

# *I'm Here* Implementation—Gaziantep, Turkey

Process. Results. Program considerations.

Drafted by: Omar J. Robles | Sr. Program Officer | Women's Refugee Commission  
With key inputs from: Altunay Özatay | Sr. Youth Development Officer | Mercy Corps in Turkey  
Jihane Nami | Refugee Program Manager | Mercy Corps in Turkey  
Serhan Alemdar | Program Coordinator | Mercy Corps in Turkey

## Overview

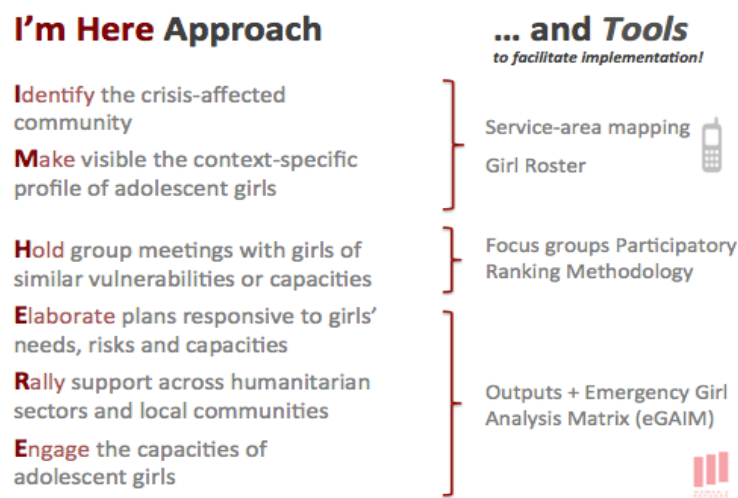
In February 2015, Mercy Corps, with support from the Women’s Refugee Commission (WRC), implemented the *I’m Here* Approach in Gaziantep, Turkey. The approach and complementary field tools are designed to help humanitarian actors identify, protect, serve and engage adolescent girls from the onset of emergency operations or program design.

Mercy Corps is committed to ensuring that its soon-to-open information center in Gaziantep is responsive to adolescent girls who live in the community. This commitment extends to not only Syrian girls and families but also to Turkish families who live near the center.

Mercy Corps envisions that the new information center—called MALUMAT<sup>1</sup>—will serve the whole community and not be viewed as solely a place for Syrian refugees. As a result, Mercy Corps staff is taking intentional measures to ensure that local residents and partners perceive, and ultimately affirm, the MALUMAT as a valued community resource. For girls, the vision is an information center that catalyzes meaningful changes their lives: a center that builds girls’ protective assets through programming and referrals tailored to the specific profile of girls who live near the MALUMAT center.

*I’m Here* implementation complements efforts to realize this vision. The process, results and program considerations outlined in this internal report: (1) capture the diversity of girls’ vulnerabilities, needs and capacities in the community where the MALUMAT center will operate; (2) generate an information base upon which to have more informed dialogue and to make more informed programming decisions; and (3) align ongoing community outreach initiatives.

The implementation team<sup>2</sup> requested the Turkish Government’s approval for **the first door-to-door implementation of the *I’m Here* Approach in an urban refugee setting** (See Annex B for draft letter). Activity implementation included piloting the Population Council mapping tool (*Girl Roster*) in this context. Implementation took place within an estimated half-mile radius of the MALUMAT center. Within this area, the team completed a service-area mapping and mapped the context-specific profile of adolescent girls’ vulnerabilities and capacities. The team also facilitated targeted focus group discussions. The team applied the approach and generated key outputs within 4 weeks.



The structure of this document follows this approach. Annex A outlines a key operational lessons learned; Annex B is the draft letter Mercy Corps submitted the Turkish Government for activity approval; Annex C is a comparative analysis of out-of-school boys and girls.

<sup>1</sup> Maximizing Access to Localized resources for the Most vulnerable Syrians and Turks in Antep, Turkey (MALUMAT) (*‘Malumat’ means ‘information’ in both Turkish and Arabic (معلومات)*)

<sup>2</sup> Refers to the in-country implementation team: Mercy Corps and the Women’s Refugee Commission staff, as well as the diverse group of dedicated Syrian and Turkish men and women who the WRC and Mercy Corps trained to carry out most all the activities described in this report. Information technology staff at the Population Council and ONA provided support from New York and Nairobi during and after implementation.

## Identify the community

The rationale for this action is to define with some specificity the community where the MALUMAT center is situated, with an emphasis on how girls (might) perceive and interact with their community. The resource scan visually captured the MALUMAT's location in relation to the two zones and to the institutions with which MALUMAT might partner, and to potential referral services.

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

1. *Define the community or communities, also known as “catchment areas” (near the MALUMAT)*
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 CFS partnerships.*

The implementation team chose to map two zones: Zone 1 where a concentration of Syrian’s live; and Zone 2, where (compared to Zone 1) a greater numbers of Turkish families live and where a concentration of community resources (hospitals, schools, community centers, banks, social services, etc.) are located. The MALUMAT center is located on a busy, high traffic avenue that divides these two distinct communities. Since no member of the implementation team—including Syrian youth and adults who support field activities—lived near the MALUMAT center, the service-area mapping results are not representative of residents’ or girls’ perceptions.

During activity implementation, however, Mercy Corps staff referenced being previously unaware about a few community resources or features that could influence MALUMAT operations. A key outcome from the service-area mapping was staff reflection on how the limited number of public spaces for young people in either zone would affect programming.

### Outputs.

The main output from this activity is a visual representation of the catchment area, including key points within it [See next page visual and reference Slides 6-12 in Summary PPT for additional images].

Based on outputs and initial discussions with staff, some key program considerations include:

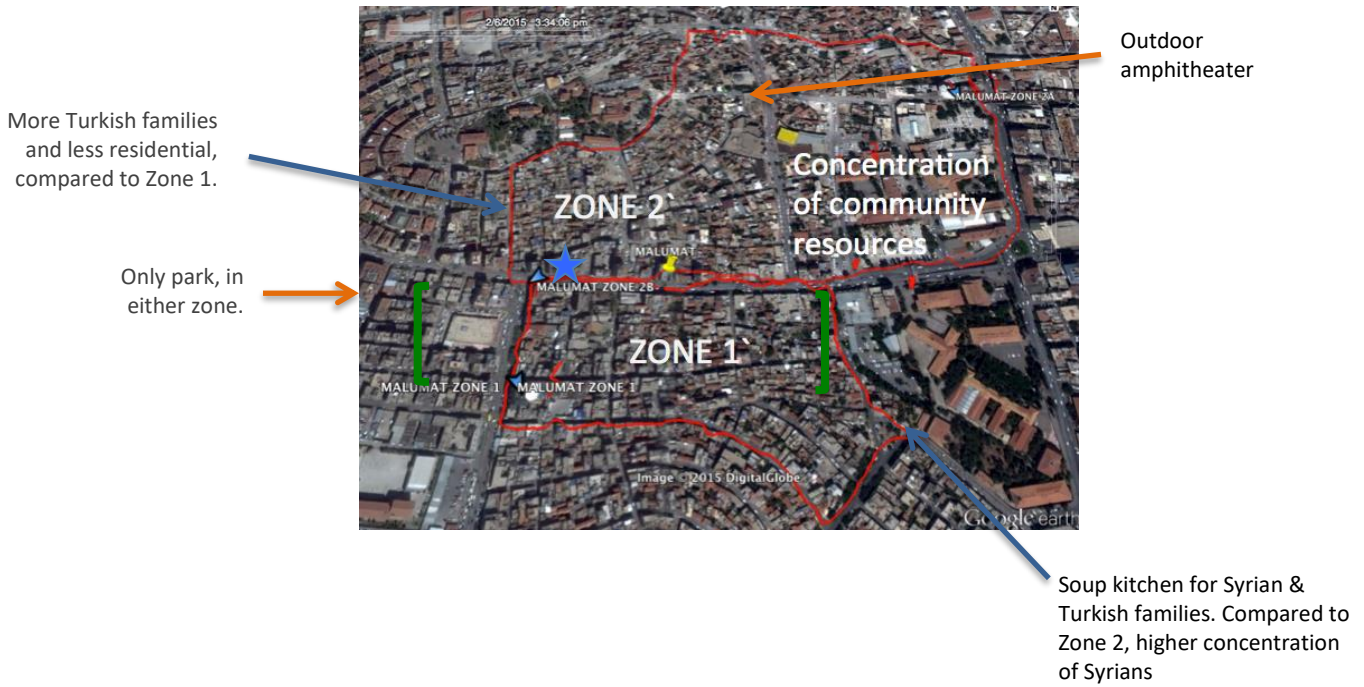
- Adjusting to the limited **public spaces** where children and adolescents can safely gather
- Accounting for the distance between where a majority of Syrians live (**Zone 1**) and where community resources are concentrated in **Zone 2**, across a high-traffic avenue along which the **MALUMAT** is located. [Note: MALUMAT could disseminate a modified service-area map to visitors].
- Taking into account the **high concentration of mechanic shops**<sup>3</sup> in Zone 1 – not only from a protection perspective but also in terms of potential partnership opportunities that introduce adolescent girls and boys to the automotive industry, using the mechanic shop as a way to relay other life skills such as managing and saving money, leadership and problem-solving.

