EMPOWERING WOMEN AND GIRLS IN UNFPA SAFE SPACES

Experiences from the Humanitarian response in Bosnia and Herzegovina
EMPOWERING WOMEN AND GIRLS IN UNFPA SAFE SPACES: Experiences from the humanitarian response in Bosnia and Herzegovina

Authors:
Srđan Vujović
Alma Pezerović

Editing and proofreading:
Christopher Hughes

Graphic Design:
Saša Đorđević

This publication was developed by the Bosnia and Herzegovina Humanitarian Response Team within the project 'EU Support to the Bosnia and Herzegovina Refugee and Migration Response'. The project is funded by the European Union through an Instrument for Pre-Accession Assistance (IPA) special measure and is implemented by the International Organization for Migration (IOM) in partnership with the United Nations Population Fund (UNFPA).

Sarajevo 2022

Contents

1. Introduction
1.1. Empowerment of women and girls in migrant flows
1.2. The meaning and purpose of empowerment activities in women and girls centres (WGCs)
1.3. How to use this document

2. Empowerment activities: purpose, methods and impact
2.1. Understanding the interconnection between empowerment activities
2.2. 'Pure' empowerment activities
2.2.1. Creative activities
2.2.2. Educational activities
2.2.3. Recreational and relaxation activities
2.2.4. Peer-to-peer empowerment activities
2.2.5. 'The art of doing nothing'
2.3. Empowering girls and women through protection activities
2.3.1. Empowering girls and women through SRH activities
2.3.2. Empowering women and girls through GBV activities
2.3.3. Empowering girls and women through MHPSS mental health and psychosocial support activities
2.3.4. Disabilities and different needs
2.3.5. Women and girls within the context of their different cultural backgrounds

3. Lessons learned and tips for users
3.1. General facilitation tips
3.2. What about 'sensitive' topics during activities?
3.3. Differences and similarities in the work with women and girls

4. References

5. Annexes

5.1. Annex 1. Examples of Empowerment Activities
5.2. Annex 2. Checklist for preparing to Implement an Activity
5.3. Annex 3. Feedback and evaluation forms

Migration can be both a cause and a consequence of female empowerment.
1. Introduction

1.1. Empowerment of women and girls in migrant flows

In general, the empowerment of women and girls is recognised worldwide as a justified cause. Considering the level of their deprivation, the empowerment of girls and women in migrant flows (including those internally displaced) must be made a top priority (see Box 1). Among others, their primary needs include specialised medical and psychosocial support, sexual and reproductive health services, goods and information as well as other relevant gender responsive services such as trauma counselling.

Empowerment is one of the factors that lead women and girls to leave their place of residence or country in order to find a better place for living. It includes, but it is not limited to, changing the viewpoint of women and girls and getting them to accept that they can raise their status through education, self-awareness and literacy as well as through the promotion of their sense of self-worth, their ability to determine their own choices and their right to influence social change both for themselves and for others. In that sense, the process of empowering girls and women on the move is particularly challenging.

In order to respond properly to the mixed migration* that appeared in Bosnia and Herzegovina, UNFPA established women and girls centres (WGC) as safe spaces with the aim to provide them with protection and empowerment. To understand the context of mixed migration and the purpose of WGCs in this country it is necessary to read the document ‘WOMEN AND GIRLS SAFE SPACES: A guidance note based on the humanitarian response in Bosnia and Herzegovina.’

Almost half of all migrants globally are women and girls. Female migrants face major risks, including sexual exploitation, trafficking and violence.

Women migrants face double discrimination, both as women and as migrants.

Women do not stop getting pregnant when they are on the move.

Women and girl migrants are more likely to face health problems.

The list of abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>BiH</td>
<td>Bosnia and Herzegovina</td>
</tr>
<tr>
<td>UNFPA</td>
<td>United Nations Population Fund</td>
</tr>
<tr>
<td>WGC</td>
<td>Women and girls centre</td>
</tr>
<tr>
<td>GPRV</td>
<td>Gender-based violence</td>
</tr>
<tr>
<td>TRC</td>
<td>Temporary reception centre</td>
</tr>
<tr>
<td>NFI</td>
<td>Non-food items</td>
</tr>
<tr>
<td>SRH</td>
<td>Sexual and reproductive health</td>
</tr>
<tr>
<td>MHPSS</td>
<td>Mental health and psychosocial support</td>
</tr>
<tr>
<td>PSS</td>
<td>Psychosocial support</td>
</tr>
</tbody>
</table>

*See more in Hugo, 2000.

**See, for example, Bayeh E, The role of empowering women and achieving gender equality to the sustainable development of Ethiopia. Available at https://doi.org/10.1016/j.psrb.2016.09.013.

8 See the Mixed Migration Centre, ‘Mixed Migration’ (although also referring to ‘mixed movements’ and ‘mixed flows’) describes “cross-border movements of people, including refugees fleeing persecution and conflict, victims of trafficking and people seeking better lives and opportunities. Motivated to move by multiple factors, people engaged in mixed migration have different legal statuses and face a variety of vulnerable situations.” Although women travelling along the same migration route and using the same forms of transportation have various migration statuses the status of those in mixed movements is driven by different reasons.

1.2. The meaning and purpose of empowerment activities in women and girls centres (WGCs)

‘Empowerment activities’ refers to different groups of activities based on the specific needs of women and girls on the move. The overall goal is to empower them for their future life, with special focus on GBV and SRH. Competent members of staff take into account three perspectives of the empowerment activities in order to maximise the impact of these interventions. As shown in Illustration 1, through the perspective ‘Now, in the WGC’ staff create a safe and supportive environment for women and girls. This allows for a slipper dive into their past ‘Looking back’ and the present ‘Looking forward’ perspective, which targets positive planning for the future of the diversified population represented fully in the sample structure.

1.3. How to use this document

The overall objective of this document is to share the experiences gained through more than four years of empowering women and girls through the WGCs established in Bosnia and Herzegovina, with particular focus on the UNFPA mandate.

Box 2. Methods of assessment successully applied in Bosnia and Herzegovina

<table>
<thead>
<tr>
<th>No.</th>
<th>What you have to do when ‘they do nothing’.</th>
<th>Why empowering women and girls is an imperative.</th>
<th>How to ‘hear’ and understand women and girls in WGCs.</th>
<th>How to gain the trust of women and girls within the context of their different cultural backgrounds.</th>
<th>How to catch the attention of women and girls and keep them involved.</th>
<th>Get ideas on how to create a supportive environment.</th>
<th>Understand the type of resources that you need to in order to ensure successful implementation of activities.</th>
<th>How to handle sensitive topics.</th>
<th>What you have to do when ‘they do nothing’.</th>
<th>Become aware of certain things that we may have missed and that you should not.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Collecting essential information during registration: Each woman and girl who enters a WGC is registered and their basic information collected, including age, marital status and educational level, as well as occupational history of children, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Staff of competent members of staff take into account three perspectives on empowerment activities, as shown in Illustration 1. The ‘Now, in the WGC’ perspective is created by staff in order to ensure that the diversified population is represented fully in the sample structure.</td>
<td>Strengthen women and girls survivors of violence (especially GBV) and help them to recover through empowerment activities.</td>
<td>Empower women and girls who experienced violence and to ‘type them back’ their sense of responsibility for their lives as well as the ability to make choices and decisions.</td>
<td>Improve women and girls through awareness-raising, training, and skills development in the areas which could help them in their lives (taking into account their needs and plans).</td>
<td>Improve/maintain their mental and physical health through a combination of different types of activities.</td>
<td>Improve/maintain their mental and physical health through a combination of different types of activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Through the collected good practice and lessons learned this document has the potential to serve as a guide for future work with the population of women and girls on the move in this country as well as other countries that share a similar context. It contains a lot of information that can be used in the development of various initiatives aimed at women’s empowerment (see Box 2). Each of the empowerment activities, including those described below, has its methodology of implementation. Yet bearing in mind the special vulnerability of the target population and the key actors of WGCs, there is no empowerment activity that can be applied without first being adapted to the needs, background and preferences of the women and girls. This requires relevant assessments that are not one-time action that are not always formal. The assessment begins with the arrival of the women and girls and continues until they leave the centre. In that sense, they have been carried out successfully in Bosnia and Herzegovina through several methods (see Box 3 below). All of them have provided critical data for the adaptation of empowerment activities at WGCs.

To ensure that the empowerment activities have the desired impact, empowerment officers in Bosnia and Herzegovina also consider information collected through established groups of women and girls (see Box 4). Triangulation of all of the collected data provides an excellent overview of ‘what works’ and ‘for whom’. However, there is also sub-section 3.4) regularly prevent competent and agile members of staff from providing ideal interventions and achieving the maximum impact.
2. Empowerment activities: purpose, methods and impact

2.1. Understanding the interconnection between empowerment activities

Bearing in mind that women and girls centres (WGCs) in Bosnia and Herzegovina operate with a very compact teams, comprised of up to 20 members of staff (usually four or five per centre),3 all of them are involved or at least informed about each activity. It makes the coordination of activities almost perfect, while the women and girls observe the teams as harmonised. Yet despite a clear distinction between empowerment activities and protection activities in terms of their purpose and methods of implementation those personnel not engaged in work on empowering women and girls may have difficulties in understanding where empowerment ends and protection begins.

Implementation of empowerment activities is a good way to prevent and to mitigate the use of violence (GBV) but also to encourage survivors to report it and to be included in the healing and recovery processes. Similarly, empowerment activities constitute towards the prevention of SRH issues and encourage women and girls to accept necessary medical assessment and intervention.

For the purpose of clear interpretation, the empowerment of women and girls in WGCs in Bosnia and Herzegovina will be described through the two sub-chapters. The first is the ‘Pure’ empowerment activities (sub-chapter 2.1) and the second is Empowering girls and women through protection activities (sub-chapter 2.2). As shown before in Table 1, there are at least eight groups of activities oriented towards the empowerment of women and girls.

For more detail see UNFPA, 2022. WOMEN AND GIRLS SAFE SPACES: A guidance note based on the humanitarian researchgate.net/publication/339324946_WOMEN_EMPOWERMENT.

