



GENERATION

AFRICA-LED MOVEMENT TO END FGM/C | MY POWER MY VOICE

SAMPLE PARTICIPATORY METHODS TO SUPPORT GIRL-LED APPROACHES

A Guiding Framework for a Girl-Centered Approach to end Female Genital Mutilation/ Cutting (FGM/C)



Tools and Resources to support the Girl Centred Framework (GCF)

The girl-centred framework refers to a number of tools, resources and ideas that have been used by consortium partners and other stakeholders working with girls. This annex draws together the tools referenced in the framework and will be added to throughout the Programme.



Tool 1

Circles of influence exercise¹

This tool assists programmers to understand the people that influence girls' lives so that they can be involved in the program.

Activity 1: Ask for a volunteer to draw a picture of a girl from the community inside the innermost circle in the diagram. Explain to the group that in order to understand girls lives we will need to speak with different girls –

Ask the group, 'what do we need to consider when identifying girls to participate in our research project?' Write down suggestions on sticky notes and place them around the drawing of the girl in the centre of the circle – these could include for example, girls of different ages, girls with disabilities, girls who are not in school etc.

In the second circle ask for a volunteer to draw a picture of a woman in the community. Ask the group – who are the women in this community that are involved in/have influence over girls lives? (for example, mothers, aunts, grandmas, women's groups, women's leaders, mentors, etc) – write down their suggestions in sticky notes and place in the second circle

In the third circle ask for a volunteer to draw a picture of a man in the community. Ask the group – who are the men in this community that are involved in/have influence over girls lives? (for example,

fathers, brothers, grandfathers, community leaders etc) – write down their suggestions and place in the third circle

In the fourth circle ask for a volunteer to draw something that represents their community (could be a house, school etc.) – ask the group, which groups/institutions in this community also have an impact on girls lives? (this could include for example schools, health centres, radio stations, church groups etc.) – write down their suggestions and place in the outermost circle.

Once everyone has agreed that the main people/institutions/groups are represented ask the group to prioritise between 3 and 5 suggestions of people/groups/institutions that they would want to include in the programme. Circle/underline these suggestions in the diagram, and discuss with the group ideas for engaging these people and groups in activities to end FGM/C.



¹ adapted from ActionAid's girl-led research training manual



Tool 2

The Power Line²

This activity helps participants to explore the unequal distribution of power amongst different people. It can evoke strong emotions among participants and must be used carefully in any community where people experience these power inequalities every day. Make sure to take time at the end of the session to discuss any emotions girls participating might experience, and finish with a simple game/song to help the group end on a positive note.



Step by step process

- 1 The facilitator writes on a piece of paper the character each participant is expected to be in this role play. Below is a list of suggested characters, but the facilitator will have to adapt these so that they are relevant for the group. If participants have limited literacy skills, then the facilitator can draw each character or whisper to each participant their character for this role play. The participants must not tell anyone else the character they were given.
- 2 All the participants line up on in the middle of the space. The facilitator explains that participants must take steps forwards or backwards depending upon what they think their character is able to do or not do in response to each of the statements that will be read out (see below).
- 3 The facilitator reads out one statement at a time (see below) giving the participants enough time to step forward or backward. If the participants think that their character can do what the statement says, then they take one step forward. If the participants think that their character cannot do what the statement says, then they take one step backward.

- 4 After all the statements have been read out ask the people who have moved forward the most to reveal their characters and say how they feel. Then ask those who have taken the most steps backwards to reveal their characters and ask them how they feel.
- 5 Ask the participants at the back of the line what would need to change to move them forward?
- 6 Ask the participants at the front of the line how their characters could support those at the back of the line to move forward.
- 7 Ask participants to leave their positions and gather in a circle to discuss the exercise, using the questions below as a guide.

