ADOLESCENT GIRL POWER PROGRAM (AGPP) SIAYA CLUSTER

POWER ANALYSIS TOOLS ORIENTATION WORKSHOP REPORT

DATE:20TH & 21ST FEB 2023
VENUE: THE BOMA HOTEL- NAIROBI

LIST OF ACRONYMS

AGPP	Adolescent Girl Power Program
AGYW	Adolesent Girls and Young Women
CRVPF	Children´s Right and Violence Preention Fund
CSOs	Civil Society Organizations
NGOs	Non-Governmental Organizations
SAI	StawishaAfrica Initiaitve
SIMUN	Siaya Muungano Network
SYWA	Siaya Young Women Alliance

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1.1 Introduction

Introduction

Children's Rights and Violence Prevention Fund (CRVPF) organized a two-day capacity building workshop to its implementing partners from Siaya cluster, Baba Dogo Cluster, Girl Rise Cluster and Korogocho Cluster.Siaya Cluster comprises three organizations; Siaya Muungano Network (SMUN), Siaya Young Women Alliance (SYWA), and Stawisha Africa Initiative (SAI)

The capacity building was part of the learning process for the Adolescent Girls Power Program (AGPP)

The session was organized to allow cluster members:

- Know each other cluster members.
- Get the mapping exercise feedback.
- Join effort and work together as a team.
- Understand the power analysis tools and how to interact/listen to the stories of teen mothers and document them during the power analysis sessions.

The meeting began with a word of prayer followed by a round of introduction from participants who included cluster members and CRVPF representatives.

Key Mapping issues

During this session, emphasis was on cluster relationship and project documentation. In regards to project documentation, the facilitator addressed the importance of assessing the needs of the girls in the community in order to help design proposals to help in providing safe space for children and young girls. This was to be done by asking beneficiaries directly considering the sustainability aspect of having the community to own the ideas from the beginning.

On building cluster relationships, the clusters were urged to avoid competition and plan to work together. This will ensure we achieve the same goal and mandate bringing together resources in planning, programing, M&E as this will bring better and much desired results.

Monitoring and Evaluation Perspective on AGPP Hilton Mapping Results

In the Kenya AGPP cluster, an overall number of 5002 households were mapped, a total population of girls reached in Siaya was 2,262. The following were results of girls with children in Kenya and Tanzania;

- Korogocho at 518
- Siaya at 465
- Msichana Salama at 430
- Jamii Yetu at 302

Korogocho had the highest number of girls while Jamii Yetu reached the least at 302 girls. The number of pregnant girls per cluster was as follows;

- Korogocho at 165
- Siaya at 161
- Msichana Salama at 125
- Jamii Yetu at 65

The number of girls in the school going age attending school in Kenya was at 4,063.

1.2 Key Highlights

Why was there variance between government data and NGOs data

Early marriage in the Maa communities happened even before the girl was born and dowry was paid when the mother was still pregnant

The clusters were urged to identify key areas that should be looked out for to cover the pregnant mothers and their children.

During the power analysis sessions, the implementing partners were urged to listen keenly to the needs / stories of girls.

Mapping out of Health facilities providing the services in the communities was key