2.2. ‘Pure’ empowerment activities

<table>
<thead>
<tr>
<th>Groups of empowerment activities applied in Bosnia and Herzegovina</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creative activities</td>
</tr>
<tr>
<td>2. Educational activities</td>
</tr>
<tr>
<td>3. Recreational and relaxation activities</td>
</tr>
<tr>
<td>4. Peer-to-peer empowerment</td>
</tr>
<tr>
<td>5. ‘The art of doing nothing’</td>
</tr>
</tbody>
</table>

Empowering through protection activities

<table>
<thead>
<tr>
<th>Groups of protection activities applied in Bosnia and Herzegovina</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Empowerment through SRH activities</td>
</tr>
<tr>
<td>7. Empowerment through GBV activities</td>
</tr>
</tbody>
</table>

A woman from Afghanistan made a drawing of a pigeon flying away from a cage, which she described as her dream. Namely, to fly away and reach members of her family.

Creative activities play an important role in in both intellectual and cognitive development from childhood. They are a critical aspect of developing different skills, such as problem solving, developing imagination, concentration and critical thinking. As women and girls on the move are faced with different difficulties their involvement in creative activities has the potential to help them to overcome some of them with the assistance of WGC staff.

This group of activities is perfect for creating an atmosphere where women and girls can express their feelings and emotions. As women and girls often create things that reflect their thoughts, concerns desires and dreams (see Box 5). This atmosphere creative suitable opportunities for professionals at WGCs to detect indicators of GBV and SRH issues.

This type of activity can be used as a form of occupational therapy, especially as a form of treatment for strengthening performance abilities (see Box 6). It contributes to improved self-esteem among the women and girls in a way that shows them that they can create something by themselves. It usually has a positive impact in terms of being more able to take control of their life in the future.

Creative activities also allow women and girls to apply their imagination, creativity and skills by producing certain things and helps them to discover their potential, which can be further developed through additional sessions aimed at skills building empowerment such as sewing, knitting, and painting. Thus, the link between creative and educational activities is usually emphasized. As creative activities can be implemented with a group of women and girls of different ages and different backgrounds their effect on socialisation are particularly positive. Although they are usually conceptualised as group activities, women and girls should be encouraged to express their creativity individually.

As creative activities can be implemented with a group of women and girls of different ages and different backgrounds their effect on socialisation are particularly positive. Although they are usually conceptualised as group activities, women and girls should be encouraged to express their creativity individually.

2.2.1. Creative activities

2.2.1. ‘The art of doing nothing’

Although their primary purpose relates to PSS and SRH professionals to ‘deep dive’ into their specific needs and issues. ‘Teen Club’ and ‘Young Mothers Club’: WGCs in Bosnia and Herzegovina will be described through the two sub-chapters. For the purpose of clear interpretation, the empowerment of women and girls in WGCs in Bosnia and Herzegovina will be described through the two sub-chapters. The first is the ‘Pure’ empowerment activities (sub-chapter 2.1) and the second is Empowering girls and women through protection activities (sub-chapter 2.2). As shown before in Table 1, there are at least eight groups of activities oriented towards the empowerment of women and girls.

For more detail see UNFPA, 2022. WOMEN EMPOWERMENT.

2.2.2. ‘Pure’ empowerment activities

<table>
<thead>
<tr>
<th>Groups of empowerment activities applied in Bosnia and Herzegovina</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Creative activities</td>
</tr>
<tr>
<td>2. Educational activities</td>
</tr>
<tr>
<td>3. Recreational and relaxation activities</td>
</tr>
<tr>
<td>4. Peer-to-peer empowerment</td>
</tr>
<tr>
<td>5. ‘The art of doing nothing’</td>
</tr>
</tbody>
</table>
Crafts. Several examples of these activities can be found in the table below.

### Table: Creative Activities at WGCs

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Description of activity</th>
<th>Assumption / preconditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating a ‘Dreamcatcher’</td>
<td>A ‘Dreamcatcher’ is a popular ornament in modern times. It is traditionally created by Native Americans, who hang it above the bed to filter out (catch) bad dreams and only let good dreams pass through. Participants create handmade hoops from paper and plastic plates on which a net with a small hole in the centre is woven. It is decorated in various ways depending on the creativity of the individual and the available materials. This activity enables women and girls to express themselves, their problems and their dreams in a creative way. Discussions on topics such as the answer to the question ‘What should be kept in your network?’ offer an excellent opportunity for staff members to identify potential violence or some other needs of the women and girls.</td>
<td>The purpose of the activity is explained to the women and girls in a motivational manner. Materials available: Block paper, scissors, crayons and similar.</td>
</tr>
<tr>
<td>Telling stories through puzzles</td>
<td>At the beginning of the activity each participant receives a blank piece of paper in the form of a puzzle (template). Then the women and girls draw/sketch their story or write at their own discretion without the guidance of a facilitator or an em- ployee officer.</td>
<td>The purpose of the activity is explained to the women and girls in a motivational manner. Materials available: Block paper, scissors, crayons and similar.</td>
</tr>
<tr>
<td>Creativising different social games such as Inspirational cards</td>
<td>The purpose of the activity is explained to the women and girls in a motivational manner. Materials available: Block paper, scissors, crayons and similar.</td>
<td>The purpose of the activity is explained to the women and girls in a motivational manner. Materials available: Block paper, scissors, crayons and similar.</td>
</tr>
<tr>
<td>Box A: A facilitator from Afghanistan</td>
<td>“Painting calms me down. I forget all my problems for the moment.”</td>
<td></td>
</tr>
</tbody>
</table>
| 10 | 10
The need for these activities was expressed by the women and girls themselves and therefore certain instructions were provided to the women to the entire group.

Materials available:
- Paints, decorations, découpage boxes, various cotton materialals, glue, block paper, scissors, crayons, etc.
- A safe space for telling the stories: ideally, it is a WGC that is established in accordanvce with the relevant principles.

Instructions given properly: This need for these activities was expressed by the women and girls themselves and therefore certain instructions were provided to the women to the entire group.

In the context of the mixed migration humanitarian response in Bosnia and Herzegovina, particularly because of the short period of stay of women and girls in this country, only programmes of informal education have been designed and applied through the WGCs. These programmes, in accordance with the identified needs, are usually defined as short-term outcomes that should be reached by applying the most efficient learning methods and techniques.

Educational sessions for the population in WGCs should not be general. Instead, they must be designed in accordance with the identified priorities and needs but also the preferences. While, for example, their minimum level of general literacy deepens their vulnerability, language barriers prevent them from staying safe and from reaching their goals. Accordingly, in Bosnia and Herzegovina educational activities to address these issues were designed and applied. These and several more examples are shown in the table below.

In addition to the above-mentioned, many other creative activities can be designed in the context of dancing, painting, creative writing, sewing, applying makeup, nail polishing, making necklaces, bracelets, hamburgs, key chains, and making different items from bottles, toilet paper rolls, bottle caps, etc. These activities will require materials and items to be used during the implementation (e.g., white and coloured papers, pens, pencils, scissors, glue, glass/plastic jars and crayons), including materials that are available in the surrounding environment (tress leaves, flowers, rocks, stones, bottles and bottle caps, etc.).

Preparations for these activities begin with the joint identification of such activities. To enable the women and girls to express their preferences additional explanations are sometimes required regarding what a particular activity means and how it will be conducted. Sometimes, in accordance with different preferences, the women and girls divide into groups in order to implement more than one creative activity at the same time.

The overall impact of the creative activities should be measured, such as, for example, the number of proportion of women and girls empowered to think critically, feel more independent and think more positively about their future.

2.2.2. Educational activities

While there is a lot of well-established evidence that education increases the employment opportunities and socioeconomic status of women it has also been found that their level of education has a positive correlation with a decrease in both their future victimisation and the perpetration of physical and sexual violence against them.15 To reduce the unequal power relationship between women and men, which has been identified as the root cause of GBV, education is a critical component in the empowerment of women.16 The previously mentioned ‘Women on the move questionnaire’ that is applied in Bosnia and Herzegovina identified a lack of education as one of the most important factors of vulnerability among women in WGCs.

In the United Kingdom, women and girls who are victims of trafficking are offered legal aid and representation through the ‘Women on the move questionnaire’ that is applied in Bosnia and Herzegovina. The questionnaire includes questions about the women’s and girls’ experiences of trafficking and victimisation.17 The questionnaire also asks about the women’s and girls’ experiences of education and employment.

The questionnaire is designed to help women and girls to identify the factors that contributed to their victimisation and to empower them to take control of their lives. The questionnaire is also used to provide legal aid and representation to women and girls who are victims of trafficking.

The questionnaire is designed to help women and girls to identify the factors that contributed to their victimisation and to empower them to take control of their lives. The questionnaire is also used to provide legal aid and representation to women and girls who are victims of trafficking.

The questionnaire is designed to help women and girls to identify the factors that contributed to their victimisation and to empower them to take control of their lives. The questionnaire is also used to provide legal aid and representation to women and girls who are victims of trafficking.

The questionnaire is designed to help women and girls to identify the factors that contributed to their victimisation and to empower them to take control of their lives. The questionnaire is also used to provide legal aid and representation to women and girls who are victims of trafficking.

The questionnaire is designed to help women and girls to identify the factors that contributed to their victimisation and to empower them to take control of their lives. The questionnaire is also used to provide legal aid and representation to women and girls who are victims of trafficking.
Motivated learners: The purpose of the activity is explained in a motivational way to encourage the women and girls to participate. Materials available: Paper, pencils, boards and a video projector. A safe space suit-able for educational sessions. Ideally, it is a WGC that is established in accordance with the relevant principles.

Preparing lessons for learning local or foreign languages. Lessons should be delivered in a way that motivates the women and girls to continue to learn. It is sometimes necessary to adapt lessons to the needs of different groups of women and girls in order to, for example, take into account their level of education and previous knowledge. Lessons are usually implemented with the focus on vocabulary and daily conversations. At the end, an informal and optional final examination can be organised.

Motivated learners: The purpose of the activity is explained in a motivational way to encourage the women and girls to participate. Materials available: Paper, pencils, boards and a video projector. A safe space suitable for educational sessions: ideally, it is a WGC that is established in accordance with the relevant principles.

These activities are specific-ally designed in terms of raising awareness about healthcare. For example, personal and space hygiene is especially important for different ages (specifically for girls, puberty and women at menopause). They also develop awareness about the storage and use of food (e.g., storage of dairy products). They also mitigate discussions about lifestyle habits, such as practicing sports and other recreational activities, so that certain educational activities can be connected with recreational activities. These activities should be delivered with examples and appropriate “experiments” (e.g.,)

MHPSS related healthcare sessions These activities aim to educate the women and girls on various topics related to their sexual and reproductive health. They provide them with methods and tech-niques of protection, quick detection of symptoms and adequate treatment. Some examples of these ses-sions could be learning breast self-examination and recognising early symptoms and education about contraceptives, their use, effects and purpose. Education.