Potential characters for the role play

- 16-year-old girl who is just married and is pregnant with her first child
- Male local government official who is responsible for the community's budget
- 14-year old girl who has care responsibilities at home – including looking after her two younger siblings
- 18 year old girl in her final year of school
- 18 year old boy in his final year of school
- Young woman whose partner doesn't like her leaving the house
- Grandmother who cares for her five grandchildren
- Married woman with three children
- Married man with three children
- Woman who is a widow
- 17 year old girl who uses a wheelchair
- Elected leader of the women's group

² This activity is adapted from *The Power Line*, ActionAid's Reflect Action tools and methods https://www.reflectionaction.org/tools_and_methods/28/?from=ov

- Male health care worker
- Male police officer
- Female police officer
- Female headteacher of the local school

*The facilitator should adapt and add or remove roles and possible situations based on the context and number of participants *

Possible situations

- If you have studied up to class VII, please take two steps forward, if you have not then take a step back.
- You need 10 Dollars for some personal work, and you do not want to ask your partner for it. If you can arrange a loan from a bank take one step forward. If you cannot, take one step backward.
- You do not want a child. If you can convince your partner to use a contraceptive take one step forward, otherwise take one step back.
(alternative option for groups of younger girls who may not have discussed contraception: If you can choose when to have children and how many to have (or whether to have children at all), take one step forward, if you have limited choice take one step back)
- You are tired after a long day working. If you can sit down and relax for one hour when you come home take one step forward, otherwise take one step back.
- There is a party/cultural programme at a friend's house tomorrow night. If you can go, take one step forward otherwise take one step back.
- You have been working or studying later than usual, it is now dark and it is a 30 minute walk back to your house – if you feel safe to do that walk by yourself take one step forward, if you don't feel safe to do that walk by yourself take one step backwards.
- The water in the area is polluted by the factory. If you can participate in a protest demanding that the factory stops polluting the water take one step forward, if you cannot take one step backwards.
- If you have a period/menstruation and need

menstrual products/sanitary pads but can't access these easily take one step backward, if this is not an issue for you take one step forward

- You are working in a factory and your child is sick at home. If you will have to take care of your child and not go to work take one step backwards, if you can still go to work because someone else can take of your child take one step forward.
- You do not like washing dishes, there is a pile of dishes to be washed. If you do not need to wash these dishes take one step forward otherwise take one step back.
- The local authorities have called a meeting to discuss how much to spend on the new road. If you can speak at this meeting take one step forward, if you cannot speak then take one step back.
- You had to go out of town/village on some work and the work has taken longer than you thought. If you think that you can stay out of the house at night take one step forward otherwise take one step back.
- If you ride a cycle/or any vehicle to work, or for daily errands take one step forward, if you do not, then take one step backwards.
- Nearby, there is a new textile factory. They are hiring new staff. If you think you can get a job, take one step forward, if not take one step backward.
- Your parents have died. If you think you are able to get a share in their property take a step forward, if not take one step back.

Questions to deepen the analysis

- How did this exercise make you feel?
- Why did the participants end up in different positions, even though they had started at the same place?
- What did you notice about how much power girls and young women in these scenarios had access to?
- What other factors influenced how much power girls and young women had access to? (think for example about education levels, disabilities, care responsibilities etc)

- Which characters in the exercise had more control over their own lives and who had less? What factors influenced this?
- Is this exercise relevant to girls' lives in this community? Why/why not?

Summarise the exercise by including some of these key points:

- We should all have equal access to rights and opportunities – but this isn't always an everyday reality
- Girls and young women can be particularly impacted by power inequalities – but they also have access to power within themselves, power with each other (and other important people in their lives), and power to make changes.
- Power can be more balanced more equally if everyone in the community/society reflects on, and challenges, power inequalities - these power structures are not fixed or permanent, they can be changed (and there are many examples of change in our communities and societies)



Tool 3

The Power Flower³

Draw 'power flowers' with groups of girls to start conversations on power and girls' experiences – use this activity as an opportunity to be creative, and have different colours available for the group to draw with!