2.0 Power Analysis

Participants were taken through the Power analysis tools as designed by CRVPF team
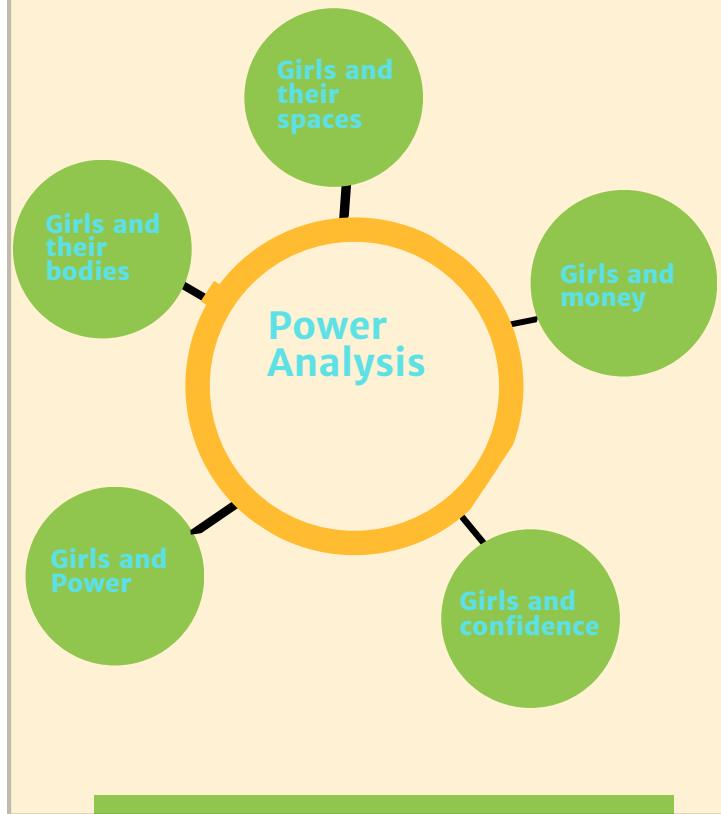
2.1 Girls and power (Thinking About Power)

The team defined power as the following: ability, resilience, esteem, attitude, position, control, decision making, influence, knowledge, having your space, information, understanding oneself, confidence, politics, capacity, access to resources, having a stand, talent, having a voice, resisting something, authority, connection as well as representation.

The two types of power were said to be the following.
1. Formal power which involves formulation of policies, laws and advocacy for people's rights
2. Informal power which uses the people's culture and norms

The members were divided into three groups to discuss situations that made them feel powerless and those that made them feel powerful and the interventions to those situations. This was to enable the participants understand and relate power dynamics when using girls and power tool.

2.1.1 This section of the report highlights situations suggested by group two members during the group discussion.

Situations that made you feel powerless.	Situation that made you feel powerful	Interventions recommended by the team
	• Accepted back and accepted. • Going back to the University education made me feel powerful. • Ability to support my son when my father died. •	
• I felt a lesser person when he offered to carry my chair • Being a mother at the age of 17 • Losing a father (close relationship) after completing University education • Retrogressive cultures i.e. FGM		• Awareness and sensitization on personal interventions (embracing self) • Parental engagement • Community engagement and Dialogue
• I felt powerless when a case of FGM was reported and there was not much follow up done (incapacitated) • Completing fourth form and no means to further my studies. • Felt powerless when trashed talked and viewed as not capable.	• Giving my father a good send off during his funeral was fulfilling • Followed up a defilement case towards an eight year old girl where the perpetrator was successfully prosecuted • Self-actualization and change of mind	• Aligning fragmented policies to Kenyan laws • Teacher student engagement • Advocacy on children and human rights •

2.2 Girls and Their Bodies

The second tool focused on the girls with their bodies where the groups were tasked to identify the action via the words and statements used during those actions.

The following are some the experiences and perspectives to help understand girls and their bodies during group two discussion.

Actions	Words and Statements that dtescribe a girl	Solutions towards the mentioned words
• Touching the hair. • Breast touching • Ticking • Improper handshake • Caressing • Seduction; winking, leg to leg touch, tapping. • Spanking	• 1 GB (Small bodied person) • Umebeba • Umeiva • Flat screen • Rangi ya thao/ yellow yellow • We ni number 8 ama number 9 • You look like Johny Bravo • Unaringa na unakaa hockey stick • Student (when a girl has not given birth) • Valentine is for people with flat tummy, the rest to wait for mother's day • Sisi tunataka heavy duty,hatutaki vitz	• Sensitizing the community and awareness creation • AGYW platforms • Community engagements

2.3 Girls and their Spaces

These are spaces where girls meet and play. The following are some of the spaces listed by the participants during the training.