These activities are specific-ally designed in terms of raising awareness about healthcare. For example, personal and space hygiene is especially important for different ages (specifically for girls, puberty and women at menopause). They also develop awareness about the storage and use of food (e.g., storage of dairy products). They also mitigate discussions about lifestyle habits, such as practicing sports and other recreational activities, so that certain educational activities can be connected with recreational activities. These activities should be delivered with examples and appropriate “experiments” (e.g., other recreational activities.

These MHPSS related healthcare sessions serve primarily to develop trust with the par-ent and prepare them for psychosocial adjustment and family planning. They also present the benefits and all the knowledge and information that they would gain by the end of these ses-sions as well as all the techniques they could use in their lives. Materials available: Models, posters and various visual displays that can be used to}

Al sessions on menstruation, body changes during the puberty process, adolescence, protection from sexually transmitted dis-eases and body image have proven to be extremely important for girls. These topics are very important for por-tant to girls because practice showed that most of them first discovered this through UNFPA centres.

A safe space suit-able for educational sessions: ideally, it is a WGC that is estab-lished in accordance with the relevant principles.

If possible, such sessions should be organised and im-plemented in health centres together with competent experts.

Motivated learners: Participants are mo- tivated in a way that presents the benefits and all of the knowledge and information that they would gain by the end of these ses-sions as well as all the techniques they could use in their lives. Materials available: Models, posters and various visual displays that can be used to

Tip: In sessions that focus on girls, espe-cially those sensitive to the issue of sexual-ity, it is recommended to separate these sessions and organise them separately for boys and girls.

SRH related healthcare sessions These activities aim to educate the women and girls on various topics related to their sexual and reproductive health. They provide them with methods and tech-niques of protection, quick detection of symp-tooms and adequate treatment. Some examples of these ses-sions could be learning breast self-examination and recognising early symptoms and education about contraceptives, their use, effects and purpose. Education.

These activities are specific-ally designed in terms of raising awareness about healthcare. For example, personal and space hygiene is especially important for different ages (specifically for girls, puberty and women at menopause). They also develop awareness about the storage and use of food (e.g., storage of dairy products). They also mitigate discussions about lifestyle habits, such as practicing sports and other recreational activities, so that certain educational activities can be connected with recreational activities. These activities should be delivered with examples and appropriate “experiments” (e.g., other recreational activities.

These MHPSS related healthcare sessions serve primarily to develop trust with the par-ent and prepare them for psychosocial adjustment and family planning. They also present the benefits and all the knowledge and information that they would gain by the end of these ses-sions as well as all the techniques they could use in their lives. Materials available: Models, posters and various visual displays that can be used to

A safe space suit-able for educational sessions: ideally, it is a WGC that is estab-lished in accordance with the relevant principles.

If possible, such sessions should be organised and im-plemented in health centres together with competent experts.

Motivated learners: Participants are mo-tivated in a way that presents the benefits and all of the knowledge and information that they would gain by the end of these ses-sions as well as all the techniques they could use in their lives. Materials available: Models, posters and various visual displays that can be used to

A safe space suit-able for educational sessions: ideally, it is a WGC that is estab-lished in accordance with the relevant principles.

If possible, such sessions should be organised and im-plemented in health centres together with competent experts.

Motivated learners: Participants are mo-tivated in a way that presents the benefits and all of the knowledge and information that they would gain by the end of these ses-sions as well as all the techniques they could use in their lives. Materials available: Models, posters and various visual displays that can be used to

A safe space suit-able for educational sessions: ideally, it is a WGC that is estab-lished in accordance with the relevant principles.

If possible, such sessions should be organised and im-plemented in health centres together with competent experts.
**Assumption /preconditions**

**Name of activity**

**Description of activity**

A safe space suit to maintain positive personality traits, competency and self-efficacy. Some of the educational sessions are further enhanced through breathing techniques, full awareness of the body, hypnosis, progressive muscle relaxation, visualisation, guided imagery, mental rehearsal and role-plays. The exercises are designed for each particular topic by considering the needs of the women and girls. An example of a conflict resolution workshop: Participants take hold of hands that are irregularly interwoven. The goal is to free the hands (to return to the free position) and the whole activity should be a WGS that is established in accordance with the relevant principle.

**Materials available:** Interactive cards, collage paper, pencils, felt projectors and other equipment inside the centre and the like.

**Description of activity**

The coping mechanisms of survivors of violence in the emergency context. Lastly, they teach the participants to make or give up a motivational way to teach them where and how to accept them to familiarise themselves with their rights that have been violated through GBV. As a preventive measure, WGS strives to recognise early risk factors as well as to promote strategies for successful conflict resolution. Some examples involve activities aimed at encouraging creativity, motivation and strengthening public speaking.

**Materials available:** Presentations, photographs, interactive maps and various art tools, etc.

GBV educational sessions (For more information see also see 2.3.2 in Chapter 2)

UNPA centres offer a plethora of activities focusing on supported women and girls in a safe space. Educational sessions are further enhanced through their inclusion in empowerment activities that encourage them to maintain positive personality traits, competency and self-efficacy. Some of the educational sessions on GBV have the aim to empower people on the move to recognise gender-based violence and the associated risks. They also allow them to familiarise themselves with their rights that have been violated through GBV. As a preventive measure, WGS strive to recognise early risk factors as well as to promote strategies for successful conflict resolution. Some examples involve activities aimed at encouraging creativity, motivation and strengthening public speaking.

**Materials available:** Interactive cards, collage paper, pencils, felt projectors and other equipment inside the centre and the like.

**Description of activity**

The coping mechanisms of survivors of violence in the emergency context. Lastly, they teach the participants to make or give up a motivational way to teach them where and how to accept them to familiarise themselves with their rights that have been violated through GBV. As a preventive measure, WGS strives to recognise early risk factors as well as to promote strategies for successful conflict resolution. Some examples involve activities aimed at encouraging creativity, motivation and strengthening public speaking.

**Materials available:** Presentations, photographs, interactive maps and various art tools, etc.

**Motivated learners:**

It is a group of activities aimed at building important life skills, including communication, teamwork, adaptability, critical observation, leadership and conflict and problem solving. Some other examples involve applications covered through an experiential workshop base on real conflict exercises. The exercises are designed for each particular topic by considering the needs of the women and girls. An example of a conflict resolution workshop: Participants take hold of hands that are irregularly interwoven. The goal is to free the hands (to return to the free position) and the whole activity should be a WGS that is established in accordance with the relevant principle.

**Materials available:** Interactive cards, collage paper, pencils, felt projectors and other equipment inside the centre and the like.

**Description of activity**

The coping mechanisms of survivors of violence in the emergency context. Lastly, they teach the participants to make or give up a motivational way to teach them where and how to accept them to familiarise themselves with their rights that have been violated through GBV. As a preventive measure, WGS strive to recognise early risk factors as well as to promote strategies for successful conflict resolution. Some examples involve activities aimed at encouraging creativity, motivation and strengthening public speaking.

**Materials available:** Presentations, photographs, interactive maps and various art tools, etc.

**Creative facilitator:**

A facilitator can be a professional facilitator who signs the sessions in a way that is intended to encourage the participants. Materials: A safe space suit to maintain positive personality traits, competency and self-efficacy. Some of the educational sessions are further enhanced through breathing techniques, full awareness of the body, hypnosis, progressive muscle relaxation, visualisation, guided imagery, mental rehearsal and role-plays. The exercises are designed for each particular topic by considering the needs of the women and girls. An example of a conflict resolution workshop: Participants take hold of hands that are irregularly interwoven. The goal is to free the hands (to return to the free position) and the whole activity should be a WGS that is established in accordance with the relevant principle.

**Materials available:** Interactive cards, collage paper, pencils, felt projectors and other equipment inside the centre and the like.

**Description of activity**

The coping mechanisms of survivors of violence in the emergency context. Lastly, they teach the participants to make or give up a motivational way to teach them where and how to accept them to familiarise themselves with their rights that have been violated through GBV. As a preventive measure, WGS strives to recognise early risk factors as well as to promote strategies for successful conflict resolution. Some examples involve activities aimed at encouraging creativity, motivation and strengthening public speaking.

**Materials available:** Presentations, photographs, interactive maps and various art tools, etc.

**Tipp:**

It is recommended that the facilitator uses smart activities and games to make the activity more interesting and enticing for the participants and who would encourage others to work, study and acquire skills by their example should be included in the running of the activities. 16

Many other different activities have been implemented in WSGs in Bosnia and Herzegovina. The example is basic history and geography of the different geographic areas (such as ‘Interesting facts about Europe’), first aid training, information/demonstrations to conduct sessions on specific topics. These include learning the basic history and geography of the relevant language would help them to express their thoughts and establish common basic communication.

A key role in the successful implementation of educational activities is played by the facilitator or teacher (usually an empowerment officer at a WGS). Her/his fundamental task is to get the participants to engage in learning activities that are likely to result in them achieving their desired outcomes. Yet what students does is actually more important than what the teacher does. 17

Her/his role is also critical in choosing what activity will be conducted, with whom and under which circumstances. During the COVID-19 pandemic, for example, it was critical to have related activities aimed at raising awareness in healthcare sessions. It was detected that some sessions related to sexual and reproductive health should be implemented separately for adolescent girls and mature women. This was not only because of the different topics they cover but also because adolescent girls may not feel comfortable speaking in front of other women on issues such as ‘My body’ or ‘session for girls (see example 2.1.2 c in Annex 1).

Meeting learning objectives is treated as an important task of the teacher and is expected to help students to utilise the tools that will help them to gain knowledge that can be useful in their future life. Learning the local language, for example, would help the women and girls to communicate with local residents, in shops, with various authorities, etc., which would make their daily life much easier and give them a sense of independence and self-care. Learning the local language would help the newcomer women and girls to become familiar with the local cultural context and behavioural habits, which again would benefit the women and girls. Because in these cases they have to reach EU countries, learning other languages is very relevant to the women and girls as even a basic knowledge of the relevant language would help them to express their needs and establish basic communication.
The overall impact of educational activities is reflected in the level of developed skills, increased self-confidence and self-esteem, improved mental and physical health and increased independence of the women and girls. They have better opportunities to take care of their social needs, to connect with each other and with their local community. The facilitator must ensure that these activities are planned and carried out in cooperation with the local NGOs and this allows local women and girls to participate actively in the process of empowerment. As women and girls from very different cultures, traditions, ethnicity and race are accommodated at the temporary reception centres (TRCs) in Bosnia and Herzegovina, girls are more interested in outdoor sports that usually require more energy (like games with a ball), while middle-age women prefer indoor sports activities with a lower level of intensity. It was also detected that young women with young children have less time for sport. The latter is addressed in educational activities, which are an ideal opportunity for learning about and accepting the spirit and values of sport are expected to achieve positive effects in the context of WGCs in Bosnia and Herzegovina are shown in the table below.

