



SUNA'S DAUGHTERS



UÇAN SÜPÜRGE
KADIN İLETİŞİM VE
ARAŞTIRMA DERNEĞİ
FLYING BROOM WOMEN'S COMMUNICATION
AND RESEARCH ASSOCIATION



EMpower

kız.
çocuk
odaklı
tasarım.



eşitlik
için
dayanışma



Koruncuk
Oran, Hayatın Farklısı

STGM
Sivil Toplum Geliştirme Merkezi

ŞEHİR
DİJİTALİTİFİ

Girl-Centered Programming





PROGRAM

Why should we design programs with girls in mind?

A human rights-based approach to programming ensures that human rights standards -the universal, integral, inalienable, inalienable and inalienable rights and freedoms of every human being- are always in focus and consciously and systematically addressed. Thus, it requires attaching importance and value not only to the results or the outputs of the work to be carried out, but also to the process itself. When organizing an awareness-raising event or seminar, consulting with potential beneficiaries in the decision-making process, soliciting their ideas and contributions, and making a special effort to identify their needs in order to ensure accessibility, i.e. the principle of “leaving no one out”, are as important as the time and resources allocated to preparing the content. The ultimate goal is to provide an enabling environment for children to access and realize their human rights.

Diligence on how our institutional policies, programs and spaces “**contribute to making girls feel better and safer**”, at the stage of creating or organizing them, is the key to being inclusive. We should not forget that our organizational operations, the spaces we use, the programs we run, the goals we set and the activities we carry out to achieve these goals will lead the children we come into contact with to both anticipated as well as unforeseen experiences. In addition to providing benefits for children, we must ensure that children do not suffer any harm simply because of their involvement in our activities or because they happen to be in or have reached the space where we carry out our activities. We must take into account the unique circumstances, needs and expectations of girls. We must identify the risks and consider the ways to prevent them. In this way, girls with different characteristics, attachments, needs and expectations can be included in our program and gain capabilities.

¹Human Rights-Based Approach to Programming yani Programlamada İnsan Hakları Temelli Yaklaşımına dair detaylı bilgi için UNFPA (2010) [A Human Rights-Based Approach to Programming. HRBA Checklist of Questions](#). UNSDG Human Rights Working Group (2012) [Human Rights-Based Approach to Development Programming](#). UNESCO, [Human Rights-Based Approach to Programming](#). Türkiye Avrupa Vakfı (2016) [Yerel Yönetimler İçin İnsan Hakları Temelli Programlama ve Hizmet Sunumu. Yerel Yönetimler İçin İnsan Hakları Temelli Yaklaşım: Kavramsal Çerçeve ve En İyi Uygulama Örnekleri](#). Sivil Alan-Civic Space (2021) [Hak Temelli Yaklaşımın Ana Akımlaştırılması Kılavuzu](#). Türkiye Belediyeler Birliği ve UNICEF (2020) [Belediyeler İçin Çocuk Hakları Temelli Programlama Kılavuzu](#).

Girl-centered program design is comprised of two phases lasting approximately three to five months:



Preparations: Due Diligence and Needs Assessment

🕒 5 to 8 weeks 📅 At the end or beginning of each year 💬 Interviews, meetings (face-to-face and/or online)

Every organization has a mission, that is, the main objective it wants to achieve and the work it carries out to achieve this objective. This work is carried out within the scope of the vision defined for the successful completion of the mission. The mission can be considered as the “organizational identity”, i.e. the *raison d’être* and the personality of the institution/organization, and the vision as the “idea/design”, i.e. the place/point/situation the organization wants to reach.² The program is a kind of road map for achieving this vision.

²Gürçan Banger (2011) *Sivil Toplum Örgütleri İçin Yönetişim Rehberi*. STGM Murat Ünal, Zeliha Silleli Ünal (2015) *Proje Yönetiminde Paydaş İlişkilerinin Rolü ve Önemi*. Selçuk Üniversitesi İletişim Fakültesi Dergisi, Cilt 8, Sayı 4, Sayfa 90-103.

