



*You get to vote on the final six 2020-2021 Girl Fund winners! Use this guide to inform your priority-ranked vote. This guide provides a quick summary of organizations that ranked #3 to #15 on the [campaign leaderboard](#) and are on the ballot. Select six and [vote](#) by March 20!*

*Please reference the [Voting Week rules](#) for questions and seek out more information and discussion in the [Facebook group](#). We look forward to unveiling the winners at the end of the month!*

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## Days for Girls International

**Project:** [Help us reach Every Girl. Everywhere. Period.](#)

**Location:** South Africa

**Year Founded:** 2008

**Mission:** *Days for Girls increases access to menstrual care and education by developing global partnerships, cultivating social enterprises, mobilizing volunteers, and innovating sustainable solutions that shatter stigmas and limitations for women and girls. Together, we're creating a world with dignity, health, and opportunity for all. Our movement has reached more than one million girls - and counting! With your help, we can reach Every Girl. Everywhere. Period*

**Project leader(s):** Celeste Mergens, Libby Daghlian, Sandy Clark, April Haberman

**Previous Girl Fund Winner:** Yes (2018)

**1) Aside from funding, what is the most challenging problem your organization faces in its work to advance girls' and women's equality?**

*Breaking the stigma and taboos around menstruation continues to be a challenge. By training local educators and leaders, along with viable period products that are cost effective and long-lasting- like our DfG washable pads, or menstrual cups this challenge can be overcome.*

**2) How does your organization put women and girls in the lead in planning and decision-making?**

*Our entire organization is run by women for women. We include women and girls at every step in our journey. We have redesigned our washable pads 29 times based on feedback from all cultures to land on the most beautiful and long-lasting product in the*

*world. All of our offices throughout the world are run by local women that is built on the premise of building capacity and self-reliance.*

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## Timeout for Africa Education and Sports Foundation

**Project:** [STEM Camp for Girls in Minna: Promoting Creativity](#)

**Location:** Nigeria

**Year Founded:** 2009

**Mission Statement:** *To enrich the African childhood experience through education and sports. Early exposure of kids to STEM ( Science,Technology ,Engineering and Mathematics) programs. Catching School kids young through Grassroots sports programs.*

**Project leader(s):** Jonathan Kolo, Yovonda Kolo

**Previous Girl Fund Winner:** Yes (2017, 2018, 2019)

- 1) **Aside from funding, what is the most challenging problem your organization faces in its work to advance girls' and women's equality?**

*The culture and religious beliefs about what girls and woman face in Nigeria*

- 2) **How does your organization put women and girls in the lead in planning and decision-making?**

*Girls are allowed to express their interest in STEM and make suggestions about locations to visit and activities that they would like to engage in.*

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## Puerta Abierta IAP

**Project:** [Give school to abandoned girls in Mexico](#)

**Location:** Mexico

**Year Founded:** 2004

**Mission Statement:** *Mission Empower girls, boys and youth to prevent violence. Vision Changing Mexico with the power of family. OBJECTIVES Puerta Abierta knows that the most*

*important legacy these children can receive is love from the institution caregivers within this new family and the opportunity for quality education. This project will allow them to build a world full of opportunities and achievements. Love -Form a loving family so they can build the bonds that will protect and accompany them throughout their lives. -Give them the protection and security they require for healthy development through respect and affection. -Provide moral and spiritual guidance to enable them to grow in love and respect for themselves and those around them. -Teaching is always by example; hurtful aggression will never be allowed again. 2.-Quality Education - Due to their elementary school upbringing, all the girls have academic performance lags. These problems are addressed individually and with better resources. -Offer the academic opportunities that any child deserves. This will give them the tools required to become self-sufficient and independent so they can stand up for themselves. . -Develop their skills and strengths by providing the tools they require to achieve success. -Academic tuition and support with learning disabilities when needed. -English and computer learning support as these are key for vocational training to achieve their dreams. -Enrollment in extracurricular activities to give them useful tools to face the world as adults Life Project The girls and young women will remain at home until they decide to form their own family or choose to start their independent life. This is called a life project; there is no release date. Each girl's individual decision will be supported regardless of chosen career or profession as long as they show commitment and effort in achieving their goal.*

**Project leader(s):** Constantina Robertson

**Previous Girl Fund Winner:** No

**1) Aside from funding, what is the most challenging problem your organization faces in its work to advance girls' and women's equality?**