The power flower tool provides a critical lens and a simple way to gather, consolidate and analyse information looking at shifts in different forms of power, which include:

Power within – Self-worth, self-confidence, inner strength, sense of identity, dignity. Enhancing the 'power within' individuals build their capacities to imagine and raise aspirations about change. Changes happen in rights consciousness, capacity,

organisation and mobilisation that result from conscientisation processes.

Power with – Collective power and strength, mutual support, cooperation and working together, solidarity and joint action. 'Power with' helps build bridges across different interests, experiences and knowledge and is about bringing together resources and strategies. Changes happen in the organisation and mobilisation of civil society in support of people.

Power to – Ability to act, potential to make a difference and shape lives, capacity to decide action and carry them out. Changes happen in the condition of people living in poverty. individual ability to act. This is rooted in the belief that every individual has the 'power to' make a difference.

Power over – Domination or control of one person, group or institution over another. Actors such as police, judges, teachers, politicians all have a certain power over us in society. Duty bearers can use this power for positive or negative change which is why we work to influence them. Changes happen in policies, budgets, practices of state and non-state institutions and actors, duty bearers.



Step by step process

- 1 Discuss the idea of the flower and its different components, with its base in the centre and a large circle of four petals covered by small petals.
- 2 Ask the group to draw the centre of the flower which represents themselves – they could draw a picture of themselves and/or write their name in the centre of the flower
- 3 Explain the idea of the four forms of power (within, with, over, to) and ask people to draw the four large petals, each representing one form of power
- 4 Take one petal at one time and ask group to discuss how they, and other girls experience that type of power. Encourage the group to share real life examples they

³ This activity is adapted from *The Power Flower*, ActionAid's Reflect Action tools and methods https://www.reflectionaction.org/tools_and_methods/28/?from=ov

have experienced (as long as they are comfortable to share these experiences – remind the group to only share what they feel comfortable with) – refer to the guiding questions as you talk through each type of power

Guiding questions

Power within:

- How does it feel to have 'power within'? Do you feel that you have self-confidence? Do you feel that you have good knowledge/ awareness of your rights? Do self-confidence and rights awareness contribute to having power within? If so, how?
- Is it easy for girls in this community to have power within? Why/why not?

Power with:

- How do girls work together towards change?
- How do girls support each other?
- Who else supports girls/ who do girls work with in the community for change?
- Is there any facilities in their school to show their solidarity. Is it accessible for those girls who are attending in the school?

Power to:

- Do you feel able to create change?
- Have any changes in the community been influenced by the collective action of girls?
- Is it easy for girls to influence change in this community? Why/why not?

Power over:

- What people, groups or institutions have power over girls? How does that impact on girls lives?
- What strategies have / can you use to try to influence their agendas or actions?

- 5 As the group reflects on the questions and the different types of power, invite them to draw symbols or write words/ phrases in each of the small petals connected to the large petal representing each of the different forms of power. (These petals can also be different in the

size representing the scale and impact of the change)

- 6 Repeat the process for all four petals and make the flower grow.
- 7 Ask people to discuss their flower and share their experiences by explaining;
 - Which side of the flower is healthy (with more petals) and why?
 - Which side of the flower is weaker and why?
 - What could have made the flower healthier/stronger?
 - What does this exercise tell us about the power that girls have in our community? What are some the reasons for this?



Tool 4

Community Maps⁴

Maps are an effective way of presenting local information, problems and opportunities in a clear, visual way. A basic map of a local area can be overlaid with information on available services (number, location and quality of medical and psychosocial care, for example), challenges faced in accessing services (privacy, distance, safety, for example), and women's and girls' perception of areas that present high risks (public or remote areas where sexual assaults or harassment are likely to take place, for example). Maps can be created on paper with coloured pens, or in the dirt/sand using natural materials such as sticks and pebbles. Have materials ready.



