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 **White Buffalo Calf**  
**WOMAN SOCIETY**  
A Safe Haven for Community Families

**IMAGEN**  
  
Indigenous Adolescent Girls' Empowerment Network

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**BUILDING GIRLS' SKILLS TO  
COPE WITH CRISES OCCURRING IN  
INDIAN COUNTRY**

**Girl-Centered Program Design  
in Indian Country**

Kelly Hallman, PhD (*Cherokee Nation of Oklahoma*)  
Ashley Sarracino, MA (*Laguna/Acoma Pueblos*)

December 2018

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**Investments in girls  
lay the foundation  
for a community's  
future well-being**

## Life event exercise

Think of the stage in life between age 15-29

- For a young man you know
  - Major event up to that point in his life
    - At what age did it happen?
  
- For a young woman you know
  - Major event up to that point in her life
    - At what age did it happen?
  
- Plot these on the life-course graphic

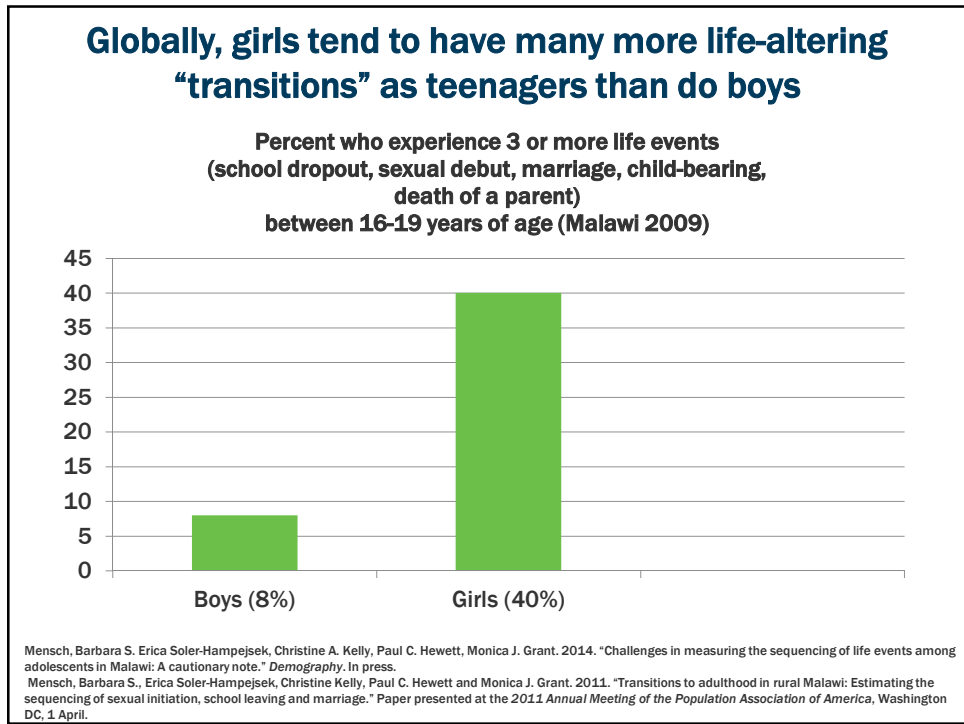
## Girls' physical worlds shrink after puberty

- “Protecting” girls from trafficking, violence, drugs
  - Limits on girls' social interaction and spatial movement
    - Reduces girls' access to opportunities
    - Girls build fewer skills

Spatial access by gender and age in one community



Source: Kelly Hallman, Nora Kenworthy, Judith Diers, Nick Swan, Bashi Devnarain. 2015. “The Shrinking World of Girls at Puberty: Violence and Gender-Divergent Access to the Public Sphere among Adolescents in South Africa,” *Global Public Health: An International Journal for Research, Policy and Practice*, Vol 10(3): 279-295. <http://dx.doi.org/10.1080/17441692.2014.964746>