The aim is to answer the following questions:

What do we want to achieve? + Where are we now?-----> Where do we want to be?

At this stage, the current situation is assessed with specific reference to objectives, expectations, available resources, needs and how these will be utilized. The preparation phase is expected to take approximately 1.5 months, to develop your organization’s capabilities and prepare a roadmap for your organization in a realistic and participatory way. This period can be longer or shorter depending on the needs.

Step 1: Forming a Working Group

Step 2: Due Diligence

Step 3: Capacity and Gap Analysis

Step 4: Stakeholder Mapping

ATTENTION! Before you start, it is important to create a shared folder in a digital environment that can be accessed by the people working with/in your organization so that the whole process can be carried out and monitored together in a participatory way.

Step 1: Forming a Working Group

🕒 1 to 2 weeks 💬 Interviews, meetings (face-to-face and/or online) 👥 Management

Regardless of the size or diversity of your organization’s human resources, it is essential that program design is coordinated and monitored by a core team to ensure efficient and effective operation. It is important to establish a working group (you can also call it a working committee) and to inform everyone in your organization (from management to staff to volunteers) about this division of tasks. Membership of the working group should be based on competence and willingness to volunteer. The number of the team members can be increased as needed.

After forming the working group, do not forget to provide a division of tasks and a work plan/calendar, and announce it within the organization!

EXAMPLE: Task Allocation - Work Plan

DUE DILIGENCE AND NEEDS ASSESSMENT			
	STEP 1	STEP 2	STEP 3
 Responsible Officer	Ayşe-Canan	Melike-Ahmet	Melis-Uğur
 Position	Due diligence interviews	Stakeholder Mapping	Gap Analysis interviews
 Status	Completed	Postponed	Started

Step 2: Due Diligence

 1 to 2 weeks  Interviews, meetings (face-to-face and/or online)  Workgroup

First, take a look at where you are. Due diligence enables the organization to identify current conditions and needs in the light of past experience and accumulated knowledge, skills and resources. Conducting the preparatory phase in as participatory and democratic a manner as possible is essential to ensure that the ultimate objective, a girl-centered program, is owned and effectively implemented within the organization. If the due diligence is left to the task force only, no realistic findings can be reached. Inaccurate assessments lead to inaccurate diagnosis and therefore an ineffective treatment. This results in waste of time, financial resources and human labor. To perform an organizational due diligence, you can discuss the following questions with the management, staff, and volunteers, or combine your notes by conducting individual or group interviews:

SAMPLE QUESTIONS

- What data does your organization use that shows that it is important to focus on girls specifically?
 - How and when do you collect this data?
 - If you use existing data, what is the source of the data? (Source institution, date and scope)
 -
- What are the needs of girls in your target group, and what are the methods, conditions or solutions employed to support them?
 - From whom do/did you learn these?
 -
- What is your organization already doing to provide a unique service to girls in particular? When does it do these?
 - What do you want to do but cannot?
 - Why can't you do it?
- Which girls (age-conditions-profile) benefit from the services you thus provide?
 - Which girls are you unable to reach?
 - Where are these unreachable girls? Why can't you reach them?
 - What do you need to reach these girls?
 -
- What is the level of the team's competence and capacity to work with children?
 - Are there skills that need to be developed?
 - What is the level of working experience, knowledge and skills specifically for girls?
- What are the objectives and results of your programs for girls?
- What kind of expertise or resources do you need for more effective and sustainable programs?
-

ATTENTION! As part of the due diligence, it is critical to have an internal participatory process, as well as to hear the views of both boys and girls in your target group or among the beneficiaries, i.e. to ensure meaningful **child participation**.

You can conduct interviews simultaneously if necessary to make efficient use of time and effort. In accordance with KVKK rules, do not forget to obtain verbal and written consent

from each person you interview before recording audio or taking notes! Afterwards, reviewing the transcripts of the audio recordings and your notes together, transforming them into a shared note and archiving them will create a useful memory for both the task force and the organization.