### 2.2.3. Recreational and relaxation activities

Recreational and relaxation activities have a variety of effects on the mental and physical health and condition of the women and girls. Namely, besides the benefits to the physical health of the women and girls, these activities help them to manage stress and anxiety and to maintain their mental health. Therefore, recreational and relaxation activities are of particular importance in the process of empowerment because of the women and girls, including detection of any injuries or illnesses. The facilitator plays music, usually from the countries of origin of the women in the WGC, which allows them to present their cultural identity. The purpose of this activity is for the women and girls to relax and generally agree to participate in some recreational activities. Whilst keeping physically active they also learn about different cultures and traditions.

### Description of activity

The facilitator makes use of video presentations and a safe space.

### Assumption /preconditions

- The purpose of the activity is explained to the women and girls in a motivational manner.
- Materials available: Video presentations and a safe space.

### Dance classes

- Description of activity: Available audio and/or video material.
- Assumption /preconditions: Available audio and/or video material.

### Film and theatre nights

- Description of activity: Available audio and/or video material.
- Assumption /preconditions: Available audio and/or video material.

### Indoor sports activities such as yoga and aerobics exercises

- Description of activity: Together with the facilitator (empowerment officer at the WGC), practice yoga or aerobics by following the instructions on the video.
- Assumption /preconditions: Together with the facilitator (empowerment officer in WGC), the women and girls play sports outdoors. These activities are often carried out in cooperation with local centres. In these activities women and girls and women and girls from the migrant population connect. The facilitator must ensure that the activities are followed and that the spirit and values of sport are reached, including socialisation, teamwork, fair play, accepting defeat and learning from it, celebrating wins properly, etc. These factors are discussed later on. These activities provide an opportunity to assess the physical condition of the women and girls, including detection of any injuries or illnesses.

### Outdoor sports activities such as volleyball and badminton

- Description of activity: Together with the facilitator (empowerment officer in WGC), the women and girls play sports outdoors. These activities are often carried out in cooperation with local centres. In these activities women and girls and women and girls from the migrant population connect. The facilitator must ensure that the activities are followed and that the spirit and values of sport are reached, including socialisation, teamwork, fair play, accepting defeat and learning from it, celebrating wins properly, etc. These factors are discussed later on. These activities provide an opportunity to assess the physical condition of the women and girls, including detection of any injuries or illnesses.

### Materials available:
- Available audio and/or video material.
- Available audio and/or video material.
- Available audio and/or video material.
- Available audio and/or video material.
- Available audio and/or video material.
and Herzegovina organises some activities in locations near the WGC or some-where in the local community, run jointly with local women and girls. One exam-ple is when women and girls from a certain sport centre in the town where they can exercise with trainers. Others have the opportunity to visit a gym and exercise using aerobics and plates. Yet experience has shown that these activities are more demanding for WGC staff than those organised within a TRC, primarily because of the procedures required for their organisation.

Recreational activities can be organised in groups using the equipment available. However, the women and girls should be encouraged to apply it individually. Moreover, it is necessary to ensure that activities are available on free will and that the participants are encouraged to express their preferences (see Box 8).

In addition to the impact they have on physical and mental health, resilience to stress and on anxiety as well as friendships, these activities reflect the focus of female refugees and migrants away from thinking about their difficult situation and daily challenges. Ultimately, this has a positive impact on the overall mood and interaction between beneficiaries at WGCs and TRCs. The women and girls socialise, get to know each other better and interact through these activities, which has a positive effect on their overall interpersonal relationships.

2.2.4. Peer-to-peer empowerment activities

All of the women and girls have some knowledge and experience that can be beneficial to others. Those with shared knowledge feel valuable and those mentored feel supported not only in the learning process but also in their personal life.

In WGCs in Bosnia and Herzegovina women who possess unique or specific skills and knowledge that they practised before in their home countries are very good at (e.g., writing skills, dancing, acting, sewing, knitting, hair styling, makeup and dancing skills) are frequently identified. Such potential is explored to prepare and perform dancing classes. Moreover, it is necessary to ensure that activities are available on free will and that the participants are encouraged to express their preferences (see Box 8).

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Salas – dancing classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumption</td>
<td>Several women from Cuba had outstanding skills in dancing.</td>
</tr>
<tr>
<td>Preconditions</td>
<td>After undergoing a motivational interview with the empowerment officer and the participation of the women at the WGC, they were further empowered to prepare and perform dancing classes.</td>
</tr>
<tr>
<td>Description of activity</td>
<td>There are women or girls with dancing skills who are willing to lead such classes and those willing to participate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>IT classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumption</td>
<td>Girls with developed IT skills who are willing to teach older women basic skills related to modern technology and how to manage the potential risks of their use.</td>
</tr>
<tr>
<td>Preconditions</td>
<td>The empowerment officer must first obtain permission from the girl’s parent before they receive additional training in how to transfer their knowledge in the most impactful way.</td>
</tr>
<tr>
<td>Description of activity</td>
<td>There are women or girls with IT skills who are willing to lead such classes and there are those willing to participate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of activity</th>
<th>Peer-to-peer mentoring and support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumption</td>
<td>The empowerment officer and the facilitator identify women and girls with specific vulnerabilities, who require support of a person who comes from the same country of origin, speaks the same language and understands the specific customs and culture of that country.</td>
</tr>
<tr>
<td>Preconditions</td>
<td>After identifying potential beneficia ries and conducting a preliminary assessment, the empowerment officer or facilitator either refers such persons to professional or voluntary experts or organisations within the centre and in case the centre does not have specialist MHPSS support, the empowerment officer identifies and engages a woman (mentor) at the centre from the same country of origin to provide support to the woman or girl in need and then facilitate her integration with the latter comes mostly in the form of individual listening, moral support, advice and seeking additional specialised experts or organisations if needed. The empowerment officer or facilitator maintains close contact with the woman acting as a mentor and suggests additional individual or group recreational and relaxation activities (games, sports, parties) to contribute to the support of the women or girl in need.</td>
</tr>
<tr>
<td>Description of activity</td>
<td>The empowerment officer and the facilitator identify women and girls with specific vulnerabilities, who require support of a person who comes from the same country of origin, speaks the same language and understands the specific customs and culture of that country.</td>
</tr>
<tr>
<td>Name of activity</td>
<td>Peer-to-peer empowerment activities</td>
</tr>
<tr>
<td>Assumption</td>
<td>There are women or girls who are willing to provide peer support to women or girls from a similar background who are willing to accept such support.</td>
</tr>
</tbody>
</table>

Peer-to-peer empowerment activities can be led by both women and girls. How- ever, it was interesting to see that older women in WGCs in this country usually have certain skills that were unknown among the adolescent girls (e.g., sewing), whereas adolescents had skills that many of the women did not have (e.g., IT skills or writing skills).

Peer-to-peer activities are always interconnected with other empowerment ac- tivities and contribute towards creative, educational, recreational and relaxation effects. Namely, these activities create opportunities for the women and girls in WGCs to become leaders and to build their skills and encourages them to present them. This has led to an extremely positive influence on the self-confidence of those women and girls being recorded in this country.

In order to maximise the impact of the sessions and they also learn during this process. Professionals provide the materials needed for the implementation of these empowerment activities. There are some examples of peer-to-peer empowerment activities applied in this country that are described in the table below.
The ‘art of doing nothing’ could be defined as a period of time when women and girls need to take a rest from everything. Everything that a woman or girl prefers to do for themselves at that moment, such as being quiet, thinking, daydreaming, yawning or deep breathing, hanging out with others and such like. This is a time for unplanned but much needed free time and seemingly unnecessary things. Those activities are especially important for GBV survivors when speaking about the trauma they experienced becomes too much to handle or otherwise overwhelm them. These activities help the women and girls to share their feelings and thoughts, because the atmosphere is no pressure and they need to share their unsaid thoughts and experiences. It was noted in these activities those women and girls relaxed more and that later it was easier for them to share other experiences that have happened in their country of origin. Women from Africa, for example, very often talked about their life there, the social problems, politics and everything that happened to them. Actually, they were traumatised by the events that have happened recently in their country. They usually talked about their experiences on their journey, their personal stories, and about their country of origin, plans such as future work, planning to return, the future, their ideas and other things they wondered about during such times.

During crises the rights of women and girls are often neglected. Existing barriers to women’s and girls’ access to sexual and reproductive health (SRH) are exacerbating their vulnerability. SRH issues are detected. In many countries from which refugee and migrant women and girls come to Bosnia and Herzegovina sexual and reproductive education is almost taboo and considered a shameful topic to talk about and even unacceptable to be taught in educational institutions. Moreover, the general lack of knowledge about SRH issues among migrant women and girls is vulnerable. If women and girls are vulunerable they are not able to make informed decisions about their health on their own. Migrant women and girls are vulnerable to early marriage, early pregnancies, and unwanted pregnancies. At the WGCs, a girls’ empowerment programme. Consultations are available on a weekly basis for pregnant women and girls, which includes antenatal care and preparation for childbirth with the focus on conditions during pregnancy, prenatal care and preparation for childbirth with the focus on conditions during pregnancy, newborn care, and renovation of uterine cancer, breast cancer, the consequences of sexual and intimate violence.

2.1.1. Empowering girls and women through SRH activities

According to the WHO, “Sexual and Reproductive Health (SRH) encompasses dimensions of physical, emotional and mental wellbeing. Consultations are available on a weekly basis at the WGCs, but they can be more frequently if needed. In order to ensure access to sexual and reproductive health services for each woman and girl on the move, UNFPA in Bosnia and Herzegovina has included individual consultations with an expert gynaecologist as part of the woman’s gender-responsive care. SRH issues are experienced as a shameful topic to talk about and even unacceptable to be taught in educational institutions. Moreover, the general lack of knowledge about SRH issues among migrant women and girls is vulnerable. If women and girls are vulnerable to early marriage, early pregnancies, and unwanted pregnancies. At the WGCs, a girls’ empowerment programme. Consultations are available on a weekly basis for pregnant women and girls, which includes antenatal care and preparation for childbirth with the focus on conditions during pregnancy, newborn care, and renovation of uterine cancer, breast cancer, the consequences of sexual and intimate violence.
partner violence, female genital mutilation and sexually transmitted diseases, HIV and HPV.