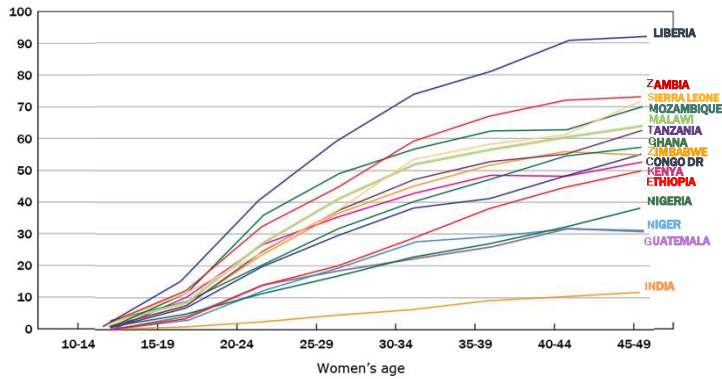


### Girls experience sexual encounters for “non-love” reasons (15-24-year-old females, Tanzania, 1 community)

		REASONS SEXUAL ENCOUNTERS OCCUR		
PERSON TYPE		Most Important	Second most Important	3rd most Important
Age-disparate	MEN AGED 40 AND OVER	They offer more money than others	They have comforting words	
	BOSSES	For the employment purposes/chances	They offer a lot of money whenever you need it	It feels like a higher class in the community to have a relationship with this kind of man
	LOCAL WEALTHY MEN	Only for purpose of money no love at all		
Same-age	TAXI DRIVERS	Just for the ride from point A to point B. They assist us on transport	They offer some small cash when you are in need	
	SEXUAL SIDE PARTNERS	They know how to make love/sexual style, energy	Just for comfort words	
	NEAT BOYS	They wear nice clothes	They are neat most of the time; they might change clothes 3 times a day	
	BOYFRIEND	For the future plans	We exchange and share ideas and problems with them	

Source: Kelly Hallman, Sara Peracca, Alison Jenkins, Neema Matee, Phillip Paul, Ilan Cerna-Turoff, Fatma Mrisho, and Judith Bruce. 2018. Between boyfriends and sugar-daddies: The ASERT method reveals 13 distinct sexual partner types among 15-24-year-old females in Tanzania. <https://paa.confex.com/paa/2018/meetingapp.cgi/Paper/23353>

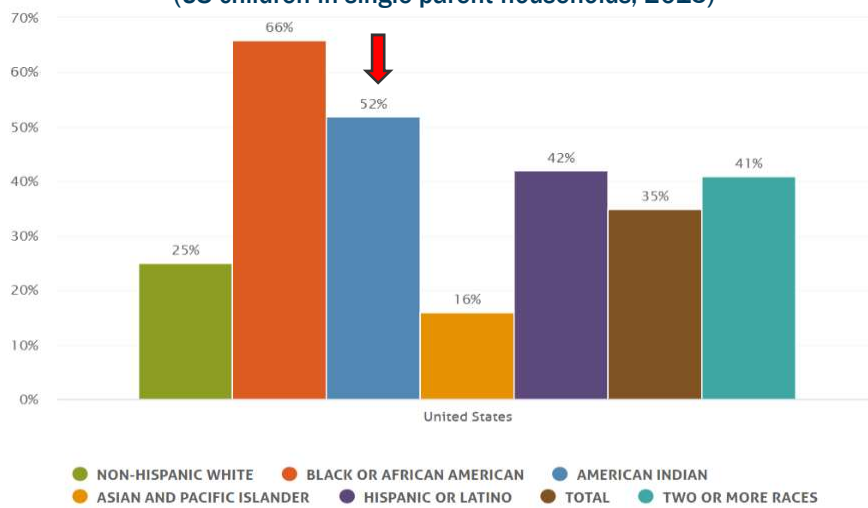
## Globally, a large percentage of adolescent girls will become single mothers at some point



**Sources:** Clark, Shelley. Analyses originally commissioned by the Population Council and key relevant data can be found in: "Single Motherhood, Poverty, and Child Mortality in Sub-Saharan Africa: A Life Course Perspective." Commissioned by the Population Council; Clark, Shelley and Dana Hamplova. 2013. "Single Motherhood and Child Mortality in Sub-Saharan Africa: a Life Course Perspective." *Demography*, 50 (5):1521-1549; Clark, Shelley and Sarah Brauner-Otto. 2015. "Divorce in Sub Saharan Africa : Are Unions Becoming Less Stable?" *Population and Development Review*, 41 (4):583-605.

## Some American Indian girls may soon be primary caretakers of a household/family

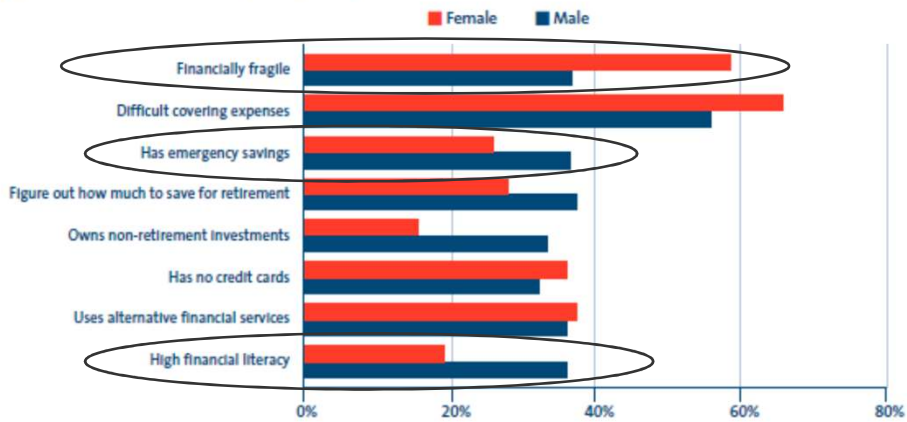
(US children in single-parent households, 2015)



Source: Annie E. Casey Foundation, KidsCount Data Center

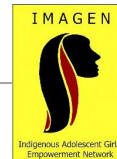
## Despite household manager roles, native females have fewer financial assets and skills than Native males

Figure 24. Gender and Financial Capability Among Native Americans



Source: 2015 National Financial Capability Study (State-by-State Survey)

; Sara Dewees, Gary Mottola. 2017.



