



# GIRL AWAKENING MUSICHANA HUMUKA Pilot Program Report

**COLORS OF CONNECTION**

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## A. PROGRAM DETAILS

<b>Organization</b>	<b>Colors of Connection</b>		
<b>Program title</b>	<i>Girl Awakening / Musichana Hamuka</i> pilot program		
<b>Country</b>	Democratic Republic of the Congo	<b>Province</b>	North-Kivu, Goma, Bujovu neighborhood, Tyazo area, Cyirambo Avenue.
<b>Implementation Partner</b>	Les Étoiles Messagères		
<b>Donors</b>	The Tides Foundation, The Adventures of the Mind Foundation, The Girls' Rights Project, Belacqua Charitable Trust, & Individual Donors		
<b>Program time frame</b>	November 11, 2020	<b>To</b>	February 4, 2022

## B. RESULTS STATEMENT

**To support young girls in Goma, Democratic Republic of the Congo (DRC), to effect positive change for themselves and their communities in pursuit of equality freedom from violence.**

## C. PROGRAM NARRATIVE

### 1. Context Analysis and Situation Update

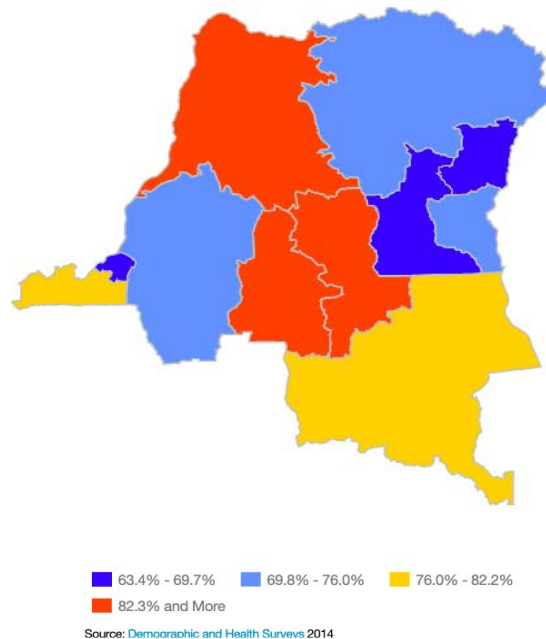
***Overlapping conditions of conflict, gender-based violence, poverty and COVID-19 bring disproportionate harms to girls in the Democratic Republic of the Congo***

The Democratic Republic of the Congo (DRC) is in the world's top ten countries with the highest poverty rate (UNDP, 2020). It is projected by 2100 to be the 6th most populous in the world which will likely increase poverty rates (Gramlich, 2019). Since 1996 the endemic and complex conflict in the DRC has destabilized the eastern region of the country, pushing communities into situations of increasing precarity and risk. Girls and women in the DRC, as is the case globally, play a key role in their families and communities. They are positioned in their families as central connectors and supporters, emotionally, and economically, with a great impact on the well-being of both older and younger members of the household. However, they are consistently one of the most marginalized groups in society and this often prevents them from exercising their full personal potential, and therefore their overall positive influence on their families and communities.

In the DRC indicators of this marginalization are visible in girls' and women's young age of marriage, low education levels, and social norms regarding gender-based violence (GBV) and its prevalence. 37% of girls are married before their 18th birthday and though child marriage is illegal according to the family code (article 352), 10% are married before age 15 (Girls Not Brides; Social Institutions and Gender Index). Widely accepted harmful socially normative beliefs enable GBV to continue

(Babalola, 2011; Freedman, 2016). For example, where our program takes place in the North Kivu province, almost 70% of women and girls believe that under certain circumstances it is justified for a husband to beat his wife (Ministre du Plan, 2014). 63.8% of girls and young women aged 15-24 report their first sexual experience as forced (Population Council & UNFPA, 2009). Only 37% of women and girls complete primary school level and 15% have no education (Ministre du Plan, 2014). The pandemic has also increased the rate of GBV nationally and particularly the North Kivu Province in Goma the incidence of violence has increased by 99% (Social Science Analytics Cell, 2020; UN Women Africa, 2020).

Figure 1. Percentage of women and girls aged 15-24 who think that wife beating can be justified



Despite the conflict and systemic exclusion, girls, women, and communities in Goma and the Eastern region continuously voice their perspectives, and confront problems. In some cases, seeking to shift international public opinion about the “victim” status of their community and country and drawing attention to the way that the current social struggles are tied to histories of colonialism and neocolonialism and the need for locally grown solutions. Girl Awakening builds upon and amplifies these community and individual assets, specifically connecting with existing activism of female artists, and community-level work by our *les Étoiles Messagères* partner members. We are working together to change the daily and long-term conditions for the next generation of adolescent girls.