Colors in the bullets correspond with the visual output below.

---

<sup>3</sup> Mercy Corps staff referenced feeling uncomfortable in this area. Thus it’s reasonable to assume that girls and their parents may similarly have reservations about girls’ unaccompanied mobility through this area.

Summary visual | Service-area mapping



## Make visible the context-specific profile of girls

This step is designed to paint an explicit, fuller and more informed picture of *the girls* who the MALUMAT will serve. 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. Developed by the Population Council, the Girl Roster output divides girls into discrete categories that capture their top-line vulnerabilities and capacities [see below for Girl Roster outputs and reference Summary PPT Slides 17-32]. Findings often surprise practitioners, including the implementation team in Gaziantep.

*In consultation with Mercy Corps staff, the WRC modified a general set of approximately 20 non-sensitive questions that:*

- *Make visible adolescent girls who are often invisible to staff*
- *Challenge practitioners' assumptions about girls' realities within communities they serve, and*
- *Generate the information base for more evidence-based and responsive programming for girls in the community.*



Key modifications to the general template included inserting questions that recorded: (a) the day of the week girls would mostly likely visit the MALUMAT; (b) the respondents' nationality; (c) boys and young men's school enrollment and employment status; (d) if females older than 12 years old were not only married or single, but also if they were engaged, and (e) the work status of girls and young women. The implementation team consulted with Syrians and Turks to ensure relevance and acceptability. Criterion for adding questions to the programming tool is whether responses will yield actionable information.

### Outputs.



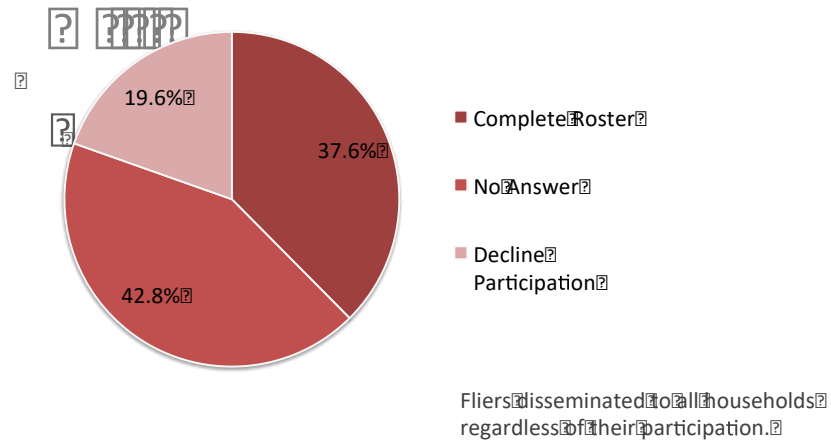
Within 5 days, the implementation team reached 1317 households within an estimated half-mile radius of the MALUMAT center.<sup>4</sup> The exact number of people systematically going through each community zone varied daily, ranging from 3 to 5 two-person groups. Within mixed-sex groups, one member spoke Arabic and one spoke Turkish. During implementation, the team occasionally relied on three-person groups in order to provide additional security e.g., when two individuals entered a narrow alley or an apartment building, one team member remained attentive to people entering and leaving the area.

Thirty-eight percent of the door-to-door attempts to raise awareness about the MALUMAT and to collect information from heads-of-households led to a completed *Girl Roster* entry. The result: *Girl Roster* tables that sort 469 Syrian and Turkish girls and young women (6-24 yrs.) into discrete categories that capture their macro vulnerabilities, needs and capacities. The tool also identified 426 boys and young men (6-24 yrs.).

**Next three pages: Girl Roster | Households reached, key outputs, additional analysis and key findings.**

<sup>4</sup> Reached refers to an attempt to disseminate a flier and have a resident complete the Girl Roster.

## 1317 Households Reached



Research. Rethink. Resolve.

**Girl Roster | Main output:**

**ALL GIRLS**

Age Group	Unmarried				Married/ or Has a Child		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	57	2	59	7	--	--	125
10-14	98	13	36	8	0	0	155
15-17	55	13	16	3	5	11	103
18-24	31	3	14	1	28	9	86
<b>Total</b>	<b>241</b>	<b>31</b>	<b>125</b>	<b>19</b>	<b>33</b>	<b>20</b>	<b>469</b>

**Additional analysis:**

Main table masked differences, based on nationality

**SYRIANS ONLY**

Age Group	Unmarried				Married/ Or Has a Child		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	20	2	58	7			87
10-14	50	9	35	8	0	0	102
15-17	26	11	13	3	5	10	68
18-24	12	1	11	1	22	7	54
<b>Total</b>	<b>108</b>	<b>23</b>	<b>117</b>	<b>19</b>	<b>27</b>	<b>17</b>	<b>311</b>

**TURKISH ONLY**

Age Group	Unmarried				Married/ Or Has a Child		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	37	0	1	0			38
10-14	48	4	1	0	0	0	53
15-17	29	2	3	0	0	1	35
18-24	19	2	3	0	6	2	32
<b>Total</b>	<b>133</b>	<b>8</b>	<b>8</b>	<b>0</b>	<b>6</b>	<b>3</b>	<b>158</b>

**% OF GIRLS within each category WHO ARE SYRIAN**

Age Group	Unmarried				Married/ Or Has a Child		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	35.1%	100.0%	98.3%	100%			69.6%
10-14	51.0%	69.2%	97.2%	100%	-	-	65.8%
15-17	47.3%	84.6%	81.3%	100%	100%	90.9%	66.0%
18-24	38.7%	33.3%	78.6%	100%	78.6%	77.8%	62.8%
Total	44.8%	74.2%	93.6%	100%	81.8%	85.0%	66.3%

Since some married girls are in school, the team completed a **descriptive analysis of all married girls and women (N=53)**.