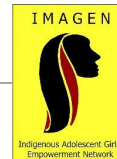
### Yet girls' realities may not be addressed in school, by youth programs, or women's programs

- **Current schooling system**
  - May not provide core life skills
  - Some girls not able to attend regularly or finish
  
- **Community programs and services**
  - Limited in availability, scope and funding
  - Focus is on after something bad happens
  - Youth programs mix girls and boys
  - Focus on adult women instead of teen girls

# IMAGEN: A scalable safety strategy for American Indian girls

## VISION:

*An accessible,  
neighborhood-based,  
girl “society”  
in every rural tribal town and  
native urban neighborhood*

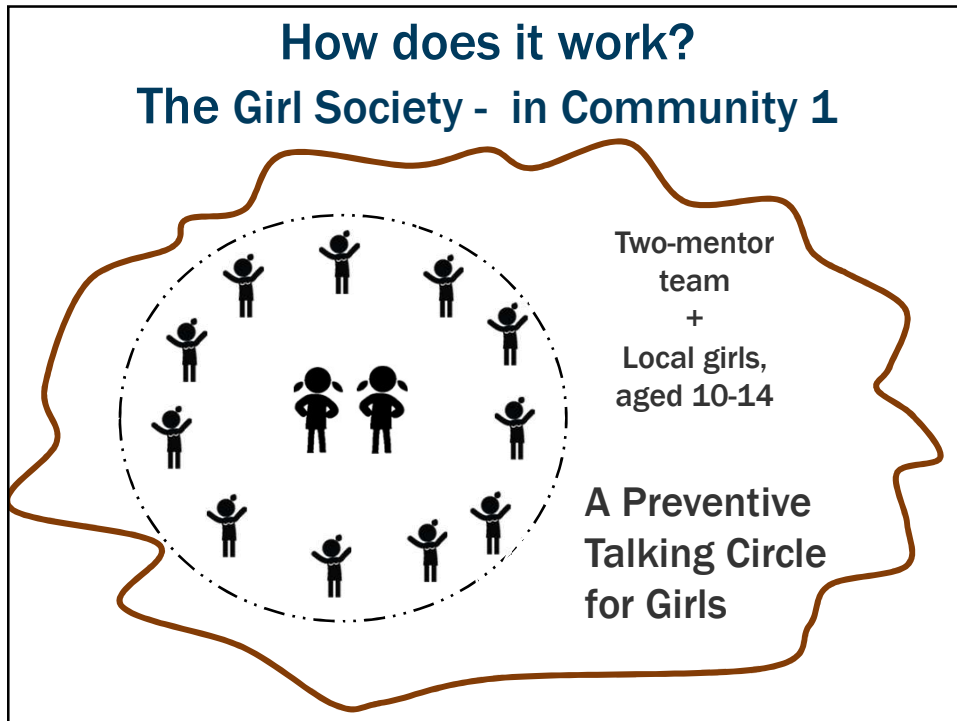


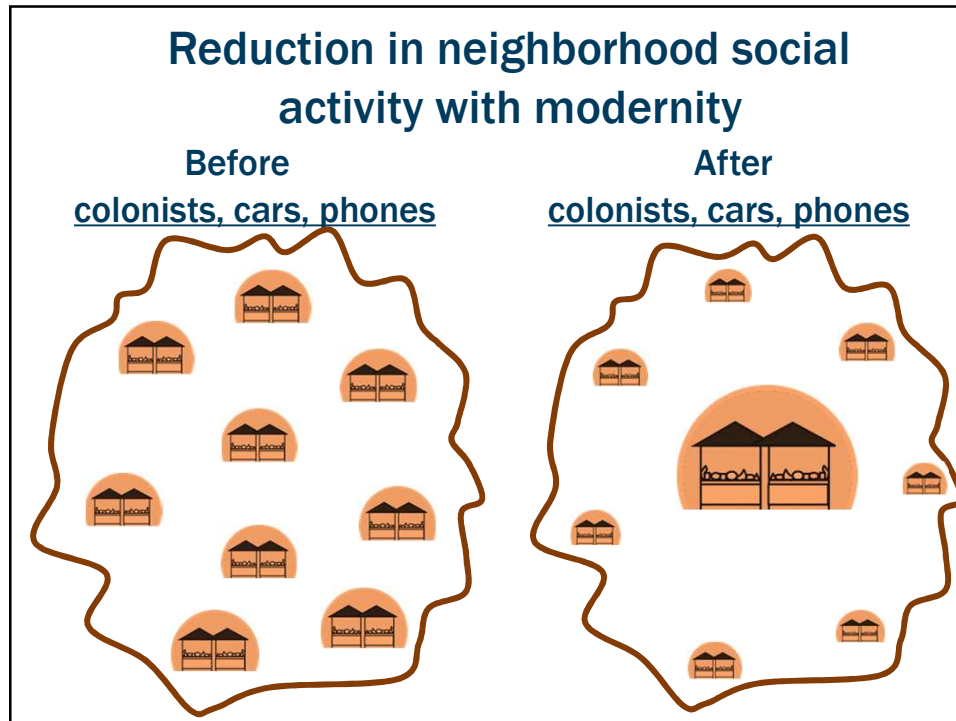
## Core principles

- *Reach girls in places with greatest need*
- *Early enough to make a difference*
- *With appropriate content*



Photo Credit: Alex Potter, Al Jazeera America



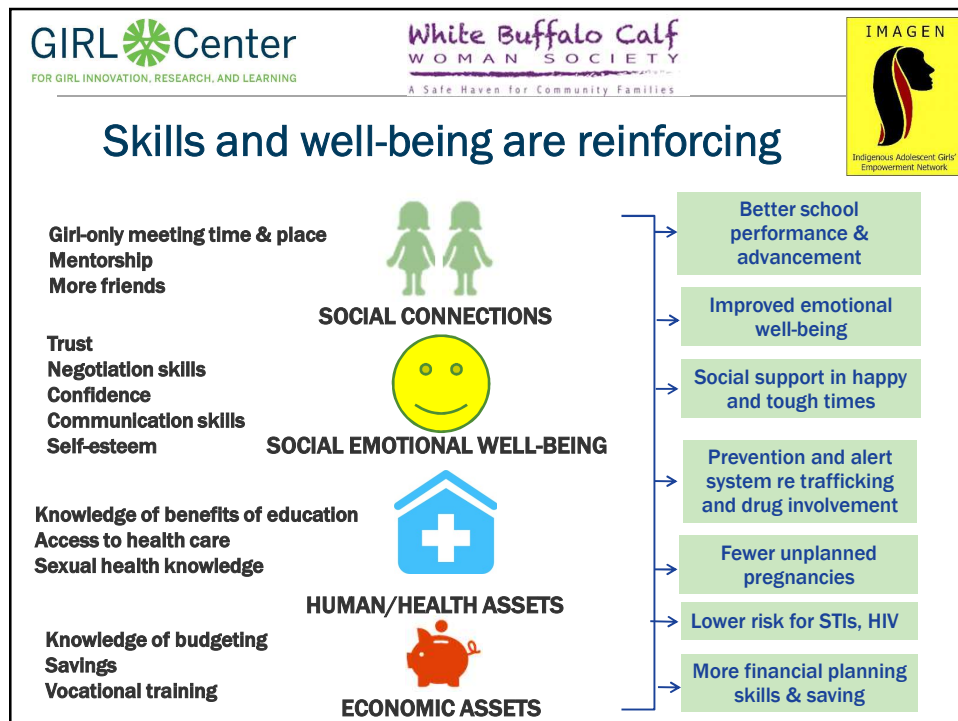
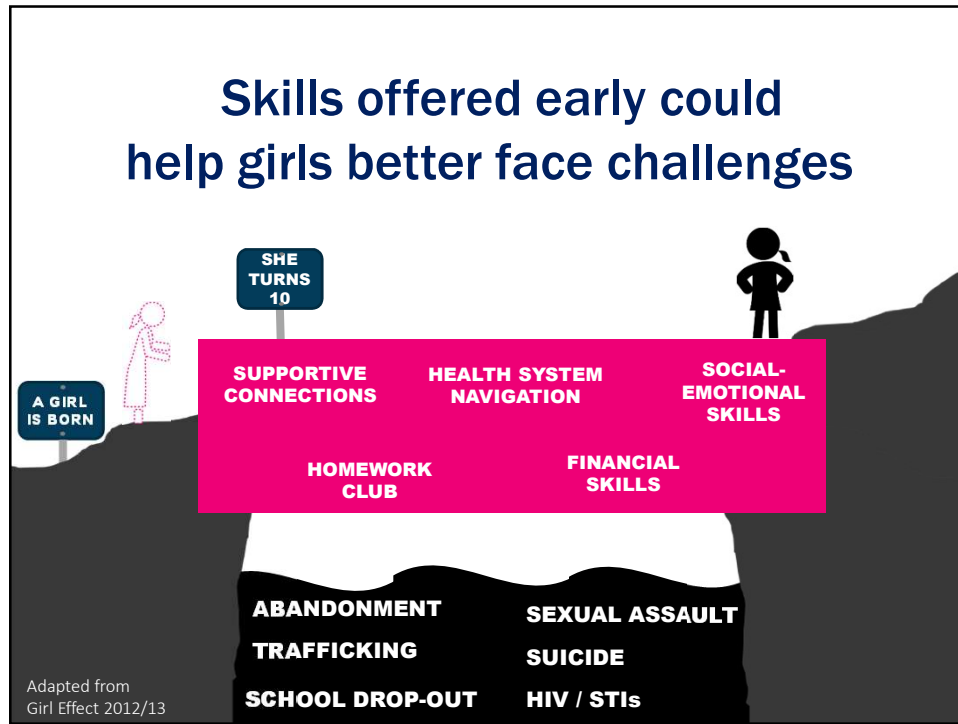


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### What could a neighborhood “society” provide girls?

