



creative action
I N S T I T U T E



2016 Impact Report

East African Girls' Leadership Summit and Mentor Facilitation Training

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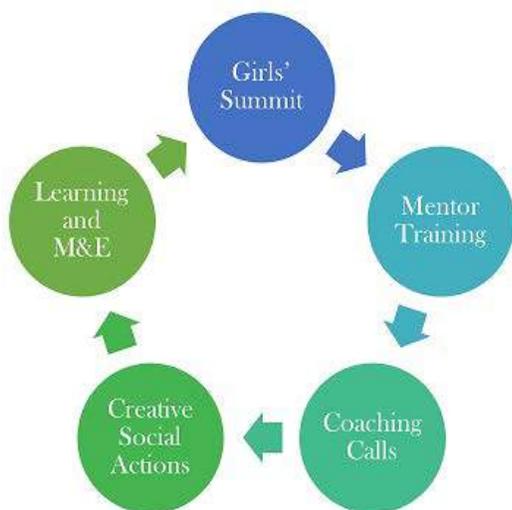
1 OVERVIEW

"I want to end early marriages and pregnancies by encouraging my fellow girls to continue studies and achieve their goals. I want to stop sexual harassment by speaking out at the top of our voices."
- Kyarikunda Annet, 2016 EAGLS, Girls to Lead Africa, Uganda.

"We are all leaders and let us rise - we are going to change the whole world" - Maria John Kwanga, 2016 EAGLS, Sega Girls' School, Tanzania

The East African Girls' Leadership Program (EAGL) is a long-term initiative to cultivate and empower a multi-generational network of young women leaders in Kenya, Tanzania, Rwanda and Uganda through creative leadership.

An initiative of AMPLIFY, a consortium of organizations and schools serving the most marginalized girls in East Africa, and the Creative Action Institute (CAI), an NGO applying unique arts-based methodologies to build leadership and community advocacy skills, this collaborative program builds a network of self-reliant girls guided by skilled mentors capable of countering the repressive framework limiting the advancement of girls and women for generations. This year-long program begins with a Girls' Leadership Summit and Mentor Training in Nairobi, and continues throughout the year with ongoing mentor support and technical assistance to strengthen their capacity as they guide girls into active community leadership.



Together, mentors and mentees initiate creative community actions that shift attitudes, change behavior and effect policy reform around issues such as female genital mutilation (FGM), access to education, early marriage, and gender-based violence. The knowledge and skills gained over the year are incorporated into each following EAGL Summit, ensuring that successes and challenges are shared and collectively addressed.

The impact of EAGLS has been extensive, providing new tools for girls and women to access their voices, stand up for their rights and envision a different future. By building leadership capacity and galvanizing communities through social actions, participants and their mentors become empowered to demand change among their peers, schools, families, communities, and nations.

Project report

In its third year, **EAGLS** has evolved from an annual summit into a year-round program equipping young women with the skills to become future leaders in East Africa. Elements key to this highly successful program include:

Creative Methodologies

- Unique to EAGLS is the application of arts-based processes as a core component in all program aspects, from leadership development to community advocacy. Whether empowering girls with understanding of their human rights, or equipping them with tools to counteract limiting policies and behaviors, culturally relevant creative approaches resonate well with participants. Research has shown a demonstrated need for creative leadership that is adept at risk-taking, questioning conventional wisdom and reimagining the future. The challenges of the next century demand citizens with a well-developed capacity for creative thinking and innovation, and the CAI curriculum is designed to ignite that process.

Intercultural Exchange

- Participants convene for the Summit each year to spend a week collectively exploring their human rights, sharing challenges and devising strategies to improve their lives. This cross-cultural gathering of young women from four countries increases understanding and empathy, encourages participants to identify their shared challenges, and breaks down arbitrary borders.

Mentor Training

- Mentor training during the Summit is critical to the program's success. Mentors learn creative methods to build trust, foster collaboration and instill confidence. Upon returning to their organizations, schools and communities, mentors serve as a strategic conduit of support and guidance.