## 2. Target Population

### *Marginalized and out-of-school girls, aged 10-12 clustered within a community*

The program extended to girls facing some of the highest levels of risk and worst outcomes in Goma. The program also aimed to work with girls at age in which it would be most advantageous to prevent future adverse life experiences (such as child marriage, and transactional sex). By selecting girls for our program from a concentrated geographical area we provide social density so that they could more easily support each other and shift gender norms in their communities.



Girl participants celebrating International Day of the Girl, October 2021, photo credit: Pamela Tulizo

Research on girls’ programming across the globe, our observations from our previous work with girls in Goma, and information we captured with the Girl Roster survey<sup>1</sup> in November 2020, shows a consistent trend: **by age 10-12 girls are already missing basic protections and guarantees** (McCarthy, 2016; Colors of Connection 2016). As they move through adolescence the percentage of girls missing basic protections and guarantees or going “off-track” greatly accelerates. Girl Roster results revealed that in Goma where we surveyed, by one set of indicators (in which girls corresponded to at least one or more of the following: being out of school, living apart from parents, married or having a child), **76% of girls in the age range of 10-12 were “off-track” and this number rose to 89% in the 15-17 age range.** Thus this age range was determined to be a pivotal moment for intervention and prevention.

Figure 2: Table of Girl Roster results for Cyirambo Avenue, Bujovu

Category 2. Girls who are out of school OR living with no parent OR living with one parent OR married OR have a child. *						
	ON-TRACK	OFF-TRACK	TOTALS			
AGE GROUP				AGE GROUP	ON-TRACK%	OFF-TRACK%
6-9	6	13	19	6-9	32%	68%
10-12	8	25	33	10-12	24%	76%
13-14	3	16	19	13-14	16%	84%
15-17	4	31	35	15-17	11%	89%
<b>Totals</b>	<b>21</b>	<b>85</b>	<b>106</b>		<b>19.81%</b>	<b>80.19%</b>

For girls under 13, we do not collect marriage or maternity info.

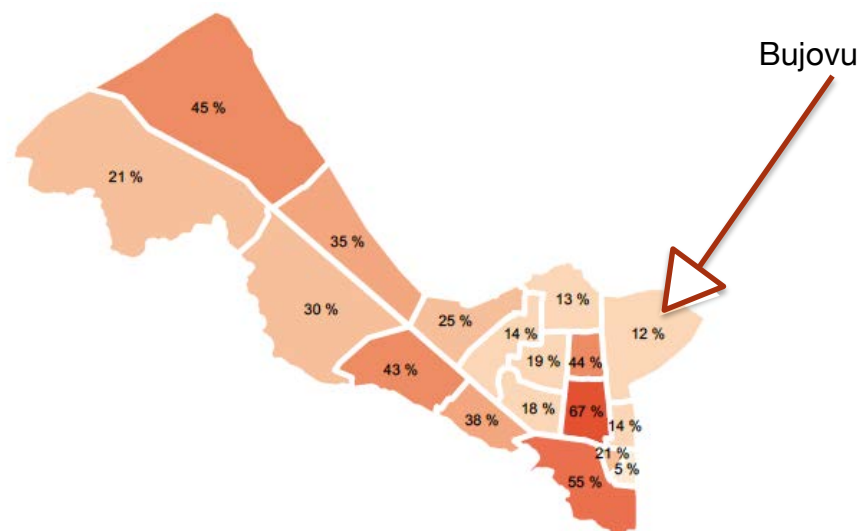
<sup>1</sup> The Girl Roster community survey tool identifies where girls with the highest needs live (out-of-school, living with one or no parents, behind grade for age 2+ years), shows a clearer picture of all girls within a given community and the guarantees and protections they are or are not receiving. For more information visit: <https://www.popcouncil.org/research/girl-roster>

The Building-Assets exercise CC conducted with our partner organization Étoiles Messagères, and young women mentors in the target community confirmed the 10-12 age range is a critical time to work with girls. In this exercise, participants identified important assets girls need to build, and organized them according to the latest possible age they should be learned. An asset in this context is a store of value that is related to what a person can do or be (their “human stock”). Assets can include resources, knowledge, and skills that girls can draw upon to shape their lives and contend with emergencies on their own and others’ behalf (Bruce, 2015). Most assets were placed between ages 10 and 12. This confirmed that engaging girls in the 10 to 12 age range with an asset-building program can have a transformative effect, keeping them “on-track” through their adolescence. See p. 26 *List of Priority Assets*.

Only out-of-school girls were selected for the pilot, as it was critical to group participants with similar life experiences to tailor the program to their needs and interests, as well as to facilitate bonding with each other. This group was prioritized because out-of-school girls face higher vulnerabilities than in-school girls.