**MARRIED GIRLS and women, descriptive analysis**

**Age**

- 15 years** | Age of youngest married girl – two girls this age.
- 19.5 years** | Mean age of all married girls
  - o **16.6 years** | Mean age for married girls 15-17 years old.
  - o **20.6 years** | Mean age for married women 18-24 years old

**Education**

- 71.7%** | % of married girls who ever attended school
- 0%** | % of married girls who are **currently attending school**  
[No info on this data point for 13 married girls, of whom 9 are persons 18-24 years old]

**Sexual Reproductive Health**

- 58.5%** | % of married girls and women with children
- 67.9%** | % of married girls and women who live with their partner.
- 1** | Number of children for all married girls 15-17 years old

**Employment**

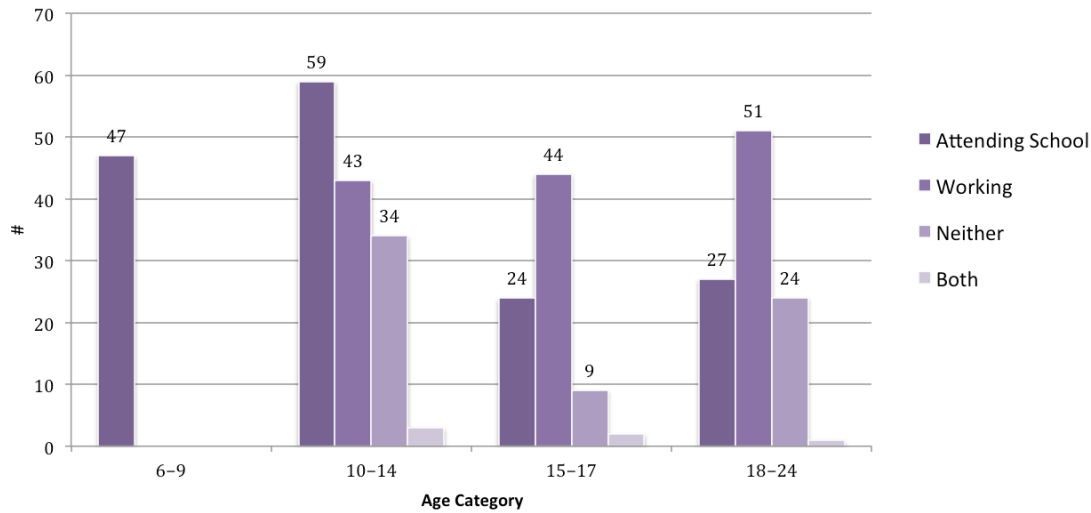
- 32.1%** | % of married girls and women who work
- 76.5%** | % of working married girls who also have children
- 19.8 years** | Mean age of married, working mothers, 5 girls 15-17 yrs.)



**RESULTS on BOYS AND YOUNG MEN (SYRIAN ONLY)**

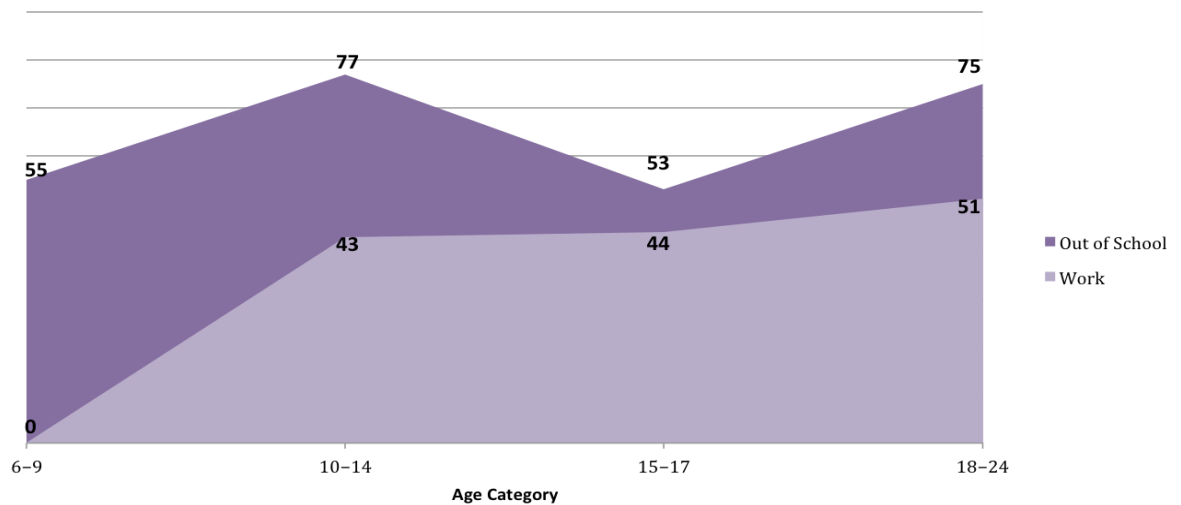
[Reference Annex C for more info, including statistics on adolescent girls]

School & Work Status, by age category  
Men 6-24 years | N = 423  
Gaziantep, Turkey | Feb 2015



**Low school attendance is not solely an issue for girls:** In every age category (from 6-24 years), more boys and young men are not currently enrolled in school.

Proportion of out-of-school boys & young men who work, by age category  
Gaziantep, Turkey | Feb 2015 | N=138



**Syrian boys and young men who are not in school are working:** Of boys who are not currently attending school, a greater proportion of them are working in older age groups (light purple). No work-related data collected for children 6-9 years old.

## Key findings

- **Significant differences between the profile of Syrian and Turkish girls (6-17 yrs.)**

For example:

- Syrian girls account for 96.1% of out-of-school girls in the community. Among in-school girls, Syrians account for nearly half (49.6%).
  - Sixteen girls (15-17 yrs.) in the community are currently married or engaged—15 of these girls are Syrian and 11 of them (including the Turkish girl) do not yet have children.
  - The number of married women (18-24 yrs.) is larger among Syrians as compared to Turks—29 and 8, respectively.
- **None of married girls are currently attending school**
    - Of the 53 girls and young women who are married, available data on 40 of them find that not one is currently attending school – and only 9 of these 40 are adults (18-24).
  - **More Syrian boys at every age category (6-17 yrs.) are out-of-school than attending school**
    - The ratio of boys who do not attend school but work is higher in late adolescence (15-17 yrs.) as compared to childhood (6-9 yrs.) or early/mid adolescence (10-14 years).
  - **Young women—Syrian and Turkish—could serve as mentors for girl-centered programming**
    - Several Syrian and Turkish young women (18-24 yrs.) who live near the MALUMAT center have completed secondary school. Additionally, some already-married women could also support MALUMAT programs and outreach efforts.
  - **Adult respondents stated that girls in their households would access the MALUMAT center on weekends over weekdays, with a preference for Saturday over Sunday.**
    - Average number of entries is more than double for Saturday and Sunday, over weekdays.  
[See Summary PPT Slide 42 for a word-frequency visualization]



**Completed Girl Roster entries, per zone.** Notes: The implementation team extended its work in Zone 1 for several reasons, including but not limited to Zone 2 being less residential, Zone 2 have more Turkish families who declined to participate, and the team having additional time. The team did not walk the “extended zone” when completing the service-area mapping. **During *Girl Roster* implementation, Syrian families’ expressed both skepticism about the MALUMAT services being free and suspicion about who was covering the MALUMAT’s costs. Families also asserted that Turkish language classes would be helpful.**

## 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.<sup>5</sup> To maintain accountability, participation cannot be tokenistic, and emergency responses that seek girls’ input should act on their findings.

<sup>5</sup> 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.

Age Group	Unmarried				Married/ or Has a Child		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	57	2	59	7	--	--	125
10-14	98	13	36	8	0	0	155
15-17	55	13	16	3	5	11	103
18-24	31	3	14	1	28	9	86
Total	241	31	125	19	33	20	469

In-School & Out-of-School | Syrian Girls and Boys (10-14), and mothers  
Called adults who agreed to participate & provided contact info

Based on results from the Girl Roster, the implementation team facilitated **targeted focus group discussions**. In one day, the team facilitated PRM discussions with:<sup>6</sup> one with Syrian out-of-school adolescent girls (10-14yrs, n=10); one with Syrian mothers (n=11); one with out-of-school Syrian adolescent boys (10-14 yrs., n=7); one with Turkish mothers (n=7).

Convening only one focus group for each sub-population and having small numbers of participants within each focus group are limitations to generalizability; firm conclusions about *community priorities* are not feasible with this sample size. The validity, however, of participants' responses and prioritization is sound, and per the PRM methodology, the findings underscore similarities and differences that are relevant to program decision-making.