Ongoing Coaching and Technical Support

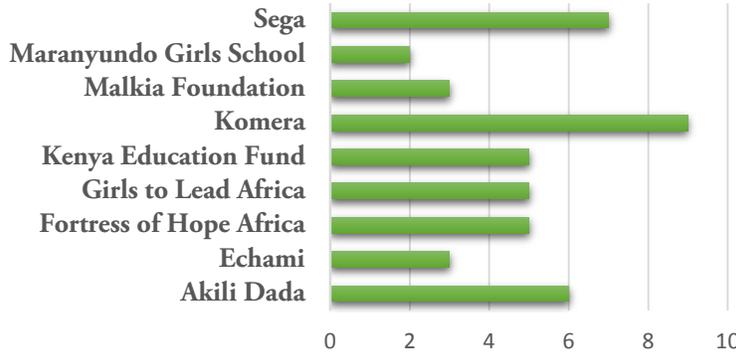
- The program doesn't end with the five-day Summit. Throughout the year, mentors receive regular coaching from CAI experts and are provided with Creative Action Toolkits: step-by-step blueprints to implementing creative community actions.

Participant Profiles

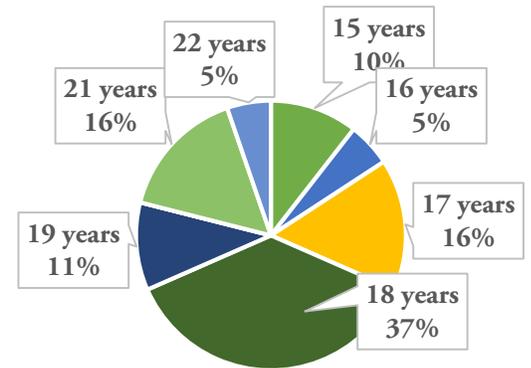
EAGLS participants and mentors are building a robust, continually expanding network of empowered young women, collaborating as a cohort of advocates for gender equality in East Africa. Contributing to the model's success is a yearly investment in mentor capacity building. A significant percentage of the 2016 Summit was facilitated by returning mentors, indicating increased regional capacity, project ownership and effectiveness of the CAI curriculum. **In 2016, 35 girls and 15 mentors from nine organizations working in Kenya, Rwanda, Tanzania, and Uganda participated in the 5-day Summit.**



Participant Organization Representation



Participant Age Range



Participant Learning Outcomes

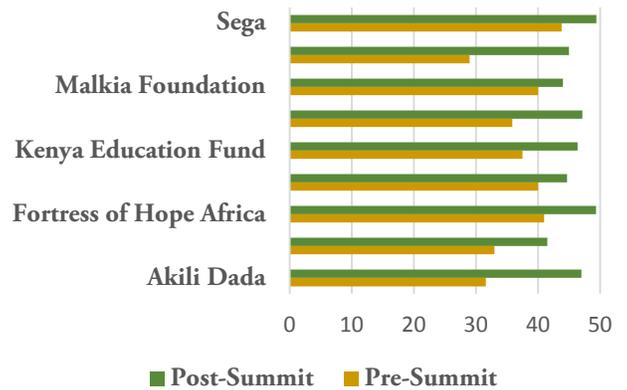
EAGLS builds the leadership skills of young women to be effective change makers in their communities and builds the capacity of mentors to utilize innovative methods in their schools.

The most significant and immediate short term Summit outcome was the participants' internalization of a new identity as a creative leader.

The internalization process is non-chronological and involves a shift in leadership self-perception; an increase in self-esteem; growth in confidence to share and apply leadership skills; leading to the role as an agent of change.

The chart to the right illustrates a significant increase in self-reported leadership, creativity, and social change skills (an average increase of 25% across all categories).

2016 Pre & Post Summit Evaluations



Testimonials

The word cloud at right reflects a compilation of participant written responses to the question: "What are the 2-3 most important ways in which the East African Girls Leadership Summit has helped you to grow as a leader?"



"I will use my confidence to talk to our community leaders about the rights of the girls, which are being denied in my community" - Wario Jarso, Akili Dada

*"You must first lead in your home, your community, and then your country."
- Isimbi Olivia, Komera*

"I have been able to overcome my fears. I will advise girls to know how to advocate and stand up for their



Participants proudly display Creative Leadership Certificates

Watch Video: EAGLS graduates sing to celebrate their accomplishment.

Mentor Learning Outcomes

Fifteen women from the nine partner organizations attended the 4-day Mentor Facilitation training before and after the Summit, including five mentors returning from the previous year taking on leadership roles for the 2016 Summit.