- A reliable social support (aside from home/school)
  - If a girl doesn’t show up....mentor checks on her
  - She might be missing or having trouble***
- Culturally-informed, protective skills
  - better identify and access programs & services
  - more effectively negotiate existing challenges
    - Violence
    - Lack of resources
    - Geographic isolation
    - Absent family members
    - Etc., etc.







## Example topics in a program cycle

- Self- and cultural-awareness
- Tribal history and traditions
- Why a support network: mentors, friends, family
- Communication, relationship, self-regulation skills
- Goal-setting, decision-making
- Safety and well-being
- My body, my health
- Financial plan
- Education plan
- Community improvement project



## Thought exercise

- Traditional ceremonies
  - How many for boys and/or men?
  - How many for girls and/or women?
  - How many for both genders together?

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## We can

1. Better document key life events by age for native girls and for native boys
2. Fortify neighborhood-level safe places for girls (for boys)
3. Consider reclaiming more traditional gendered spaces and ceremonies (“youth” a European concept)

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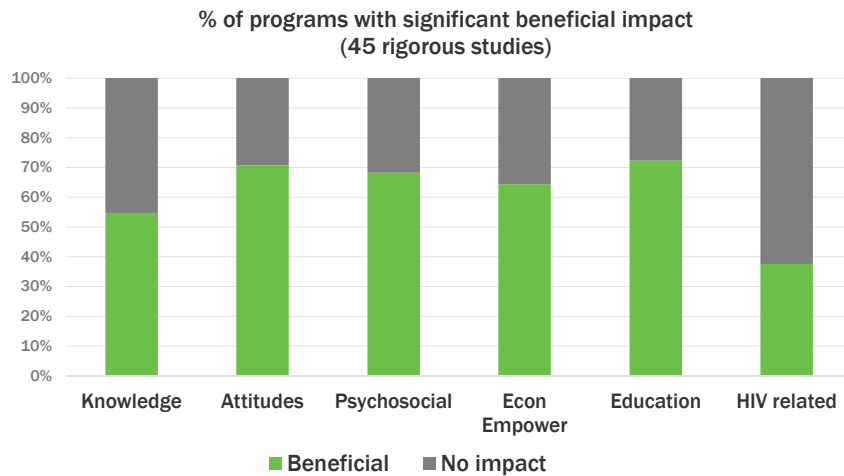
## What does the evidence say about girl-centered program impacts?

The map displays two categories of program activities across various countries:

- PROJECTS ON THE GROUND:** Indicated by blue location pins, this category includes Belize, Guatemala, Haiti, Honduras, El Salvador, Burkina Faso, Ethiopia, Ghana, Kenya, Liberia, Malawi, and Mozambique.
- PROVIDING STRATEGIC PLANNING AND TECHNICAL SUPPORT:** Indicated by orange location pins, this category includes Egypt, Niger, Rwanda, Sierra Leone, South Africa, Uganda, and Zambia.

Other countries shown on the map include Bangladesh and India.

## Community-based girl group program impacts by outcome domain



Source: Miriam Temin & Craig Heck, 2018. Evidence on community-based girl groups: what is their impact? (under review) *J of Adol Health*.

## How has it worked best?

### Girls

- 9-14-year-olds
- Groups with age range 4 years or less: (10-12s, 13-15s, 16-19s)
- Groups of 5-20 girls

### Guardians and Community

- Guardians are involved (e.g., monthly meetings)
- Girls are linked/introduced to community services/providers

### Mentors

- Mentors are paid
- Mentors have similar backgrounds as girls
- Two mentors work together as a team
- Mentors trained for 5 days beforehand
- Mentors meet together 1 day/month

### Weekly groups

- Meeting place is walkable for girls, safe, reserved same day & time weekly
- Groups brought together quarterly for fairs or competitions
- When food/snacks are served

Sources: Marcus, Gupta-Archer, Darcy and Page. 2017. GAGE Rigorous Review Girls' clubs, life skills programmes and girls' wellbeing outcomes. DFID UK. Yount, Krause, Miedema. 2017. Preventing gender-based violence victimization in adolescent girls in lower-income countries: Systematic review of reviews, *SocSciMed* 192 (2017) 1-13.