Step by step process

- 1 The group may wish to begin the exercise by taking a walk around the area to

⁴ This tool has been adapted from the upcoming ActionAid's Safety with Dignity Toolkit, publication pending (approximately end of 2021). All tools are inspired by ActionAid's Reflection Action tools.

note key features they wish to represent and analyse.

- 2 Initially, a map should be created on a large scale on the floor or any large surface, so that all participants can actively contribute and clearly see what is going on.
- 3 The first things to be put down should create a basic framework for the space. The community centre or college where the group meets could be used as a starting point, for example. Important features such as main roads and public buildings help people to orient themselves and therefore participate more actively.
- 4 Many different materials can be used to represent the various elements on the map. These could be anything that is easily available and easy to move, such as sticks, stones, etc. The meanings of the symbols should be selected and agreed upon by the whole group. Movable objects are crucial, as everyone needs to be able to go back, change and add elements as the map develops. Less assertive participants find this particularly helpful.
- 5 Once all the physical things relevant to the purpose of the map are in place, more qualitative judgements can be considered, for example to indicate positive or negative perceptions of what is represented. Participants could highlight.
 - where on the map is a safe area for girls and where feels more dangerous (and why)?
 - which services are available for girls in the community (and whether those services are effective and 'girl friendly')
 - the main places girls can go in the community, and the places that are not accessible to them (For example, community meeting places, youth groups etc)
 - what informal systems of support are available to girls?



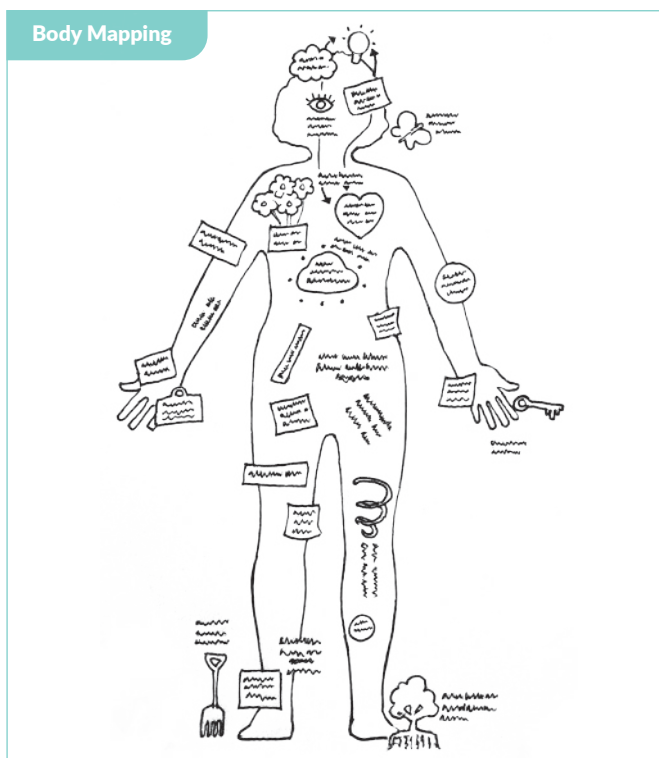
- during the COVID pandemic how did the map of the community change for girls – were there now spaces they could no longer go? What felt unsafe? Where (and from who) were they able to get support?
- 6 Then the group can reflect on the map as a whole, drawing out insights or conclusions to stimulate discussion. The completed map often enables people to see issues or phenomena in a new light - as they are removed from daily reality whilst simultaneously gaining new perspectives of it.
 - 7 Once the “real” map has been created, you could then use this as a starting point for developing an “ideal” or “visioning” map - showing future changes desired for girls in the community, and who those changes would need to involve – this could be either practical and achievable, or idealistic and visionary (or maybe both!)
 - 8 For the map to be recorded on paper or card, participants need to identify pictures, symbols or words with which to label key elements on the map. Once down on paper, participants may wish to make their own, smaller copies.
 - 9 Make sure to take a picture of the final maps, and ensure it includes identifying information (e.g., place names and the date the map was created)



Tool 5

Body Mapping⁵

A body map can be used to help participants to explore many issues for girls - including around physical and mental health, sexuality, girl's rights, and violence against girls.