Mentors trained in the CAI curriculum have acquired new facilitation skills, confidence, and leadership capacity to organize and lead future Summits, as well as design and lead creative social actions and workshops in their schools and communities. Participants were surveyed before and after their training to assess self-reported levels of ability, demonstrated in the chart below.

Mentor Testimonials

"I will use creativity more in my sessions to encourage girls to use non-traditional methods to pass their message across. ..Through this workshop, I feel confident enough to lead, equipped with the various techniques I have learned." - Samantha Rolpe, Akili Dada

*"All the techniques used were so incredible, whether it was role play, case studies, or presentations. We started using them in our organization, and we will continue to use them and be more creative in our training."
- Ruth Kamatari, Komera Project*



Mentors with Creative Facilitation certificates

Offsite Visits for the Girls and Mentors

As part of the Summit in 2016, the girls and mentors traveled to Nairobi to meet inspiring women, artists and social entrepreneurs.

Visit One: Kuona Trust and Akirachix The students visited [Kuona Trust](#) to witness how visual arts can be used to address social injustice. Two artists shared their career journey in a male-dominated Kenyan context and shared advice to their 15-year-old selves – inspiring some students to consider an art career. At [Akirachix](#), students participated in a graduation ceremony where each presented on the technologically-focused projects and products they developed to provide solutions to community needs. Guest speaker, Pan-African Director of Oxfam [Jana Ncube](#), shared her life and insights on the role of girls and women in changing society – providing inspiration to strive harder.

Visit Two: The Go Down Art Center and GlaxoSmith Klein-Kenya (GSK)

The students were introduced to different forms of political art – connecting with [Michael Soi](#) – an artist focusing on corruption and sex industry in Kenya - [XYZ Show](#), a satirical puppet show, and [Ketebul](#) - an incubator for traditional and contemporary musicians. At **GSK**, they discussed careers with women in management positions, who encouraged the students to pursue their dreams.

Creative Community Action Network

Over the year, the mentors and girls are tasked to apply their new knowledge and expertise by integrating methods learned at the Summit within their programming, and conducting Creative Social Actions that advance girls human rights. CAI provided coaching support and toolkits to support this effort. In addition, mini-grants were available to organizations and schools that had participated in the Summit to support creative social actions, resulting in the direct engagement of **3000+ community members and students across Kenya, Rwanda, and Tanzania through 27 community actions.**

Coaching

CAI provided 21 hours of intensive coaching support with mentors in creative workshop design, addressing facilitation challenges, activity instructions and recommendations, and providing an in-depth orientation to the application, adaptation, and implementation of Creative Action Toolkit activities.

Creative Action Toolkits

CAI developed three Creative Action Toolkits as an additional resource for our partners to implement social actions and scale their impact. This year's Toolkits focused on teaching and promoting the **Girl Declaration**; **Words on Fire: Poetry for Girls Education**, inspired by girls' rights advocate and Nobel Peace Prize winner Malala Yousafzai; and **Ribbon Trees for Girls' Rights**, inspired by the global climate movement.



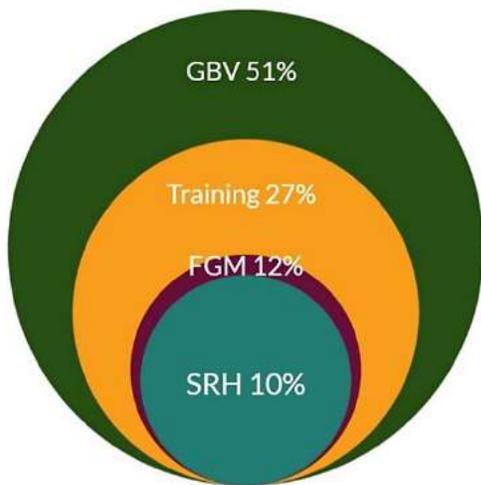
V-DAY 2016

Every February 14th marks the One Billion Rising “V-Day” movement - an international call to action against gender-based violence. EAGLS participants and their mentors take part by staging marches, speakers, and performances of poetry, song, and the dance “Break the Chain.”

V-DAY 2017

For V-Day 2017, CAI and AMPLIFY’s partners (Malkia, Fortress of Hope, Echami, Segga, and Komera) conducted several social actions against gender based violence, reaching more than 1,000 individuals.