Bujovu, population 48,000, was originally selected as it is one of Goma’s more under-resourced, densely populated, and crime insecure neighborhoods despite its proximity to wealthier and better resourced neighborhoods. Measuring poverty by assets, Bujovu has the second highest poverty level (43 percent) among Goma’s 18 neighborhoods. It also ranks as second lowest in access to health services (Bujovu Chef du Quartier, 2020; Peyton, 2019).

Figure 3: Access to Health Services



From Vinck et al., Report No. 12 (Nov 2017)

Cyrambo Avenue was selected as the catchment area for recruitment. Resource and risk mapping and census data showed it was an area with high population density, few resources, and many risks. For example, 14 of the 20 brothels in Bujovu are in or around Cyrambo Avenue (Bujovu Chef du Quartier, 2020).<sup>2</sup> With social density, girls are better able to support each other as they shift gender norms and behavior. Additionally, adolescent girls’ vital roles as caretakers for younger household members, and supporters of older household members means that what they learn in the program will be transmitted to older and younger age groups as well, thus potentially broadening

<sup>2</sup> Community Resource and Risk Map : [https://www.google.com/maps/d/viewer?mid=ldg\\_5f7aCP8xde88tLza379lozzdbw3al&ll=-1.6677988593861734%2C29.24357920000001&z=14](https://www.google.com/maps/d/viewer?mid=ldg_5f7aCP8xde88tLza379lozzdbw3al&ll=-1.6677988593861734%2C29.24357920000001&z=14)

the program's reach and impact. With social density, girls are better able to support each other as they shift gender norms and behavior.



Figure 4: Google maps overview of the city of Goma, with Bujovu neighborhood shaded in red, and the specific target area for recruitment of participants called Cyirambo for Girl Awakening shaded in blue.

### 3. Methodology

***Grounded in past experience in the arts, evidenced-based program tools, a preventative approach to GBV, and assets-oriented programming.***

Girl Awakening builds on Colors of Connection's previous 5 years of experience working with communities and girls in Goma, DRC through an arts-based approach. The tools the program utilizes have been widely practiced around the globe in girls' programming, developing a strong evidence base.<sup>3</sup> By blending these tools with artistic and trauma-informed activities, we seek to leverage strengths of arts-based programming of social and emotional health and trauma-mitigation for girls' programming. The approach is assets-oriented, recognizing that girls, women, and communities in Goma and the eastern region have capabilities, skill sets and knowledge that they can build on to effect positive change for themselves and their communities. Following the assets-oriented approach, Girl Awakening is focused on GBV prevention and on creating opportunities for girls and community participation and leadership in GBV prevention.

### 4. Implementation Approach

We implemented in 3 phases, beginning with collaborative design with les Étoiles Messagères (EM), and community surveys in November and December of 2020 in phase I, capacity building for EM in phase 2, and program activities in phase 3.

<sup>3</sup> Learn more about this at the Adolescent Girls Community of Practice at: <https://buildcommunity4girls.org/>

**Phase I: November 2020 to August 2021**



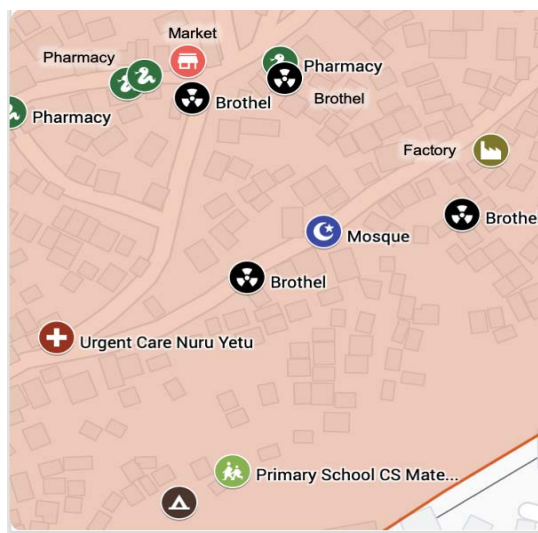
Les Étoiles Messagères members during a Building-Assets exercise, November 2020

We engaged in collaborative program design and development with our community partner EM and a Community Arts Council of local leaders. CC and EM conducted a community survey with Girl Roster tool, and a resource and risk map of Bujovu with technical support from the Population Council.

The location in Bujovu, Cyrambo Avenue was selected by EM. See section 2 above for more details on the target population for further information on how this location was selected.

Given our staff and budget capacities, we elected to work with 80 girls during the pilot phase. Following our strategy to work in a concentrated area, girls were recruited from Cyrambo Avenue only, one of 14 avenues that make up the neighborhood of Bujovu.

Figure 5: Overview of Bujovu neighborhood resource map (left) and close-up section of the resource map on the Bujovu neighborhood focused on area avenues Cyrambo in the Cellule Tyazo where we recruited girls and mentors (right).