Step by step process

- 1 Draw the outline of a girl on the ground or on a large sheet of paper. A quick way to do this is to ask one of the participants to volunteer to lie down on the floor and draw around them (but if this is not appropriate draw the body freehand.)
- 2 Have cards/sticky notes available for the participants to draw or write key ideas and invite them to stick these ideas onto the outline of the girl.
- 3 Start the exercise with quite a general question such as: "How does life for girls in

this community impact on your body and your health? Participants then indicate on the body map the positive and negative impacts that they have experienced (for example, headaches as a result of carrying heavy water containers for long distances.)

- 4 Ask 'what expectations do people have of girls in this community? How does that impact how girls feel about themselves?' Take ideas down on sticky notes and with the group identify appropriate places on the body to stick them.
- 5 Introduce other key themes you want to explore one by one - with each of these themes ask 'how does this issue impact girls - what impacts does this issue have on girls bodies, and mental/physical health?' themes could include for example:
 - Menstruation
 - Pregnancy
 - Sexual and Reproductive health
 - Mental health
 - Impacts of COVID on mental and physical health
 - Daily tasks/responsibilities that girls have in their homes, communities and schools.
- 6 The group could then draw another outline of a girl - this time ask 'what do girls in this community need to feel happy and healthy?' If they had these things what impact would this have on their bodies?' Go through the same process using sticky notes/cards and placing them on body parts on this second outline.
- 7 Once both outlines have been completed ask the group to reflect on the differences they notice, and what can be done (by girls themselves, by families and communities) to support girls to be healthy, happy and free in their bodies.

⁵ This tool has been adapted from the upcoming ActionAid's Safety with Dignity Toolkit, publication pending (approximately end of 2021). All tools are inspired by ActionAid's Reflection Action tools.



Tool 6

ActionAid Participatory Review and Reflection Process

Regular consultations with girls and with community members are an essential part of the girl-centred framework, partners may wish to use steps from ActionAid’s participatory review and reflection process to conduct these consultations

Step 1: Decide on the objective of the PRRP. The objective should be clear and agreed upon.

Step 2: Agree if there are specific questions that need answering? Take stock of what information is already available; these can be from feedback forms, impact/stories of change.

Step 3: Extract a list of relevant indicators from the programme/project MEL framework. Also reflect outside the indicators on what has been versus planned, what are the results (changes), what has been learnt