*A challenging problem our organization faces in its work to advance girls in women's equality is cultural. As Mexicans we still need to work towards women empowerment, to give women the same opportunities. Puerta Abierta caregivers need to be a role model, we train them in the gender equality so our girls can advance. Hiring caregivers is a challenge. They need to work in giving the girls back the rights they have. To encourage them to live in a healthy environment, without violence, to have a loving family and to get quality education so they can become independent and self-sufficient. Becoming a caregiver requires commitment, passion and empathy for what they are doing.*

*Our girls face lots of challenges in becoming independent and self-sufficient as the wounds they have from the violence they've suffered are hard to erase. At the end of the day our girls must face life knowing where they come from but mostly importantly believing in themselves and their potential.*

**2) How does your organization put women and girls in the lead in planning and decision-making?**

*Puerta Abierta programs have a theoretical support with rights approach being one of this gender equalities. We developed specific indicators that can measure the improvements in each of the developing areas of our girls. When writing our annual operating plan, the girls rights are our priority in defining the budget and the programs. In our weekly and monthly meetings, we review results, plan ahead and take action where needed so we can reach all our objectives. Taking always into account gender equality as the main target. This guarantees that we reach our objectives and that all activities work in favor of their rights and needs for developing their full potential.*

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## Corporacion Grupo Randi Randi

**Project:** [Library empowers Girls & Women in coastal Ecuador](#)

**Location:** Ecuador

**Year Founded:** 2000

**Mission:** *Our mission is to promote the conservation of natural resources, sustainable development, and social and gender equality. We promote research and technical assistance in settled communities and local organizations in areas of threatened ecosystems. We adopted the expression of Randi Randi - "giving and giving" in the kichwa language, because it expresses the sense of reciprocity that feeds our work: We offer our knowledge, support and experience knowing that it will be well received and returned in one way or other.*

**Project leader(s):** Lily Hindy, Rut Roman, Susan Poats

**Previous Girl Fund Winner:** Yes (2019)

### 1) **Aside from funding, what is the most challenging problem your organization faces in its work to advance girls' and women's equality?**

*There is a disparity between how boys and young men enjoy the surroundings of this fishing village in coastal Ecuador. Men and boys are free to go about: they work with friends, are attended by their women and spend their time playing cards with their buddies. If a young woman happens to hurriedly walk by on her own, she will be met with wolf whistles and catcalls. Girls are not allowed to play in the beach, they don't have the unrestricted freedom their male peers enjoy. Local girls and women never wear bathing suits in the rare occasions they go into the water, they do not learn to swim. A basic tenant of social mores dictates that a respectable woman should never go about on her own.*

*Our daily runs in the library are met with cultural resistance rooted in the patriarchal values girls and young women are subject to. Traditional feminine norms shy them away*

*from their own interests, resulting in lack of assertiveness, perceiving weakness and lack of confidence as a virtue and obsessing about their looks. This submissive demeanor is rewarded and many conform to the standard, avoid conflict, secure a convenient marriage and abide social mores.*

**2) How does your organization put women and girls in the lead in planning and decision-making?**

*All our cultural and sport offerings respond to the communities´ needs. Ballet, hair styling or dance therapy are well-attended because they respond to their demands. This respects their interests; while offering an empowering experience.*

*Girls, and boys, have come to understand that in the Library gender dynamics are different from other settings. Young girls are free to come on their own, when they choose the Library to spend their afternoons they take a first step towards decision making. We strive to have enough space and supplies for all; sometimes we must limit the number of participants. In these situations, we ask the girls to decide which boy will join in a specific activity. This has turned out to be a very good instrument for change of behavior among boys and empowerment for girls.*

*As a result of soccer practice for boys and girls, mothers have formed a Women's Committee where they decide, trips, snacks and other affairs. We were asked to secure an appointment with the Mayor, where this Committee presented him with a list of needs and demands. This step towards civic engagement offers opportunities for women's political participation and leadership.*

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## The Mariposa DR Foundation

**Project:** [Unleash the Leader in a Girl](#)

**Location:** Dominican Republic

**Year Founded:** 2009

**Mission:** *The Mariposa DR Foundation is a U.S. 501(c)3 and Dominican not-for-profit with the mission of educating and empowering girls to create sustainable solutions to end generational poverty.*

**Project leader(s):** Jessica Lawson, Patricia Suriel, Jessica Mitchell, Aislinn Doyle

**Previous Girl Fund Winner:** Yes (2017)

**1) Aside from funding, what is the most challenging problem your organization faces in its work to advance girls' and women's equality?**