**Phase 2: August to September 2021**



We conducted a 7-day training for EM building capacity in delivering girls programming and in program management with support from the International Rescue Committee and their specialists in their Girl Shine Resource Package. Training also included trauma-informed practices, and arts-based activities. EM and CC recruited 90 girl participants and IO mentors and identified a safe space to run program activities in Bujovu.



Mentors and EM staff engage in an activity to reflect on building solidarity among women and girls, September 2021

### Phase 3: October 2021– January 2022

CC and EM collaboratively conducted program activities including bi-weekly art and life-skills sessions with participants, public art creation and community engagement (forums and community arts council meetings). The school scholarship program was initiated. Throughout this phase CC provided ongoing training and organizational development support to our partner organization staff and mentors.



(Left) Participants creating a collaborative doodle piece, (right) participants practicing negotiation skills and how to advocate for themselves to their parents or guardians, October 2021.



Mural completed in Bujovu themed on equal rights and responsibilities between boys and girls. 84 individual paintings were created by the participants. In Swahili is written "Sisi sote tuna haki na mapashwa sawa sawa," meaning "We all have equal rights and responsibilities," January 2022. Photo credit: Guerchom Mumbere Ndebo.



2 of 4 houses painted around the mural site in Bujovu, January 2022. Photo credit: Guerchom Mumbere Ndebo.

## 5. Progress Towards Goals and Objectives

**Overall goal:** To support young girls in Goma, DRC, to effect positive change for themselves and their communities in pursuit of equality and freedom from violence.

Impact is measured at the individual, community and organizational levels with 3 main outcomes.

**Outcome 1. 80 adolescent girls aged 10-12 will demonstrate increased autonomy, well-being and an increased ability to protect themselves from GBV.**

### *Activities completed supporting outcome 1*

- **Girl Roster community survey** conducted in 450 households in target area (Bujovu) to learn more about the profile and needs of girls.
- **10 young women mentors living in the community recruited** to facilitate program activities. Their profile: aged 18-24 with secondary level education, positioned them to be role models for younger girls in the program.
- **90 out-of-school girls recruited aged 10-12** in the target area of Cyirambo Avenue. With a target of 80 participants, we anticipated 10% attrition and recruited 90 girls. Of the original 90 recruited, only 6 girls dropped out during the program, thus reaching 105% enrollment.
- **Physical and emotional safe space identified** to conduct sessions for girl participants in Bujovu.
- **55 key assets identified to build during program** by conducting Building Assets exercise with three groups: (1) girl participants, (2) staff and (3) mentors. 55 assets were deemed of high importance to build in the program. For example: Know that she has the same rights as her brother; know that violence is not only stranger violence but that it can occur within the family structure; and know how to express her emotions with and without words, know the specifics of menstruation and how to safely and cleanly manage it, and understand the biological basics of sexuality and reproduction.
- **10-week curriculum of life skills and art activities designed based on desired assets-building.** For example, for sessions designed to build the assets and: understand the biological basics of sexuality and reproduction and know the specifics of menstruation and how to manage it safely and cleanly: activities were focused on sharing information on anatomy of the male and female body, how sex and reproduction work, and the menstrual cycle. In another example, for sessions designed to build the asset: know how to express her emotions with and without words, activities were focused on visual, movement, and music that would support emotional expression and emotional awareness.
- **22 life skills and art sessions conducted** (2-3 hours each, 2 times weekly) by mentors and staff with groups of 20 participants over 10-week period from October 11 to December 15 2021. Attendance rate of participants was 92%.
- **8 young women provided mentorship to 80 girls in their community.** Each of the 8 mentors were paired with 10 girls to support individual girls' needs. For example, mentors answered specific questions about accessing services, family concerns, and follow-up questions about session content.

- **120+ risks, resources and services for girls identified in Bujovu** by staff, mentors, and girls via community mapping.<sup>4</sup> For example 25 schools, 9 health centers, and 1 cultural center were identified as resources, and 23 brothels, and 5 military camps were identified as risks.
- **19 priority resources and 6 top risks in Bujovu identified** by staff, mentors and participants and map created for dissemination to participants.
- 80 girls discussed and created visual representations on issues to promote girls' rights, prevent GBV and protect girls in Bujovu. These served as the basis of designs for a public mural created on gender issues.
- **4 houses painted, and 1 mural created by girls, over period of 6 sessions** from November 12 to December 15, 2021, with support from staff, and mentors on selected theme: equal rights and responsibilities of girls and boys
- **4 public forums on girls' rights, GBV prevention and response held with 71 community members in Bujovu** led by girl participants with the support of mentors and staff. 89% of community members who were recruited participated (71 of 80). Participation was inclusive of both men and women: 55% were female and 45% were male.
- **92% of girl participants- 83 re-enrolled in school.** All were formally out-of-school. 76% of the girls (64) are behind in their schooling and have returned to school in the remedial program for elementary school. 16% of the girls (13) have returned to the regular elementary school curriculum. Only 7% (6) finished elementary school and were admitted to secondary school. 1% of girls (1), needed to be enrolled in a special school due to her developmental delays.