Outreach by Issue



[Click here to watch the video.](#)

Creative Action Spotlight: Fighting FGM in Kenya

Although FGM is illegal in Kenya, it is still widely practiced in many **Maasai** communities. In 2016, Asante Africa hosted a community forum with parents, elders, school staff and local officials. Wearing T-shirts with “Let’s stop FGM completely” and “Protect, Prevent and Fulfill” messages, the girls performed spoken word and a skit about a young woman’s journey to the hospital after being cut by her mother. **Forum result: 257 parents made public pledges to end the practice of FGM.**

Creative Actions by Country & Year

2016

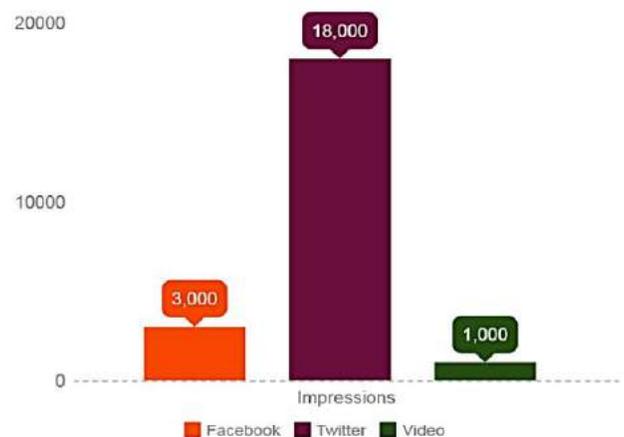
Kenya

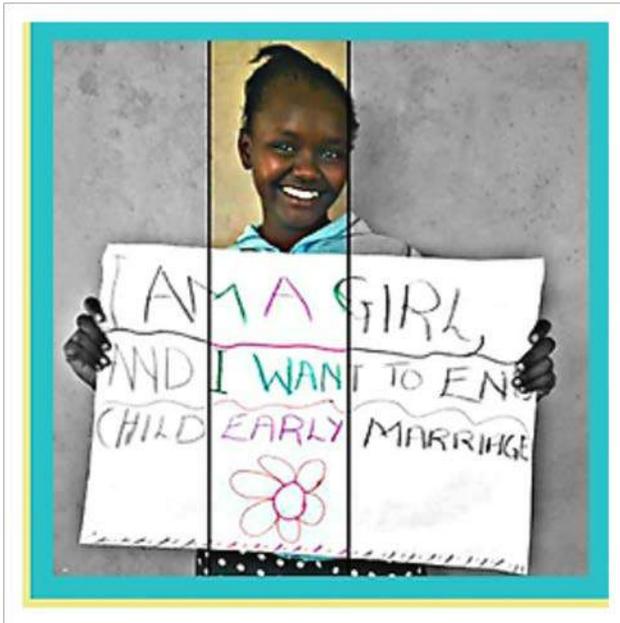
Residents of **Fortress of Hope** dramatized gang rape at local “hot spots,” where these violations were taking place. The theatrical event and dialogue were attended by local authorities, elders and community chiefs. Following the event, the local authorities stated commitments to work together to more effectively prevent sexual attacks.

Kenya Education Fund recreated a 4-day Summit in Nairobi, Kisumu, and Nakuru, convening over 100 girls and training 20 teachers to transfer a more child-centered learning approach and arts-based leadership curriculum to 100+ students.

Asante Africa incorporated CAI’s creative activities into their existing curriculum for 80 mentors who teach a one-year program on SHR, sexual maturation, literacy and girls’ leadership in eight rural

V-DAY 2016 Social Reach





Tanzanian communities, applying Forum Theater to explore solutions to chronic absenteeism. Specific actions were brought back to parents in support of their daughters. Forum Theatre further engage parents enough to make a public commitment to uphold new FGM laws in their community.

Akili Dada implemented creative leadership training for 50 girls in the DaDaab Somali refugee camp. The girls adapted the Declaration goals of Education, Health, Safety, Economic Security, Voice and Rights, drawing action plans to achieve them. The Affirming the Body activity provided a platform to share socially taboo information about their sexual and reproductive health. CAI plans to expand this work in refugee camps in 2017.