The prompt for girls and mothers:

What are adolescent girls' concerns in the community?

The prompt for boys:

What are adolescent boys' concerns in the community?

### Outputs and Key findings

[See PRM data visualization below & reference Summary PPT Slides 36-41]

- **Syrian adolescent girls and boys who are out of school assert that education and economic support are priorities.**
- **Adolescent girls and boys reference a greater number of times their unique concerns related to psychosocial support, and girls and boys self-expressed their psychosocial concerns differently** e.g., girls referenced feeling isolated and shy and expressed a desire for more social activities with other girls and their parents, while boys solely referenced social activities specifically opportunities to play sports and music.
- Additionally, **Syrian mothers prioritized safety-related matters twice as much as adolescent girls and boys who both referenced safety the same number of times and prioritized it the same.** Syrian mothers expressed concerns related to girls' movement within the neighborhood,

<sup>6</sup> The team facilitated a PRM discussion with two fathers who chaperoned their family members to the focus groups. The team recorded their inputs. However, in keeping with the methodology and for reporting purposes, their responses are not outlined in this report.

Mothers noted that the distance between home and school is a concern and they described daughters' experiences with discrimination and abuse because of their Syrian nationality.

- Compared to Syrian mothers, **Turkish mothers assigned a lower prioritization ranking to safety but express concerns about their daughters' education.**
- **Prioritization, however, is not the only take-away.** Syrian girls and Turkish mothers, for example, referenced psychosocial support the greatest number of times. Girls expressed a desire for support related to feeling isolated, wanting opportunities to interact with friends and parents at social events away from the home, lacking an area to play and feeling shy. Mothers—Turkish and Syrian—referenced their daughters "introversion."
- **Education concerns, however, for Turkish mothers differ significantly from Syrian mothers and their children.** For example, Turkish mothers reference challenges related to school attendance—e.g., over-crowding in schools—as compared to Syrian mothers are concerned with access to schools and girls' fair treatment at school.
- **Syrian and Turkish mothers noted the limited number of safe public spaces in the community.**

After completing the PRM focus groups, parents were asked to relay when they would support having their children attend activities at the MALUMAT. Participants stated preference: Saturdays and weekdays.

## Participatory Ranking Methodology

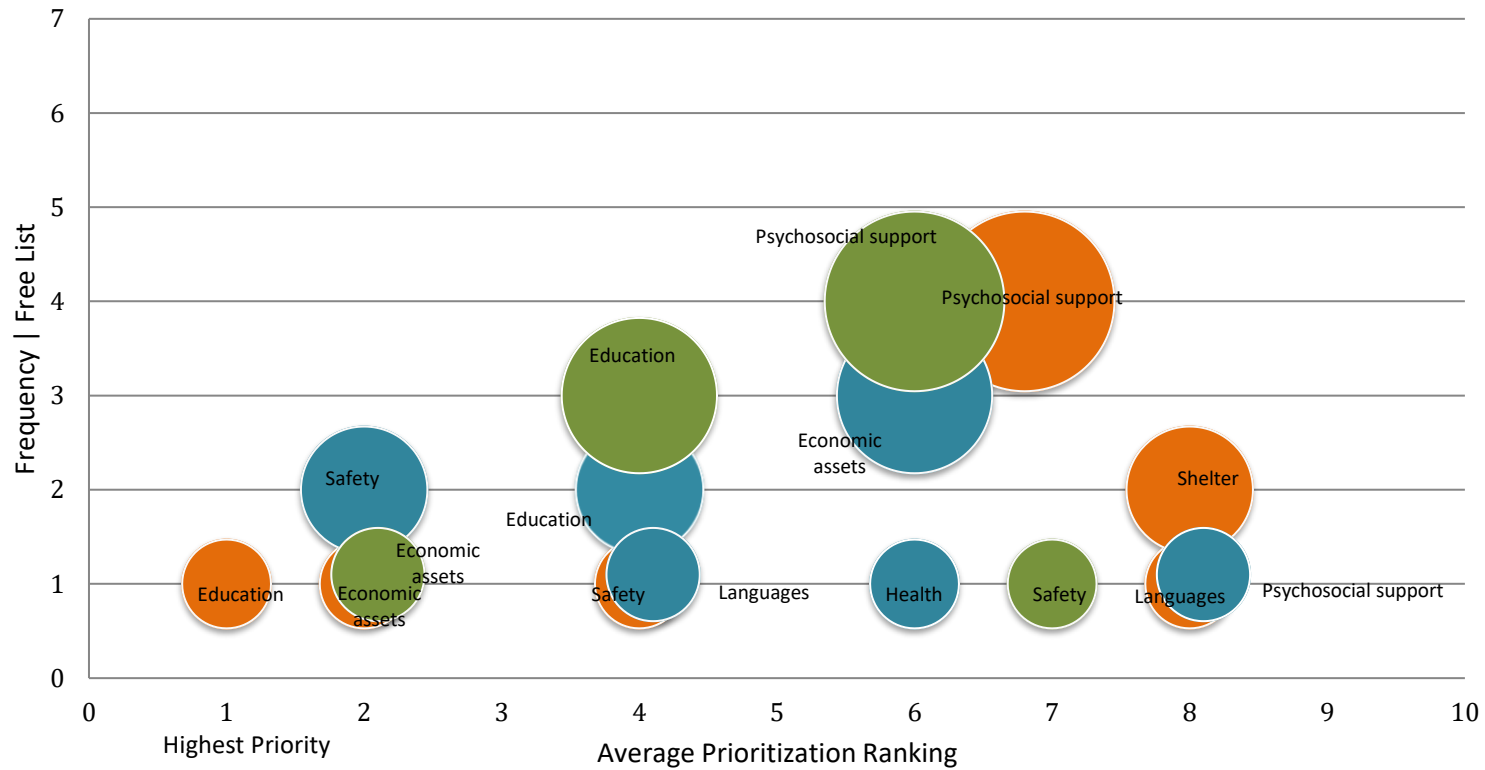
- Quantitative and qualitative methodologies
- Participatory process, facilitator bias limited
- Rely on team capacity for implementation
- Rich, contextualized data that can be counted, ranked, and compared across or within groups.



Research. Rethink. Resolve.