**Outcome 2: Community leaders and community members from the neighborhood of Bujovu and other neighborhoods in Goma have increased participation and leadership in ensuring the safety and well-being of young women and adolescent girls. 40 community stakeholders (local government and other positions of leadership in the community such as in churches), and 160 community members are reached through forums, and 30,000 community members through public art.**

### *Activities completed supporting outcome 2*

- **4 public forums on girls' rights, GBV prevention and response** held with 71 community members by girl participants with the support of mentors and staff.
- **3 meetings with local community leadership in Goma** facilitated by EM and CC discussing impact of gender-based violence on girls, and strategies to address it. Attendance rate was 80% (18 of 20 members).
- **273 Community members participated in visual evaluation** of the impact of public art and mural created.
- **4 houses painted, and 1 mural created by girls** on selected theme of equal rights and responsibilities of girls and boys reaching an estimated 15,000 residents.

**Outcome 3. Partner les Étoiles Messagères has enhanced capacity to effectively reach the most marginalized adolescent girls and provide art-based life skills and GBV prevention programming.**

<sup>4</sup> Community Resource and Risk Map: [https://www.google.com/maps/d/viewer?mid=Idg\\_5f7aCP8xde88tLza379lozzdbw3al&ll=-1.6677988593861734%2C29.2435792000000&z=14](https://www.google.com/maps/d/viewer?mid=Idg_5f7aCP8xde88tLza379lozzdbw3al&ll=-1.6677988593861734%2C29.2435792000000&z=14)

### *Activities completed supporting outcome 3*

- **Collaborative program design completed with EM and CC:** A 2-day workshop explored perspectives on how to resolve gender discrimination, violence, and the oppression of women and girls in the Goma community, building a collective view of issues and strategies for the program.
- **10 young women mentors living in the community recruited** to facilitate program activities. Their profile: aged 18-24 with secondary level education, positioned them to be role models for younger girls in the program.
- **6 EM staff trained in and utilized evidenced-based adolescent girl tools and resources** including the Building Assets Toolkit from the Population Council and the Girl Roster, and community resource and risk mapping.
- **10 mentors and 6 EM staff trained on the International Rescue Committee Girl Shine Resource Package, and trauma informed practices and creative expression** through 7-day intensive training and ongoing support from September 2021 to January 2022.
- **EM staff co-led implementation of the 10-week program with 8 mentors** for adolescent girls on gender-based violence prevention and community engagement with support from CC.
- **EM staff trained in GBV response, case management and create strategies** to use during Girl Awakening Pilot.
- **EM staff developed skills in fundraising research** and identifying and approaching potential donors.
- **EM staff conducted self-assessment identifying collective and individual skill sets and areas for growth** (gaps in staff capacity), using UN Women tool for community-based organizations and youth groups.<sup>5</sup>
- **EM staff conducted weekly meetings to self-evaluate performance**, identifying strengths, areas for improvement and planning for following week.

## 6. Monitoring, Reporting and Evaluation

The three outcomes mentioned above are being measured with an evaluation approach and tools developed by our research liaison, Dr. Nadia Fazal, who developed M & E tools for CC's Courage in Congo and Tunaweza Portraits Projects. The approach includes a combination of qualitative and quantitative measurements including semi-structured interviews, observation reports, attendance sheets and focus groups with participants, parents/caregivers, staff, community members, and community leaders. The qualitative measurements are grounded in Arts-Informed Community-Engaged Research (AICER), a methodology that is in line with CC's organizational mission and mandate, as well as the specific objectives of the Girl Awakening Program as an arts-based model of intervention. Utilizing a results framework, each outcome is realized with outputs, which are realized with activities.

Thus far monitoring and evaluation tools have been utilized and a mid-program evaluation is anticipated in June 2022. Preliminary findings appear in this report from attendance reports, staff observations, and community member interviews.

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<sup>5</sup> Developed by the International Rescue Committee available at: <https://resourcecentre.savethechildren.net/library/girl-shine>

## D. PILOT PROGRAM SUCCESSES

### I. Supporting Locally Led Women's and Girls' Scalable Programming

The pilot made significant progress in working collaboratively with our local partner les Étoiles Messagères and providing leadership and training opportunities for them and young women mentors from the target community. Highlights include: (1) Collaborative program design in which members of EM explored perspectives on how to resolve gender discrimination, violence, and the oppression of women and girls in their communities. EM built a collective view of issues and strategies, include the program components of the

Girl Awakening Program. (2) EM staff were trained in and utilized evidenced-based adolescent girl tools and resources including the Building Assets Toolkit, the Girl Roster, and Community resource and risk scan from the Population Council, and the Girl Shine Resource Package from the International Rescue Committee. These trainings enable the group to integrate some of the best practices in girls programming into their work. (3) Mentors from the same community as the girl participants were recruited and trained to run the program establishing a scalable model for the program. (4) EM staff with supervision from CC implemented the Girl Awakening program. With this 3-month experience, EM staff had the opportunity to learn a full spectrum of skillsets and knowledge for running a girls' program and prepares them to take future lead in running the program.