It is as important and necessary to research, compile and collect disaggregated information on the current situation of children in your target group or among your beneficiaries, and even adults (parents, relatives or younger siblings, teachers, etc.) as it is to assess the situation of your organization. For this purpose, you can also use the questions provided in the **NEEDS ASSESSMENT LIST** in the introduction section of this guide.

EXAMPLE: Table on Reach to/Contact with Girls

Reach Good 😊 Partial 😐 None 😞 Inclusion Good ☀️ Partial 🌤️ None ☁️

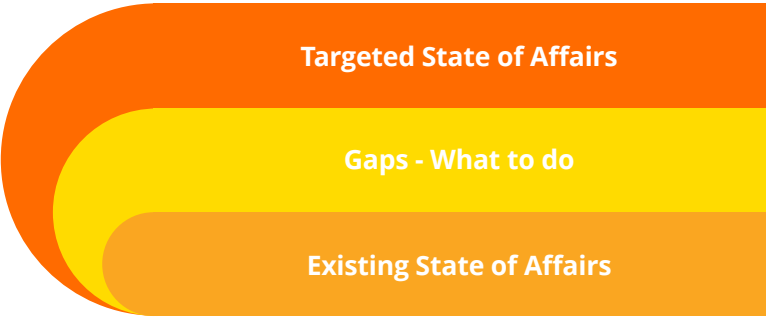
	AGE				LOCATION			TIME		SITUATION		
	6-10 years old	10-12 years old	12-14 years old	14-17 years old	In the neighborhood	Another neighborhood close-by	In the province	Weekdays, after school	Weekends, during the day	Disabled	Immigrant	Gypsy
REACH												
INCLUSION												

Step 3: Capacity and Gap Analysis

🕒 1 to 2 weeks 💬 Interviews, meetings (face-to-face and/or online) 👥 Workgroup

Capacity and gap analysis, on the one hand, reveals the organization’s strengths and the weaknesses to be addressed, and on the other hand, identifies the opportunities and threats that we face/may face. It is critical to see this as a **self-assessment**, that is, to be sincere. As we mentioned in the due diligence section, the right diagnosis leads us to the right treatment and prevents waste of time, effort and money.

EXAMPLE: Gap Analysis



EXAMPLE: Capacity Analysis



Each of the questions proposed for due diligence (Inclusion 2) can be included in the gap analysis as “targeted vs. current situation” and subjected to gap and capacity analysis. This will be a prelude to the next step of setting goals for programming.

Step 4: Stakeholder Mapping

🕒 2 weeks 💬 Interviews, meetings (face-to-face and/or online) 👥 Workgroup

Design thinking requires being open to development, renewal, and improving the program through continuous rethinking. For this reason, it will be useful to determine in advance who you will be traveling with, who your supporters will be, and the relationships that may pose risks or provide opportunities. By identifying stakeholders with responsibility, expertise or support functions, as well as their influence and interest in the issue and their level of engagement with you, you can work out which stakeholders you need or can involve.

Engaging with stakeholders that have knowledge and experience regarding the needs of girls and supportive methods or conditions, or that provide unique services specifically for girls, paves the way for the development of new ideas. Even in cases where it is not possible to maintain contacts with all stakeholders, drawing on their ideas and experiences improves the creativity and feasibility levels of the program.

Experts, academics or people in your volunteer network, such as institutions/organizations, funders, local governments you have worked with before can support you in implementing the program. You can make a list of people and institutions by identifying who you may need in addition to these existing connections. In doing so, besides the contact lists you already have as an organization, you can use different methods such as internet searches, online interviews by phone or Zoom, literature review, and asking for references from the organizations or individuals you are in contact with.

