



Participants at CARE’s global online event on girl-led activism raised some insightful questions on the [Girls in Action](#) model. Here, CARE’s Gender Justice Team responds with further detail and links to additional resources:

- 1. What does success look like for the Girls in Action model, and how are you measuring success? What is the overall goal of the model? Is the goal to impact the individual girls and mentors, to see change in the community, or to build movements?** *[Asked by Julia, Women Deliver]*

The goal of Girls in Action is to provide a platform for girls to lead change by girl-led action, meaning girls have a voice and collectively advocate for change on issues that are meaningful to them. Regarding impact, [Gender Transformative MEAL](#) approaches are used, and baseline and endline data are collected—from the beginning of initiatives until graduation. [Tipping Point conducts evaluations](#) using surveys and qualitative methods to measure changes in girls' self-efficacy and collective efficacy, girls' engagement in the policy/advocacy processes, and collaboration with movement actors, among other topics.

- 2. How were the locally-led women's rights networks and movements identified?** *[Asked by Julia, Women Deliver]*

Networks and movements were identified through mapping at the regional and country levels. Leaders from Women’s Rights Organizations (WROs) were interviewed and their responses shaped the [Phase III interventions of Tipping Point](#), which connected girls to the movements with CARE working as an ally to the movements. Girls in Action graduate girls raised issues they wished to advocate for, and a one day consultation was done separately with WRO members to assess their readiness to invite girls to work alongside them as allies.

- 3. Have you encountered resistance from men and boys, and how has this been addressed?** *[Asked by Everjoy, CARE USA]*

Backlash does exist at various levels, however girls are collectively strengthened via their involvement in various movements and support from CARE and our partners such as WOREC in Nepal and the women human rights defenders they work with. CARE implements a layered men and boys engagement package where men and boys, family, community, school, and government are involved in creating an enabling environment for girls. Facilitator’s Manuals were created for [boys’ groups](#) and [father’s groups](#), and these engagement manuals are utilized to guide allies in supporting the girls in their families and communities.

4. **What is the logic of “Do No Harm” adopted by CARE International—Does the Girls in Action program expose the girls to some risks of repressions from the community? If yes, how do you manage and mitigate those risks?** *[Asked by Tamas, CARE Haiti]*

CARE strictly follows a “Do No Harm” principle. For this reason, the involved girls follow a [Risk Mitigation and Management \(RMM\)](#) checklist before planning any public facing activity. Girls planning their own activities and events is most practical, as they have the most knowledge and experience in the community regarding perceptions and social norms boundaries. In emergency settings, the girls use conduct risk mitigation and management before any activity they plan in the community, not only public facing events.

5. **The negotiation between girls and parents can have an emotional impact. Have there been instances where it was necessary to address emotional or mental health with parents and girls? Did the changes and empowerment of girls have an impact on the situation of their mothers, with respect to inequalities within homes and in the community?**

[Asked by Valeria, Girls First Fund & Rosario, independent consultant]

The Girls in Action model is layered upon various projects, and many of the core sessions throughout the implementation of this model includes reflective sessions as well as sessions on communication and negotiation. The [Tipping Point initiative](#) holds spaces for open dialogue between mothers and daughters, utilizing the [manual for intergroup dialogue](#). Though impact directly to mothers was not measured, mothers were in attendance of core Tipping Point sessions. In Nepal, inspired by the mothers’ aspirations to play, girls organized games of volleyball where the mothers and daughters played in an open field. This challenged the norms of women and girls not taking up public spaces.

6. **What is the greatest challenge you face, especially to the girls (beneficiaries) you work with?**

[Asked by Salah, Fadhili Teens Tanzania]

The greatest challenge in this model is adults not stepping back and allowing girls to take full reign of their initiatives. For the model to be girl led, adults need to work as an ally and not guide/lead

7. **How do you address and diminish the differences in power between the adolescent girls and the adult women’s rights movement members and the VSLAs?** *[Asked by Sarah Jane, OASIS Sahel]*

This has been a challenge—reflective sessions on notions of power were continuously held between adolescent girls and adult women’s rights movement members. The relationships between the two groups were also mapped on a continuum, starting from when the girls do not have a voice, to having a say or having tokenistic participation in decisions, to equal and valued contribution with examples. The reflections are needed from both perspectives for both groups to reflect on their actions together. In Nepal, power and hierarchy discussions were held with CARE Nepal and WOREC Nepal, and also between girls and WOREC.

