



ENSURING SAFE AND INCLUSIVE SPACES

GESI and Safeguarding Tips for Local Organizations

December 2023

How do I provide safe and inclusive spaces for participants in my programs?

Enhancing Inclusion and Safeguarding in Development Programming: Resources for Local Partners

FHI 360 has developed and contributed to a suite of resources that support local organizations to enhance their Gender Equality and Social Inclusion (GESI) and Safeguarding capacity. These tools are a fundamental part of FHI 360's role as a development partner and advances our commitment to inclusive development, safeguarding and locally led development. Visit our website (www.fhi360.org) for more information on our GESI and Safeguarding work.

We welcome feedback via [this form](#).

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Local organizations often implement their programming in physical spaces — such as an organization's office or a community center — where community members can benefit from and participate in a program. However, barriers may hinder access of different groups to these spaces, making it difficult for them to benefit from services and to contribute to the solutions that impact their lives. Accordingly, it is important that local organizations seek to provide safe and inclusive spaces that intentionally invite and facilitate the participation of all community members in program activities and ensure comfort and safety for everyone.

Fostering a safe and inclusive space involves physical considerations (e.g., building design) and changes that promote a sense of emotional safety (e.g., inclusivity). Although in some respects this resource focuses on the elements that would make physical structures (rooms, building, etc.) safer and more inclusive, it equally emphasizes the importance of creating an environment of trust, safety and comfort that goes beyond the existence and conditions of a physical space.

The recommendations in this resource focus on the specific needs of community members who have traditionally experienced barriers to access, including (1) women and girls; (2) persons with disabilities; (3) young people; (4) racial, religious, and ethnic minorities; and (5) members of the lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual (LGBTQIA+) community.

This resource includes background information, practical application resources and a case study to help you answer the following questions:

- How can I ensure that the physical spaces I use in my programming are inclusive and safe?
- Who will benefit from our safe and inclusive spaces?
- How do I prioritize changes needed to create a safe and inclusive space?
- What resources are available to my organization to further support safe and inclusive spaces?

You will find these tips useful if:

- You want to make spaces and facilities more comfortable for everyone.
- You want to learn more about inclusive and accessible spaces.
- You want to collaborate with marginalized community members to make a space inclusive.
- You want to provide training for your staff and partners on inclusive and accessible spaces.
- You need easy-to-use tools to determine how safe your current space is.
- You need easy-to-use tools to help design or redesign a safe space.

Reasonable Accommodations to Facilitate Access of Specific Groups

Although usually used in the context of including persons with disabilities, the concept of reasonable accommodations could be applied to identify and respond to barriers that hinder the access of other groups. Put simply, reasonable accommodations are modifications or adjustments that do not impose a disproportionate or undue burden on the ones making them – or to the environment or the way things are usually done – to ensure that individuals, including persons with disabilities, can participate on an equal basis in education, employment, social, political and community activities. Reasonable accommodations for enhancing the accessibility of spaces will depend on the specific situation and needs of the individuals who need them, but could include actions such as:

- Using visual alerts for audible alarms and messages.
- Providing sign language interpretation support on the premises.
- Providing interpretation in local dialects (as applicable).
- Using visuals in material to facilitate access of individuals with low literacy.
- Offering flexible schedules or extended opening hours to accommodate the needs of different groups.
- Installing ramps at entries and exists and ensuring doorways are wide enough for wheelchair users.
- Renovating bathrooms to ensure they are accessible to persons with disabilities.

Universal Design: An Approach to Ensure Access for All ¹

American architect and educator, Ron Mace, coined the term “universal design,” describing it as “design that’s usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” As outlined in Table 1, there are seven principles of universal design:

Table 1. Principles of Universal Design

PRINCIPLE	DESCRIPTION	EXAMPLE
1. Equitable Use	Ensuring the design is useful and marketable to everyone	Adjustable desks
2. Flexibility in Use	Considering differences in preference and ability	Scissors designed for right- or left-handed users
3. Simple and Intuitive	Ensuring the design is easy to understand, regardless of the user’s experience	Information with headers and other organizational features
4. Perceptible Information	Communicating information clearly and utilizing multiple modes of communication	Videos with transcripts and voiceovers
5. Low Physical Effort	Limiting fatigue and discomfort associated with design use	Automatic doors
6. Tolerance for Error	Minimizing hazards and negative consequences of unintended actions	“Undo” feature on computer (users can correct without penalty)
7. Size and Space	Ensuring appropriate spaces and sizes for use, regardless of characteristics such as mobility	Wide entrances/gates in public spaces such as the zoo, metro stations, parks, etc.

¹This section’s content is informed by UNICEF’s [Toolkit on Accessibility](#), the [SCS Implementation Tips](#) and the “Safe Spaces Guide” developed for the Ma3an/Tunisia project, funded by the United States Agency for International Development.

In an ideal scenario, you can apply the principles of universal design as you create spaces to ensure they are fully accessible for everyone from the outset. However, these principles are also useful as you work to improve and reimagine existing spaces or specific features within them.

Universal design has far-reaching institutional and programmatic benefits that go beyond including one particular group. Prioritizing the seven principles of universal design makes spaces comfortable for all people, with and without disabilities. For example, adding accessibility features like ramps can increase access for people using wheelchairs, parents with strollers and people carrying heavy objects. Applying the same idea to the safety of spaces, taking steps to make a space safe for girls (e.g., proper lighting and a hotline to report incidents) will make this space safer for all users.

