Building Girls’ Power
Adolescent Girls’ Power Program
ANNUAL REPORT (FEBRUARY 2020-JULY 2021)
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INTRODUCTION

The focus of CRVPF on children and adolescent girls is based on regional national surveys on violence against children which do not provide the full extent of the various risks and experience of violence faced by adolescent girls in comparison to younger children. Similarly, research on violence against women often neglects to recognize the specific risks that adolescent girls face. This lack of a gender and age perspective means that the particular needs and vulnerabilities of adolescent girls often remain invisible or marginalized when programs and policies to end violence against children and violence against women are designed (Patton et al., 2012). Consequently, girls remain vulnerable and continue to face high levels of violence, especially sexual violence in their homes, school, and out in the community.

The Adolescent Girls’ Power program aims to support adolescent girls in transforming and changing the structures that deny them choice and power. The program creates dialogue between different actors to foster critical, intersectional thinking amongst practitioners, and supports national and regional sites of solidarity in Kenya, Uganda, Tanzania and Ethiopia.

The CRVPF principles of partnership rotate around the cluster approach to ensure clear and transparent working relationships while encouraging local ownership for sustainability. This approach also takes full advantage of the knowledge, skills, reach, and experience that partners offer each other which means that collaboratively they have a more significant impact than when they work separately or individually. The long-term objective of the cluster partnership is to build community movements to address adolescent girls’ issues.

The program supports 10 clusters across the region, with each cluster comprising 2-5 partner organizations. The illustration shows the number of partners in their respective countries.

GRANT DISBURSEMENT

In January 2020, 10 clusters received grants worth USD $608,486 and in 2021 as they received $ 545,952 to support critical activities of the program: creating safe spaces for girls; increasing knowledge on life skills and financial literacy; increasing knowledge for stakeholders and power influencers, and building a powerful movement for girls.
Key Findings

- Out of 3,429 girls interviewed, 2,422 (71%) were in school, 1,007 (29%) girls were out of school.
- The majority (34%) of those in school were in the upper primary level.
- The highest proportion (35%) of those out of school had dropped out in upper primary level. This indicated that transitioning from primary to secondary level was a challenge for most girls.
- 14% of out-of-school adolescent girls were married and 2% had been divorced or separated from their partners at the time of the study.
- On average, girls were married at 16 years of age.
- Overall 7% of the girls interviewed had ever given birth. The majority, 85% who were out of school had given birth between 15 and 19 years of age, as compared to 8% who were in school.
- 7% of out-of-school girls, had first given birth when they were aged between 10 and 14 years.

- Out of all girls interviewed, 71% did not know whereas only 29% knew where girls meet to connect with each other on their free time in the community.
- 37% of girls commonly meet to give counsel to one another; 18% commonly talk about sex education topics,
- 23% reported that they mostly do sports like netball, football, traditional games like Okwepena (Uganda), Sonko (Tanzania), skipping rope, stepping-stones among others.
- 54% of the girls reported that they met weekly; 27% met daily.
- 34% recommended that places where girls meet should be equipped with materials like for games and drinking water.
- 22% suggested that there should be spaces for girls only, and 22% recommended the spaces should have educative sessions.

**IN THE KNOW**

Knowledge on places where adolescent girls meet during their free time

<table>
<thead>
<tr>
<th>Place</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uganda</td>
<td>30%</td>
</tr>
<tr>
<td>Tanzania</td>
<td>36%</td>
</tr>
<tr>
<td>Kenya</td>
<td>40%</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>11%</td>
</tr>
<tr>
<td>Region</td>
<td>29%</td>
</tr>
<tr>
<td>Total</td>
<td>71%</td>
</tr>
</tbody>
</table>

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Leadership

More girls in Ethiopia always contributed ideas to discussions; in Ethiopia and Kenya, more girls are encouraged by their families to express themselves openly. Girls in Tanzania were barely able to express themselves with Arusha, in Tanzania, being the region where girls were least able to express themselves.

Knowledge on SRH

Overall, many girls do not have information on SRH. More girls disagree on the statement, “A girl at puberty can get pregnant before she starts to see her menstruation.” This result is almost uniform across all countries and all clusters.
School Related Gender Based Violence

There were very low proportions of adolescents (9%) across the region who had ever had sexual intercourse against their will; 18% were out of school and 5% were in school. Uganda had the highest proportion of adolescents that had ever had sex against their will with 13% while Ethiopia had the least with 1%.

The majority of the perpetrators responsible for sexual advances to adolescent girls against their will were their boyfriends (35%) closely followed by neighbours (20%) and male friends at 15%.

There were generally low proportions (21%) of adolescents that had been touched inappropriately by members of the opposite sex across the region of which 35% were out of school and 15% were in school for adolescent girls. Uganda had the highest proportion of girls touched inappropriately, with 37% while Ethiopia had the lowest with 11%.

Most of the adolescent girls (34%) acknowledged that they would trust only their mothers with GBV related information, followed by 21% that would trust the police while the least 2% agreed that they would trust their fathers with the information. Overall, only 27% of the girls knew any laws/policy/bi-laws on SGBV.