*Girl power has been co-opted by capitalism and people think they're helping by just buying a t-shirt that says "girls just want to have FUNdamental Human Rights"*

**2) How does your organization put women and girls in the lead in planning and decision-making?**

*Constant quarterly feedback and meetings with girls and their parent*

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## Women's Global Education Project

**Project:** [Educate girls and fight poverty in Senegal](#)

**Location:** Senegal

**Year Founded:** 2003

**Mission Statement:** *Women's Global Education Project was founded on the idea that everyone is entitled to an education, regardless of gender or economic status. We believe that universal education, gender equality and empowerment of women are critical to a society's development. Our mission is to provide access to education and develop training program that empower women and girls, particularly those in developing nations, to build better lives and foster equitable communities.*

**Project leader(s):** Amy Maglio, Harriet Spears, Lily Messih

**Previous Girl Fund Winner:** No

**1) Aside from funding, what is the most challenging problem your organization faces in its work to advance girls' and women's equality?**

*The size and complexity of the problem. There are over 98 million adolescent girls around the world not in school. In the Fatick region of Senegal where we work, only 27% of children attend secondary school, and only 8% of girls go on to tertiary education. We are working to scale our organization to meet the huge demand for our programs. Moreover, there is not one just one reason to explain the low enrollment of girls in school; contributing factors include lack of family funds, community and family bias in favor of boys, frequent illness, school absences during menstrual periods, over-reliance on girls for household chores, undervaluing of education, and strong cultural practices such as early marriage.*

*At Women's Global Education Project, we pride ourselves on our holistic approach to advancing girls' and women's equality, and have developed a range of program offering to address the complex factors that prevent girls from going to school-- including comprehensive scholarships, access to mobile libraries, health workshops, literacy classes, leadership trainings, after school clubs for boys and girls to shift perceptions of gender roles, and community meetings/workshops to fully involve the communities where we work.*

**2) How does your organization put women and girls in the lead in planning and decision-making?**

*Women's Global Education Project is proudly women-led, with a focus on partnering with local leaders who understand the specific context facing women and girls in their communities. Our founder and Executive Director, Amy Maglio, has worked closely with our Senegal Program Director, Yvette Penda Senghor, since 2004, to ensure that each of our programs are focused and well-aligned with community needs.*

*Our newest program offering, Our Sisters Lead, launched in 2018 and puts girls at the center of their own leadership training! In its first year, 200 high school juniors were selected to participate in a series of workshops on public speaking, community mobilization and conflict resolution. From this cohort, 25 girls participated in a special retreat where they identified three problems in their own communities and developed advocacy campaigns to address the issues of: avoiding early marriage and pregnancy, preventing gender-based violence, and environmental sustainability. These inspiring young women are being recognized in their communities as leaders and are role models to the next generation of young girls and boys.*

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## Self-Help International

**Project:** [Stop 250 Teen Girls in Ghana from Missing School](#)

**Location:** Ghana

**Year Founded:** 1959

**Mission:** *Self-Help International (SHI) devotes its efforts to alleviating world hunger and poverty by providing opportunities to rural citizens that ultimately lead to self-reliance. Since its inception, Self-Help has served as a vessel; training, education, and opportunities are provided to rural citizens and whole communities in developing countries so that they can have better lives.*

**MISSION STATEMENT:** *To alleviate hunger by helping people help themselves. SELF-HELP'S INITIATIVE Educate: We educate the people of the United States to understand the problems of*

*life in developing countries particularly the awareness of the perpetual struggle by millions to produce and distribute food to battle persistent chronic hunger and poverty; we help tell their story Train: We train people in developing countries in the use of Quality Protein Maize (QPM). This increases crop yields and improves nutrition. We assist local farm families with planting, Improve: We improve infant and pre-school children's diets by administering an improved porridge feeding program. Made from QPM and pinches of barley malt, this combination has been proven to alleviate malnutrition, thwart sickness, and keep children in school so they can continue their education. Empower: We provide micro-credit loans for women to start small scale businesses. This availability of credit empowers women and increases their income - because they do not have access to traditional financing. Cooperate: We cooperate with other organizations and agencies in the introduction of appropriate farming practices or advancement in the battle against poverty and malnutrition.*

**Project leader(s):** Nora Tobin, Susan Cornforth, Megan Sehr, Jessica Crawford, Katie Seifert  
**Previous Girl Fund Winner:** Yes (2019)