In order to ensure complete access to this service, the SRH programme also consists of continuously organised gynaecological examinations done in cooperation with local health centres. In this way, preventive gynaecological examinations are available to all women and girls regardless of whether they have the opportunity to participate in education or consultations.

Some women and girls may feel scared prior to the gynaecological examination, especially if it is their first examination. However, after group and individual sessions with a gynaecologist many of them recognise the importance and accept the examination. The need for adequate support after the examination is also recognised by the women and girls, for example when they visit a gynaecologist for the first time and found it useful to talk to the psychologist. They also explained that relaxing activities like mindfulness and meditation are very helpful in terms of their regaining a balanced perspective.

Empowerment sessions should be organised separately for women and girls because topics relating to certain aspects of SRH are relevant solely to women or girls. Sessions on puberty and changes in a girl's body should be conducted together and because the topics relating to certain aspects of SRH are known person, etc. The perpetrator can be anyone: a partner, a member of a family, a friend, an unknown person, etc.

There is well established evidence that women and girls on the move are extremely vulnerable to GBV. According to the results of the Women on the Move’s ‘survivors’ reservoir and traditional countries should be different from that of other girls because they may not be so open or willing to talk about such issues.

The facilitator should have a good understanding of the cultural, religious, and traditional sensibilities of the women and girls and organise and implement the sessions in secure, safe and comfortable conditions in order for the beneficiaries to become actively involved and express their needs, questions and feedback. The facilitator should avoid making the women or girls feel ashamed because of the unusual SRH practices that they use or the level of their understanding and knowledge. Whenever required, the facilitator should talk to women and girls individually and allow them to share their experiences in confidence. The terminology used in the sessions should be explained in simple and understandable words.

2.3.2. Empowering women and girls through GBV activities

"Gender-based violence refers to any type of harm that is perpetrated against a person or group of people because of their factual or perceived sex, gender, sexual orientation and/or gender identity." GBV can appear as sexual, physical, verbal, psychological (emotional) or socioeconomic and it can take many forms ranging from verbal violence and hate speech on the Internet, to rape or murder. The perpetrator can be anyone: a person or group of people because of their factual or perceived sex, gender, sexual orientation and/or gender identity. GBV can appear as sexual, physical, verbal, psychological (emotional) or socioeconomic and it can take many forms ranging from verbal violence and hate speech on the Internet, to rape or murder.

The provider of any kind of service directed at preventing and reducing GBV should focus on the needs of women and girls and report all incidents to the competent authorities. GBV can be prevented by implementing specific actions aimed at protecting or promoting psychosocial well-being and/or preventing or treating mental disorders. These types of activities are very important within the context of empowering women and girls because the women and girls have, in most cases, left their countries of origin where they experienced serious stress and anxiety as well as the risks associated with political insecurity and socioeconomic hardship. Moreover, women and girls undertake very difficult and stressful journeys to reach a safer place in the hope of finding a better future both for themselves and their families.

The goal of GBV education is to increase resources and opportunities for women and girls to obtain the information they need related to GBV and the types of violence, where to ask for help, why they should report it, how to act in case they or someone they know are in danger and how to act in case they or someone they know have been subjected to violence. They should also be able to understand the different support mechanisms when the service provider is not available (such as during their migration journey). They have to know that many services are available to them, including those that ensure safe accommodation, and that they have the right to be protected and supported in the event that they become a survivor.

The empowerment officer and psychologist in a WSG can create activities together aimed at maximising the effect of empowering women and girls through activities related to GBV.

2.3.3. Empowering girls and women through MHPSS mental health and psychosocial support activities

The term ‘mental health’ and ‘psychosocial support’ (MHPSS) describe support aimed at preventing or promoting psychosocial well-being and/or preventing or treating mental disorders. These types of activities and support can have an important empowerment dimension. Namely, these activities contribute to the education of women and girls not only to avoid potential GBV but also to encourage them to report it and find a way to be protected and supported as survivors.

Education has been shown to have a largely positive impact in terms of reducing gender-based violence, but it also has the power to save and improve the lives of women and girls as survivors and to lead to healthier families and stronger communities.

The goal of GBV education is to increase resources and opportunities for women and girls and to improve their access to education and healthcare services and to raise awareness about GBV in general. Such education allows women and girls to obtain the information they need related to GBV and the types of violence, where to ask for help, why they should report it, how to act in case they or someone they know are in danger and how to act in case they or someone they know have been subjected to violence. They should also be able to understand the different support mechanisms when the service provider is not available (such as during their migration journey). They have to know that many services are available to them, including those that ensure safe accommodation, and that they have the right to be protected and supported in the event that they become a survivor.

2.3. Empowering women and girls through GBV activities


Potential activities

GBV activities

- GBV education about different topics: ‘The scars we can’t see’ (See example 2.2.3. a in Annex 1), psychological violence, sexual violence, addressing GBV, legal aid and ‘What is gender-based violence?’ (see example 2.2.3. b in Annex 1).
- Sixteen days of activism (see example 2.2.3. c in Annex 1).
- Enumerated activities are listed in chapter 2.2.2.
- Group activities focused on compassion (mutual support).
- Learning about ways to protecting ourselves.

Desired impact:

To make the women and girls aware of the risks that can expose them to gender-based violence (GBV) and that no form of violence is justified as well as to empower them to know how to seek support and use self-help mechanisms when the service provider is not available (such as during their migration journey). They have to know that many services are available to them, including those that ensure safe accommodation, and that they have the right to be protected and supported in the event that they become a survivor.

Potential activities

GBV activities

- GBV education about different topics: ‘The scars we can’t see’ (See example 2.2.3. a in Annex 1), psychological violence, sexual violence, addressing GBV, legal aid and ‘What is gender-based violence?’ (see example 2.2.3. b in Annex 1).
- Sixteen days of activism (see example 2.2.3. c in Annex 1).
- Enumerated activities are listed in chapter 2.2.2.
- Group activities focused on compassion (mutual support).
- Learning about ways to protecting ourselves.

Desired impact:

To make the women and girls aware of the risks that can expose them to gender-based violence (GBV) and that no form of violence is justified as well as to empower them to know how to seek support and use self-help mechanisms when the service provider is not available (such as during their migration journey). They have to know that many services are available to them, including those that ensure safe accommodation, and that they have the right to be protected and supported in the event that they become a survivor.
According to our experiences, the most needed and most impactful MHPSS support activities are psychotherapy sessions and educational sessions.

**Psychotherapy sessions:** Support the mental health of the women and girls and help them to deal with their problems. The WGC psychologist and psychotherapist organise three types of sessions: personal, group, and individual sessions.

- Personal sessions: These sessions are usually held when the beneficiaries share a personal problem with the psychologist or the facility. It is possible that some women and girls do not accept that they need psychological support or simply refuse to talk and in this case we do not insist. In this case, the facilitator can collect data of interest to himself/herself, while the participants have the chance to socialise and connect. The facilitator can also identify areas of agreement and disagreement as they arise from the group, which facilitates data gathering (Dixon, 2016).

- Individual sessions: These sessions are usually held when the beneficiary believes that she needs psychological support or simply does not want to talk and in this case the facilitator can collect data of interest to himself/herself, while the participants have the chance to socialise and connect. The facilitator can also identify areas of agreement and disagreement as they arise from the group, which facilitates data gathering (Dixon, 2016).

According to our experiences, the most needed and most impactful MHPSS support activities are psychotherapy sessions and educational sessions. This is because it is something that the beneficiary wishes to keep private and something that others should not know about or because the beneficiary considers that such an approach would help and that others would not be able to assist in dealing with that particular problem. Individual sessions are performed similarly for both women and girls, but the problems women and girls face differ. The most common problem that women experience is anxiety. This is most often related to the needs of the residents at the centre, certain social issues stemming from their countries of origin, apply- ing for asylum in Bosnia and Herzegovina, cultural differences and other subjects that are relevant to them. These groups are useful for both the facilitating psychologist and the group participants. The facilitating psychologist can collect data of interest to himself/herself, while the participants can gain useful information from each other, draw certain conclusions about their cultural differences, learn about other countries and the ways of life there and such like.

- Educational sessions: The difference between these types of sessions and group sessions is that they are organized to educate the women and girls on a certain subject. The关系 may be psychological, but it may also be scientific with which they are familiar. Usually, the psychologist prepares a short presentation that provides the beneficiaries with certain information on a certain subject, such as emotions, body language, fear and anxiety, empathy and values. The women and girls can ask questions both during and after the presentation, whilst learning about different subjects. One of the benefits of these sessions is that in a short period (when there is no reason to organise some other activity) the women and girls can learn something new and gain knowledge that they can use in their future. The sessions are performed similarly for both women and girls, but the subjects are different. Girls’ topics, for example, are more focused on educating them about puberty and emotions during that time and similar. All females have the chance to learn something new and ask about anything that is of interest to them. The impact of individual sessions can be determined through the feedback that beneficiaries share with the psychologist after each session or after a few sessions. Each woman and girl that visits the UNFPA centre or a UNFPA team visits during activities outside the WGC knows that she can talk to a psychologist every time she feels she needs psychological support. Usually, there is an agreement on the date and time of the next session. Some women and girls are referred to UNFPA (usually by a partnering agency) and in this case the UNFPA team asks them to come and have an individual session. It is possible that they need psychological support or simply refuse to talk and in this case we do not insist. In this category, it is important to mention the focus groups that are also held from time to time (usually once per month) at the centre. A focus group is a small group of people (from 5 to 12) who have something in common (in this case for the participant). As a facilitator, the psychologist encourages the participants to talk openly about particular topics that are brought up by the facilitator. They are encouraged to talk as if they were in a normal situation. The topic of conversation could easily go back to its original focus if it goes too far off track. The facilitator can also identify areas of agreement and disagreement as they arise from the group, which facilitates data gathering (Dixon, 2016).

The difference in the sessions we run with women and with girls regarding PSS lies in the methods that we use. With girls we use more drawings and we explain processes in a different way, using our personal experience and very often we refer to the time when we were their age. With the women the sessions are more verbal so that they can more easily express and better define their feelings. When we do joint activity (empowerment and PSS) we use more pictures with girls and we write more on the board to help them better understand certain terms. With the women, very often we ask them to share their personal experiences and situations from their life because they have more examples that can be linked to the subject that we are discussing.
3. Lessons learned and tips for users

3.1. General facilitation tips

- Adapt to fast changes with minimal consequences: In a humanistic response everything is very unpredictable and can change in a short time. Be prepared to revise your plans and schedules not only during the week but also during the day. Be ready to make compromises. Although at a particular moment you may know that something is the best to apply at that exact moment you may be in a different situation the next day. Guided by fundamentals and certain adaptations, it is necessary to make a compromise in the best interests of the women and girls.

