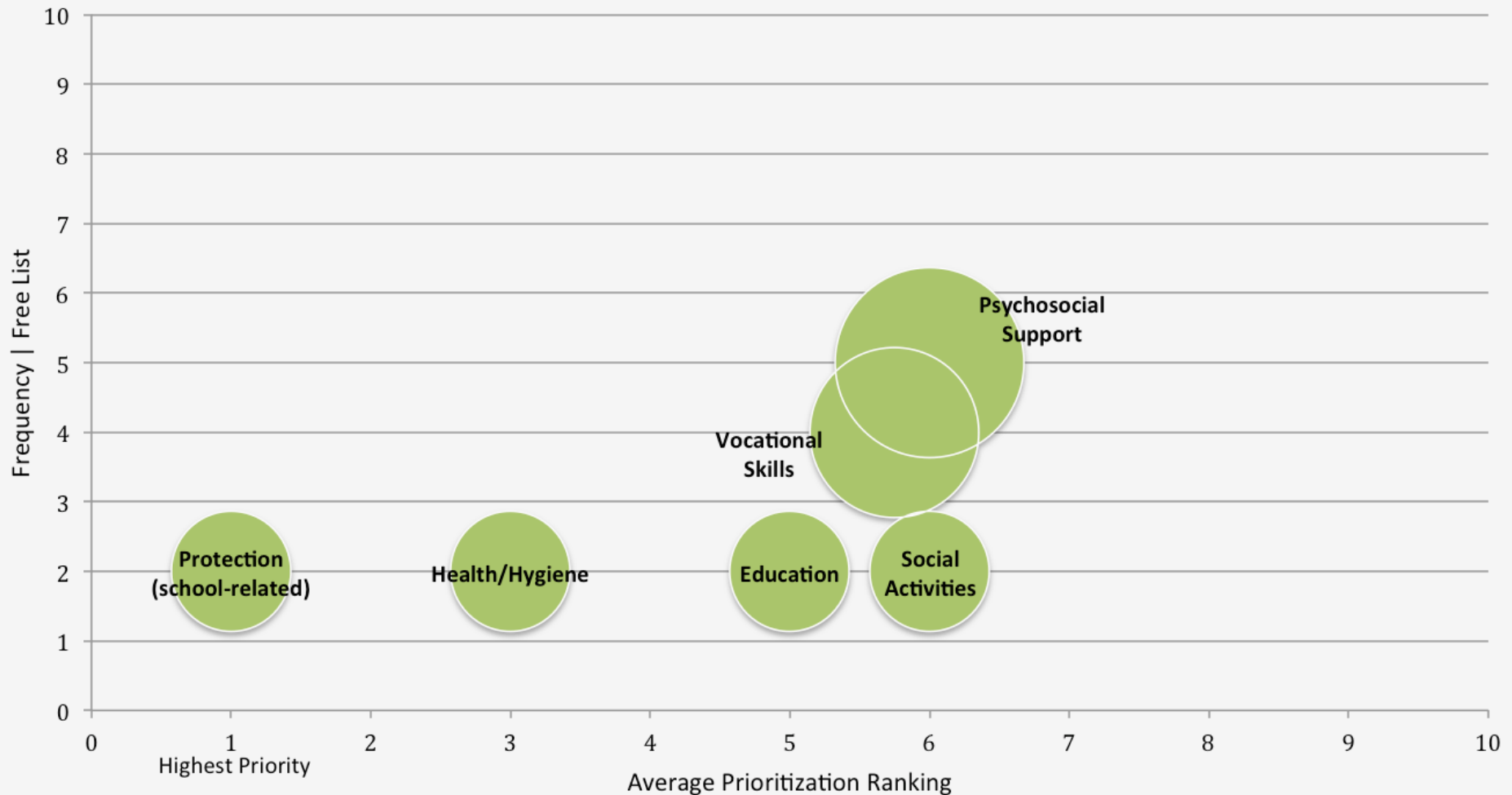


Focus Groups | Link to Table & Results

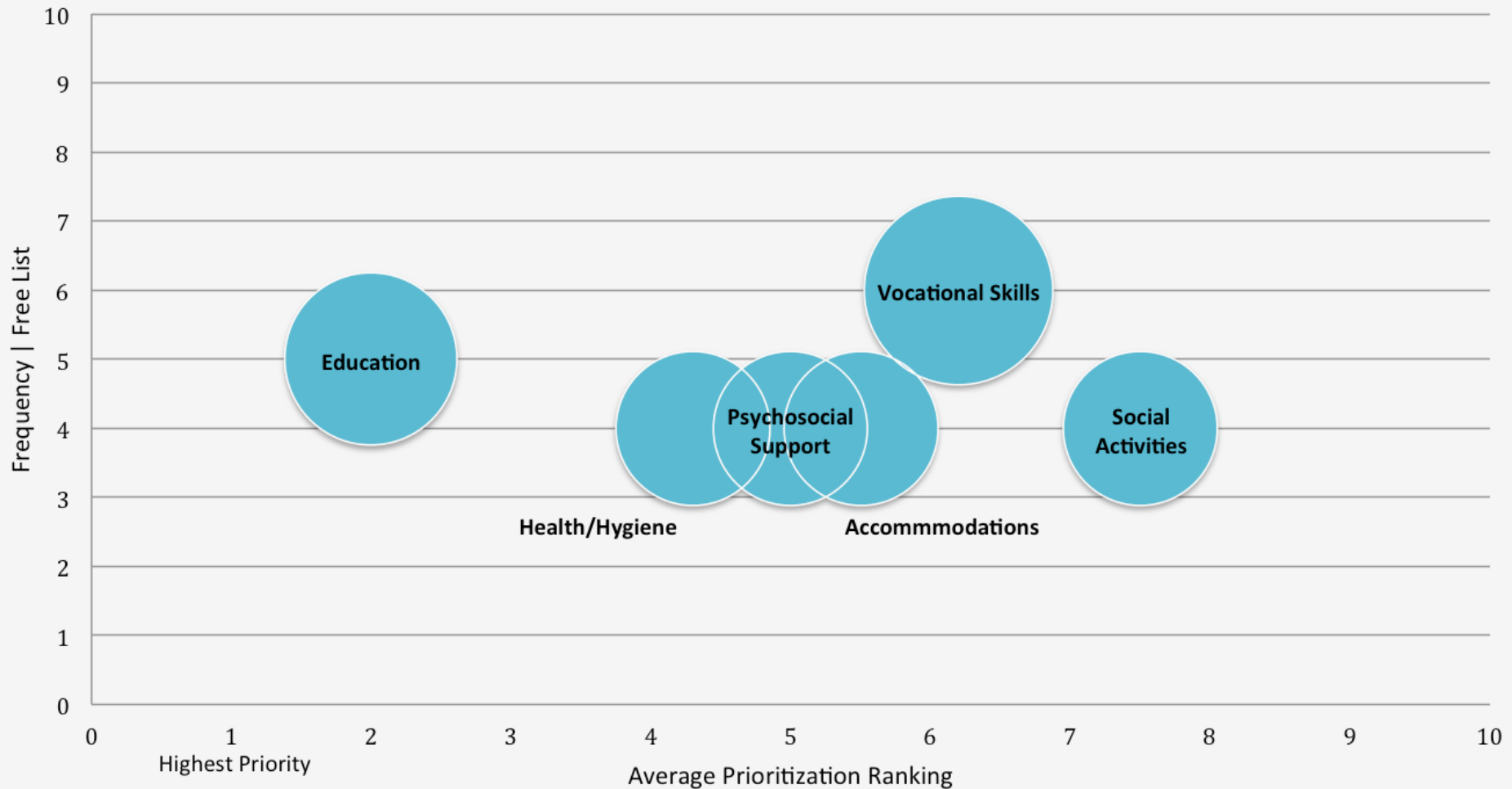
5 | Total # Targeted Focus Groups

- 2 | **Girls 10-14 yrs.**, Public School, Youth District
- 1 | **Mothers** of girls
- 1 | **Girls 10-14 yrs.**, Syrian Comm. School, Youth District
- 1 | **Mothers** of girls (1 father)

Prioritization of Adolescent Girls' Concerns as identified by
adolescent girls' parents (mothers, except for 1 father)
Youth District | El Obour City | Greater Cairo, Egypt | Jan 2015