Defining a Safe and Inclusive Space

Numerous obstacles prevent some individuals from participating in and contributing to program activities. These might be physical obstacles or ones that stem from existing attitudes, practices or lack of knowledge and skills. Recognizing and addressing obstacles are crucial steps in creating a safe and inclusive space. Potential obstacles include stereotypes and unconscious biases that influence people's behavior, discriminatory practices in institutions, physical barriers in the design of buildings and staff who lack the needed awareness or skills to effectively reach and engage with different groups.

To address existing barriers and proactively design spaces that are safe and inclusive for all, it is important to consider the following components. You can use the [Safe Spaces Checklist](#) to learn more about each component and assess your own spaces.

ACCESSIBILITY: The space needs to have open, unrestricted and free access to all individuals regardless of gender, disability, race, ethnicity, age or socio-economic level. Accessibility refers to the ability to:

1. Assess, circulate and use equipment autonomously.
2. Situate oneself in the space.
3. Access to information and communications.

SAFETY: A space that prioritizes safety considers two aspects:

1. Helping users feel safe and free to be themselves, especially women, children and vulnerable people.
2. Offering relevant mechanisms to prevent and respond to violence.

INCLUSIVE UTILIZATION: Inclusive utilization enables girls, people with disabilities and other minorities and vulnerable people to use the safe spaces through inclusive and adapted activities. This component focuses on the design, planning and facilitation of activities. For information on how to ensure that women and representatives of marginalized groups can attend and participate meaningfully in activities, check out the Implementation Tips for USAID Partners on [Gender-Sensitive and Socially Inclusive Facilitation](#).

OWNERSHIP: To enhance ownership of marginalized community members, we need to make them visible in pictures, signs, paintings, activities, communication tools and texts, using languages, imagery and stories that are understandable and resonate with different groups within the community. We must prioritize diversity and inclusivity in how we present the space and help everyone feel they belong to this space and see it as "theirs."

SUSTAINABILITY: Allow young women, people with disabilities and other minorities to continue using the safe spaces beyond your program's activities. There are five main tools for promoting sustainability: (1) advocacy, (2) ongoing monitoring, (3) communication, (4) partnership, and (5) innovation.

Prioritizing changes to ensure safe and inclusive spaces

Through the [Safe Spaces Checklist](#), you identified several opportunities to create a safer and more inclusive and empowering space. With that information, you can now develop a plan to enhance your space. The reflection questions in Table 2 can help you decide how to prioritize and implement these changes as part of a sequenced approach. The questions ask you to consider the urgency, implementation difficulty and the level of impact of the proposed changes. **These questions are meant to be helpful conversation starters. They represent just a few of the many factors that may influence your decisions.**

Keep in mind that the decision on how to prioritize these changes depends on numerous context-dependent factors. As needed and as possible, consider consulting with GESI experts, partner organizations, specialized civil society organizations (CSOs), program participants and marginalized community members for their perspectives on what changes are most needed.

Table 2. Reflection Questions to Prioritize Changes

URGENCY	<p>If you answer yes to any of the following, you should prioritize that change.</p> <p>Do I need to make this improvement to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Avoid dangerous consequences such as bodily or emotional harm? <input type="checkbox"/> Comply with international, national or local law? <input type="checkbox"/> Ensure compliance with donor requirements?
LEVEL OF IMPACT	<p>All inclusivity and accessibility improvements are impactful. When making changes, you may want to consider the level of impact. Some changes may have a greater impact than others and therefore should be prioritized.</p> <p>To what extent will this improvement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make the space more accessible? <input type="checkbox"/> Make the space safer? <input type="checkbox"/> Make the space more welcoming? <input type="checkbox"/> Make the space more inclusive? <input type="checkbox"/> Increase the number of people using the space? <input type="checkbox"/> Decrease the number of challenges people face in accessing the space?
IMPLEMENTATION DIFFICULTY	<p>When prioritizing and establishing a timeline for a particular change, it is important to consider the implementation difficulty. Changes that require additional training, staff or funding may take longer to implement. It is also important to consider the intersection of implementation difficulty and level of impact. You might consider prioritizing changes that will have a large impact but are not difficult to implement.</p> <p>Does this improvement require</p> <ul style="list-style-type: none"> <input type="checkbox"/> Additional training? <input type="checkbox"/> Additional funding? <input type="checkbox"/> Experts that are not a part of our staff? <input type="checkbox"/> An extensive time commitment? <input type="checkbox"/> New tools and equipment? <input type="checkbox"/> New partnerships to be built with local organizations? <input type="checkbox"/> Local authority engagement or approval?

After reflecting on these questions, you will have a better understanding of how to prioritize and establish timelines for safe space changes. Please remember that GESI experts, specialized CSOs, program participants and marginalized community members can provide valuable insights to support you through these decisions. [The SCS Implementation Tips on Inclusive Development](#) (p. 177 to 273) provide guidance on how to engage these stakeholders in your project or initiative.

In [Box 1](#), we highlight the experience of the Nasrallah Youth Center in Tunisia which applied a GESI-sensitive approach to renovating their space and facilitating inclusive activities. The case study highlights the significant impact that safe space changes have on programs and their participants.