See detailed report in the link. https://drive.google.com/file/d/1_crQTFzCM6xkTkPVFqRDSRW_JYAmhf/view?usp=sharing
ACTIVITIES IMPLEMENTED BY PARTNERS

Safe Spaces

A safe space under CRVPF Adolescent Girls’ Power program is a girls’ only space where they meet to feel safe, access empowering information, education, receive support and services and engage in recreational activities. Most of the spaces are established within the communities where the girls live and some are in schools. These integrated spaces provide helpful social networks and provide girls with a safe entry point for life-saving services. In total there are 110 safe spaces established by partners across the region.

SAFE SPACES ESTABLISHED

Leaders and Mentors Training

In order for safe spaces to run efficiently, leaders and mentors were selected by girls to oversee activities of the safe spaces. Each safe space selected two leaders who received training on how to manage the spaces.

The training focused on: how to identify the girls’ space; the activities to be done; how to conduct community meetings; campaigns and dialogues; as well as how to maintain registers, roles and the key responsibilities of mentors.
Adolescent Girls Utilizing Safe Spaces

In reference to the mapping results obtained during the planning period and the baseline conducted in 2020, partners were able to recruit adolescent girls aged 10 to 19 years, both in and out-of-school. The girls are segmented into different groups to help in different discussions at the space. In total the safe spaces has over 3616 adolescents girls utilizing the safe spaces with an average of 25-30 girls per space. See segment types of girls below.
Community and Stakeholder Engagements

Nine inception meetings were conducted to introduce the program to community leaders, government and adolescent girls. The meetings provided an overview of the program objectives and goals, key activities, and the role of different stakeholders in achieving program objectives and future sustainability.

Fifty eight community entry meetings were conducted with community leaders before the partners’ work started to explain the program activities, obtain community leaders’ support and goodwill for the program.
Campaigns Conducted to Address Issues Affecting Girls during the COVID 19 Lockdown

Girl- led campaigns were conducted mainly to respond to the effects of COVID-19 on adolescent girls since schools were closed and children stayed at home. The campaigns promoted child safeguarding, love and care for children during the lockdown.

New strategies were developed by partners and girls to reach out to girls, parents and the community in regards to issues of child safeguarding.

Different radio programs were used; for example in Dar-es-Salaam cluster adolescent girls participated in 10 different radio programs; in Uganda the Luwero and Lyantonde cluster used 13 local community radios (megaphones) to discuss violence against girls which was increasing according the CRVPF COVID 19 survey. The Lyantonde cluster established two permanent megaphones in two sub counties so that discussions could continue through the program cycle.

In Dar-es-Salaam girls used the WhatsApp social platform to discuss issues related to adolescent girls. It was an effective alternative to physical meetings that were restricted during the COVID-19 pandemic.

Some of the topics discussed were: mental health, teenage pregnancy, child marriage and sexual violence – since these issues increased in occurrence during lockdown.

The Day of the Girl Child

Cluster partners commemorated the Day of the Girl Child by bringing girls together to celebrate and exchange experiences. Different stakeholders were invited to attend where they committed to support girls advancement.

Key recommendations made by girls in order for their voices to be heard included:

- Establishing girls’ parliaments where girls can contribute to the formulation of by-laws at community levels.
- Conduct a Girls’ camp where girls can meet other beneficiaries of the program to learn and share.
Life Skills and Financial Literacy Development

CRVPF is developing a life skills and financial literacy manual which will be used for training girls at the safe space which was informed by the power analysis and baseline survey.

Below are the selected modules, which has different lessons.
The Ending Violence Power Campaign

With CRVPF support, adolescent girls from Uganda developed a campaign song to be used in different campaigns. The song was written in 3 languages English, Swahili and Amharic. The song focuses on issues affecting adolescent girls across the region including key influencers of power for adolescent girls.

Sampled lyrics of the song composed by the girls

Verse 1
The female voice and active involvement in decision making at different levels, is a concern to the entire world, within our families our schools and communities.
Girls are silenced and have been discriminated against for generations with no opportunity for their voice to be heard.
No wait for anyone, it starts with you, to stop the violence and say no more, no no no no more, ending violence, building power for adolescent girls.

Verse 2
Nankya was born from a village in Kayunga and you know they are farmers
Their parents don’t have money and they only depend on rain to sow the plants
They wake up every morning to purchase items and also the boys are like that
Education failed and her parents are telling her to get married, feel pity for what she is going through in her own family
Save a girl child

Stop the violence; let’s end it all lets better. Let’s create a better platform for dialogue, information sharing, empowering girls and stop the violence lets end it all.
Capacity Building for Partners on Monitoring, Evaluation and Learning

A three-day partners’ training was conducted in Nairobi with focus on partner goal setting, partner objectives/outcomes and key activities planned for implementation. The outcome of the meeting included re-development of the outcomes framework to guide implementation.

Training Objectives:

- Support participants’ understanding of the value of monitoring, evaluation and learning (MEL) for their collective work in the cluster partnership while addressing the challenges and uncertainty associated with MEL.
- Strengthen participants’ capacities for undertaking MEL activities in a way that supports community-led work and a collaborative, co-learning approach.
- Support partners in reviewing and strengthening their MEL frameworks.