**1) Aside from funding, what is the most challenging problem your organization faces in its work to advance girls' and women's equality?**

*Self-Help International's mission is to help people help themselves. This means walking alongside our clients and program partners and truly meeting them where they are at. This is challenging when you are working against deep-rooted cultural norms and this has been especially true in our work with the Teen Girls Club and in empowering girls and young women. The education and opportunity that Self-Help provides, while championed by bold and courageous community leaders, is still often in direct discord with a foundation that diminishes the space that girls occupy. Our staff and stakeholders expertly navigate this struggle, but it is certainly a challenge that they face every day in their work.*

**2) How does your organization put women and girls in the lead in planning and decision-making?**

*From its inception, Self-Help International has centered the voices and needs of the communities in which we work and over the last several years we have been refining that process to ensure that as programs expand and grow and services shift, that we are still maintaining that at our core. The Teen Girls Club program has a specific focus on centering female voices to drive program design and implementation. They work alongside community coordinators - women leaders from the different communities in which we operate. Each quarter, they come together at our head office to share their feedback on how the last few months have gone, troubleshoot with each other, and share with the staff what they're seeing or what they would suggest for priority programming moving forward. It's incredible to see that conversation take shape of finding the balance between what is needed and what's possible and continually working together to strike that balance.*

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## Wells Bring Hope

**Project:** [Drill a Well to Save Lives & Empower Women & Girls](#)

**Location:** Niger

**Year Founded:** 2008

**Mission:** *Wells Bring Hope is committed to drilling wells to bring safe water and sanitation to rural villagers in Niger, West Africa, the poorest country in the world. Since its inception in 2008, WBH has funded over 600 wells, delivering safe water to over half a million people. WBH is a volunteer-driven organization with only one paid employee. 100% of all donations go directly to funding wells.*

**Project leader(s):** Paola Gianturco, Kate Cusimano, Barbara Goldberg

**Previous Girl Fund Winner:** No

**1) Aside from funding, what is the most challenging problem your organization faces in its work to advance girls' and women's equality?**

*Our biggest non-financial challenge is raising awareness. The connection between safe water and gender equity and women's empowerment is not immediately obvious to most people, so it requires that we educate potential supporters on how access to safe water transforms the lives of women and girls in Niger.*

**2) How does your organization put women and girls in the lead in planning and decision-making?**

*Our organization is almost entirely woman-led. With the exception of one board member, all of our key decision-makers are women. The vast majority of our volunteers also happen to be female. On the ground, we form well committees of villagers who will maintain and monitor the well, and at least 50% of committee members must be female.*

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## WISER International

**Project:** [Empower and Educate WISER girls in rural Kenya](#)

**Location:** Kenya

**Year Founded:** 2010

**Mission:** *We imagine a world where girls are healthy, educated, and in control of their own destiny - free from violence, disease, and limitations based on gender. WISER works with girls to transcend poverty, HIV/AIDS, and gender-based violence. We do this by empowering young women to drive change through education and community programs.*

**Project leader(s):** Zack Fowler, Leah Catotti, Dorcas Oyugi

**Previous Girl Fund Winner:** Yes (2017, 2018)

**1) Aside from funding, what is the most challenging problem your organization faces in its work to advance girls' and women's equality?**

*WISER's location and context are both our greatest strength and our greatest challenge. For over 10 years, we've been fighting for girls to be seen as people of value in one of the most remote parts of Kenya's lake region. In this area, over 50% of girls who are sexually active have had sex for money just to afford school supplies and menstrual pads. Even then, only 9% of girls finish school. Why? Because in our region, the average family earns less than \$2/day and believes that what little they have should be allocated to male children first. In their eyes, it's a business decision – girls can be married off for cows, sell their bodies for fish to eat, can care for children – and boys can't. It takes a tremendous amount of time and effort for a girl to transcend these challenges – but we're getting there. In 10 years, 100% of WISER students have graduated and 93% enrolled in college. We've cut pregnancy by 92% and nearly eliminated pre-graduation marriages. And all across the region, families are believing that their girls can go far, too. For every year that WISER has existed, the percentage of all girls enrolled has increased, too.*