Key Terms

Accessibility: “Persons with disabilities accessing, on an equal basis as others, the physical environment, transportation, information and communications, including information and communications technologies and systems and other facilities and services open or provided to the public, both in urban and rural areas (Article 9 CRPD). Physical accessibility is the provision of buildings or parts of buildings for people, regardless of disability, age or gender to be able to gain access to them, into them, to use them and exit from them.” (UNICEF Accessibility Toolkit, Essential Actions on Disability-Inclusive Humanitarian Action, p. 6)

Disability: “Includes, but is not limited to physical, intellectual, developmental, psychosocial, chronic health, learning, sensory and other types of disabilities. Disabilities can be visible, while others are non-apparent, and short or long-term. An evolving concept, disability results from the interaction between persons with disabilities and attitudinal, environmental and institutional barriers that hinder their full and effective participation in society on an equal basis with others.” (Ma3an Safe Spaces Guide, p. 7)

Inclusive Development: “The concept that every person, regardless of identity, is instrumental in the transformation of their own societies and that their inclusion throughout the development process leads to better outcomes.” (SCS Implementation Tips, p. 188).

Reasonable Accommodations: “As outlined in the United Nations Convention on the Rights of Persons with Disabilities, refer to necessary and appropriate modifications and adjustments that do not impose a disproportionate or undue burden on providers — where needed in a particular case — that are made to ensure that persons with disabilities enjoy or exercise all human rights and fundamental freedoms on an equal basis with others.” (SCS Implementation Tips, p. 198).

Social Inclusion: “Refers to the ability, opportunity and access of marginalized people to take part in society. This includes rights, freedom, participation in decision-making and access to services and opportunities at all levels of society, from family, community, work and in civil space. In a project, this includes ensuring that the benefits of project activities are fairly distributed.” (Networks for Peace, Toolkit for Networks for Peace Project Partners, p. 8).

Universal Design: “Means the design of products, environments, programs and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. Products are usually created to fit what producers perceive to be the abilities of the majority of the population, but universal design aims at accessibility from the start in order to avoid the need for adaptation. Both reasonable accommodation and universal design cover infrastructure, transportation, communication and information.” (SCS Implementation Tips, p. 198).

Box 1. Investing in safer and more inclusive spaces in Tunisia

Success Stories from the Nasrallah Youth Center

Launched in 2018 with funding from the United States Agency for International Development, Ma3an is a seven-year project that aims to increase Tunisian youth civic engagement and economic empowerment to advance progress towards sustainable, inclusive development in Tunisia.

Through Ma3an, FHI 360 is working to provide safe and inclusive spaces for young people across Tunisia to learn, grow and dream big. In this case study, we highlight the experience of the Nasrallah Youth Center in the Kairouan governorate in Tunisia and the impact that two components of this safe space have had on young people in the Nasrallah community, by fostering spaces that are accessible, inclusive and empowering for girls, young women and youth with disabilities.

Multidisciplinary Sports Field	Ping Pong Tournament
To enhance Accessibility , a ramp was installed to enable youth with physical disabilities to better access the Youth Center’s spaces and activities. To ensure Inclusive Utilization , youth leaders working with the center went into the community to encourage young girls to participate in sports when the center reopened. To promote Sustainability , the youth leaders formed the Yes for Youth Association and partnered with the Nasrallah Association for Disabled People to advocate for social inclusion and diversity.	In reflecting on the Youth Center’s spaces, it was determined that the terrace in the Center was only used by boys playing ping pong. To invite girls into this space, the Youth Center, with Ma3an’s support, organized a ping pong tournament. To ensure Inclusive Utilization , the center actively encouraged girls to compete in the ping pong tournament. The tournament changed the image of the terrace space and encouraged girls to use it regularly.

The Impact of Safe Space Changes at the Nasrallah Youth Center

Impact in Numbers: Number of safe space regular participants before and after the sports field renovations



	Before Renovations	After Renovations	Percent Increase
Women	35	163	366%
Total	168	410	144%

Impact in Words: Quotes from leaders and participants at the Nasrallah Youth Center



“Through Ma3an, we have created an oasis of opportunity and hope for these young people.”
- Mehrez Azouzi, Ma3an Youth Leader

“Thanks to Ma3an, we can go out and play sports in the Youth Center, which allows us to stay safe and away from bad influences.”
- Noor, Youth Center participant

“It was an opportunity to destroy the old image of the exploitation of the terrace by boys, and to include both boys and girls in a competition to teach them how they can respect each other.”
- Mr. Mourad Kadechi, Youth Center Director

Frequently Asked Questions

Do we need to hire GESI experts to ensure safe and inclusive spaces?

If you have the resources, hiring dedicated GESI experts would facilitate your work on enhancing your spaces. However, completing an assessment of your space does not require GESI experts and could be done using your team's knowledge and GESI tools such as this guide. Nonetheless, we encourage you to carefully consider what outside expertise might be needed to take actions that you determine are necessary to enhance your space. For example, if you decide to do rehabilitation of entryways or toilets, working with a design expert will ensure that your renovations meet standards for accessibility. Also, a GESI expert could help you design a training that you can routinely provide to activity facilitators to sensitize them on how to work with diverse groups.

Do we need to change and improve everything all at once?

No. As our peers at the United Nations Children's Fund (UNICEF) explain in their [Toolkit on Accessibility](#), "The actions need to be prioritized. Some may need to be taken as soon as possible, including to address areas that are potentially dangerous or have restricted access. While many laws require accessibility, it is possible to identify and progressively implement improvements as part of a sequenced approach. People with disabilities can advise on which interventions will promote universal design and inclusion and may be able to share innovative ideas." The questions included in the [Improving Inclusion in the Workplace and Human Resource Practices](#) resource can also help you consider your "accessibility objectives" to determine what actions to take and when.

How can we collaborate with marginalized community members to create safe spaces?