- Adapt to the characteristics of a group of participants: Group activities should always be adapted to the age, level of education, marital status, ethnic/cultural backgrounds, etc. We cannot, for example, facilitate sessions for women in the same way, because we need to use different language and different methods.

- Avoid generalisations: Never conclude that something is so just because the majority of the population has similar characteristics.

- Be ‘catchy’: Getting the attention and trust of a vulnerable frightened or injured women is not an easy job. Tell them about a legend and some activity (e.g., the Native American ‘Dreamcatcher’), do something unusual that will help get their attention.

- Be creative: There are no guidelines that can answer any and all questions related to the empowerment of women and girls on the move and therefore it is necessary to use our professional skills in a creative way. As a team member at WGC in Bosnia and Herzegovina said, “We have started almost from nothing, but we were very curious what works and were searching for solutions everywhere.”

- Be truthful: Organise your activity as previously agreed with the women and girls, at a specific time, in a specific way, etc. Promise only what you can do. Communicate all changes in a timely manner.

- Planning: Creating a weekly schedule is very important. Although it sometimes can be made for a longer period, it is adapted every day in accordance with the situation and needs.

- Outdoor versus indoor implementation: Technically, many of the empower- activity methods described above can be implemented outdoors or indoors. However, we have learnt that it is not only increasing the understanding of the WGC as a safe space but also allows for better concentr- ation. However, there are always exceptions and this requires careful adapta- tion. In one WGC in Bosnia and Herzegovina, for example, there was a group of women from Africa who very much preferred to stay outside during the spring/ summer days.

3.2. Potentially beneficial activities

- Group sessions focused on learning about a certain topic such as communication, decision making, etc (Anger management). See example 2.2.2. b in Annex 1.

- Empowering and strengthening community and family support.

- Group activities focused on emotions (learning about emotions, examples for each group). See example 2.2.2. 2 in Annex 1.

- Encouraging and strengthening family and community support.

- Interventions in crises (e.g., panic attacks).

- Learning about different techniques such as mindfulness exercises, breathing techniques, etc.

- Addressing basic needs in a participatory space and socially appropriate manner.

3.3. Potential activities

- Group sessions focused on learning about a certain topic such as communication, decision making, etc (Anger management). See example 2.2.2. b in Annex 1.

- Encouraging and strengthening community and family support.

- Group activities focused on emotions (learning about emotions, examples for each group). See example 2.2.2. 2 in Annex 1.

- Interventions in crises (e.g., panic attacks).

- Learning about different techniques such as mindfulness exercises, breathing techniques, etc.

- Addressing basic needs in a participatory space and socially appropriate manner.

4. Examples of activities

4.1. Power activities

- Teaching materials and stationery: psychology tests, workbooks, PowerPoint presentations, different drawings, white and coloured paper for group activities, pens, pencils, scissors, glue, video material, etc.

- Impact: A woman who liked to paint but only attended PSS sessions was moti- vated to come to an empowerment session. In this case the psychologist could observe the way she expresses her emotions. Very often it only takes one participation in a certain session (PSS or a classical empowerment session) to motivate the participants to come again, which is very important for them. They would be more willing to attend if, for example, a woman who liked to paint but only attended PSS sessions was moti- vated to come to an empowerment session. In this case the psychologist could inform her that she can paint in empowerment sessions and in this way use her love of painting to overcome her shyness and thereby encourage her to expand her horizon.

- Potential activities

- Group sessions focused on learning about a certain topic such as communication, decision making, etc (Anger management). See example 2.2.2. b in Annex 1.

- Encouraging and strengthening community and family support.

- Group activities focused on emotions (learning about emotions, examples for each group). See example 2.2.2. 2 in Annex 1.

- Interventions in crises (e.g., panic attacks).

- Learning about different techniques such as mindfulness exercises, breathing techniques, etc.

- Addressing basic needs in a participatory space and socially appropriate manner.
There is always the possibility that the women and girls could become emotional. It would be good to encourage all participants to share their thoughts, without judging their ideas, and also to encourage them to explore their own experiences are also important and valuable. We should always stick to neutral and open during every discussion. It is also very important not to share personal information about the women and girls, unless you believe they may be in danger and that the information you have could potentially help them.

Experiences from the women and girls centres in Bosnia and Herzegovina

During the sessions, first thing we could notice is that women and girls are interested in different type of activities. For example, we did a session about fashion and makeup in different cultures because the girls were interested in those subjects (for example, to draw models, to talk about fashion in general). They were interested in customs and traditions (many women liked to spent their time in kitchens for beneficiaries in TRCs) and they told us that they were interested in different type of activities. For example, we did a session about fashion and makeup in different cultures because the girls were interested in those subjects (for example, to draw models, to talk about fashion in general).

For example, one pregnant woman, during her stay in TRC was separated from her husband (he left and he never came back for her) and she found ‘hope’ in coming to our WGC every day we were there. She participated in almost all activities (PSS sessions, core groups, women rights, different cultural activities), about different situations, their problems in general. Important thing is that women and girls liked to paint and that ‘creative’ part was very common for them. Both women and girls were interested in subjects like food preparation (many women liked to spent their time in kitchens for beneficiaries in TRCs and interpersonal relationships. Very often we talked about emotions (in group sessions), about different situations, their problems in general. Important thing is that women and girls liked to have their ‘space’ to talk about everything, to socialize, to learn how to be ‘tougher’ (they do not say ‘oh, stop crying’ or ‘it is nothing’, ‘it will not happen again’ (because it can happen), they found ‘hope’ in coming to our WGC every day we were there. She participated in almost all activities (PSS sessions, core groups, women rights, different cultural activities), about different situations, their problems in general. Important thing is that women and girls liked to paint and that ‘creative’ part was very common for them. Both women and girls were interested in subjects like food preparation (many women liked to spent their time in kitchens for beneficiaries in TRCs and interpersonal relationships. Very often we talked about emotions (in group sessions), about different situations, their problems in general. Important thing is that women and girls liked to have their ‘space’ to talk about everything, to socialize, to learn how to be ‘tougher’ (they do not say ‘oh, stop crying’ or ‘it is nothing’, ‘it will not happen again’ (because it can happen),...
for their children or because they wanted to spend more time with them. The girls from Iran and Afghanistan were very active. They liked activities at the WGC, especially the ones organised only for them. Women and girls that came from Africa found it more challenging to adapt. Language barriers were often a problem in terms of communication. They had different preferences compared to the women and girls from the Middle East. Namely, they usually preferred outdoor activities. Dancing was very popular among this group of women, similar to those from Cuba. Women from Cuba mostly travelled without children and were very active in all types of activities. Many of them had a higher level of education and they were interested in learning in general. They liked to talk a lot about their culture and their experiences. They were very emotional especially when they talked about their families that had remained in their country, so they always wanted to share their feelings with other WGC personnel who were compassionate regarding their stories and experiences. They liked to help to each other and they were really a community.

4. References

5. Annexes

5.1. Annex 1. Examples of Empowerment Activities (Selected and written by WGC staff members)

Example 2.1.2. c: My body (an activity for girls)

Activity steps
1. We should open the discussion with questions for the girls:
   - Many factors influence how we feel about our bodies. Think about when you were nine years old, how did you feel then?
2. Ask if the other groups have any changes or additions to add to the list. Help them distinguish between physical and emotional changes. Point out any other changes that were not mentioned. Remind the participants that while puberty brings new and different social pressures and people may relate differently to our body during puberty and also about the emotional changes and the differences in these changes between girls and boys. When they finish, one member should be appreciated for these qualities. After these questions, the girls are divided into groups. The preparations for the seasonal periods in advance in close cooperation with the refugee/migrant women and girls who also inform the empowerment officer and the facilitator about the important national days that they celebrate in their home countries and through this the participants coming from diverse countries learn new ideas and habits.

3. Practical team exercise: The participants share the roles among themselves to learn new ideas and habits from diverse countries. The participants exchange experiences and stories about how they get ready for such seasonal periods in their home countries and through this the participants coming from diverse countries learn new ideas and habits.

Example 2.1.1. c: Creative drawing, painting, sewing, putting on makeup, nail polishing, etc.

Aim:
- The aim of this session is to promote and support socialisation, interaction and exchange of information and experiences between refugee/migrant women and girls and raise their knowledge about each other’s country of origin and current situation.

Methodology:
- The participants are divided into groups according to their skills and wish and contribute to the group work accordingly.

- The participants share the roles among themselves to learn new ideas and habits from diverse countries.

Example 2.1.1. b: Decoration activities according to the seasonal period, births and national days

Aim:
- The main aim of this session is to promote and support socialisation, interaction and exchange of information and experiences between refugee/migrant women and girls.

Methodology:
- The participants are divided into groups according to their skills and wish and contribute to the group work accordingly.

Example 2.1.1. a: Preparation and celebration of important events and holidays

Aim:
- To provide a space and opportunity for the refugee/migrant women and girls to apply in practical their creativity, imagination and initiative (which is something that they possibly did not have in their country of origin) in order to develop their self-confidence and gain emotional satisfaction, which helps increase their resilience and capacity for adaptation and coping with the stress and anxiety. Through such activities the women and girls will also enhance their awareness of specific events and holidays.

Examples of Empowerment Activities

Activity steps
1. Ask the participants to summarise what they have learned. Fill in any key points they miss. The key message should be that boys and girls go through many physical and emotional changes during puberty but that all of these changes are normal and represent a healthy body. Explain that boys and girls also experience new and different social pressures and people may relate differently to them.

2. Ask the participants to summarise what they have learned. Fill in any key points they miss. The key message should be that boys and girls go through many physical and emotional changes during puberty but that all of these changes are normal and represent a healthy body. Explain that boys and girls also experience new and different social pressures and people may relate differently to them.

3. Ask if the other groups have any changes or additions to add to the list. Help them distinguish between physical and emotional changes. Point out any other changes that were not mentioned. Remind the participants that while puberty brings new and different social pressures and people may relate differently to our body during puberty and also about the emotional changes and the differences in these changes between girls and boys. When they finish, one member should be appreciated for these qualities. After these questions, the girls are divided into groups. The preparations for the seasonal periods in advance in close cooperation with the refugee/migrant women and girls who also inform the empowerment officer and the facilitator about the important national days that they celebrate in their home countries and through this the participants coming from diverse countries learn new ideas and habits.