Spaces where girls meet	Most common spaces for meeting	Who decides that the spaces are safe for the girls?
• Churches • Schools • Funerals • House parties • Family gatherings • Public gatherings • Community events • Home balcony • Kitchen • Vibanda • Fish bandas • Girl camps • Matatu stages • Fetching firewood • Under a tree • Beaches/Riverside • Kesha • Disco Matanga • Thoro mwega • Mutura base • Chamas • Different training centres • Social hall • Dumping site	• Dumping site/River • Church/Mosques • Community youth centres • Disco Matanga • Water points • Market • Home and School	• Parents and caregivers • Community leaders • NGOs, CSOs • Girls themselves • Community members

2.4 Girls and Money

This was a very key and important tool when it comes to understanding the relationship between girls and money.

How girl get their money

- Using their skill and business
- Sexually exploited girls
- From parents/ relatives
- Boyfriends
- Bodaboda riders
- Sponsors
- Savings
- Farming
- Chamas
- Employment
- Casual laborer
- Betting/gambling
- Social media
- NGOs
- Stealing
- Peddling of drugs
- Talent/sports

How do girls use their money

- Personal expenditures
- Family upkeep/ support from family
- Beauty
- Saving
- Eating the money/ leisure
- School fees

2.4.1 Description of 6 types of girls

Fly Girl

- Confident
- Proactive
- Believes in taking care of herself.
- Focuses on the future.
- Wants to have a professional job.
- She creates a plan and stays focused on what she wants to achieve.
- She works hard at school.

EveryGirl

- She takes life as it comes.
- She is not sure what is ahead, but believes it will be ok
- She does ok at school.
- She is just going with the flow and will adjust to the situation she finds herself in

Fashionista

- She likes to look good with hair done and new clothes.
- She is funny, friendly, outgoing.
- She always seems to get boys to do things for her

Power Partner

- She is traditional but with a twist
- She is confident and speaks up for what she wants.
- She believes in traditional roles.
- She wants to be a homemaker.
- She believes women exercise power and control in their homes, including decisions about money.

Plane Jane

- She does not feel confident or smart
- Her family struggles with little or no income
- She has been forced to drop out of school.
- She stays home and helps to care for her siblings.
- She believes life will get better when she gets a husband

Enterprising E

- She always has a little extra project on the side which gives her a bit of money.
- She thinks creatively and finds opportunities where others don't see them.
- While not academic she is always finds a way to make moneyr

2.4.2 Perspectives to understand Fashionista as per group two discussion.

How does she get her money

- Parents
- Male sponsors/Multiple partners
- Single boyfriend(one)
- Skills and employment
- Talents and gifts

How she spends her money

- Beauty (invests in physical appearance)
- Fun and leisure
- Personal development/growth (education)
- Support family and loved ones.
- Savings

Who has influence over how she gets and spends money

- Social media personalities
- Peer pressure? Cliques
- Family/society/background
- Institutions; schools, churches

What institutions or rules help or get money or limit her from getting money

- Religious institutions/spaces
- Learning institutions
- Family
- Legislative administration
- CSOs, NGOs
- Community at large

What does this teach us

- All the surrounding environs/ factors influences the decision she makes on how, where to get and spend her money

Perspectives to understand Power Partner Girl as per group two discussion.

How does she get her money

- Income generating skills
- Employment
- Casual laborer
- Community engagement/volunteer work
- Table banking/savings
-