EXAMPLE: List of Stakeholders

Working with a girl-centered approach

- Koruncuk Association
- Association for Supporting Contemporary Life
- SVİKV - Suna's Daughters
- Aydın Doğan Association

Working with girls as well

- Flying Broom Women's Communication and Research Association
- Metropolitan Municipality
- Roots and Shoots Türkiye
- Support to Life

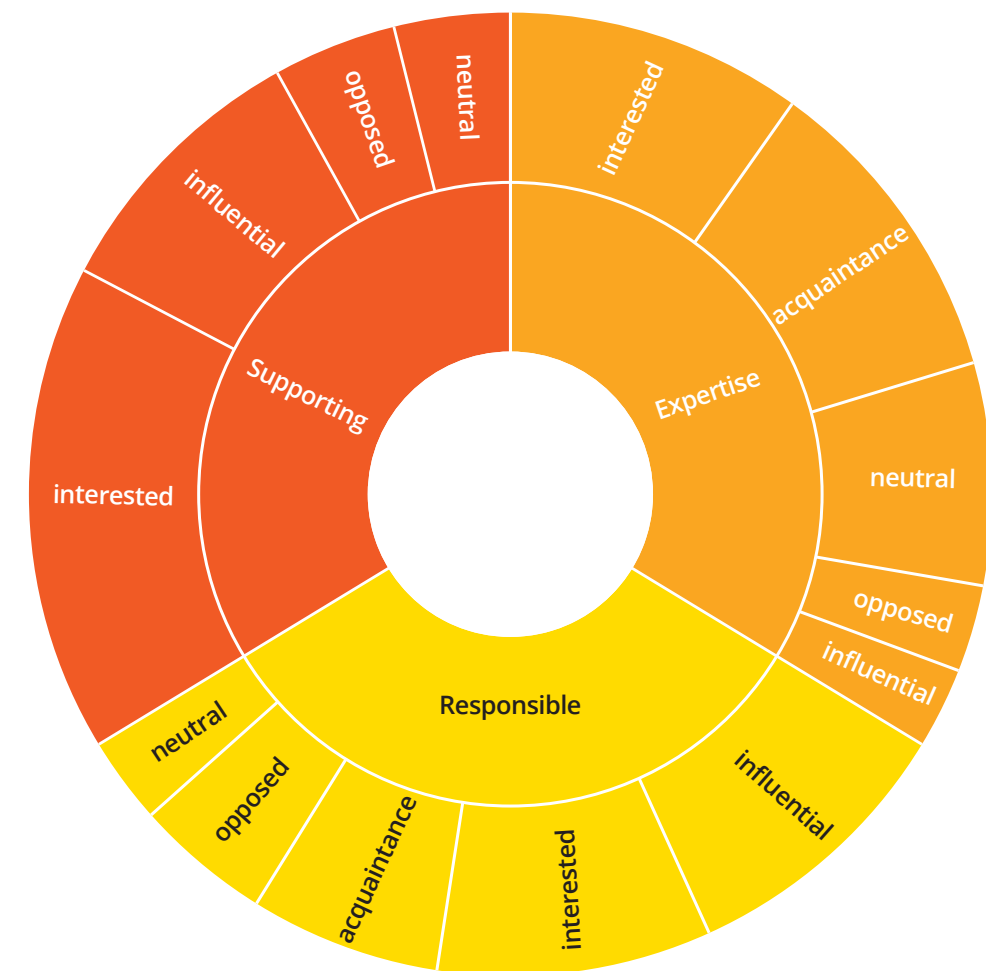
Working specifically on children's rights

- Bilgi University ÇOÇA
- IChild
- ChildDef
- FiSA Children's Rights Center
- Minus 25 Association

Stakeholder mapping will help you not only identify stakeholders, but also reveal the relationships between them, i.e. the connections between them (in terms of communication, interaction, cooperation, etc.).³ The strength of these connections, or their openness to improvement, can be a guide for program implementation and thus for achieving your objectives. Taking precautions by identifying risks in advance affects the level of program benefits for the girls in your target group or the girls you want to reach.

EXAMPLE: Stakeholder Analysis

In addition, after compiling your stakeholder list and adding relationality and impact analysis, you can visualize the mapping using [Graph Commons](#) and improve it by making changes in the future.



³ Türkiye Avrupa Vakfı (2017) [Bölgesel Kalkınma Ajanslarına Aktif Katılım Projesi Araç Kiti](#). pp. 34-51.