Tanzania

Sega Girls' School replicated several Summit activities in their 3-day Peer Mentor training of 37 Form 3 students to teach ways to support and empower girls in lower grades and create a safe space for participants to process and heal from sexual, physical and emotional abuse. The V-Day dance "Break the Chain," was taught to over 100 peers, leading to all 200 girls and teachers performing the dance, which was featured on the One Billion Rising website. With coaching, Sega is designing a pilot training series for 18 graduates to serve as mentors in their communities. Each group of 2-3 mentors will work with 20 girls across five regions to educate about empowerment, menstruation, and sexual and reproductive health over a one year period.

Rwanda

The staff of **Komera** incorporated CAI's techniques into their Leadership Camp serving 72 scholars. With coaching support, Komera is combining CAI activities, such as the Problem Tree/Solution Tree, to train social workers who work with families dealing with domestic violence within a peer mentoring framework.

In addition, Komera implemented a 5-day Leadership Camp for 68 girls, replicating Summit and Creative Action Toolkit activities. 2015 Summit participants will take on the role of mentors and facilitators, leading many of the events and small groups.

2017

Kenya

Fortress of Hope hosted a community discussion with 40 girls about GBV, targeting married adolescent mothers to promote understanding abusive relationship dynamics, options to seek help, and methods to speak out and disrupt the cycle of violence.

The Malkia Foundation hosted an event at a local high school with 240 participating girls demanding reproductive health rights for students, including access to sanitary supplies.

More than 170 local school administrators, parents, and teachers attended and expressed their commitment to respect the needs of their female students and more effectively address gender-based violence.

Loima Girls' Secondary School initiated an Urumuri Dada Club with 55 members. Applying the model of One Billion Rising, members performed dance, music and theater to honor V-Day and encourage local parents to send their daughters to school.

Tanzania

300 students of **Sega School** marched in public unity to express their right to safety, respect, and education on V Day, performing poems, Forum Theater, The Girl Declaration and "Break the Chain."

Rwanda

Girls and mentors of Komera implemented large-scale creative actions over two days - attended by district leaders, police members, church congregations, neighboring villages and local primary and secondary schools. Social actions included theater, music, poetry and performing "Break the Chain."

Over five thousand people attended the event held in the Rwinkavu Stadium.

These social actions demonstrate that when given the opportunity, support, and resources, adolescent girls can challenge and overcome obstacles. Mentors have successfully guided the building of a movement through social actions to mobilize community change - influencing stakeholders and decision makers, often the guardians of traditional notions that devalue the worth and rights of girls. With their powerful messages and actions, young women are transforming these limiting norms on a wider societal level.



300 Sega School students march for their rights in Tanzania.

Program Reach 2016



On average, 35 girls will teach 10 peers; and each school will engage at least 30 community members and youth in 2017.

2017 EAGL PLANS

CAI proposes undertaking the following activities in 2017, pending funding:

1. Creative Action Mini-Grants: CAI will provide each organization up to \$800 to support the design and enactment of creative community actions advancing girls' human rights.



Girls and mentors identify their personal goals for education, safety, health, economic security, and citizenship.

2. Local Coach/Facilitator: A former Kenyan mentor and long-time girls advocate and educator will work as part of the CAI team to provide ongoing on-site coaching, skill-building clinics, documentation and impact evaluation with each partner.

3. Creative Action Toolkits: CAI will design three additional Creative Action Toolkits in 2017 for partners to use in the field.

4. Mentor Training and Coaching: Advanced Creative Facilitation and Advocacy training for returning mentors and Foundational Creative Facilitation training for new and incoming trainers with deepen and expand the network of trained creative facilitators in East Africa. Each partner organization will receive personalized support to implement innovative strategies in their work.

5. Annual Girls Leadership Summit - This year, we will be doubling the size of the summit in order to offer more girls the chance to participate in this transformative experience.

6. Learning, Monitoring, and Evaluation: CAI is developing new tools to effectively capture behavior change, measure Sustainable Development Goal (SDG) indicators, and track community impact.

Annexes

EAGLS Training Activities



Lydia proudly displays her Urumuri Dada leadership strengths

1. Creative Leader Name Tags: Participants create name tags to identify and symbolize their leadership qualities and strengths.

2. Secret Sisters: Each participant is assigned a “secret sister,” with which to exchange anonymous gifts and acts of kindness throughout the week to cultivate a culture of generosity, appreciation, and support.