How she spends her money

- Family support
- Personal growth/development
- Community engagements
- Tithe

Who has influence over how she gets and spends money

- Mentors
- Support groups
- The community
- Family

What institutions or rules help or get money or limit her from getting money

- Culture
- Religion
- Family
- CSOs, NGOs
- Legislative administration

What does this teach us

Our environment positively or negatively inform our beliefs which translate to our actions
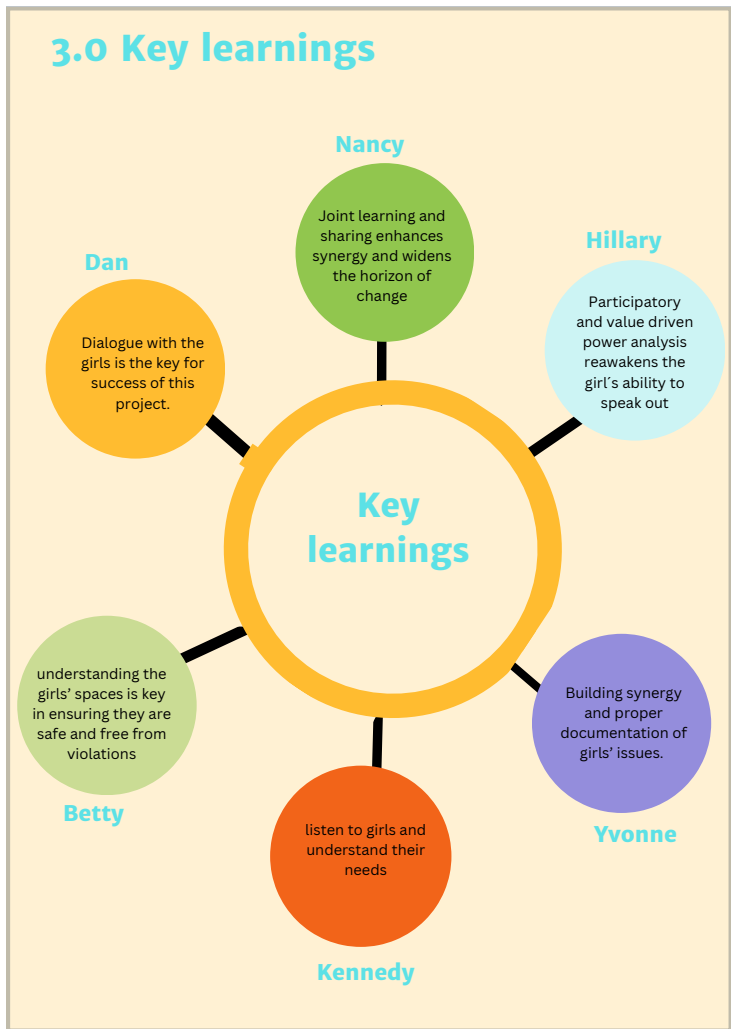
Girls and Confidence

This was said to be the ability to express oneself without any fear. The clusters will be using this tool to measure the level of confidence. The teams using their various groups were given three activities to do in order to measure the confidence of girls. The first activity was to carry out a debate, the second one was a talk show and the last one was an imitation.

The fourth activity involved all the members participating in community dialogue every member given a role to play to show how typical community dialogue will be during the analysis.

Participants taking part in a talk show to demonstrate girls and confidence tool during power analysis sessions.

3.0 Key learnings

Key learnings

Nancy — Joint learning and sharing enhances synergy and widens the horizon of change

Hillary — Participatory and value driven power analysis reawakens the girl's ability to speak out

Dan — Dialogue with the girls is the key for success of this project.

Betty — understanding the girls' spaces is key in ensuring they are safe and free from violations

Kennedy — listen to girls and understand their needs

Yvonne — Building synergy and proper documentation of girls' issues.

Conclusion

This was an important capacity building workshop for the AGPP clusters since it formed the learning process of the AGPP project. Siaya Cluster is now well prepared to conduct the Power Analysis sessions with the teen mothers. We are grateful to the CRVPF for the training and the enrichment of the clusters' capacity to work with the teen mothers. Additionally, it was an interactive environment to meet and interact one on one with the other cluster members and CRVPF representatives whom we've been interacting with through virtual meetings and on emails. Looking forward to interacting, listening and documenting stories from the teen mothers.

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Photo Gallery

Nancy (on the left side) from Siaya cluster during the training

Hillary from siaya cluster during the training

From left, Yvonne, Betty and Kennedy from Siaya cluster during the training

Dan from siaya cluster during the training

Salmah from CRVPF facilitiaitng the worksop

Attendance sheet

MAPPING RESULTS & ORIENTATION ON THE POWER ANALYSIS TOOLS FOR THE HILTON PARTNERS IN KENYA

20/02/2023.

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