PRM Data Visualization

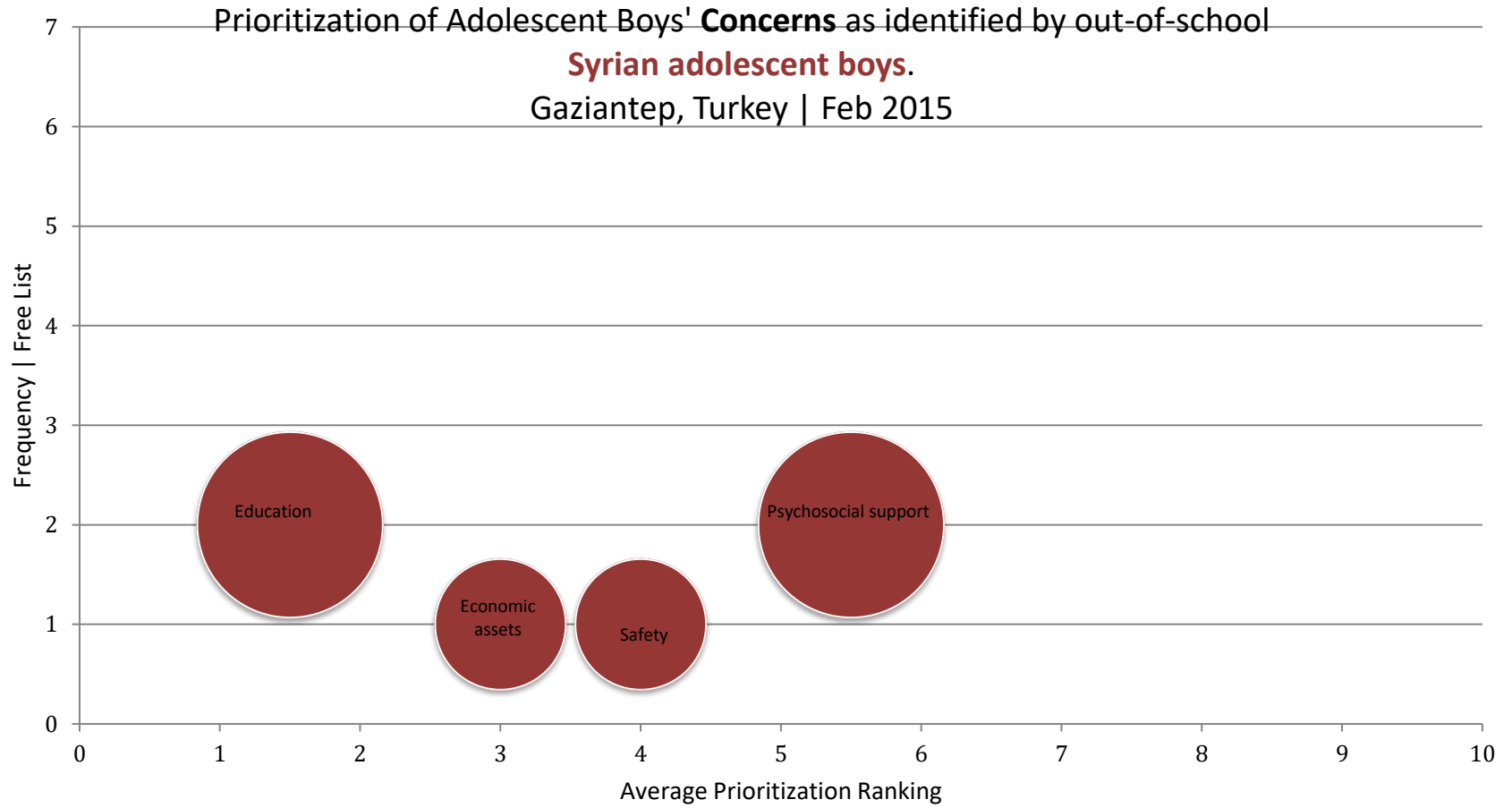
Prioritization of Adolescent Girls' **Concerns** as identified by out-of-school **Syrian adolescent girls (10-14)**, **Syrian mothers**, and **Turkish mothers**.  
Gaziantep, Turkey | Feb 2015



Prioritization of Adolescent Boys' **Concerns** as identified by out-of-school

**Syrian adolescent boys.**

Gaziantep, Turkey | Feb 2015



Highest Priority



## Elaborate plans | Rally support | Engage adolescent girls

The process, outputs and results from *I'm Here* implementation have already facilitated dialogue within Mercy Corps – results are informing ongoing discussions about how to build a resource center that can serve adolescent girls who live in the community. Even before *I'm Here* implementation, the refugee program has taken steps to ensure that the MALUMAT is responsive to girls' needs. Taken together, the results from the service-area mapping, the Girl Roster and the PRM focus groups, however, provide some specificity against which to make more informed decisions.

With regards to elaborating specific plans: A key learning from *I'm Here* implementation writ large is that adolescents – 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. Being intentional is inclusive of establishing programming for girls with similar experiences and circumstances.

As the Mercy Corps team builds its MALUMAT operations and services, some **program considerations** are:

### For girls:

- **Ensuring that programming for adolescent girls (1) builds their social assets among girls who share similar experiences and (2) integrates interactive cross-culture learning.** Based on Girl Roster results, the Syrian girls are largely out-of-school. Not only does this fact have implications for their learning, it also limits their social interactions with peers and mentors. Since parents and girls themselves —Syrians and Turkish— referenced a need for psychosocial support and opportunities to interact with others, the MALUMAT could fill this role in a structured, substantive manner. This includes integrating activities that not only build self-confidence and transfer knowledge and skills among girls who have similar needs and capacities, but also increase friendship across communities through cross-cultural learning and team-building.
- **Adjusting asset-building programming to the unique profile of Syrian and Turkish adolescent girls who live around the MALUMAT center.** No population of adolescent girls is homogenous. However, the needs and capacities of adolescent girls who live near the MALUMAT center are considerably different when data are sorted by nationality. The MALUMAT should modify activities accordingly e.g., focusing on participatory ways to build Syrian girls' life skills and literacy competencies (in Arabic and Turkish), while addressing Turkish girls' school-related curricula through similar methods. Specifically, Syrians account for a larger proportion of out-of-school girls. Turkish girls certainly have school-related concerns and needs; however, there are differences in baseline needs and capacities between Syrian and Turkish girls. As the MALUMAT works with Syrian and Turkish girls, the youth team can identify and build upon their common experiences, challenges and aspirations.
- **Convene married Syrian girls to expand their social support system and to link them to key community resources, in particular to health services** that deliver adolescent-friendly information and services in Arabic.
- **Engage older adolescents, including the 86 young women** (54 Syrian, 32 Turkish) who could serve as MALUMAT mentors, volunteers or staff. Recruiting Turkish mentors has been an ongoing challenge. Contact information from the Girl Roster could be used to carry out targeted

recruitment, starting with the 24 Syrian women (18-24) who have completed or are currently enrolled in school.

- **Create an explicit feedback mechanism through which adolescent girls can provide feedback on program design and delivery.** In focus group discussions, mothers and girls noted girls' reservations about voicing their opinions. From *Day 1*, MALUMAT staff can encourage girls' engagement, build their self-confidence and promote their voice—individually and collectively—by referencing the integral role they play shaping the MALUMAT's activities designed for them. Routinely asking girls for their perspectives and establishing feedback loops are concrete strategies to “operationalize” this principle.<sup>7</sup>

For **MALUMAT outreach**, as well as community buy-in and uptake are:

- **Open the MALUMAT center on Saturdays**, in addition to weekdays.
- **Identify and frame services around common challenges and concerns expressed by Syrians and Turkish families** while concurrently ensuring that referrals and programs are tailored to their respective needs. The results capture the significant diversity between Turkish and Syrians who live near the center. For the MALUMAT center to become a valued resource for both displaced and host families, the center should identify common themes that resonate with both populations—education, psychosocial support, limited public space, and economic strengthening—while concurrently tailoring services and referrals to each group's needs and capacities.<sup>8</sup>
- **Incorporate language training into the MALUMAT's structural design.** Even if the MALUMAT center will not necessarily offer language training, the building itself could help Syrians and Turkish visitors learn Arabic and Turkish. For example, key items and rooms could have nametags on them. Creating these nametags is potentially the foundation of an activity for adolescent girls.
- **Engage civil society partners within Turkish and Syrian communities so that the MALUMAT becomes a liaison and valued resource and avoids being labeled a resource for Syrians only.** The implementation team was previously familiar with several service-based organizations. The community mapping, however, brought several community-based organizations to staff's attention. These organizations likely have built-up capital and trust with the community, particularly with Turkish families. In addition to identifying service-based partners, MALUMAT should consider partnering with a few select organizations to coordinate community outreach or joint activities. Since Turkish families were less engaged during activity implementation, this strategy could connect them with the MALUMAT center and enable the center to recruit Turkish mentors.
- **Verify that referral partners have the capacity to provide adolescent-friendly information and services** to Syrians and Turks. Central to MALUMAT's mission is its ability to link community

---

<sup>7</sup> This “feedback loop” should not solely focus on program design in the strictest interpretation. Given the numerous references to girls' introversion and shyness (express by mothers and girls' themselves), it is critical to note the starting point for girls' meaningful engagement in program design. *Engagement* should be linked to a broader effort to build girls' self-confidence and demonstrate to them that their voice and opinions matter. This can be very basic e.g., what color should we paint this wall, where should we hang this photo, how should we rearrange this X to make it more Y, etc. Over time, girls' may express more concrete opinions about the “design of MALUMAT services, etc.” Keeping track of these decision-nodes when girls' self-expressed preference determine an operational choice is recommended.