It is essential to include marginalized community members fully and directly in your efforts to create a safe and inclusive space. There are several ways to collaborate on enhancing spaces:

- Build strong, formal and institutionalized partnerships with specialized CSOs working with women, people with disabilities (DPOs) and other marginalized people.
- Hire women, people with disabilities and other marginalized people as officials, staff and experts.
- Include marginalized community members in discussions about the plans and changes for spaces. Consider inviting representatives of groups such as women, young people, persons with disabilities and LGBTQIA+ individuals to collaborate with you to assess the space. For example, they could conduct outreach to others within their peer group and bring their own experiences into the resulting recommendations and actions.

Resources for Further Learning

The following resources can help further your learning on considerations and recommendations to implement and enhance safe and inclusive spaces.

Humanity & Inclusion: How to Design and Promote an Environment Accessible to All? – This is a policy paper created by Humanity & Inclusion that outlines accessibility considerations and principles for international development programs.

SCS Implementation Tips: Improving Inclusion in the Workplace and Human Resource Practices – This resource provides suggestions for improving inclusion in the workplace and human resource practices. It is designed for USAID partners and includes five suggestions, key definitions and additional resources.

SCS Implementation Tips: Inclusive Development – This comprehensive document includes a section on inclusive development that begins on page 177. It covers six topics: inclusive development, persons with disabilities, older people, inclusive monitoring and evaluation, and gender and youth. It is designed for USAID partners and includes recommendations, key definitions, easy-to-use tools and additional resources.

UNICEF: Accessibility Checklists – This tool provides a series of practical recommendations on typical building elements that should comply with accessibility requirements (entrances, doors, staircases, toilets, etc.). It also provides basic insights on accessible vehicles and playgrounds. The checklists are meant to be used in conjunction with locally-applicable accessibility standards.

UNICEF: Education Kit Handbook – This document provides guidance, practical ideas and examples on how to best include children with disabilities in recreational activities. It also includes suggestions on raising awareness and encouraging the community to get involved in inclusivity and accessibility efforts.

UNICEF: Toolkit on Accessibility – This is a comprehensive toolkit that covers seven topics: advocacy for accessibility, program-related buildings, accessibility in emergencies, UNICEF and United Nations premises, accessibility assessments, organization of accessible events and accessibility checklists. It offers easy-to-use tools, documents, assessments and examples of accessibility activities.

In addition to the documents referenced throughout, this resource adapts the “Safe Spaces Guide” content originally developed for the Ma3an/Tunisia project, funded by USAID, that aimed to ensure that Ma3an-supported safe spaces (in youth centers, youth complexes or cultural centers) are inclusive and sensitive to GESI considerations.

Safe Spaces Checklist:

How Safe is Our Space?



Using the Checklist

The following checklist can be used by any organization to evaluate how safe and inclusive a space is. These checklists can support work such as:

- Designing a new room or building.
- Looking for opportunities to enhance your current space to better meet the needs of all community members.
- Learning about accessibility and inclusivity considerations.

The checklist is organized into sections that address each of the five components of a safe and inclusive space:

1. Is the space accessible?
2. Is the space safe?
3. Does the space offer equitable and inclusive utilization?
4. Does the space enhance people's ownership?
5. Does the space guarantee vulnerable and marginalized people will continue using it?

Each section provides space to verify whether the space includes various elements of accessibility and inclusion. If there are improvements you would like to make, please refer to the **recommended resources** column for further information and guidance.

Checklist Considerations

When using this checklist, please keep the following in mind:

- The checklists are not comprehensive and do not cover all aspects of safe and inclusive spaces. Topics not covered by this checklist include:
 - Various room-specific suggestions (e.g., playgrounds, bedrooms, etc.)
 - Digital accessibility considerations.
 - Transportation-related recommendations.

Please see the recommended resources section for further guidance on these elements.

- Policies and laws on accessibility requirements vary by country and region. You will need to separately verify that the space complies with applicable international, national, and local policies. Please note that any measurement included in these checklists are drawn from the [UNICEF Accessibility Checklists](#) which uses standards from the International Organization for Standardization (ISO). Please refer to the Accessibility Checklists or the ISO for further measurement guidance.
- Not every checklist question will be applicable to your program (e.g., sports).

ACCESSIBILITY: Is Our Space Accessible?

Accessibility Topic One: Can everyone access, circulate and use equipment autonomously?

TOPIC	QUESTION	YES	NO	RECOMMENDED RESOURCES
Specific Needs of Persons with Physical Disabilities				
Obstacles	Can individuals move around indoors and outdoors without encountering obstacles?	<input type="checkbox"/>	<input type="checkbox"/>	
Activities	Can activities be adapted to accommodate a person's physical condition?	<input type="checkbox"/>	<input type="checkbox"/>	UNICEF Education Kit Handbook
Ramps	Does the space include ramps with handrails on both sides ?	<input type="checkbox"/>	<input type="checkbox"/>	How to Ensure Infrastructure Design are Accessible and Inclusive to Persons with Disabilities
	Is the slope of the ramp gentle? (The grade should not exceed 8%. Some standards recommend 5%).	<input type="checkbox"/>	<input type="checkbox"/>	
Equipment	Is all equipment at an accessible height? (Please see the resource column for further measurement details.)	<input type="checkbox"/>	<input type="checkbox"/>	Toolkit on Accessibility: Typical Equipment and Fittings in a Room Checklist
Surfaces	Are the ground and floor surfaces slip resistant?	<input type="checkbox"/>	<input type="checkbox"/>	Toolkit on Accessibility: Typical Equipment and Fittings in a Room Checklist
	Is the carpet securely attached so that it does not shift or buckle against wheeled traffic?	<input type="checkbox"/>	<input type="checkbox"/>	
Entrances	Do entrances have sufficient space for wheelchair users to enter rooms and turn? (An outside radius of at least 1.5 m is required for turning in a wheelchair.)	<input type="checkbox"/>	<input type="checkbox"/>	How to Ensure Infrastructure Design are Accessible and Inclusive to Persons with Disabilities
	Are all obstacles removed from entrances/access areas?	<input type="checkbox"/>	<input type="checkbox"/>	
Bathroom	Is there at least one accessible toilet per floor in the building?	<input type="checkbox"/>	<input type="checkbox"/>	Toolkit on Accessibility: Accessible Toilet Checklist
	Is there a clear sign outside the toilet door to indicate that it is an accessible toilet?	<input type="checkbox"/>	<input type="checkbox"/>	
	Does the toilet door open outwards?	<input type="checkbox"/>	<input type="checkbox"/>	
	Are there drop-down rails and grab-bars to support individuals while sitting down and getting up?	<input type="checkbox"/>	<input type="checkbox"/>	
	Does the bathroom meet recommended dimensions for space and equipment? Please see the Accessible Toilet Checklist in the resource column.	<input type="checkbox"/>	<input type="checkbox"/>	