**2) How does your organization put women and girls in the lead in planning and decision-making?**

*If you were to ask us what programs and topics were taking place on WISER's campus on any given day, the answer would be simple – "You'd have to ask the girls." Every program at WISER is girl-led, and, as such, WISER girls are given countless opportunities to step into roles that determine our path forward. Our Houses of Wisdom program pairs every girl with a psychosocial support group. These groups are led by peer counselors who decide which counselling topics will be discussed. All students serve as trained mentors for younger girls, creating a network of support and empowering girls to act as role models. For girls interested in STEM, WISER offers a specialized club that empowers girls to design STEM solutions to local problems they identify themselves and then present these solutions to community members. WISER girls also lead reproductive health workshops for thousands of youth, putting girls in a position of expertise as they share critical information. Yet, perhaps most importantly, we believe in putting women and girls in formal positions of power. Our NGO board is 83% female, our top staff in Kenya are 75% female, our interns are 100% female, and both our founders are women.*

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## Rock-Paper-Scissors Children's Fund

**Project:** [100 Bikes for 100 Girls](#)

**Location:** Vietnam

**Year Founded:** 2012

**Mission:** *Rock-Paper-Scissors Children's Fund is a U.S.-based non-profit dedicated to helping Vietnamese children and families in need. Our goal is to provide learning opportunities for young students through our art and music programs, as well as providing support for them and their families.*

**Project leader(s):** Sara Nerone, Sophie Nerone, Pat O'Brien, Emma Dwinell

**Previous Girl Fund Winner:** Yes (2017)

- 1) Aside from funding, what is the most challenging problem your organization faces in its work to advance girls' and women's equality?**

*One of our greatest challenges is to convince parents that continued education for their daughters even through high school, will eventually create greater financial stability for their families versus relying on their daughters to start work at a young age. In Vietnam, young girls often drop out of school early and go to work in the factories because of the immediate financial need of their families.*

- 2) How does your organization put women and girls in the lead in planning and decision-making?**

*Our organization's staff in Vietnam is run by women who have grown up in the communities that we work in, and who are intimately involved and aware of the challenges faced by local women and girls.*

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## Adolescent Health Champions, Inc.

**Project:** [Train 2,500 Indian girls as peer health leaders](#)

**Location:** India

**Year Founded:** 2017

**Mission:** *Out of the 600 million adolescent girls globally, many do not receive the health education and support they need to achieve their full potential. Social pressures and gender inequality make adolescent girls globally particularly vulnerable to significant health consequences. We believe an untapped resource can help address this problem: the girls themselves. Through our flagship program, Girls Health Champions, we cultivate a global network of youth health educators (Champions) who lead the educational process in their schools and communities and support one another and their peers in successfully navigating the transition to adulthood in a healthy manner.*

**Project leader(s):** Priya Shankar, Ricky Sharma

**Previous Girl Fund Winner:** No

**1) Aside from funding, what is the most challenging problem your organization faces in its work to advance girls' and women's equality?**

*In addressing deeply entrenched gender inequality and its impact on the health and educational outcomes of India's adolescent girls, we recognize that empowering the girls alone is not enough. In addition to building the capabilities of the girls themselves, we also need to build a supportive ecosystem around them to drive meaningful change. That is why we take a comprehensive approach and are fostering a positive enabling environment to make sure the voices of the girls are truly heard. We have developed and launched a program working with their adolescent male counterparts in schools to educate them about the unique health challenges faced by adolescent girls and young women and to train them as male allies in overcoming gender inequality. We also work closely with parents, teachers, school administrators, and local healthcare providers to ensure these key stakeholders are all aligned with our overall goal of improving the health and wellbeing of adolescent girls. Thus, while our model puts our Champion peer health educators front and center, we also work to ensure the ecosystem surrounding them helps them succeed and will amplify the impact of their youth-driven health education efforts across the entire community.*

**2) How does your organization put women and girls in the lead in planning and decision-making?**

*Through our flagship program, Girls Health Champions, we use an innovative peer education model to cultivate a network of female youth health educators ("Champions") in low-income schools across Mumbai, India. We develop the innate voice and leadership potential of our female Champions and provide them with a platform to take ownership of improving their own health, education, and wellbeing. These talented Champions lead the educational process and share crucial health information in their schools and communities about the leading health challenges of adolescence, including anemia, mental health, menstruation, substance abuse, and reproductive health.*

*The foundation of our approach is our girl-to-girl peer health education model. Teens often turn to one another for support with regards to adolescent health. Our model builds on this existing social dynamic and equips the youth as central actors in disseminating important health information in an accessible, friendly, reliable, and context-sensitive manner.*

*Through our Youth Advisory Board, our female Champions play a crucial role in curriculum development, providing ongoing program feedback, and helping set organizational strategy, goals, and priorities. At an organizational level, our founding and leadership team are majority female, and we strive to maintain gender balance at all levels and roles within the organization.*