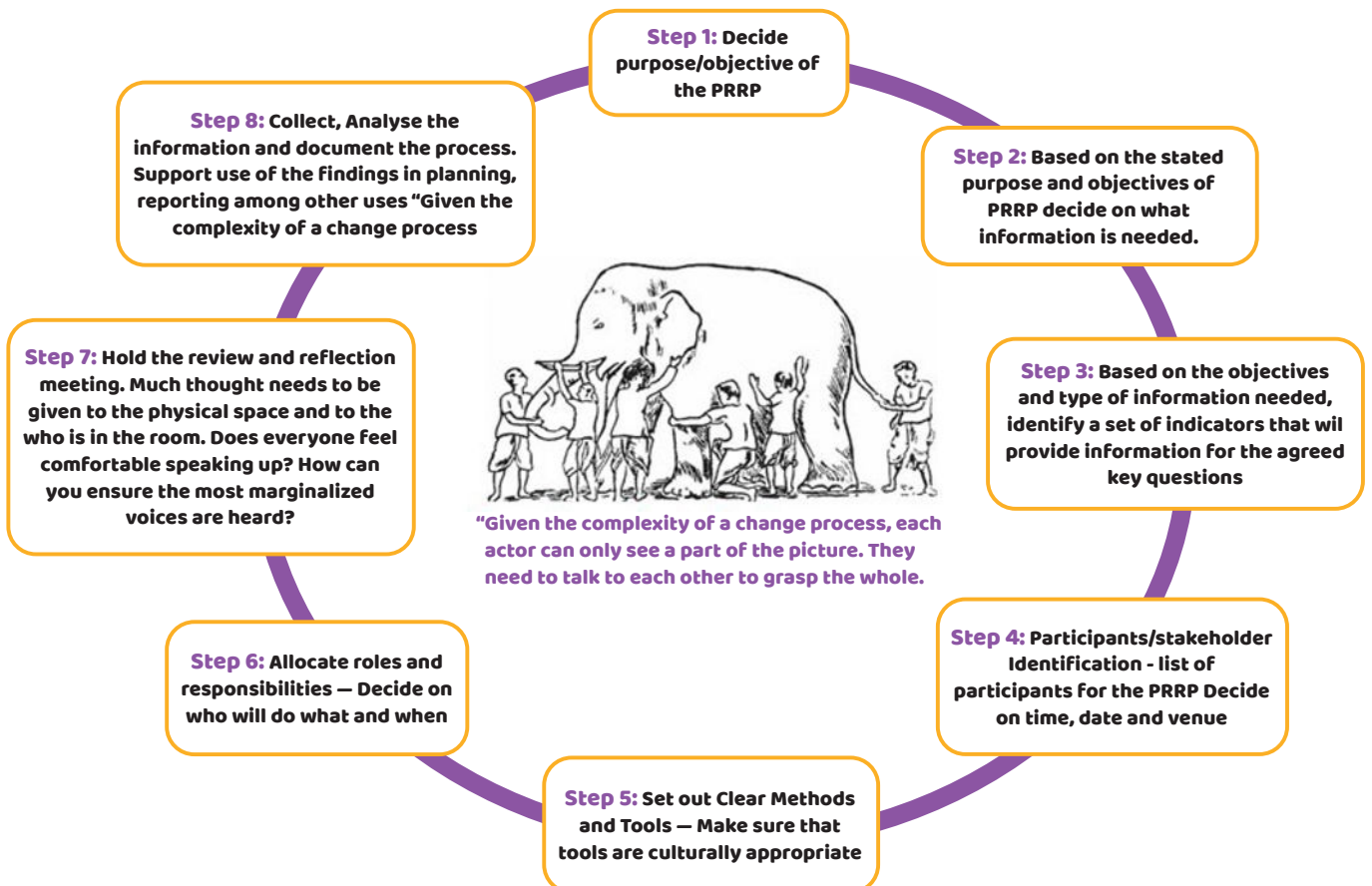
Step 4: Decide on list of participants for the PRRP Also decide on the time, date and venue. Agree on how women, young people and those most marginalized and living in poverty will have access to the space.

Step 5: Methods and Tools should be participatory Consult the Networked Toolbox for a detailed discussion on these.

Step 6: Decide on roles and responsibilities; for example, decide who will facilitate, take notes and who will manage the PRRP space itself, who will organise logistics, what is the program for the day

Step 7: Collect information using the various agreed methods and tools. Produce a report for the process highlighting the findings.

Step 8: We recommend that PRRPs findings be used to inform Planning, Reporting and Learning decision making processes



Further literature: Resources for intentional girl centered programming

1. Here is a link to a list of resources with participatory tools for engaging with girls: <https://www.popcouncil.org/girl-centered-Programme-resources/tools>

Bruce, J. and Soares, S. (2021), Population Council. Intentional Design: Reaching the Most Excluded Girls in the Poorest Communities: A Guide for Practitioners and Advocates <https://buildcommunity4girls.org/intentional-design-guide/>

Girls' choices and voice in child marriage decision-making: Uncovering the critical issues, Convening Report. Save the Children, Oxfam, Population Council and Simavi: July 2021.