Specific Needs of Persons with Mental Health, Intellectual, and Learning Disabilities				
Activities	Can activities be adapted related to the level of difficulty, learning speed, and learning methodology?	<input type="checkbox"/>	<input type="checkbox"/>	UNICEF Education Kit Handbook
Resources	Do resources contain easy reading information?	<input type="checkbox"/>	<input type="checkbox"/>	
Specific Needs of Young and Adult Women				
Staff	Are staff trained in gender equality and women’s specific needs (e.g., sexual and reproductive health)?	<input type="checkbox"/>	<input type="checkbox"/>	
Schedules	Do activity schedules consider young and adult women’s availability, knowing they are likely to engage more in domestic work during the day?	<input type="checkbox"/>	<input type="checkbox"/>	
Bathroom	Are the bathrooms safe and private for young and adult women? <i>In many contexts, separate bathrooms for women and young girls could be essential to ensure their safety. In these cases, a separate gender-nonrestrictive toilet or section may be suitable. Consultation with LGBTQIA+ (especially Transgender) groups would be essential to ensure that this is their preferred option and that it would not create safety risks for them.</i>	<input type="checkbox"/>	<input type="checkbox"/>	Female-friendly public and community toilets: a guide for planners and decision makers
	Is there access to menstrual hygiene products?	<input type="checkbox"/>	<input type="checkbox"/>	
	Does the number of bathroom facilities provide sufficient access?	<input type="checkbox"/>	<input type="checkbox"/>	
	Do bathrooms offer needed equipment (e.g., menstrual hygiene products, changing tables for young mothers with infants, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	
Specific Needs of Members of the LGBTQIA+ Community?				
Bathroom	Are there gender-nonrestrictive bathrooms?	<input type="checkbox"/>	<input type="checkbox"/>	RAIN: Inclusive Bathroom Signage Recommendations *
	Is there gender-inclusive bathroom signage?	<input type="checkbox"/>	<input type="checkbox"/>	*This resource was created for Washington state employers, but contains helpful information for all contexts
Overarching Needs				
Staff	Are staff trained to welcome all individuals regardless of gender,	<input type="checkbox"/>	<input type="checkbox"/>	

	income, race, sexual orientation, disability or other social identities?			SCS Implementation Tips: Inclusive Development
	Are staff trained on the specific needs of all program participants?	<input type="checkbox"/>	<input type="checkbox"/>	
Equipment	Are low-income individuals being supported with needed equipment for the program?	<input type="checkbox"/>	<input type="checkbox"/>	

Accessibility Topic Two: Can everyone situate themselves in the space?

TOPIC	QUESTION	YES	NO	CONSIDERATION
Specific Needs of Young Girls and Women				
<i>Education and socialization can be different between girls/boys and women/men. This can lead to differences in the way they see and engage with a space. If children receive a stereotypical education, they may develop different cognitive styles.</i>				
Entrances	Have you considered using colors to draw attention to entrances?	<input type="checkbox"/>	<input type="checkbox"/>	Girls often navigate spaces through sensory “events” (smells, colors, sounds, shapes, etc.). Using colors can help make spaces more welcoming and accessible.
Signs	Have you considered using colors and shapes to draw attention to signs?	<input type="checkbox"/>	<input type="checkbox"/>	Girls often navigate spaces through sensory “events” (smells, colors, sounds, shapes, etc.). Using colors can help make spaces more welcoming and accessible.
	Have you considered including signs that are low or on the ground to help girls orient?	<input type="checkbox"/>	<input type="checkbox"/>	Girls are often taught to look at the ground. Signs that are low or on the ground help girls better orient themselves.

Accessibility Topic Three: Can everyone access information and communications?