<sup>8</sup> In settings with diverse populations, *Search for Common Ground* reports increased uptake in services or engagement in programming when (a) community outreach initiatives and awareness-raising materials focus on common needs or challenges and (b) services and programs both build cohesion and tailor services to people's needs.

members to health and social services. In keeping with its commitment to safely serve adolescent girls, the MALUMAT should research partners' capacity to deliver adolescent-friendly services (void of stigma and discrimination). This action may require additional time and resources, including building key partners' capacity to deliver such services e.g., health clinics.

For **adolescent boys**:

- **Create time and space for Syrian adolescent boys to convene in settings that (1) promote non-violent, gender-equitable masculinities and (2) build their literacy, including financial literacy.** Girl Roster results find that most boys are not attending school, and one-third of adolescent boys (10-17) are working and not attending school.

## Annex A | Operational learning related to field implementation

### General

- ***I'm Here* implementation reaffirmed an already-known challenge: Turkish families are not necessarily going to immediately identify with the center and its services.** Feedback from the implementation team suggests that – compared to Syrian families – Turkish families do not necessarily view MALUMAT as a value-add. Nevertheless, implementation was also a case-study in how to bridge relationships and to build trust between Syrian and Turks i.e., members of the team noted that their involvement in this activity was the most prolonged cross-national/cultural interaction that each have had.

*For MALUMAT to succeed it might consider integrating immersion and cross-cultural learning into its “information” repertoire. Drawing lessons from peace- and community-building programs could be helpful.<sup>9</sup>*

- **Technology hiccups happen.** On at least two occasions, activity implementation was delayed because of IT-related challenges.

*Implementation timelines should anticipate some challenges.*

### Implementation, service-area mapping

- **Where possible, service-area mapping should be done with at least one resident of the community.** Residents have unique insights into the space and structures within their community. Even though residents’ experiences are not uniform across all persons, the service-area mapping benefits when community members inform the process. In some settings, it may be possible for adolescent girls to participate.

*At a later time, the MALUMAT youth team may consider having adolescent girls and boys complete a service-area mapping of their community. For younger girls and boys, this may entail a “safe-scaping” activity, which could be done from the MALUMAT center. For older adolescents, staff could chaperon groups of girls (and boys) to duplicate the service-area mapping exercise.*

---

<sup>9</sup> Lessons from social inclusion initiatives, as well as peace- and community-building programs seem to originate from one of two lenses: (1) Relating to each other based on common sets of experiences (e.g., we both have similar reactions to eating, to listening to music, to playing sports, etc. Even if there are differences in the particulars, the commonality sets the stage for cross-learning and seeing “the other” as similar to you; and (2) The other take focus on a common challenge e.g., What’s a common challenge and/or need and how can we collectively collaborate to address it. From these two lenses, so general ideas for the MALUMAT team to explore could include:

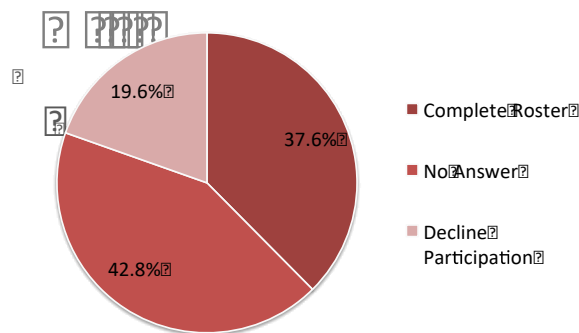
1. Have adolescents draw their favorite meals, share their artwork, and then work together to select their 3 favorite dishes. Host an event where the top dishes (from both Turkish and Syrian families) are present. Allow young people to describe the meals to each other, have them either share a story and/or their artwork.
2. Have a session with adolescents on music – maybe invite a teacher to discuss key instruments. Then invite musicians from each community to play at a joint concert (maybe at the open-air theater and in partnership with the nearby cultural center ... and perhaps there are even some young people who know how to play instruments).
3. Identify a “community challenge” that affects Turkish and Syrian families in the community ... perhaps adolescents more specifically. How can adolescents work together to address it? Explore this ...  
And Ps. It could be as simple as cleaning up the local park.

## Implementation, Girl Roster

- **Door-to-door implementation in an urban area does not capture the full profile of adolescent girls**, but in Turkey, it revealed some key characteristics about girls who live near the MALUMAT center. In an urban humanitarian context, the systematic door-to-door implementation of the Girl Roster does not allow a humanitarian organization to know how many girls live within a particular area. As the implementation team applies the tool, some families are home and others are not. Some families agree to answer questions and others do not.

*For MALUMAT, the implementing the Girl Roster provided some real-time information on nearly 500 girls and young women who live near the MALUMAT center, including key differences in girls' vulnerabilities and capacities.*

### 1317 Households Reached



Fliers disseminated to all households regardless of their participation.

Research. Rethink. Resolve.

## Implementation, Focus groups

- **Planning targeted focus group discussions takes approximately three days** because linking household contact information to specific girls requires at least one full day and confirming participation requires some additional time.
- **Note-taking during focus group discussions must be inclusive of participants' exact words and at least two focus groups with each population should be arranged.** For the PRM methodology to yield the best results, it is important to identify key themes based on respondent's exact words and to not have facilitator paraphrase responses. Additionally, where at all possible, implementation teams should arrange at least two focus groups for each key sub-population.

## **Annex B | Draft letter to Turkish Government**

### **Soon to open: Community Info Center for Youth in Kozanli MH**

Mercy Corps aims to ensure that the center is a safe, useful resource for all youth

#### **Context**

With prior approval from the Turkish Government, and in consultation with the local community, Mercy Corps has been coordinating the establishment of a community information center in Kozanli Mahallesi. The center—located at Kozanlı Mahallesi, İnönü Caddesi No:91—is scheduled to open in February 2015.

However, simply building a center where youth have available to them the information that is relevant to their needs and concerns is no guarantee that those who need this support will know about the center, or use it. As is often the case, traditional outreach efforts are likely to have overlooked the most vulnerable youth who could most significantly benefit from the center's information and services, as well as the social cohesion that it can provide.

**Mercy Corps proposes to utilize a programming tool that will enable the community info center to be more responsive to the entire community it serves.** We believe that a more informed way is possible. And we believe that the tool's outputs not only help safely link youth – adolescent girls in particular – to the center's resources and with each other, but also maximize the Turkish Government's ongoing support to this community.

Based on discussions with the local community, with other government partners and among Mercy Corps staff, we know that being of service to adolescent girls requires being more proactive, taking steps to identify key needs and capacities. With Government support, Mercy Corps built the center in a community that is comparatively more likely to need its resources – this activity is an initial and critical step towards ensuring that the center effectively serves the individual girls and boys who live in Kozanli MH.

#### **Activity description: the tool, its outputs and added-value**

The program tool will rapidly produce actionable information to identify, protect, serve and engage adolescent girls who live within a 10 block radius of the community info center. Specifically, the tool utilizes mobile phones and apps to quickly produce two key outputs:

- I. A visual map of a defined service area – the 10 block radius around the center – and the key service points and structures within this zone.
- II. A table that outlines a basic, context-specific profile of adolescent girls within the service area.

Taken together the visual map and table allow actors to visualize the basic profile of adolescent girls in relation to the community information center. With this information, the Mercy Corps staff, its partners and local stakeholders can modify outreach initiatives; adapt existing programming to be more responsive to the profile of girls in the community; gather a baseline snapshot of who among the total number of adolescent girls has heard of, or already accessed, the center; and design tailored programs at the center that take into account the area-specific needs and capacities of adolescent girls. To produce the table, Mercy Corps would interview residents – heads of households – in the community. Participation is voluntary, questions are non-sensitive, and the outputs are actionable. Time to complete activity and generate outputs: 2 weeks.