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# Pilot Native Girl's Program: White Buffalo Calf Women's Society

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## Five *Wicincila* Society pilot communities



The map displays the Rosebud Indian Reservation and surrounding areas. Five pilot communities are marked with blue location pins: Parmelee, Rosebud, St. Francis, Antelope, and Ideal. The reservation is labeled as 'ROSEBUD INDIAN RESERVATION'. Other nearby locations include Long Valley, Norris, Wood, Witten, Hamill, Colome, Clearfield, Millboro, Wewela, Burton, Springview, Valentine, Crookston, Sparks, Nenzel, Kilgore, Cody, Tuthill, Vetel, Blackpipe, Mission, Okreek, Carter, Winner, and Olsonville. The 'ROSEBUD OFF-RESERVATION TRUST LAND' is also indicated.

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## Define content for girl segments using Building Assets Exercise®



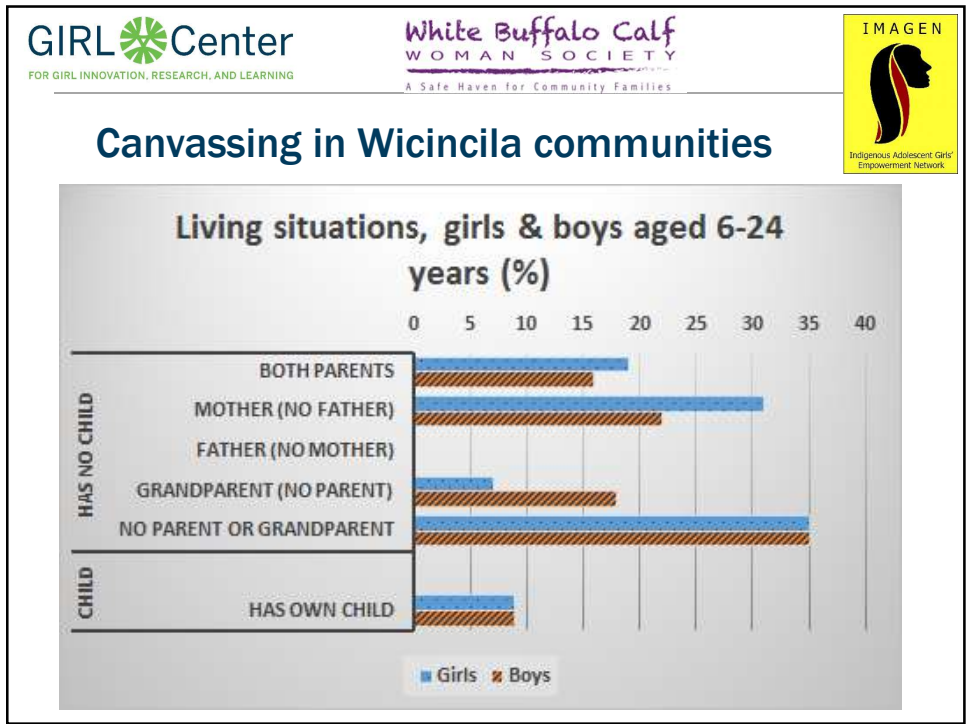
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## Building Assets Exercise





- 
- 
- 
- ### Pilot feasibility study – Rosebud
- 1) Select and Establish the **Boundaries of the Program Community** ✓
  - 2) Enumerate the **Universe of Girls** ✓
  - 3) Identify **Segments** for Priority Programming ✓
  - 4) Inventory **Community Assets** and Assess the Current Coverage of Different Segments ✓
  - 5) Identify **Venues for Girl Groups** to Meet at least Weekly over an Entire Year/ Seasonal Cycles of Risks ✓
  - 6) Identify **Meaningful Content** Keyed to their Real Lives: Positive, Achievable Protective Metrics 😊
  - 7) Build the Female Infrastructure: Recruit and Train **Mentors** to Guide, Deliver Content, and Sustain Results 😊
  - 8) Mentors deliver **Protective Assets** (health, social, economic, cognitive) through local girl societies
  - 9) Monitor **Attendance**. Track **Indicators**. Assess **Outcomes** (IRB submissions)





## Reactions of Native women to IMAGEN concept

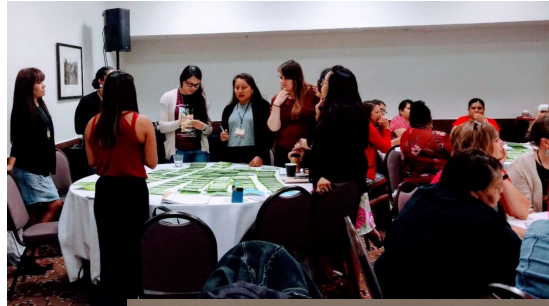
- *“This girls’ program could be a game changer in our communities and reduce the number of our female relatives who need the domestic violence shelter.”* – Executive Director of a native shelter
- *“If a program like this had been in my community when I was a girl, some of these things might not have happened to me.”* – Female sexual assault survivor support group member
- *“I may have been able to make different choices if this had existed before.”* – Female survivor of child sexual abuse