TOPIC	QUESTION	YES	NO	RESOURCES
Specific Needs of Persons with Low Vision				
Signs	Are signs easy to read? (Large font size, properly contrasting colors, symbols/pictograms)	<input type="checkbox"/>	<input type="checkbox"/>	Guide to the ADA Accessibility Standards – Chapter 7: Signs
	Do room doors have accessible identifying signs?	<input type="checkbox"/>	<input type="checkbox"/>	
Specific Needs of Persons with Visual Impairments				
Signs	Do signs include braille and/or other tactile cues?	<input type="checkbox"/>	<input type="checkbox"/>	Guide to the ADA Accessibility Standards – Chapter 7: Signs
	Are signs with braille and/or other tactile cues positioned at hand height?	<input type="checkbox"/>	<input type="checkbox"/>	
	Are signs positioned similarly in every room?	<input type="checkbox"/>	<input type="checkbox"/>	

	Do signs respect size requirement?	<input type="checkbox"/>	<input type="checkbox"/>	
Safety	Are there audio safety and emergency guidelines?	<input type="checkbox"/>	<input type="checkbox"/>	UNICEF Accessibility Toolkit: Accessibility in Emergencies
Specific Needs of Persons with Limited Literacy				
Signs	Are signs easy to read and understand?	<input type="checkbox"/>	<input type="checkbox"/>	Guide to the ADA Accessibility Standards – Chapter 7: Signs
Safety	Are there audio safety and emergency guidelines?	<input type="checkbox"/>	<input type="checkbox"/>	UNICEF Accessibility Toolkit: Accessibility in Emergencies
Information	Do you make use of visual information (such as pictures or simple graphics) in communication materials?	<input type="checkbox"/>	<input type="checkbox"/>	
Specific Needs of d/Deaf or Hard of Hearing Individuals				
Interpretation	Do you provide sign language interpretation for activities?	<input type="checkbox"/>	<input type="checkbox"/>	
Overarching Needs				
Language	Are resources translated into all local languages?	<input type="checkbox"/>	<input type="checkbox"/>	
Staff	Are staff aware of ways to adapt communication and learning tools to meet the needs of program participants?	<input type="checkbox"/>	<input type="checkbox"/>	FHI 360 Networks for Peace GESI Toolkit Save the Children Gender Equality Program Guidance and Toolkit
	Are staff trained on the specific needs of the program participants?	<input type="checkbox"/>	<input type="checkbox"/>	UNICEF Education Kit Handbook

Anticipated Actions – Accessibility				
<p>For any parts of the checklist that you responded with “No,” what are some actions you can consider taking? Refer to the “Resources” column for tools that offer further details that can support you to define possible actions.</p>				

SAFETY: Is Our Space Safe?

TOPIC	QUESTION	YES	NO	CONSIDERATION
Enhancing Feelings of Safety				
<i>It is crucial to ensure feelings of safety for all participants. Gender-based violence (GBV) is one example of violence facing marginalized community members. GBV can include sexual, physical, mental and economic harm. This harm often takes place in public spaces and can lead to worry, insecurity and fear amongst women and girls. Gender-based violence can also be based on gender identity, expression or sexual orientation.</i>				
Lighting	Is there good lighting that is white and uniform in all spaces?	<input type="checkbox"/>	<input type="checkbox"/>	Dark or poorly lit spaces increase feelings of fear.
Room Decor	Are the walls painted with light colors?	<input type="checkbox"/>	<input type="checkbox"/>	Dark or poorly lit spaces increase feelings of fear.
Freedom of Movement	Is there a reasonable space between chairs and tables?	<input type="checkbox"/>	<input type="checkbox"/>	Closed and small spaces increase feelings of fear.
	Is it easy to pass through doorways?	<input type="checkbox"/>	<input type="checkbox"/>	Closed and small spaces increase feelings of fear.
Visibility	Is there good visibility in open areas?	<input type="checkbox"/>	<input type="checkbox"/>	No large foliage creating invisible places in the space.
Advocacy	Are there awareness materials about violence and discrimination based on disability, race, gender identity expression or sexual orientation displayed in the space?	<input type="checkbox"/>	<input type="checkbox"/>	
	Do advocacy materials include reporting and counseling mechanisms?	<input type="checkbox"/>	<input type="checkbox"/>	
Protocol	Does the program have protection and response protocols (such as a complaint or reporting mechanism) in place for each safe space?	<input type="checkbox"/>	<input type="checkbox"/>	

Anticipated Actions – Safety

For any parts of the checklist that you responded with “No,” what are some actions you can consider taking?

INCLUSIVE UTILIZATION: Does the Space Offer Equitable and Inclusive Utilization?

This section focuses on the activities that might take place in safe spaces and ensuring that different groups can use these spaces to participate in different types of activities. We consider factors related to the design, planning and facilitation of various forms of activities that could take place in different spaces. The types of activities we focus on are not comprehensive but aim to provide guidance on some of the most common activities that local organizations implement in spaces as part of their programming.

TOPIC	QUESTION	YES	NO	CONSIDERATION
In Sports				
<p><i>Inclusive and adapted sports activities allow all individuals to participate in activities. Consider the following when assessing and designing sports activities:</i></p> <ul style="list-style-type: none"> • <i>Adapted Activities: Activities and equipment that have been adapted to meet the needs and respond to the interests of different groups (such as girls, women and persons with disabilities).</i> • <i>Mixed Activities: Encourage individuals from diverse backgrounds to play together, such as young men and women or individuals with and without disabilities to come together for joint activities.</i> • <i>Activities traditionally perceived as masculine: Encourage girls through promotion and awareness-raising to practice new activities that are traditionally perceived as “masculine.”</i> 				
Coaching	Are females represented among the coaching team?	<input type="checkbox"/>	<input type="checkbox"/>	
	Are coaches aware of girls’ and women’s specific strengths and needs?	<input type="checkbox"/>	<input type="checkbox"/>	
Equal Privileges	Are women’s teams given the same privileges in terms of equipment, play time, planning and opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	
Awareness	Are women and girls aware of opportunities to participate in sports that are traditionally perceived as masculine?	<input type="checkbox"/>	<input type="checkbox"/>	Consider organizing discovery days to increase women and girls’ access to sports that are traditionally perceived as masculine.
Scheduling	Are sports scheduled in line with available public transportation hours?	<input type="checkbox"/>	<input type="checkbox"/>	
	Are sports scheduled at a convenient time for women and girls?	<input type="checkbox"/>	<input type="checkbox"/>	
	Are sports activities held late at night or early in the morning?	<input type="checkbox"/>	<input type="checkbox"/>	Avoid scheduling activities late at night or early in the morning.
Inclusion	Are Organizations of Persons with Disabilities included in sports activities?	<input type="checkbox"/>	<input type="checkbox"/>	
	Are marginalized athletes represented in photos, communication tools, competitions, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	
	Are sports areas or events named after athletes from traditionally marginalized groups (such as women champions or champions with disabilities)?	<input type="checkbox"/>	<input type="checkbox"/>	