## Annex C | Descriptive analysis on girls and boys – a complementary and stand-alone brief.

This annex outlines findings from Girl Roster implementation in Gaziantep, Turkey, where the implementation team modified the programming tool to collect information on adolescent boys and young men. This annex complements the field report titled, *I'm Here Implementation-Gaziantep, Turkey: Process. Results. Program Considerations*. The annex includes:

- I. Table | Summary analysis (Page 1)
- II. Pie chart | School and work status, all boys and young men (Page 2)
- III. Column chart | School and work status, by age category (Page 3)
- IV. Area Chart | Relationship between out of school and work status, by age category. (Page 4)
- V. *For comparison with stats on adolescent girls and young women*  
 Column chart | School and work status, by age category (Page 5)  
 Relationship between out of school and work status, by age category. (Page 6)

### I. Table | Summary analysis

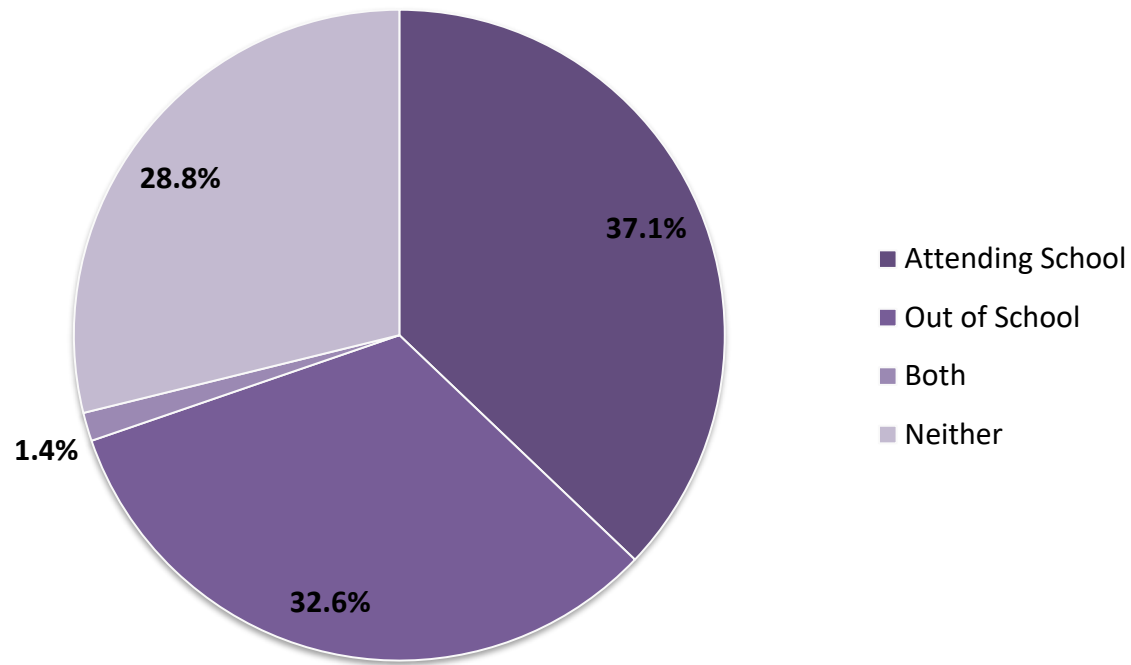
#### SUMMARY ANALYSIS Boys & Young Men

	Total N	Attending school	Working	Both	Neither
6-9 yrs	102	47			55
10-14 yrs	139	59	43		34
15-17 yrs	79	24	44		9
18-24 yrs	103	27	51		24
<b>Total</b>	<b>423</b>	<b>157</b>	<b>138</b>	<b>6</b>	<b>122</b>

	Total N	In School (# who also work)	Out of School (# who work)	% Working (of out of school pop)	Neither
6-9 yrs	102	47	55		55
10-14 yrs	139	62 (3)	77 (43)	0.558441558	34
15-17 yrs	79	26 (2)	53 (44)	0.830188679	9
18-24 yrs	103	28 (1)	75 (51)	0.68	24
<b>Total</b>	<b>423</b>	<b>157</b>	<b>138</b>	<b>6</b>	<b>122</b>

II. School and work status, all boys and young men

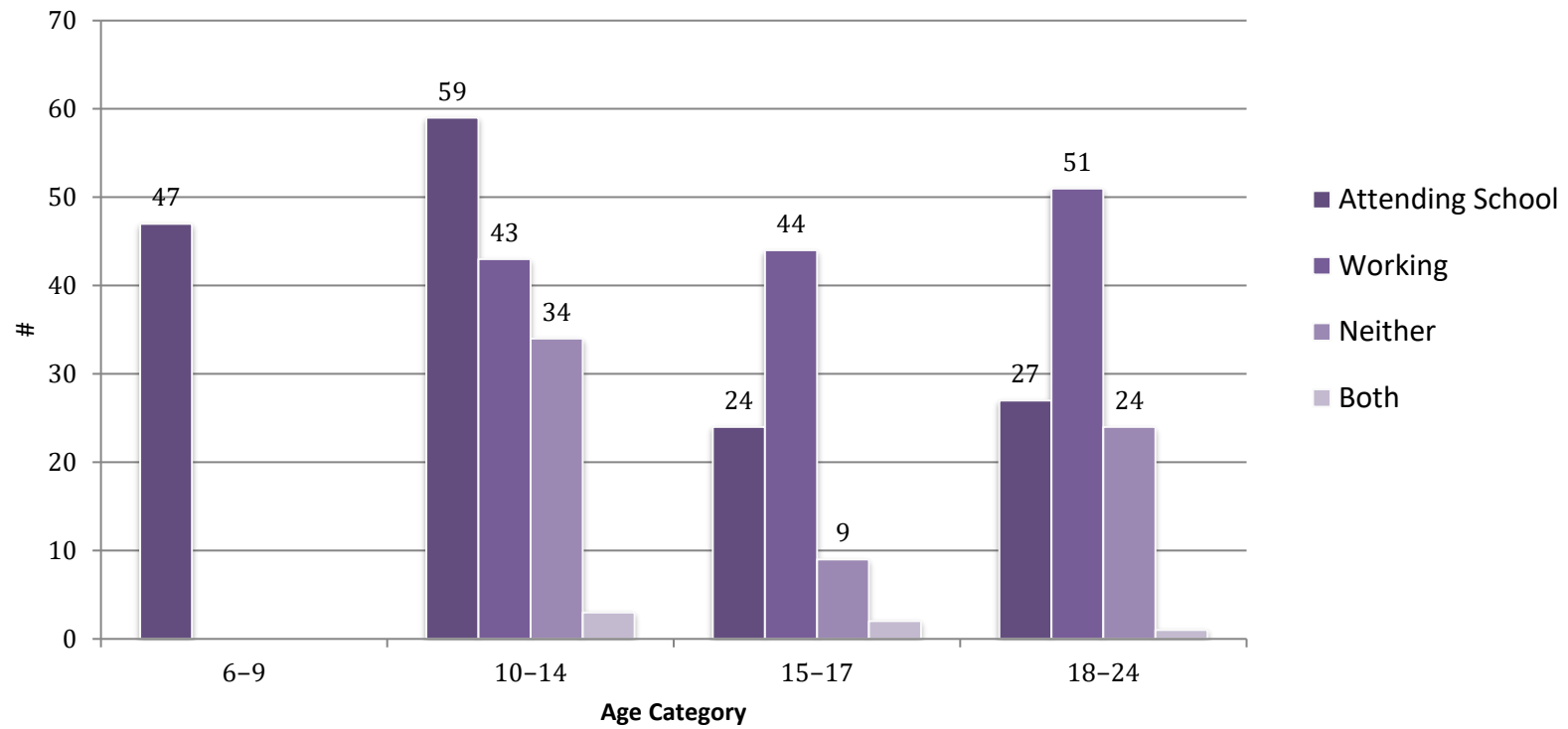
School & Work Status  
All boys & Young Men 6-24 years | N = 423  
Gaziantep, Turkey | Feb 2015