CHALLENGES AND LESSONS LEARNED

The biggest challenge faced by partners was mainly a result of the restrictions on gatherings during the COVID-19 crisis and lockdown leading to a 30% average implementation of activities planned for 2020. Thus partners had to focus on reprogramming and conducting campaigns to create awareness on the impact of COVID-19 on adolescent girls and promote standard operating procedures in almost all the program activities, partners are now able to continue with implementation.
Finding a safe haven

YE NIGAT CHORA CLUSTER (Ethiopia)

Meron (Not real name) is a 15 year old grade seven student living with her mother in Koshe, a slum city in Addis Ababa, Ethiopia. When her parents divorced due to domestic violence, Meron's mother assumed all responsibility for the family including Meron's younger sister.

When Meron’s mother lost her job, Meron decided to get a small job to support her family at a plastic collection site where she earns 2,000 Ethiopian Birr (US$ 51) per month which is used for rent and food purchase for the family. Although the work helped her to earn some money, she worked long hours with no breaks or rest.

Meron was able to find friends to talk to in the community safe space. Most of the girls are in single parent homes largely due to domestic violence. At work or on the way back, these girls often face physical and sexual abuse.

The discussions in the safe space prepared Meron to know how best to protect herself in case anyone attempted to abuse her. This has motivated and given her hope.

“I hope COVID-19 will end soon so that I can return to school and also be able to support my mother and sister”, says Meron. “Tomorrow is another day and it will be good and bright”.

Activity at the safe space in Ye Nigat Chora
Teenage motherhood

KILIFI CLUSTER (Kenya)

Margaret Bahati is a first time teenage mother who delivered at the age of 17 in 2019 in Kilifi County, a coastal town in Mombasa, Kenya.

Margaret had just joined secondary school in 2019 when her mother travelled to Saudi Arabia. Without parental supervision and the excitement of freedom, Margaret acted on her friends’ encouragement to seek out a sexual partner – ‘Pita naye huyo atakupa pesa’ (Have sex with him, he will give you money.) Shortly, Margaret became pregnant and she delivered successfully and returned to school.

However, at the onset of the COVID 19 pandemic, her mother lost her job in Saudi Arabia and returned to Uganda. Margaret was forced to start working to get enough money to support both her child and her younger brother as the father of her child had refused to take responsibility.

When her mother returned from Saudi Arabia, she was shocked to find out that her daughter was pregnant and not in school.

Margaret sells ‘Viazi karai’ (fried snacks) to earn a living but due to the closure of schools, her earnings have significantly dropped as school-going children are her main customers. Her wish is to acquire more skills in entrepreneurship and expand her business to sell charcoal, firewood, potatoes and tomatoes.
## Appendix 2: List of Clusters Adolescent girls Program

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>CLUSTERS</th>
<th>ORGANISATIONS</th>
</tr>
</thead>
</table>
| Kenya   | Nairobi  | • Otto Benecker  
   • Imarisha Kenya  
   • Kreative Generation |
|         | Kilifi   | • Safe Community Initiative  
   • Pad Adada Initiative And  
   • New Visionaries Arts Group |
| Tanzania| Dar-es-Salaam | • Jitambue Girls Group  
   • Kigamboni-Social Empowerment Girls Group  
   • Wa Dada WA Leo Girls Group  
   • Juhudi Girls  
   • Kiwohede |
|         | Mwanza   | • Sauti Ya Wanawake Ukwererwe  
   • Mission for Improvement and Boosting Organisation Service To The Community |
|         | Arusha   | • Elimu Mwangaza  
   • Health Integrated Multispectral Services |
| Ethiopia| Addoyee  | • Eshet Children And Youth Development Organization  
   • Better Life For Women And Children Charity Organization  
   • Delasalle Community Development Organization  
   • Serke Reproductive Health & Development Youth Association |
|         | Ye Nigat Chora | • Endurance Youth Association  
   • Tena Kebena Ginifle Enast  
   • Faith In Action |
| Uganda  | Luwero   | • Concern For The Girl Child  
   • Just Like My Child Foundation  
   • Nakaseke Community Child Care  
   • Team Uganda. |
|         | Lyantonde | • Remnant Generation  
   • Galz Forum |
|         | Central Kampala | • Set Her Free  
   • Action For Fundamental Change and Development  
   • Serving Lives Under Marginalization |

### Appendix 3: Life skills modules:
[https://drive.google.com/drive/folders/1pSiCepHgBy1qjikWgbqfPTMlwFe0w5grj?usp=sharing](https://drive.google.com/drive/folders/1pSiCepHgBy1qjikWgbqfPTMlwFe0w5grj?usp=sharing)

### Appendix 4: Baseline Report:
[https://drive.google.com/file/d/1_crSQTFzCM0xkTkRVFgtRDsRW_JYAmhf/view?usp=sharing](https://drive.google.com/file/d/1_crSQTFzCM0xkTkRVFgtRDsRW_JYAmhf/view?usp=sharing)