Members of les Étoiles Messagères and Colors of Connection Staff during 7-day intensive training, September, 2021.

***"The training helped me understand that there are many types of violence and also where to refer a survivor for support."***

***- Staff member of les Étoiles Messagères***

## 2. Furthering Innovative Art-Based and Trauma Informed Programming for Girls



Participant creating a group mandala with found materials during an art and life-skills session, October, 2021.

The pilot's blend of arts-based and trauma-informed practices and life-skills curriculum for girls was an important step in innovation for girls' programs in low resource and conflict affected contexts. Both group and individual creative activities were utilized, including dance, drawing, music, theater, and collaborative painting. Creative activities were paired with life skill sessions from IRC's Girl Shine Resource Package. Many of the creative activities came from work developed by Colors of Connection in collaboration with other organizations and individuals: the Creative Assets and Program Content Guide: to Build Social and Emotional Learning and Promote Trauma Mitigation and Healing (Adolescent Girl Creativity Network, 2020). Some key criteria for the activities were that they needed to be low cost, transferable, non-stigmatizing, accessible, trauma-informed, and contextually adaptable. The arts-based approach meant that girls in the sessions were able to develop assets that might not otherwise have been prioritized in a life skill curriculum such as: Know how to recognize emotions in herself and others; Know how to self soothe; Be able to imagine and express herself in a different role than what is socially assigned.

Some activities were practiced for the first time in this setting in which girls and women (mentors and staff of our partner EM) who were of the community were the facilitators. It was a valuable learning opportunity to evaluate the impact of the activities and to understand to what extent they are appropriate for these settings. Evaluation is not completed but some qualitative data gathered thus far indicates positive impact and value of adding creative approaches to girls' life-skills programs.

A mother's comments suggest links between the programs' arts-based activities and trauma mitigation:

*"My daughters don't understand what I tell them to do or give them advice. Espe even had suicidal and rebellious thoughts. She thought she was not loved and often said she was going to kill herself. Since they started attending the Musichana Hamuka Program, they understand me, they are motivated, they have found interest and hope in life."*

- *Mother of two participants*



Transformed self-portrait of a girl participant created during an art and life-skills session, October, 2021.



Participants engage in a warm-up icebreaker activity at the start of a mural painting session, November 2021



A mother's comments on her daughters' social and emotional transformation during the program:

*"My daughters were afraid of life and people. They were very shy and they couldn't express themselves. They were very closed in on themselves. But since they started attending the Musichana Hamuka program they have become more outgoing than before, I have seen my daughters get closer and confide in me, something that had not happened before. When they come back, they share with me what they have learned and we have time to discuss it. . . I also think that it's the games (icebreakers and arts activities) that they play at the space that has helped them a lot to grow and be open."*

- *Mother of two participants*

These observations make a compelling case for how creative program approaches contribute to girl's social and emotional health and support trauma mitigation and healing.

Staff observations commented on the advantage of blending life-skills with artistic and trauma-informed activities: One staff member noted that the short icebreakers and creative activities helped girls feel more comfortable safe in the space and build relationships. This in turn helped them feel motivated to continue to attend sessions and more willing to engage even on sensitive topics like sexual and reproductive health and gender-based violence.

*"Throughout the training, during the creative activity, I felt that art brings us together, we work as a team."*

- *Mentor*



Collaborative doodle activity created by mentors and les Étoiles Messagères staff during a 7-day intensive training, September, 2021.

"When I see the paintings of the houses and my drawing on the mural, I am very proud of myself. Sometimes I can't believe that it is me who made these paintings and drawing, I am very happy to have given again the beauty in my neighborhood and smiles to the members of the community and to myself."

- *Girl participant*



A participant painting on the mural: equal rights and responsibilities of girls and boys. Each of the girls contributed a small painting to the mural creating 84 individual paintings total. Here the participant depicts a boy and a girl using a mortar and pestle to prepare food, a task usually only girls and women do.



Participant priming a house in the Bujovu neighborhood, November 2021

### 3. Community Engagement through Public Art Creation and Forums

Community feedback was collected from questionnaires after the forums. Responses suggest the forums and public art had a positive impact on shifting community perceptions about the capacity of women and girls.