Programming

 8 to 12 weeks  At the end or beginning of each year  Interviews, meetings (face-to-face and/or online)

In order to have a girl-centered program or to transform your existing program into a girl-centered one, you first have to see where you are, your situation, what you need to do, what you need for these objectives and with whom you can move forward. Now it's time to plan the journey to your destination and, as a result of this plan, develop a girl-centered program for your organization. Here, attention should be paid to what you have noticed through the due diligence process, and to proceeding through a participatory process.

Remember! The program is a kind of road map on how to achieve the vision. The program is focused on accomplishing the objectives as a whole, on organizational utility. While the project management lifecycle aims to finish a specific project on time and within budget, the program management lifecycle serves a continuous and strategic purpose for the organization. In other words, a project is a specific, single task that provides a tangible output, while a program is a collection of related projects.⁴

In the preparatory phase -in the situation and capacity analysis- you have identified what needs to be done in general in order for your organization to have a girl-centered program that will **“contribute to girls’ feeling better and safer”** or to make its existing or forthcoming program(s) girl-centered. So you now have the definition. Now it is time to translate this into a program structure and design, planning activities and resources.

A total of five activities are recommended for the programming phase. This phase is expected to last 2 to 3 months. You can extend or shorten this period according to your needs.

ATTENTION! The more the various expertise, experiences and skills of people in the organization (including volunteers) are utilized in the planning and programming phase, the more realistic, effective, meaningful and ownable the program will be, and the more it will benefit the organization and girls.

Step 1: What should we do? Prioritization

Step 2: Determining Objectives-Outcomes-Results

Step 3: Program Monitoring and Evaluation Plan

⁴For detailed information on project management, see STGM (2010) [Proje Döngüsü Yönetimi ve Mantıksal Çerçeve Yaklaşımı Rehberi](#), STGM

Step 1: What Should We Do? Prioritization

 2 weeks  Interviews, meetings (face-to-face and/or online)  Workgroup

At this stage, you need to consider the results of the due diligence and decide what you want or need to do as an organization:

- Transform the existing program to be girl-centered? (If you have more than one program, which one/all of them?)
- Prepare a new/separate girl-centered program?

In making this decision, it is necessary to rank the tasks in order of importance and urgency so as to use time and resources (financial and human) efficiently, effectively and productively.

“What is important is rarely urgent, and what is urgent is rarely important.”

Dwight David Eisenhower

EXAMPLE: Materiality Matrix

	NOT URGENT	URGENT
IMPORTANT	DECIDE WHEN TO DO	DO IMMEDIATELY
NOT IMPORTANT	DON'T DO	DELEGATE TO SOMEONE ELSE WHO CAN DO IT

Step 2: Determining Objectives-Outcomes-Results

 4 to 6 weeks  Interviews, meetings (face-to-face and/or online)  Workgroup

“Realizing human rights frequently requires a major structural transformation that involves a significant length of time to implement including beyond a programme cycle”

UNFPA (2010) A Human Rights-Based Approach to Programming. p. 107.

The main objective is, in a sense, the backbone of the program; it is what keeps the program afloat. All the activities carried out, the outcomes of these activities and the results of all the steps taken are the means for the realization of this main objective.

Remember! We always focus on rights with a human rights-based approach. We consciously (intentionally and deliberately) and systematically (not just once, but always) pay attention to the unique needs, expectations and even circumstances of girls in order to help realize the human rights of all children.

The elements of the program are as follows:

Objective ► Input ► Outcome Result Impact

Inputs: Financial and material resources, as well as human resources.

Outcomes: The service or tangible product/object provided through the activities carried out.

Results: The change that the service or tangible product will bring about in terms of access to rights and capacity building in the short and medium term.

Impact: The social change that the service or tangible product will create in the long term.

We recommend the use of SMART (Specific-Measurable-Accepted-Realistic-Timely) criteria to define measurable and verifiable targets.

S - SPECIFIC: The objective must be defined clearly and unambiguously.

M - MEASURABLE: The target must be measurable.

A - ACCEPTED: The target must be acceptable to the recipients.