8. **Do you think the discriminations esp. girl child marriage is related to religion? How easy can this be resolved?** *[Asked by Rose, White Ribbon Alliance Tanzania]*

Child Early and Forced Marriage (CEFM) in Nepal has a connection to religion, but with laws in Nepal that permit marriage only at 20, the practice is guided more by poverty and for controlling girls’ sexuality ([participatory analysis of CEFM](#)). In the early days of Tipping Point, it was learned that explicitly discussing child marriage reduction in our programs became punitive and hence the program shifted its focus to empower girls, their dreams and aspirations, knowledge and skills, and ability to raise questions and negotiate with family and community members. Girls’ engagement with the model like Girls in Action led them to engage with different issues at the community level. Ultimately, the work to empower girls in a multitude of ways led to the delaying of marriage and building girls empowerment.

9. What factors did you have to consider when adapting for emergencies?

The most important consideration was to ensure that the intervention does **not do any harm**. Given that girls are living in internally displaced populations (IDPs), all aspects of the Girls in Action model was adapted for the initiative in Northwest Syria. Girls' mobility and security were at risk, so amongst mentors, the girls suggested to have a few mothers. Instead of conducting house-to-house surveys, group discussions were conducted by bringing all girls into a safe space within the community. Some mothers also volunteered to be trained with the mentors and they were the point of contact for girls within their community. In development contexts, the girls completed risk mitigation (RMM) planning only before a public facing activity, but in an emergency context, risk mitigation was done before *any* activity.

10. Are there examples of this approach working in settings where there are not active women's groups/movements or VSLA groups, or is the model reliant on these other features in the operating environment? [Asked by Miriam, Population Council]

The model can stand alone, as the pilot program (in Bangladesh) was not done in presence of any WROs, six years ago. It was only in the last 2 years that these girls are connected to the Women's Rights Organizations. WROs help girls to be connected when the programmers such as CARE complete their programs in the community. Even if the girls complete a cycle and do not continue group activities, the confidence they gain in the process remains with them wherever they go.

It is also beneficial to layer this model on an ongoing health education livelihood or WASH program where processes to create girls' groups already exists. Where there are no programs or WROs, there are supporting tools from the core Tipping Point Initiative to work along with parents and other community leaders to build support and a conducive environment around the girls.

11. How does Girls in Action work with other models for building girls' leadership?

Girls in Action can be used as a standalone model or to complement more intensive efforts to develop girls' leadership. CARE's work is rooted in our [Gender Equality Framework](#). We believe achieving gender equality requires change across all aspects of women and girls' lives. Our aim is to build **agency** of people of all genders and life stages, change **relations** between them and transform **structures** so they can and be able to contribute equally to, and benefit equally from, social, political and economic development. Girls in Action complements efforts which focus on building girls' agency by addressing power relations so they can start to shift the structures holding them back. The process of doing so is also an important step for building girls' individual agency.

More Resources:

[Girls in Action Official Webpage](#): Details the approach and tools for the Girls in Action model

[Girls in Action \(formerly LCOM\) Model Overview](#): Includes minimum standards for ensuring quality for the model

[Girl-led Activism and Structured Allyship Brief](#): Outlines support for girls by allies

[Girl-led Social Norms Shifting Brief](#): Includes experiences of girls leading norms shifting activities in the community

[Girl Activist Package](#): Training and implementation package to be used by mentors or facilitators for girls training

[Mentors' Training & Facilitation Package](#): Mentors' facilitation & guide for supporting monitoring and evaluation

[The Tipping Point Initiative](#): Tipping Point initiative home page, includes all resources

[Social Norms Design and Measurement](#): Supports both program **design** and ongoing implementation of **social norms**-shifting interventions