One of four community forums facilitated front of the mural in Bujovu, January, 2022. Photo credit: Guerchom Mumbere Ndebo

*"Girls and boys do not have the same rights, with the forum I just understood that they have the same rights and they can benefit from the same privilege."*

- *Community participant in forum*

*"We thought that children cannot give their opinion on this or that aspect, because they are still children, we understood that they also have the right to express themselves, to choose and to say no. From now on, I will privilege the communication with the children to listen to their motivations and their choices and afterwards enlighten them about it."*

- *Community participant in forum*

One girl participant shared about her experience of presenting in the forums and increased perceptions of her capacity for leadership sense of well-being:

*"I am very proud of myself, the fact of being in front of many people, especially community leaders, men and women who are like my parents talking, explaining about the menstrual cycle, reproductive health still gives me confidence and strength."*

- *Girl participant in forum*



A mentor collects responses from a community member during a community forum, January, 2022. Photo credit: Guerchom Mumbere Ndebo

## E. PILOT PROGRAM CHALLENGES

1. One of the places identified in the community as a mural site was in the middle of being prepared and then unfortunately was demolished by the government as part of its development work in the neighborhood. Under this constraint, only one mural was produced during the pilot. This limited our reach of community members.
2. Some of the mentors were well integrated in all the activities but others were not. For example some mentors underperformed: were less engaged in playing games with participants, were not well-

prepared to facilitate sessions with the girls, and lacked understanding the objectives of the program and the mission of EM and what their role was as a mentor.

3. While attendance was high for participants, at 92 % some came late and could only attend for one hour due to the responsibilities they had at home. Some girls also brought their younger siblings to the sessions, and this distracted them from fully participating.
4. The 4-month pilot was very short, only 10 weeks. At the very moment when the participants started to trust the staff and mentors to share their personal experiences on the topics discussed, especially on sexual and reproductive health and GBV, the program ended.

Participants need more program sessions in particular in the following areas: (1) strengthening social and emotional skills so that they are more resilient; (2) strengthening solidarity between girls such as learning how to work together to prevent gender-based violence, learning how to be a role model, and practicing being active change agents in their society; and (3) supporting girls in planning for their future including learning how to save, how to open a bank account, making spending decisions, and setting intentions for what they want to accomplish in the future.

## **F. LESSONS LEARNED AND BEST PRACTICES**

### **1. Lessons learned**

- It is important to increase parent/caregiver involvement. We will introduce a module for parents/caregivers in the next phase of the program. This will ensure that the new skills and knowledge girls learn will be supported and reinforced at home.
- It is necessary to introduce a module on social norm behavior change for the mentors. Because the mentors are part of their community, they sometimes support harmful social norms. Having sessions for them that explicitly discuss social norms, and their relationship to gender-based violence will help mentors be advocates in their communities and role models for the girls and improve their facilitation.

### **2. Best Practices**

- The involvement of the girls' parents at the beginning of the program was a great success, especially because they supported girls attending the activities.
- The selection of girls from a single avenue fostered social cohesion and the creation of social networks among participants.

- The sensitive sessions took place when the participants had already developed trust between themselves and the mentors.
- The participation of the leaders in all the stages of the program ensured activities were accepted in the community
- Girls had the option to enroll in school at the end of the pilot providing a pathway for them to continue to have great access to protective assets, and a social network.



One of 83 participants who re-enrolled in school in January 2022, Photo credit: Guerchom Mumbere Ndebo

## G. CONCLUSION

With the success of the pilot, we are expanding into a full-scale program to run from May to December 2022. The critical components of public art engagement, mentorship, school scholarship, and art and life skills sessions will continue. We are incorporating lessons learned from the pilot, and adding in guardian and parent sessions, and modules on social norm behavior change for mentors. Consequently, girls will receive a full year of programming (12 months total of this 4-month pilot with 8 the month expansion). In November 2022 EM and CC will assess and plan for next steps in 2023 considering future scale and scope for the next cohort.

## H. FINANCIAL REPORT SUMMARY

November 2020 – February 2022

Synthesis of phases I, 2, and 3 Total by expenses category		Total	Over /under use of funds (over \$100)	Explanation
1	Personnel	\$ 46,910	Under \$852	Some staff positions with the partner organization were budgeted throughout the program timeline but for some weeks were not necessary. For example, the mentor manager started two weeks after the beginning of the program during phase 3 and completed her contract two weeks before the end of the program.
2	Logistics	\$ 10,167	Over \$791	The cost of transportation of staff of partner organization to make purchases of supplies and other activities was underestimated in the budget. Some international travel costs were underestimated, including the costs associated with obtaining a visa for the Executive Director. COVID-19 testing costs associated with international travel were also not budgeted.
4	Training	\$ 1,522	-	-
5	Supply	\$5,817	-	-
6	Participant and community engagement	\$ 8,449	Over \$2,817	Several expenses were not budgeted for the participants including: cost of cleaning of safe space, water for the office, and some artistic materials. Community engagement meetings were not budgeted into phase I but were necessary. Participant expenses (food and water) were not budgeted into phase 3 for mural painting sessions.
7	Communications	\$ 1,145	-	-
8	Office	\$ 2600	-	-
9	Technology & documentation	\$ 0		Note: In-kind donations of 6 lap top computers made this expense \$0
10	Monitoring & evaluation	\$ 3,750	-	-
11	Administration	\$ 2,098	-	-
12	Contingency	\$ 2,260	-	-
13	Total Expenses	\$84,087	Total Over - \$2,756	