R - REALISTIC, RELEVANT: The goal should be achievable, i.e. reasonable.

T - TIMELY: The timetable, beginning and end of the objective must be clear.

EXAMPLE: Girl-Centered Program - Save the Children

Save the Children - School Health and Nutrition (SHN) Program (School Health and Nutrition Program) aims to improve the health and nutrition of school-age children and their relevant behaviors and skills, and therefore their school attendance and educational outcomes. SHN activities also cover out-of-school children, including the most vulnerable and deprived. Save the Children determined that girls face both new challenges and opportunities

in terms of getting an equal education, and thus included Menstrual Hygiene Management (MHM) in the SHN Program. By doing so, it aimed to ensure that girls and boys in schools have access to services, a safe and enabling learning environment, skills-based learning, and community and policy support.

EXAMPLE: Disability-Centered Programme - UNICEF

UNICEF programs primarily aim to ensure that children with disabilities and their caregivers have access to services and opportunities, including in humanitarian crises and vulnerable settings. It promotes the provision and accessibility of assistive devices to facilitate the full and equal participation of children with disabilities, in their communities. UNICEF programs take a dual approach to ensure that children with disabilities have access to inclusive, barrier-free services and support -primary health care, early childhood development (ECD), education and child protection services, accessible water and sanitation (WASH) facilities- alongside the targeted measures.

ATTENTION! Just as it is important to ensure meaningful child participation in identifying the needs of girls in your target group and the methods, conditions or solutions to support them when conducting due diligence in the preparatory phase, it is also important to manage an internal participatory process when setting targets in the programming phase, as well as to solicit the views of both boys and girls in your target group or beneficiaries.

Step 3: Program Monitoring and Evaluation Plan



2 to 4 weeks



Interviews, meetings (face-to-face and/or online)



Workgroup

It is crucial that each program is monitored independently/impartially and, if possible, with indicators to evaluate both the process and the outcome. This makes it possible to determine whether and how well the planned and proposed items are working, to document progress and, above all, to ensure participation and accountability. Using methods that enable both program implementers and beneficiaries to share their “user experience” (interviews, reporting mechanisms, information gathering activities, etc.) facilitates monitoring. Of course, how, when and with what tools or methods this monitoring and evaluation will be done should be planned from the outset, i.e. before the program is implemented. When preparing the Monitoring and Evaluation Plan, you can discuss the following questions with

the management, staff, and volunteers, or combine your notes by conducting individual or group interviews:

- Does the scope of the program target and reach girls most at risk?
- Are interventions, additional actions/activities required or being undertaken outside the scope of the program?
- Is the quality of implementation of the activities included in the program adequate? If not, why?
- Are there any obstacles to the effective implementation of the program, and if so, what are they?
- What works and what doesn't work in the implementation phase?
- Are the set targets being achieved? Are there any delayed, postponements or failures in achieving the objectives, and if so, why?
- How will/is the sustainability of the program ensured?
- What are the key successful and replicable practices/activities that should be implemented at scale?
- What are the gaps, challenges and issues that need to be addressed?

Remember! Program monitoring and evaluation is not an impact analysis of the program. As underlined above;

Results: The change that the service or tangible product will bring about in terms of access to rights and capacity building in the short and medium term.

Impact: The social change that the service or tangible product will create in the long term. Reviewing the program through close and regular monitoring and interim evaluations provides insight into whether the objectives can be achieved, the risks involved and their solutions, and what can be done better, more efficiently, effectively and realistically. The Program Monitoring and Evaluation Plan also provides opportunities for program improvement and development. Therefore, while designing the program, it is also necessary to plan how and by whom(s) and when monitoring and evaluation will be carried out.

REMEMBER DURING THE PLANNING AND IMPLEMENTATION OF THE PROGRAM!

Be aware of cultural realities; don't ignore or resist them.

Show that human rights are not a distant/foreign concept.

Do the best you can given the situation; keep trying.

Be patient and move gradually towards change.



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www.kizcocukodaklitasarim.org/en/

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