4. Practical team exercise: The participants jointly agree on the plan of decoration and jointly make the decorative items that are used to decorate the WGC. The participants also make various items such as greeting cards made of colourful paper or souvenirs and present them to each other.

Example 2.1.1. a:

- The session starts with awareness raising on the event or holiday, which involves refugee/migrant women and girls who tell others how a holiday is celebrated in their home country or background. After the event or holiday is over such-like. This is in order for the participants to learn from each other and get a better understanding of the reasons behind the celebrations, which is in a way an educational activity. The awareness part is followed by music, dancing and socialisation among the participants. The empowerment officer and the facilitator also raise awareness on certain topics, especially when the event or holiday is unknown to the refugee/migrant women and girls.

- Practical team exercise: Preparations for the celebration involve the women and girls who make contributions through cooking, baking and decorating, etc. using the items provided to them with the full support and participation of the empowerment officer and the facilitator.

- The session starts with awareness raising on the event or holiday, which involves refugee/migrant women and girls who tell others how a holiday is celebrated in their home country or background. After the event or holiday is over such-like. This is in order for the participants to learn from each other and get a better understanding of the reasons behind the celebrations, which is in a way an educational activity. The awareness part is followed by music, dancing and socialisation among the participants. The empowerment officer and the facilitator also raise awareness on certain topics, especially when the event or holiday is unknown to the refugee/migrant women and girls.

- Practical team exercise: Preparations for the celebration involve the women and girls who make contributions through cooking, baking and decorating, etc. using the items provided to them with the full support and participation of the empowerment officer and the facilitator.
Example 2.1.3. a: Board games and film/cartoon nights

- **Aim:** To support refugee/migrant women and girls in maintaining good mental health, which ultimately contributes towards relieving their stress and anxiety.
- **Participants:** The participants of the session are refugee/migrant women and girls.
- **Methodology:** The empowerment officer and the facilitator conduct interviews and conversations with the women and girls about their health condition, barriers to fitness and exercise, the social, physical and cultural effects or obstacles to physical activity, what is needed to facilitate access to fitness and exercise opportunities for the women and girls. It is important to know the health condition of the women and girls so that they can consult with a doctor if there is any sickness or condition that could represent a risk to them (in accordance with the principle ‘no harm’). The availability of sports facilities or in outside the centre should be assessed and the necessary sports dresses have to be provided so that the women and girls can visit them at a certain time and separate groups in order to involve more participants who express interested in this activity. The empowerment officer and the facilitator also take part in the games.
- **Practical team exercise:** The women and girls are divided into groups according to their interests and play in a competitive manner. Judging from previous experiences with the women and girls, the women and girls are very much interested in board games such as Don’t Be Angry and Manopoly.

Example 2.1.3. b: Sports activities

- **Aim:** To support refugee/migrant women and girls in maintaining good mental health, which ultimately contributes to relieving their stress and anxiety.
- **Participants:** The participants of the session are refugee/migrant women and girls.
- **Methodology:** The empowerment officer and the facilitator conduct interviews and conversations with the women and girls about their health condition, barriers to fitness and exercise, the social, physical and cultural effects or obstacles to physical activity, what is needed to facilitate access to fitness and exercise opportunities for the women and girls. It is important to know the health condition of the women and girls so that they can consult with a doctor if there is any sickness or condition that could represent a risk to them (in accordance with the principle ‘no harm’). The availability of sports facilities or in outside the centre should be assessed and the necessary sports dresses have to be provided so that the women and girls can visit them at a certain time and separate groups in order to involve more participants who express interested in this activity. The empowerment officer and the facilitator also take part in the games.
- **Practical team exercise:** The women and girls are divided into groups according to their interests and play in a competitive manner. Judging from previous experiences with the women and girls, the women and girls are very much interested in board games such as Don’t Be Angry and Manopoly.

Example 2.1.4. a: Peer-to-peer mentoring and support

- **Aim:** The main aim of this activity is to provide support to the refugee/migrant women and girls who are facing stress and anxiety for various reasons, including being far away from their home country. The support is provided by their peers, women and girls in the centre who come from the same country, who speak the same language and share the same customs and traditions.
- **Participants:** The participants of the session are refugee/migrant women and girls.
- **Methodology:** The empowerment officer and the facilitator identify the potential participants for the board games and film/cartoon night activities in consultation with the women and girls. Film/cartoon nights are usually held in the evening hours because after 4 p.m. the centre rules do not allow the women and girls to go out of the centre, which is why it is the best time for them to watch films and cartoons (for girls) and fill their free time in a relaxing way. The choice of film is made in consultation with the women and girls, taking into account the language and subtitled availability in the film. Moreover, the films serve as an educational opportunity from which the women and girls can learn something new and after the film a brief feedback sharing discussion is held so that they can exchange opinions. Board games and playing cards can be divided into separate groups in order to involve more participants who express interested in this activity. The empowerment officer and the facilitator also take part in the games.

Example 2.1.5: Birthday celebrations and dance parties

- **Aim:** The main aim of this activity is to support the refugee/migrant women and girls with their celebrations, taking into consideration the importance of the family and relatives. Such events help the women and girls to relieve their stress, anxiety and loneliness.
- **Participants:** The participants of the session are refugee/migrant women and their children and girls.
- **Methodology:** Through their daily communication with the women and girls, the empowerment officer and the facilitator find out about upcoming birthdays of the women and girls. In close coordination with other women and girls at the centre an initiative to organise a surprise birthday party is discussed and agreed. Usually, the initiative comes from the women and girls themselves in order to make their fellow in the centre happy and they propose various ways of organizing such an event. The emotional impact that this event has is very strong because it makes them feel like part of a family in the centre without feeling left alone on such a day even though they are far from their actual family and relatives. Contributions towards organising the event come from all sides and makes it both highly participatory and fun. The event is marked with music and songs in the languages of the women and girls (Afghan, Iranian, Arabic, Spanish, etc.) as well as in English. The participants dance their traditional dances and learn new dancing techniques from each other.
- **Practical team exercise:** The women and girls share responsibility for cooking, baking and preparing a gift for the person whose birthday is being celebrated.
Aim: To transfer the skills and knowledge of refugee/migrant women and girls to their peers at the centre.

Participants: The participants of the session are refugee/migrant women and girls.

Methodology: The empowerment officer or the facilitator identifies refugee/migrant women and girls who possess specific skills or knowledge (knitting, hair styling, makeup, dancing skills, etc.) that might be of interest to their peers at the centre. The facilitator in consultation with these women and girls organises a session during which they agree the preliminary number of participants to take part in the learning sessions. The empowerment officer or the facilitator ensures the availability of the necessary items/materials in line with the subject of the sessions.

Practical team exercise: The women and girls learn in group sessions and share their learning experience and practice together.

Example 2.1.4. b: Special skills session

Aim: The aim of this activity is to involve external governmental and non-governmental organisations that are available in the community and deal with women’s and girls’ issues in providing support to the refugee/migrant women and girls.

Participants: The participants of the session are refugee/migrant women and girls and representatives from community organisations.

Methodology: The empowerment officer or the facilitator identifies local women’s and girls’ organisations from diverse networks and contacts those organisations that might have specific activities relevant to the refugee/migrant women and girls. The details of the potential activities, the existing needs of the women and girls at the centre, the capacities of the local women’s and girls’ organisations and other details are discussed in a separate meeting where agreement on formal or informal cooperation can be secured.

Example 2.1.4. c: Community organisations peer-to-peer support

Aim: The empowerment session ‘My Body my Choice’ aims to promote the human rights of women and girls, including the rights to dignity, equality, respect for their private life and the highest standards of health. The activity is held within global promotional events on gender equality and human rights, such as International Women’s Day.

Participants: The participants of the session are refugee/migrant women.

Methodology: The empowerment officer prepares an awareness raising session during which the participants are provided with background information on International Women’s Day and how it is celebrated in various countries. Gender equality and human right are highlighted during the session. The informative part is followed by an interactive discussion on examples of how International Women’s Day is celebrated in the countries of origin of the participants of the session and which gender stereotypes or issues women face in those countries. Through interactive discussion the women learn from examples from different countries.

Practical team exercise: The awareness raising session is followed by a team activity during which the participants draw a colourful poster with the message ‘My Body My Choice’. The poster is then placed on the wall of the WGC as a promotional message.
Example 2.2.1. b: Awareness raising on Breast Cancer Awareness Month in October

- **Aim:** The main aim of the empowerment session on breast cancer awareness is to educate the women and girls about this issue and how to ensure early identification of symptoms that would require a medical check-up.

- **Participants:** The participants of the session are refugee/migrant women.

- **Methodology:** The empowerment officer organizes an awareness session for the refugee/migrant women. This involves a gynaecologist who conducts an informative session on breast cancer for the participants in order to enhance their knowledge on the topic and how to identify early stage symptoms that require additional mammographic check-ups. The gynaecologist also shows the participants how to identify the signs of the potential breast cancer in a simple way such as when taking a shower and encourages the women to inform her/him (the gynaecologist) if they find any signs so that further necessary check-ups can be done.

- **Practical team exercise:** The session is followed by making pink ribbons, which is the international symbol of breast cancer awareness. The participants then distribute them to others in the centre and wear the ribbons themselves to make various posters and paintings that we use during our final presentation. Judging from our experience, this set of activities is a very good choice. The participants of the session are young refugee/migrant adolescent girls.

Example 2.2.1. c: ‘My Changing Body’ awareness on puberty and changes in the body of adolescent girls

- **Aim:** To help young refugee/migrant girls become knowledgeable about how their bodies function and to empower them to make appropriate decisions about sexual behaviour in the future.

- **Participants:** The participants of the session are young refugee/migrant adolescent girls.

- **Methodology:** The empowerment officer and the facilitator organize an awareness raising session for the girls that involves a gynaecologist. The level of awareness of the empowerment officer, the facilitator and the gynaecologist is to educate the women and girls about this issue and how to ensure early identification of symptoms that would require a medical check-up.

Concerning the sensitivity of the topic to the refugee/migrant girls should be ensured so that they understand how sensitive the participants may be when it comes to this subject. Moreover, a preparatory private talk with the girls about the topic of the session and their willingness to take part should be also be conducted so that they feel comfortable when listening to and speaking during the session. It is also necessary to inform the parents of the girls about the topic of the session, keeping in mind their possible hesitation caused by cultural and religious taboos. It must be done with their consent, which means that the parents need to be convinced about the benefits and importance of this session for their girls. The session should be conducted in a group but with the possibility for the girls to ask their questions in private.