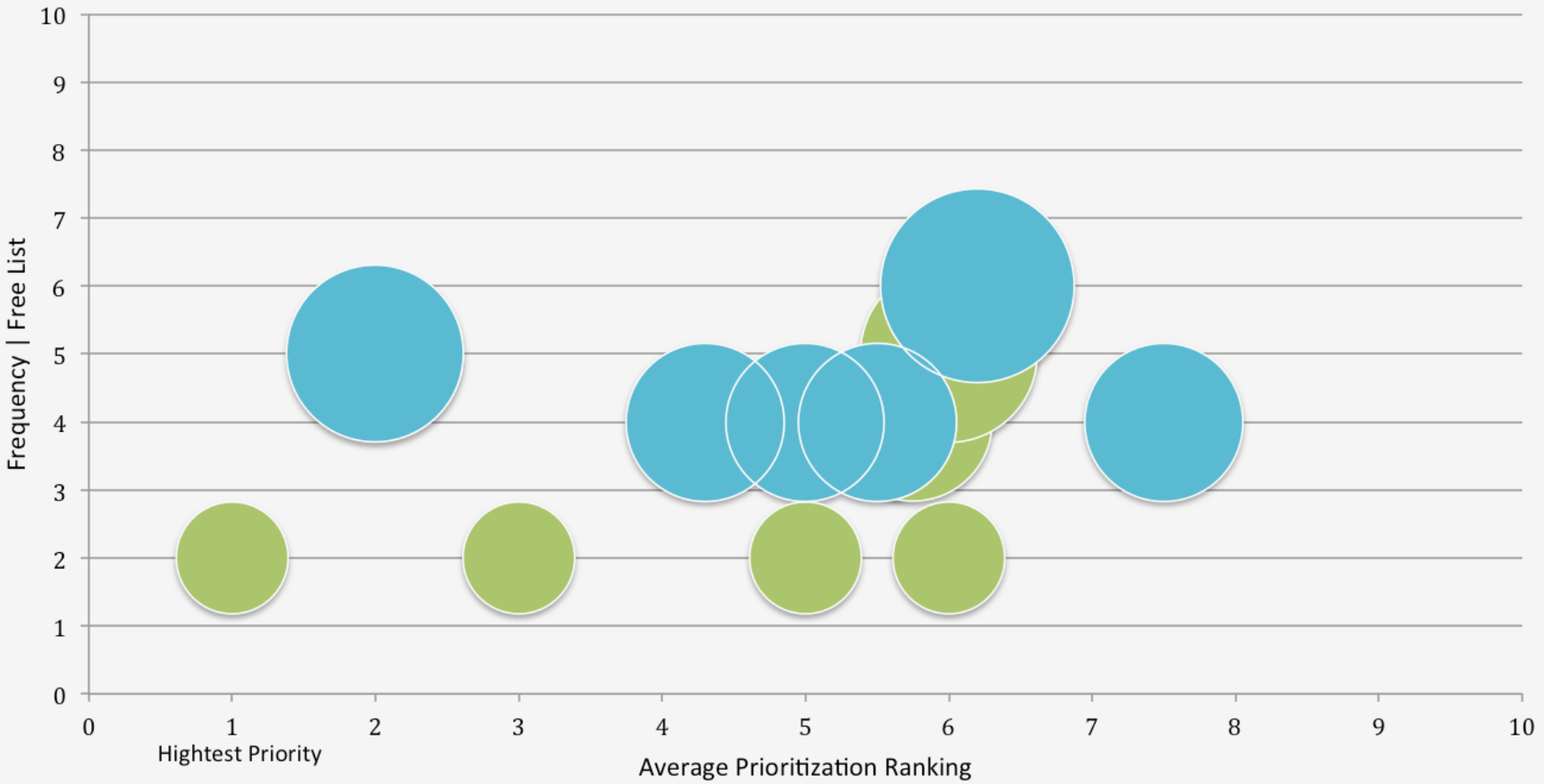


Prioritization of Adolescent Girls' Concerns as identified by
adolescent girls (10-14) who regularly attend school
Youth District | El Obour City | Greater Cairo, Egypt | Jan 2015

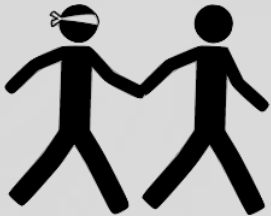


Important note: Facilitators noted that girls raised several protection-relevant concerns. During facilitation, however, girls did not raise these points until they engaged a consensus-building discussion related to the prioritization process i.e., after girls generated the free list based on their own interpretation of the question. Per the methodology, the facilitators captured critical discussion points noted. Protection concerns, similar to parents' responses during their free-list responses, centered on school-based discrimination & violence.

Visual Comparison | Prioritization of Adolescent Girls' Concerns as identified by **adolescent girls (10-14)** and **their parents** (mothers, except for 1 father)
Youth District | El Obour City | Greater Cairo, Egypt | Jan 2015



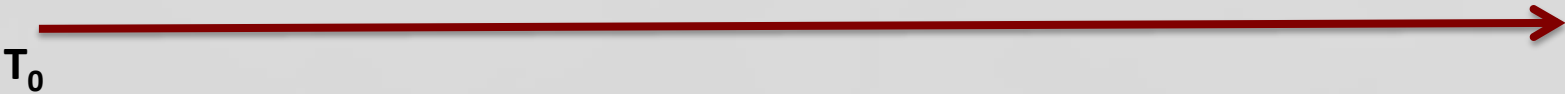
Key Steps & Questions



What are the services & other key points in the community?

Who are Syrian adolescent girls in the community? What are their *specific* vulnerabilities & capacities?

What are their self-expressed concerns?



“I’m Here”



Image | Youth District Zone 4, El Obour, Egypt