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## Global Water Challenge

**Project:** [Women-Led Water Advances Gender Equity in Rwanda](#)

**Location:** Rwanda

**Year Founded:** 2006

**Mission:** *To accelerate universal access to clean water, sanitation and hygiene around the world.*

**Project leader(s):** Victoria McLeod, Madeline Flamik

**Previous Girl Fund Winner:** No

**1) Aside from funding, what is the most challenging problem your organization faces in its work to advance girls' and women's equality?**

*The most challenging problem Global Water Challenge faces in our work to advance girls' and women's equality is addressing the systematic barriers that women and girls face – both in the office and in the communities that we partner with. These barriers might be related to lack of opportunities available or access to basic resources and services that women and girls are most often responsible for providing in their homes. Through women for water, Global Water Challenge is taking an evidence-based approach to addressing those fundamental barriers to provide women and girls with the enabling environment to pursue the opportunities that wouldn't otherwise be available to them – whether in the Navajo communities of New Mexico or Maasai villages in Kenya. Working with our partners to deliver locally-led solutions, we are confident in the work of our global coalition to reduce barriers faced by women and girls in communities all around the world and, in doing so, mobilizing a global tribe of empowered women.*

**2) How does your organization put women and girls in the lead in planning and decision-making?**

*Through women for water, Global Water Challenge prioritizes partnerships that have not only completed a thorough gender analysis in target communities, but that also draw from women-led focus groups in the development of project work plans. Project activities are centered around the identified needs of the community, particularly female members. Most often, depending on the scope of activities, women's groups are formed as part of each project and group leaders will routinely engage with project staff to ensure that the project is progressing in line with the expectations agreed upon at the outset of the partnership. The women for water collective of partners very much views the target community as an equal impact and thought partner with women at the forefront of both planning and decision-making for each and every initiative.*

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## Act4Africa

**Project:** [Ugandan GIRLS THRIVE & create their own future](#)

**Location:** Uganda

**Year Founded:** 2001

**Mission:** *To address inequality in Africa's poorest communities through gender justice, health, education and sustainable livelihoods for women and girls. Act4Africa aims to change five million lives.*

**Project leader(s):** Martin Smedley, Sarah Istephan, Patrick Kigongo

**Previous Girl Fund Winner:** No

**1) Aside from funding, what is the most challenging problem your organization faces in its work to advance girls' and women's equality?**

*Gender inequality in Mayuge, Eastern Uganda, is entrenched. Here, Act4Africa work with vulnerable adolescent girls and their impoverished communities. We aim to change attitudes, reduce stigma, advance their equality and reduce poverty. The biggest challenge is addressing the patriarchal culture in Africa society. Poverty, gender bias, teenage pregnancy and cultural acceptance of teenage marriage are factors that all contribute to just 40% of girls attending primary school, and only 15% completing secondary education. Girls who fall pregnant are often excluded from school and stigma prevents them from returning to continue their education after the baby is born.*

*Poverty and lack of opportunity forces many girls into the sex-work industry, or lures them into harmful relationships with older men promising money or gifts.*

*Women are too often denied the confidence, knowledge, or power to demand safe-sex practice from their partners. They have less access to financial institutions and limited influence over resources and household spend. Another key challenge is that the number of young people in Uganda is set to increase substantially, which means that the number of vulnerable girls is set to rise.*

**2) How does your organization put women and girls in the lead in planning and decision-making?**

*Women and girls are our key stakeholders and are central to the success of our programming and delivery. To achieve long-lasting impact, female beneficiaries and stakeholders are involved in project design, planning, implementation, monitoring, evaluation and learning. We have evidence that sustainability increases when they are engaged in early project development and make a tangible contribution to the project throughout its life-cycle and beyond.*

*Needs assessments include interviews, questionnaires and focus group discussions with women and girls representative of the target beneficiaries. As projects progress, we continually canvas the views of our beneficiaries, learn from their feedback & re-address programmes where necessary. It empowers the women and girls when they see that their feedback has been listened too and acted upon. We appoint female community mentors to lead our programmes and train them to lead, train and mentor others. Our teams support Community Mentors to mobilise and form small groups of target beneficiaries. The women and girls gain support from the closeness of these groups, speak openly, share experiences and learn from each other. As they grow in confidence and gain a voice, they begin to play a key role in decision-making in the home (for the first time) and in the community.*