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## J. APPENDIX

### I. List of Priority Assets

#### Girl Awakening: Priority Assets Identified by Staff, Mentors and Girl Participants

✓ Indicate that activities during pilot supported building these assets

Pilot Activity	#	ASSET
✓	1	Know how to express feelings with and without words
✓	2	Know the location of community rescue places
✓	3	Know how to establish a safe space for a group
✓	4	Know the location of the nearest emergency health services and at least two conditions that require emergency attention
✓	5	Know how to occupy, hold and defend space physically socially and psychologically
✓	6	Know how to self-soothe
✓	7	Have a place to meet friends safely and privately at least once a week
	8	Know the signs of diarrhea in a child and how to treat it
✓	9	Have a slightly older female mentor she can turn to for advice when faced with challenges
✓	10	Know the specifics of menstruation and how to safely and cleanly manage it
✓	11	Know when to wash hands and how to do it properly in daily life and in the context of infectious disease outbreaks
	12	Know about female genital mutilation (how and when it is done, how to help someone threatened by it, and that it is illegal)
	13	Identify someone to go to for help in case of abuse at school and know where to report abuse
✓	14	Know the name of the district in which she lives
	15	Have the ability to tell her parents that what they want her to do is illegal
	16	Know the seasonal risks and stresses on her family's livelihood/income
✓	17	Understand the biological basics of sexuality and reproduction
✓	18	Be able to describe something unique or special about herself and identify a skill that she can teach others
	19	Know how HIV is transmitted, how to prevent it, where to be tested, and that there are treatment options
	20	Know the signs and dangers of drug and alcohol dependence, and where to seek help for herself or someone else
✓	21	Know whom to ask/where to ask for help if she or someone she knows is a victim of violence

✓	22	Know that violence isn't just stranger violence—it often occurs in families
	23	Know basic self-defense and ways to attract help
✓	24	Know what abuse is and the difference between a “good touch” and a “bad touch”
✓	25	Know how to describe/express a problem to someone in authority, such as a local official
	26	Know that child marriage is associated with poor health, poverty, and divorce (and that divorce carries social and economic risks)
	27	Be able to assertively and respectfully navigate safe and healthy choices with regard to marriage
✓	28	Know the location and hours of girl-only spaces
	29	Know what to say and what not to say to someone who has been a victim of a violent crime
✓	30	Know her own body parts and the body parts of the opposite sex
✓	31	Know the time of day/week when she is likely to face more risks at home, at school, on the street
✓	32	Know when and where it is safe enough to go out alone (or when groups are safer)
	33	Know about sex trafficking and other forms of forced sex (e.g., persuasion, blackmail), and where to get help
	34	Know the helpline number to register any violence or to get help
	35	Know not to accept any food or drinks from strangers
✓	36	Know that she has the same rights as her brother
	37	Know how malaria is contracted and how to install and maintain a bed net
✓	38	Feel that she is as intelligent as other people
✓	39	Know safe times/routes to water sources and places to gather firewood, including during emergencies
	40	Have a safety plan and be able to name three safety risks faced while going about daily life
✓	41	Know the names of trained people in the community who can be relied upon to protect girls (the guardians)
	42	Know how STIs, including HIV, can be prevented and their consequences (including infertility)
✓	43	Be able to express feelings and notify a friend or trusted adult of a problem at school or at home
✓	44	Use effective communication and listening skills (listen with empathy and patience; speak assertively not aggressively)
	45	Have the ability to de-escalate a conflict situation experienced among friends and classmates
✓	46	Feel like she can say “no” to her friends if they are pressuring her to do something she doesn't think is right
	47	Know the symptoms of infectious diseases, how to isolate an individual, and where to seek help

	48	Know that many diseases are sexually transmissible (from both symptomatic and asymptomatic individuals) and some remain so even after recovery
✓	49	Know how to recognize/identify emotions in herself and others
✓	50	Know that making mistakes is an opportunity to learn
✓	51	Be able to imagine and express herself in a different role than what is socially assigned
	52	Know that social media and culture often represent women and girls in ways that can be harmful to her health
✓	53	Be able to identify what beauty means to her
	54	To be able to know that we are all equal no matter what ethnic group we come from.
	55	To know that she can find quality care to treat illnesses beyond traditional medicine, especially in the case of STD's.

Theory of Change for Girl Awakening Program