## Great enthusiasm



### Building Assets Exercise

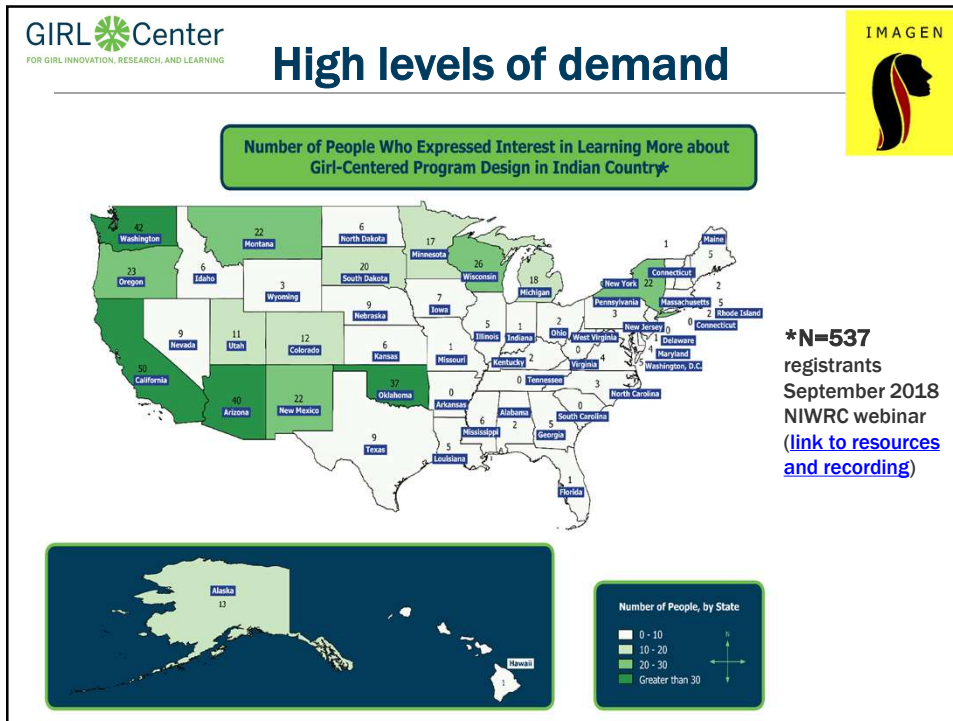


### Women Are Sacred Conference

New Mexico, June 2018







## Skill-building workshop #3, Oct 2018

The Indigenous Adolescent Girls' Empowerment Network presents.

**DATE**  
October 29-30, 2018

**VENUE**  
Sheraton Minneapolis Midtown  
2901 Chicago Ave. S.  
Minneapolis, MN 55407

# Girl-Centered Program Design In Indian Country


**EVENT REGISTRATION & DETAILS**

<https://tinyurl.com/IMAGEN-MSP2018>

Hotel scholarships and meals (Monday: breakfast, lunch & dinner; Tuesday: breakfast & lunch) provided by organizer.

Mileage and ground transportation (excluding rental car) costs eligible for reimbursement with documentation.

Questions? Please reach out to Dr. Kelly Hallman at (212) 339-0687 [khallman@popcouncil.org](mailto:khallman@popcouncil.org)



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www.kumd.org/post/journey-wellness-indian-country-tough-necessary-conversation

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# Media attention

## Duluth public radio interview

### Journey to Wellness in Indian Country: tough but necessary conversations for children of color

By USA JOHNSON - SEP 24, 2018

PROGRAM: Northland Morning

[Listen](#) [Tweet](#) [Share](#) [Google+](#) [Email](#)



A Rosebud Lakota quilt work bag on display at the Sinte Gleska University Heritage Center  
CREDIT: KELLY HALLMAN


Parents want to keep their children safe from anything that could harm them - including information.

Parents of Black sons report painful conversations with them about how society may treat them, but Kelly Hallman, the director of IMAGEN (Indigenous Adolescent Girls' Empowerment Network) says Native girls are already tuned into the dangers they see around them.

Her program, she says, is not only giving girls skills and capabilities at an age where they're falling through health care and educational cracks, it's helping to rebuild female infrastructure in communities and training new generations of mentors and leaders.

[Listen](#)  
F:12

TAGS: JOURNEY TO WELLNESS IN INDIAN COUNTRY, KELLY HALLMAN, NATIVE GIRLS, EMPOWERMENT, NATIVE AMERICAN



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# IMAGEN Briefs Series

Brief: INDIGENOUS ADOLESCENT GIRLS' EMPOWERMENT NETWORK (IMAGEN)

#### IMAGINING A NETWORK FOR NATIVE GIRLS

Adolescent Native American girls are distinct from every other segment of young people in the U.S., from the assets their ancestors have passed down to them, to the unique challenges they face as a result of historic, systemic oppression. The IMAGEN network seeks to equip Native-serving organizations with tools to intentionally reach this overlooked group of girls with sustained, on-going (not merely one-off or summer-long) locally-designed programs that draw on girls' capabilities, allowing them to thrive as Native persons and future leaders in their communities.