Mentors	Are there mentorship opportunities for marginalized program participants?	<input type="checkbox"/>	<input type="checkbox"/>	
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TOPIC	QUESTION	YES	NO	CONSIDERATION
In Arts				
<p><i>Spaces may focus on specific artistic activities to support personal development, build public speaking abilities, and enhance socialization skills. Some examples of activities include:</i></p> <ul style="list-style-type: none"> • <i>Theatre as a place for freedom and self-expression.</i> • <i>Dancing, especially mixed dancing, to build a healthy relationship with one's body and the other gender.</i> • <i>Pottery to develop creativity and concentration.</i> 				
Content	Does your program feature various artistic activities?	<input type="checkbox"/>	<input type="checkbox"/>	Offering many activity options can help engage men and women. Gender stereotypes can exist in the arts and have an impact on participation.
	Have you considered engaging directly with users (for example using a survey) to gauge interest amongst participants?	<input type="checkbox"/>	<input type="checkbox"/>	

TOPIC	QUESTION	YES	NO	CONSIDERATION
In Skills Development Activities				
Inclusivity	Are activities open to everyone whenever possible?	<input type="checkbox"/>	<input type="checkbox"/>	This may not always be possible. For example, certain activities may require privacy for women.
Gender	Are you working to improve the image of traditionally "masculine" or "feminine" activities to interest everybody?	<input type="checkbox"/>	<input type="checkbox"/>	Some activities may be perceived in a gendered way (e.g., sewing). It is important to combat gender stereotypes of activities and encourage everybody to participate.
	Do you prioritize activities that interest program participants regardless of gender?	<input type="checkbox"/>	<input type="checkbox"/>	Examples include photography, information technology, media, etc.
	Do you consider potential professional and academic gaps between genders?	<input type="checkbox"/>	<input type="checkbox"/>	Support the development of men and boys' communication and artistic skills as well as the development of girls' technical, leadership and entrepreneurship skills.
Persons with Disabilities	Do you offer skills development opportunities that provide reasonable accommodations (such as sign language interpretation or assistive technologies) to ensure persons with disabilities are able to participate?	<input type="checkbox"/>	<input type="checkbox"/>	

Inclusivity	Do your skill development offerings consider the diverse learning needs of participants (such as participants with limited literacy)?	<input type="checkbox"/>	<input type="checkbox"/>	
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TOPIC	QUESTION	YES	NO	CONSIDERATION
In Civic and Human Rights Education Activities				
<i>This section covers inclusivity and visibility for marginalized communities in civic and human rights education activities.</i>				
Curriculum	Do you include education on gender norms in your curricula and activities?	<input type="checkbox"/>	<input type="checkbox"/>	
	Do you include education on the rights of marginalized communities (such as the women’s liberation movement, rights of LGBTQIA+ individuals, etc.) in your curricula and activities?	<input type="checkbox"/>	<input type="checkbox"/>	
Sexual and Reproductive Health and Rights (SRHR)	Do you include education on SRHR in your curricula and activities?	<input type="checkbox"/>	<input type="checkbox"/>	
	Do you offer free and safe spaces for women and girls to discuss SRHR?	<input type="checkbox"/>	<input type="checkbox"/>	
	Have you built partnerships with specialized CSOs that can deliver SRHR training and other activities?	<input type="checkbox"/>	<input type="checkbox"/>	
Human Rights	Does your programming include informing and sensitizing participants on the rights of traditionally marginalized groups?	<input type="checkbox"/>	<input type="checkbox"/>	
Advocacy	Does your programming include advocacy and leadership skills building for traditionally marginalized groups to support them to advocate for their rights?	<input type="checkbox"/>	<input type="checkbox"/>	
Leadership	Are you providing opportunities for representatives of traditionally marginalized groups to take on leadership roles in civic engagement activities?	<input type="checkbox"/>	<input type="checkbox"/>	
	Are you highlighting role models and stories when representatives of traditionally marginalized groups take on leadership roles in community and public spaces?	<input type="checkbox"/>	<input type="checkbox"/>	

TOPIC	QUESTION	YES	NO	CONSIDERATION
In Open Areas and Parks				
<i>Using spaces in multiple ways can help support creativity, inclusivity, diversity and a strong sense of security for women, youth with disabilities, and other marginalized people.</i>				
Equipment	Is equipment available if individuals need to be alone or if they need space?	<input type="checkbox"/>	<input type="checkbox"/>	
	Is equipment varied to help individuals sit in small or big groups?	<input type="checkbox"/>	<input type="checkbox"/>	
	Is equipment available if individuals need to sit or lie down?	<input type="checkbox"/>	<input type="checkbox"/>	
	Is equipment available if individuals want to sit face to face, side by side, or back-to-back?	<input type="checkbox"/>	<input type="checkbox"/>	

Anticipated Actions - Inclusive Utilization				
For any parts of the checklist that you responded with "No," what are some actions you can consider taking?				