- **Practical team exercise:** A group or private discussions/exercises can be organized with the girls using visual medical tools on anatomy as well as guidelines on how to follow a menstrual period calendar.

Example 2.2.2. a: Ending violence against women – 16 days of activism

The 25 November is the ‘International Day for the Elimination of Violence against Women’. It is marked by 16 days of action against breast cancer awareness. The participants then distribute them to others in the centre and wear the ribbons themselves to promote Breast Cancer Awareness Month.

This activity is dedicated to psychological/emotional violence, which unlike physical violence is not visible and is often considered less important. This is the reason it should be talked about constantly.

First, we can explain why we are talking about this form of violence in particular and what other forms of violence exist. We can also ask the women and girls to suggest some examples of violence. We should also mention domestic violence and some statistics linked to that subject. We should then talk about the signs of emotional violence and ask the women and girls for some examples.

Based on our experience, the women and girls are always willing to share examples of the situations that they have been through in life in connection with this subject. We always talk about the importance of mental health in general and the potential risks and reasons why these women are considered more vulnerable in the terms of violence. We also always mention cultural differences and personality traits, which are considered important aspects of the subject in question. The women and girls always seem very interested in this subject and we always bring them into any discussion involving questions that we consider important in the context of violence.

We conclude by repeating everything that we learned during this activity.

Example 2.2.2. b: The scars we can’t see

The 25 November is the ‘International Day for the Elimination of Violence against Women’. It is marked by 16 days of action against psychological/emotional violence.

- **Aim:** The main aim of the empowerment session on breast cancer awareness is to educate the women and girls about this issue and how to ensure early identification of symptoms that would require a medical check-up.

- **Participants:** The participants of the session are young refugee/migrant girls.

- **Methodology:** The empowerment officer organizes an awareness raising session for the refugee/migrant women for which a gynaecologist is responsible. The objective of this awareness raising session is to inform the participants how to identify the signs of the potential breast cancer in a simple way such as when taking a shower and to encourage the women to inform her/him (the gynaecologist) if they find any signs so that further necessary check-ups can be done.

- **Practical team exercise:** The session is followed by making pink ribbons, which is the international symbol of breast cancer awareness. The participants then distribute them to others in the centre and wear the ribbons themselves to make various posters and paintings that we use during our final presentation.

Concerning the sensitivity of the topic to the refugee/migrant girls should be ensured so that they understand how sensitive the participants may be when it comes to this subject. Moreover, a preparatory private talk with the girls about the topic of the session and their willingness to take part should be also be conducted so that they feel comfortable when listening to and speaking during the session. It is also necessary to inform the parents of the girls about the topic of the session, keeping in mind their possible hesitation caused by cultural and religious taboos. It must be done with their consent, which means that the parents need to be convinced about the benefits and importance of this session for their girls. The session should be conducted in a group but with the possibility for the girls to ask their questions in private.

- **Practical team exercise:** A group or private discussions/exercises can be organized with the girls using visual medical tools on anatomy as well as guidelines on how to follow a menstrual period calendar.

Example 2.2.2. a: Ending violence against women – 16 days of activism

The 25 November is the ‘International Day for the Elimination of Violence against Women’. It is marked by 16 days of action against psychological/emotional violence.

- **Aim:** The main aim of the empowerment session on breast cancer awareness is to educate the women and girls about this issue and how to ensure early identification of symptoms that would require a medical check-up.

- **Participants:** The participants of the session are refugee/migrant women.

- **Methodology:** The empowerment officer organizes an awareness raising session for the refugee/migrant women. This involves a gynaecologist who conducts an informative session on breast cancer for the participants in order to enhance their knowledge on the topic and how to identify early stage symptoms that require additional mammographic check-ups. The gynaecologist also shows the participants how to identify the signs of the potential breast cancer in a simple way such as when taking a shower and encourages the women to inform her/him (the gynaecologist) if they find any signs so that further necessary check-ups can be done.

- **Practical team exercise:** The session is followed by making pink ribbons, which is the international symbol of breast cancer awareness. The participants then distribute them to others in the centre and wear the ribbons themselves to make various posters and paintings that we use during our final presentation.

Concerning the sensitivity of the topic to the refugee/migrant girls should be ensured so that they understand how sensitive the participants may be when it comes to this subject. Moreover, a preparatory private talk with the girls about the topic of the session and their willingness to take part should be also be conducted so that they feel comfortable when listening to and speaking during the session. It is also necessary to inform the parents of the girls about the topic of the session, keeping in mind their possible hesitation caused by cultural and religious taboos. It must be done with their consent, which means that the parents need to be convinced about the benefits and importance of this session for their girls. The session should be conducted in a group but with the possibility for the girls to ask their questions in private.

- **Practical team exercise:** A group or private discussions/exercises can be organized with the girls using visual medical tools on anatomy as well as guidelines on how to follow a menstrual period calendar.

Example 2.2.2. b: The scars we can’t see

This activity is dedicated to psychological/emotional violence, which unlike physical violence is not visible and is often considered less important. This is the reason it should be talked about constantly.

First, we can explain why we are talking about this form of violence in particular and what other forms of violence exist. We can also ask the women and girls to suggest some examples of violence. We should also mention domestic violence and some statistics linked to that subject. We should then talk about the signs of emotional violence and ask the women and girls for some examples.

Based on our experience, the women and girls are always willing to share examples of the situations that they have been through in life in connection with this subject. We always talk about the importance of mental health in general and the potential risks and reasons why these women are considered more vulnerable in the terms of violence. We also always mention cultural differences and personality traits, which are considered important aspects of the subject in question.

The women and girls always seem very interested in this subject and we always bring them into any discussion involving questions that we consider important in the context of violence.

We conclude by repeating everything that we learned during this activity.
From the perspective of the psychologists working in WGC in Bosnia and Herzegovina:

Usually, when we talk spontaneously about what is happening at the centre we speak about the things we can and cannot control in our life. In those cases, the women and girls start to talk about their personal experiences and their stories from the past, how they felt in a certain situation, what they did, what was under their control and what was not, etc. We need 10 minutes for this part.

In the second part, the main one, we ask the participants about all of the different types of GBV that they know. We write a list on the flipchart. Types of GBV can include physical violence, rape, forced early marriage, domestic violence, sex trafficking, child abuse, harmful traditional practices, sexual exploitation and abuse and emotional violence.

We then divide the group of girls into smaller groups. Each group gets one story about one form of violence, which they need to discuss in their groups in order to recognise all signs and conclude what form of violence it constitutes.

We give the groups 20 minutes to discuss and share ideas about the stories they received. After that, each group then presents the story they were given and the corresponding conclusions they drew.

We then repeat what we have learned and conclude the session.

From the perspective of the psychologists working in WGC in Bosnia and Herzegovina:

Usually, when we talk spontaneously about what is happening at the centre we speak about the things we can and cannot control in our life. In those cases, the women and girls start to talk about their personal experiences and their stories from the past, how they felt in a certain situation, what they did, what was under their control and what was not, etc. We need 10 minutes for this part.

In the second part, the main one, we ask the participants about all of the different types of GBV that they know. We write a list on the flipchart. Types of GBV can include physical violence, rape, forced early marriage, domestic violence, sex trafficking, child abuse, harmful traditional practices, sexual exploitation and abuse and emotional violence.

We then divide the group of girls into smaller groups. Each group gets one story about one form of violence, which they need to discuss in their groups in order to recognise all signs and conclude what form of violence it constitutes.

We give the groups 20 minutes to discuss and share ideas about the stories they received. After that, each group then presents the story they were given and the corresponding conclusions they drew.

We then repeat what we have learned and conclude the session.

From the perspective of Empowerment officers working in WGC in Bosnia and Herzegovina:

Based on our experience, it very often happens that when we talk about nothing in particular the women and girls start to talk about their countries, cultures and diversity (if they are all from different countries). They talk about these subjects and we discuss it and it usually leads to some conclusions. Therefore, it would be good to talk about this aspect, because women and girls like to share their stories, discuss with each other and to meet different cultures. The story usually starts spontaneously and so there is no need for any special preparations.

From the perspective of Empowerment officers working in WGC in Bosnia and Herzegovina:

We can start by talking with the girls about their future, where would they like to go, what destination seems like a good idea to them to go to, to study and what they would like to do in the future.

According to our experience, we can conclude that when the girls come to us they always like to talk about these subjects and to feel that we are interested in hearing about their lives, plans and what they like to do. It always makes them feel accepted and that someone cares about them and that always has a positive impact.

Example 2.2.2. c: What is gender-based violence? (An activity for girls)

Example 2.1.5. a: Cultural diversity

Example 2.1.5. b: Things I can control

Example 2.1.5. c: My future (an activity with girls)

Example 2.2.2. c: What is gender-based violence? (An activity for girls)

Example 2.1.5. a: Cultural diversity

Example 2.1.5. b: Things I can control

Example 2.1.5. c: My future (an activity with girls)

Example 2.2.2. c: What is gender-based violence? (An activity for girls)

Example 2.1.5. a: Cultural diversity

Example 2.1.5. b: Things I can control

Example 2.1.5. c: My future (an activity with girls)

Example 2.2.2. c: What is gender-based violence? (An activity for girls)
Example 2.

Activity:
Date:

Please cut out a jar to rate this activity. Place the cut piece of paper in the box in front of you. Answers are anonymous.

I'm not satisfied.
I am neither satisfied nor dissatisfied.
I am satisfied.

5.3. Annex 3.

Feedback and evaluation forms

These documents are translated into the necessary languages

Example 1.

QUESTIONNAIRE
(Please circle your answer)

Activity name:  
Date:

Did you like the activity?

Did you learn something new?

Did you understand the provided information?

Do you think this activity needs improvement?

Will you participate in similar activities?

Example 2.

Activity:  
Date:  

Please cut out a jar to rate this activity. Place the cut piece of paper in the box in front of you. Answers are anonymous.

I'm not satisfied.  
I am neither satisfied nor dissatisfied.  
I am satisfied.

At the end of the session

> Check if their expectations have been met.
> Get feedback on the process and collect suggestions for improvements.
> Give the participants an opportunity to provide feedback individually, if required.
> Debrief after the session with the facilitator and organisers and agree upon action points for follow-up, if required.