#### RECOGNIZING THE UNIQUENESS OF GIRLS

The Indigenous Adolescent Girls' Empowerment Network (IMAGEN) was conceived as a means of bringing together Native American-serving organizations that have the enthusiasm and capacity to select, document and share evidence from programs that build on Native girls' innate talents, while addressing the multiple challenges they face. The first steps towards building this network were taken during IMAGEN's inaugural workshop at the GIRL Center headquarters in New York City on March 1-6, 2017.

A soon conducted in preparation for the meeting of programmatic initiatives serving Native young people strongly suggested that Native youths are regarded inordinately by donors. Many programs did not differentiate the multiple human development stages between age 10-24 years, tending to use wide age parameters (19 and up), and rarely distinguished the needs of girls versus boys. In short, many existing programs for Native young people are not specifically built to address the specific needs of a 10-year-old girl versus a 19-year-old boy - and this is problematic.

Identifying and working with segments of adolescent girls is a cornerstone of the GIRL Center's work, making a well-suited to partner

Brief: INDIGENOUS ADOLESCENT GIRLS' EMPOWERMENT NETWORK (IMAGEN): ADAPTING THE GIRL ROSTER™ FOR LAKOTA COMMUNITIES

#### LIVING WHILE GIRL & NATIVE AMERICAN

National data and other evidence reveals the particular situation and needs of Native young people, but especially adolescent girls, in the U.S.

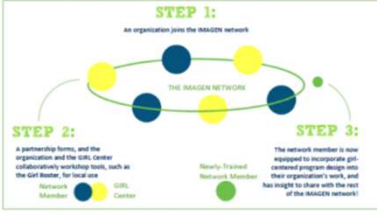
- According to the National Center for Education Statistics, American Indian and Alaska Native youth (ages 12-17) had the highest school dropout rate among all racial/ethnic groups, being nearly three times that of white, Black, Hispanic, and Asian/Pacific Islander youth (U.S. Department of Education, 2013-2014).
- A 2016 American Indian and Alaska Native youth report having been forced to jump school (American Indian Education, 2016).
- 1 in 3 Indian women reports having been sexually assaulted in her lifetime. These assaults are often perpetrated by non-Native men (Futures by Thomson, U.S. Department of Justice, 2009).
- The logistical cost of two Lakota networks and their serving Native girls, at a rate of \$1.3 per LAKO, versus \$1.2 per LAKO for white teens (CDC, 2014).
- Growing evidence suggests that Native girls face the highest rates of trafficking (Petric, 2013).

#### A FIRST-OF-ITS-KIND PARTNERSHIP

In July 2017, the White Buffalo Owl Woman Society (WBOWS) and the GIRL Center came together for a workshop on Girl-Centered Program Design, the Girl Roster, and how these two could be adopted and adapted into the organization's future programmatic work. Held at Her House on WBCOWT campus on the Rosebud Reservation in Mission, South Dakota, the week-long training came on the heels of the inaugural meeting of the Indigenous Adolescent Girls' Empowerment Network (IMAGEN) in March 2017 in New York City. That meeting was a first conversation between the GIRL Center and organizations such as WBOWS that work locally with Native American communities to understand the specific needs of adolescent girls in Indian Country. It opened the doors for collaborations such as the workshop described in this brief, and laid the groundwork for the IMAGEN Approach to supporting Girl-Centered Program Design among organizations looking to effectively meet the needs of Native American girls.

#### THE IMAGEN APPROACH

The members in the IMAGEN network bring a wealth of insight concerning the needs of the Native communities they serve, and the GIRL Center houses myriad programmatic tools and resources that have been tried and tested in global settings for several decades. The IMAGEN Approach is an adaptable process that links these two worlds, with the overarching goal of helping those organizations who are ready to incorporate girl-centered programming to do so in a sustainable and impactful way. The partnership builds an opportunity for both organizations to select, test, and apply tools specifically created for facilitating intentional Design, with a long-view towards incorporating girl-centered programming into the organization's work.



**STEP 1:** An organization joins the IMAGEN network

**STEP 2:** A partnership forms, and the organization and the GIRL Center collaborate on working tools, such as the Girl Roster, for local use

**STEP 3:** The network member is now equipped to incorporate girl-centered program design into their organization's work, and has insight to share with the rest of the IMAGEN network

APRIL 2017

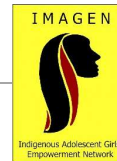
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## What's coming?

- IMAGEN Newsletter
- IMAGEN Network Expansion
- IMAGEN Fellows Program
- IMAGEN Webinar Series
- IMAGEN Regional Skill-Building Workshops



## PLEASE JOIN US!!!

**SIGN UP FOR ANNOUNCEMENTS:**

<https://tinyurl.com/IMAGEN-signup>

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