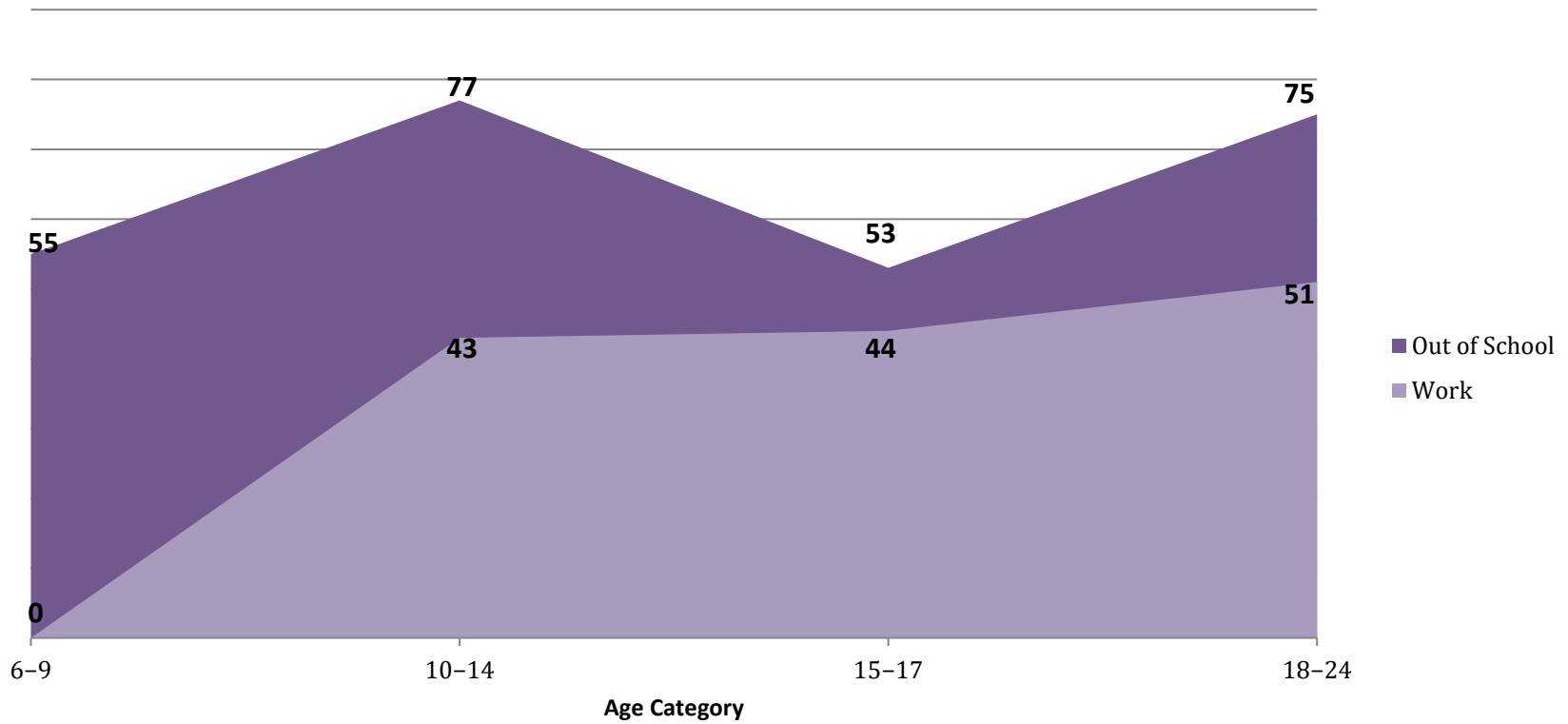
### III. School and work status, by age category

School & Work Status, by age category **boys & men 6-24 years** | N = 423  
Gaziantep, Turkey | Feb 2015



#### IV. Relationship between out of school and work status, by age category

Proportion of **out-of-school boys & young men** who work, by age category  
Gaziantep, Turkey | Feb 2015 | n=260

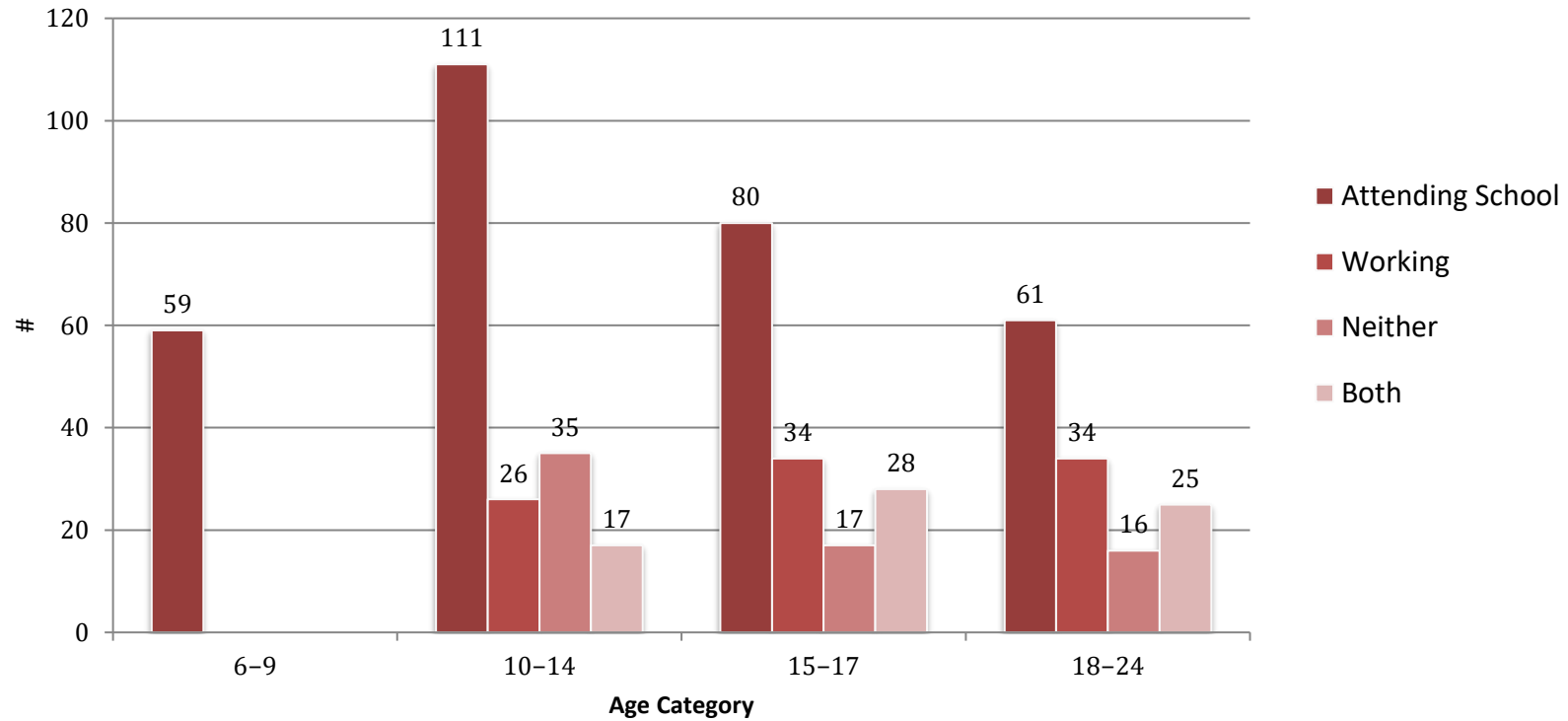


*For comparison ...*

### School & Work Status, by age category

**Women 6-24 years** | N = 455

Gaziantep, Turkey | Feb 2015



Proportion of out-of-school **girls & young women** who work, by age category  
Gaziantep, Turkey | Feb 2015 | n=158