OWNERSHIP: Does the Space Enhance People's Ownership?

TOPIC	QUESTION	YES	NO	CONSIDERATION
Enhancing Ownership				
<i>To enhance marginalized community members' ownership of the space, we need to make them visible in pictures, signs, paintings, activities, communication tools and texts. We must prioritize diversity and inclusivity in how we present the space and help everyone feel they belong and see it as "theirs."</i>				
Visibility	Have you considered including the photos and biographies of participants in front of spaces (sports fields, arts clubs, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	It is important to increase the visibility of marginalized communities within the space.
	Are various marginalized communities, ideologies and movements visible in the program's curricula, lessons and activities?	<input type="checkbox"/>	<input type="checkbox"/>	It is important to increase the visibility of marginalized communities within the space.

	Are marginalized program participants visible in positive ways in the communication tools in the safe space (paintings, signs, photos, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	It is important to increase the visibility of marginalized communities within the space.
Décor	Is the space multi-colored?	<input type="checkbox"/>	<input type="checkbox"/>	Colors and shapes can have gendered interpretations. It is important to avoid using only “masculine” colors.
	Does the space include various shapes? (e.g., including a mixture of boxy and curved shapes).	<input type="checkbox"/>	<input type="checkbox"/>	Colors and shapes can have gendered interpretations. It is important to avoid using only “masculine” shapes.
Inclusivity	Has the space adopted inclusive language?	<input type="checkbox"/>	<input type="checkbox"/>	
	Are radio club discourses and artistic products accessible and friendly to women, people with disabilities and other marginalized people?	<input type="checkbox"/>	<input type="checkbox"/>	
Advocacy	Are there clear messages displayed in all activity areas that prohibit any sexist, racist or hate discourse?	<input type="checkbox"/>	<input type="checkbox"/>	
Protocol	Is there protocol in place that prohibits any sexist, racist or hateful discourse in safe spaces?	<input type="checkbox"/>	<input type="checkbox"/>	

Anticipated Actions - Ownership

For any parts of the checklist that you responded with “No,” what are some actions you can consider taking?

SUSTAINABILITY: Does the Space Guarantee Vulnerable and Marginalized People will Continue Using It?

Sustainability				
<i>This section is organized by the five main tools that ensure women, people with disabilities, and other marginalized people can continue using the safe spaces beyond the program: advocacy, ongoing monitoring, communication, partnership, and innovation.</i>				
TOPIC	QUESTION	YES	NO	CONSIDERATION
Advocacy	Have you considered developing an advocacy plan for the improvement and sustainability of the safe and inclusive space, including dedicated funding?	<input type="checkbox"/>	<input type="checkbox"/>	Potential topics to include in an advocacy plan: <ul style="list-style-type: none"> - Appropriate means of transportation - Appropriate opening and closing hours - Equipment maintenance - Municipal services to keep the safe space environment clean and healthy
	Are staff knowledgeable about advocacy best practices?	<input type="checkbox"/>	<input type="checkbox"/>	The SCS Implementation Tips: Inclusive Development may be a helpful learning resource.
Human Resources	Is there a plan to hire /increase recruitment of representatives of traditionally marginalized groups in the space?	<input type="checkbox"/>	<input type="checkbox"/>	
	Is there a plan to provide needed sensitization and training for space staff and facilitators on rights and inclusion of traditionally marginalized groups?	<input type="checkbox"/>	<input type="checkbox"/>	
Participation	Do you provide opportunities for traditionally marginalized groups to provide feedback/ideas and be part of planning processes related to the space and its programming?	<input type="checkbox"/>	<input type="checkbox"/>	
Ongoing Monitoring	Do you have mechanisms in place to continuously evaluate diversity, equity and inclusiveness?	<input type="checkbox"/>	<input type="checkbox"/>	
	Are regular assessments on safety, use, ownership and access conducted?	<input type="checkbox"/>	<input type="checkbox"/>	
	Do you monitor the number of young women, youth with disabilities and other marginalized people using the space for each activity?	<input type="checkbox"/>	<input type="checkbox"/>	

	Do you produce accurate and timely data reports?	<input type="checkbox"/>	<input type="checkbox"/>	
Communication	Do you communicate safe space success stories?	<input type="checkbox"/>	<input type="checkbox"/>	
	Have you built a network of champions to help reinforce community ownership of this space?	<input type="checkbox"/>	<input type="checkbox"/>	
	Do you collect testimonies from program participants including representatives of traditionally marginalized groups?	<input type="checkbox"/>	<input type="checkbox"/>	
Partnership	Have you built strong, formal and institutionalized partnerships with specialized CSOs working with women, people with disabilities (DPOs) and other minorities?	<input type="checkbox"/>	<input type="checkbox"/>	
	Are CSO services available in the safe spaces?	<input type="checkbox"/>	<input type="checkbox"/>	This can be done by dedicating special places for CSO meetings, gatherings, services and communication.
	Have you invited local government officials to special days that promote the rights and inclusion of traditionally marginalized groups?	<input type="checkbox"/>	<input type="checkbox"/>	This can engage the government in your program's work.
	Have you sought private sector sponsors or vendors for events that promote the rights and inclusion of traditionally marginalized groups or to sponsor changes that benefit those groups?	<input type="checkbox"/>	<input type="checkbox"/>	This can engage the private sector in your program's work.
Innovation	Are there opportunities for program staff and participants to think of innovative solutions to potential barriers?	<input type="checkbox"/>	<input type="checkbox"/>	

Anticipated Actions – Sustainability

For any parts of the checklist that you responded with “No,” what are some actions you can consider taking?