Delivering Impact for Adolescent Girls: Emerging findings from Population Council Research https://www.popcouncil.org/uploads/resources/2018PGY_GIRLCenterSynthesis.pdf

Listening to Girls Toolkit: How to hold focus groups to enhance Programme for girls. MAIA & She's the First. Visit <https://shethefirst.org/> or <https://www.maiagt.org/escuchando-a-las-ninas> for more information on how to receive the Toolkit.

Girl-centred design – online course https://courses.philanthropyu.org/courses/course-v1:MercyCorps+GirlDesign_101+1_1.0_20180402_20180506/about

Pop Council: The Girl Roster https://www.popcouncil.org/uploads/pdfs/2019PGY_GirlRosterFactsheet.pdf

Research approaches to working with adolescents <https://www.gage.odi.org/publication/qualitative-research-toolkit-gages-approach-to-researching-with-adolescents/>

To Get Gender Transformative, Go Multi-generational | Adolescents 360 (a360learninghub.org)

Measuring Girls' Empowerment https://www.icrw.org/wp-content/uploads/2021/04/ICRW_Measuring_Girls_Empowerment_02.21_Final.pdf

Safe spaces and Girls Group brief https://www.sddirect.org.uk/media/2038/vawg-helpdesk_agrp_girls-groups_brief_c19_final.pdf

Girls – the agents of change, lessons from a collaborative funding approach with girls https://drive.google.com/file/d/1AJnYR-98s_IDBvZbDBDa-vw75fw8wHIE/view

Brave, Creative, Resilient – the global state of young feminist organising https://youngfeministfund.org/wp-content/uploads/2017/05/frida-awid_young_feminist_organizing_research.pdf

Reflect Action: <https://www.reflectionaction.org/pages/about-reflection-action/>

The Girl Generation: Emotional well-being tools: <https://www.thegirlgeneration.org/resources/emotional-wellbeing-resources>

Plan International: Adolescent Programme toolkit (incl service mapping and safeguarding)

<https://reliefweb.int/sites/reliefweb.int/files/resources/glo-adolescent-Programme-toolkit-lowres-io-final-eng-june20.pdf>

FRIDA's feminist, girl-centred safeguarding policy <https://youngfeministfund.org/wp-content/uploads/2020/11/FRIDAs-Safeguarding-Policy.pdf>

Social Development Direct series of briefs as part of an adolescent girls resource pack – a summary of the evidence is here: https://www.sddirect.org.uk/media/2036/vawg-helpdesk_adolescent-girls-rp_summary_c19_final.pdf, and the girls group brief: https://www.sddirect.org.uk/media/2038/vawg-helpdesk_agrp_girls-groups_brief_c19_final.pdf and Monitoring and evaluation briefs: https://www.sddirect.org.uk/media/2040/vawg_helpdesk_agrp_me_brief_c19-final.pdf

Coalition for Adolescent Girls (2015) Partners and Allies: A Toolkit For Meaningful Adolescent Girl Engagement.

Glennerster, R. et al. (2018) A Practical Guide to Measuring Women's and Girl's Empowerment in Impact Evaluations. Available at: <https://www.povertyactionlab.org/sites/default/files/research-resources/practical-guide-to-measuring-womens-and-girls-empowerment-in-impact-evaluations.pdf>

Innocenti (2016) Measuring Adolescent Well-being: NAACs. UNICEF Innocenti. Available at: <https://www.unicef-irc.org/publications/855-measuring-adolescent-well-being-national-adolescent-assessment-cards-naacs.html>

Jones, N., et al. (2019) Qualitative Research Toolkit: GAGE's Approach to Researching with Adolescents. London: Gender and Adolescence: Global Evidence, available at: <https://www.gage.odi.org/publication/qualitative-research-toolkit-gages-approach-to-researching-with-adolescents/>

UNICEF, Gender Transformative approaches for the Elimination of Female Genital Mutilation , Available at: <https://www.unicef.org/documents/gender-transformative-approaches-elimination-female-genital-mutilation>



Aknowledgements

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Our partners



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