3. Step into the Circle: This activity invites participants to step silently into the ring in response to various experiences, beliefs, and identities to highlight both uniqueness and common ground to establish a sense of community and trust.

4. Affirmation Circle: Participants discuss the impact of internalized negative messages and discover the power of affirmation. Members choose a positive personal declaration to be whispered into the ear of each person seated in a circle. Participants reflect on the role of a leader in affirming and lifting up others.

5. Leadership Trees: Using a tree metaphor, participants create visual representations of their life stories, reflecting their values, passions, critical life events, role models, dreams and limiting beliefs they want to let go. They share their stories in small groups, fostering deeper levels of trust, confidence, and purpose.

6. Affirming the Body: Through discussion and story sharing, girls learn about their sexual and reproductive health and rights - openly asking questions, discussing and learning vital information about their bodies, menstruation, family planning and safety.

7. What I Really, Really Want: In a visual campaign, the girls and mentors make signs to declare what they really want as women and girls.



Mary captures the dreams she wants to accomplish in her Leadership Tree.



8. Girl Declaration Goals: Participants teach each other the five goals of **The Girl Declaration:** Education, Safety, Health, Economic Security and Citizenship. They develop songs, skits, images, and dances to illustrate their relevance to their communities, the obstacles they face and ways they might overcome them. They also identify their personal goals in these five areas and concrete actions they will take to achieve them.

9. Ways to Say No: After clearly defining different manifestations of gender-based violence, girls and mentors develop theater skits to illustrate and explore strategies they can use to say “No.”

10. Mindfulness and Self-care: Participants learn practices for conscious living, self-care, and emotional management.

11. Words on Fire: After viewing a film featuring girls’ education advocate and Nobel Prize winner Malala Yousafzai, participants take poetry templates based on Malala’s poem “Words on Fire,” to write and perform their own poems addressing the need for girls’ voices and leadership in the world.

12. One Billion Rising: Based on the global movement One Billion Rising demanding an end to violence against women and girls, participants learn the dance choreography of “Break the Chain” and plan their community actions for V Day.

13. Talent Show: Girls share their cultural dances, songs, and stories and develop original theater skits, poems and comedy routines.



Girls perform a traditional Rwandan dance for the Talent Show.



A visual collage and theater skit about economic security and early child marriage.

Mentor Training Activities

1. Circle-based facilitation: Mentors learn the difference between a traditional top-down, expert-driven teaching model and an experiential method of facilitation, in which students learn through dialogue, action and critical reflection.

2. Art for Social Change: Mentors create group images to reflect the ways art can support and facilitate social change.

3. Essential Elements of Facilitation:

Mentors learn key elements of group facilitation, such as framing the activity purpose, providing clear instructions and demonstrations, leading an inclusive and reflective dialogue and synthesizing critical applications and insights.

4. Dialogue Skills practice: Mentors practice the skills to facilitate a meaningful dialogue by asking generative, open-ended questions promoting equal participation, affirming contributions and creating space for varied perspectives.

5. Art Codes: Mentors learn how to apply various forms of art to represent relevant social and environmental issues and practice facilitating a four-step dialogue process: 1. Perceive the problem; 2. Relate to it on a personal or collective level; 3. Analyze root causes and 4. Generate solutions and action steps. They develop art representing teen pregnancy, FGM, and gender-based violence.



Girls and mentors discuss the post-2015 SDGs of the Girl Declaration



Mentors create art codes for FGM and gender-based violence using poetry, theater, and collages.

6. Summit Preparation: Mentors review the Summit agenda, discuss potential challenges, clarify their roles and responsibilities and set intentions for participants.

7. Facilitation Practice and Feedback: Returning mentors facilitate significant portions of the Summit. To prepare, they practice leading activities and receive constructive feedback from their peers and CAI staff, allowing for collective learning of facilitation skills and deeper refinement of Summit activities.

8. Creative Workshop Design: Mentors learn to establish learning objectives, sequence activities, use a variety of group sizes and learning modalities, create a workshop agenda and prepare materials and logistics.

9. Summit Reflection: Mentors reflect on Summit outcomes, impacts, and successes, generate recommendations for improvement and identify their next steps upon returning home. Each partner organization receives a Facilitator Toolkit, containing art supplies and other creative workshop materials.