EMERGENCY
SETTING ASSETS
The emergency setting assets are organized into three main categories which are represented on each card by a different border:

- **Core**: Basic set, for use in any setting – topics are appropriate to girls needs at any stage in emergency and across social contexts

- **Early Recovery/Development**: Require some degree of stability, presence of infrastructure or services

- **Policy, social, or programmatic environment**: Reflect presence of specific policy conditions or presence of social/cultural practices; and/or intervention strategies

The assets are also arranged into six domains within each category and appear color-coded:

- Green: Health
- Orange: Education
- Blue: Safety
- Red: Social
- Light Green: Economic
- Purple: Participation
Know location of emergency health services

Have a safe place to meet peers at least once a week

Know risks associated with persistent diarrhea and how to manage

Know requirements for accessing SRH services
DEVELOPING POSITIVE BENCHMARKS FOR ADOLESCENT GIRLS

Building Assets Toolkit
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<th><strong>5</strong></th>
<th><strong>6</strong></th>
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<tbody>
<tr>
<td>Be able to assess risks associated with different options for earning money</td>
<td>Know specifics of menstruation and how to manage it</td>
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<td><strong>8</strong></td>
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<tr>
<td>Know when, why, and how to wash hands</td>
<td>Know signs of danger during pregnancy, labor, and where to go for help</td>
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Be able to describe her residence/home in relation to key landmarks

Know how many years of primary and secondary education to which she is entitled

Know how HIV is transmitted and how to prevent it

Know where to turn for support if she or someone she knows has experienced violence
Be aware that most violence against women and girls is perpetrated by someone they know

Know what abuse is and the difference between a “good touch” and a “bad touch”

Know basic nutritional needs of adolescent girls

Be able to read and write a sentence
Has all applicable identity documents

Know what programs government and NGOs provide for girls their age

Know the location of girl-only spaces

Be able to respectfully assert preferences for when to marry and who to marry
Know that she has the same rights as her brother.

Know phone number to call when in need of help.

Be able to describe times of day and specific situations when she feels unsafe.

Be able to describe two strategies that may reduce her exposure to common safety risks.
Be able to identify and know when to test clean drinking water sources

Know the routes to sources of clean water, and the strategies for mitigating risks along the route to/from water collection

Know where and how to get condoms and contraceptives

Have a trustworthy adult who can provide accurate, non-judgmental advice on contraception
Know how to read a map, and where relevant, to identify where she lives in relation to other features on the map

Be able to complete basic mathematical calculations (add, subtract, multiple, divide)

Feel like she can say “no” to her friends if they are pressuring her to do something she doesn’t think is right

Know the symptoms that should prompt her or a family member to seek medical attention (*sustained fever, persistent cough, diarrhea, blood in stool or phlegm, etc*)
Has a birth certificate

Have access to supplies to manage menstruation every month

Know that according to international human rights frameworks, marriage before a girl’s 18th birthday is illegal and that girls have a right to determine when to marry and who they marry

Have savings that can be accessed in case of personal emergency
Building Assets Toolkit
DEVELOPING POSITIVE BENCHMARKS FOR ADOLESCENT GIRLS
Have a savings account

Know where nearest police station is and what help they should provide

Know how to manage money: revenue, savings, spending, debt, interest, investment

Know where to get an HIV test and what treatment options are available
Building Assets Toolkit
DEVELOPING POSITIVE BENCHMARKS FOR ADOLESCENT GIRLS
Know how to ask for a female authority if she uncomfortable with a male

Have (at least three) nonfamily friends

Know how to play traditional games

Have a slightly older mentor to ask for advice
Developing Positive Benchmarks for Adolescent Girls

Building Assets Toolkit
| 45 | Have a marketable skill |
| 46 | Know the code of conduct that outlines appropriate and inappropriate behavior for teachers |
| 47 | Know where to report abuse by teachers |
| 48 | Have a safe place to spend the night away from home in case of emergency |
Building Assets Toolkit
DEVELOPING POSITIVE BENCHMARKS FOR ADOLESCENT GIRLS
Know and be able to describe rights as outlined by Convention on the Rights of the Child

Have short-term and long-term financial goals and a plan to meet them

Be able to identify knowledge, skills needed for a profession she is interested in

Have the self-confidence to negotiate her preference for staying in school
Building Assets Toolkit
DEVELOPING POSITIVE BENCHMARKS FOR ADOLESCENT GIRLS
Understand the basics of sexuality and reproduction

Be able to identify something unique or special about herself

Identify a skill she can teach others

Know rights associated with work for pay – required documentation, minimum age, safe conditions
Know signs of drug and alcohol dependence

Be able to identify influential members of the community and describe why they are influential

Know what to say and what not to say to a survivor of a violent crime

Knows how and when to access food distribution services
Know the difference between international, state and customary law

Be able to plan for seasonal, weather-related risks that affect her and/or her family safety and/or economic status

Have accurate understanding of female genital cutting, its risks, and common myths/misinformation

Be able to borrow money under safe/reasonable lending terms
Know how to distinguish between a required expense and one that can be postponed.

Have access and control over a portable light source.

Know the legal voting age.

Know where & how to register to vote.
Building Assets Toolkit
DEVELOPING POSITIVE BENCHMARKS FOR ADOLESCENT GIRLS
Know where to vote

Know how to initiate conversations about traditional norms, including describing personal views and questioning them

Know how to raise a few important foods
DEVELOPING POSITIVE BENCHMARKS FOR ADOLESCENT GIRLS

Building Assets Toolkit

WOMEN'S REFUGEE COMMISSION

POPULATION COUNCIL