

Impact Report

2015 - 2020



Global
Girl
Project

CHANGING THE WORLD
STARTS HERE
www.globalgirlproject.org

Global Girl Project is an initiative dedicated towards mobilising socially-minded and community driven girls from developing countries to become leaders.

Our exchange and blended learning programmes are designed to enrich skills-sets, generate support, and provide knowledge for these young leaders to implement their initiatives within their communities.

CHANGING OUR WORLD STARTS WITH A GIRL!



Global
Girl
Project



OUR MISSION

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We mobilise girls around the globe for social change through community development and social action.

Through travel and cross-cultural experiences we ignite the leadership ambitions of our scholars to be changemakers in their communities, and lead the mission of changing our world one girl at a time.

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OUR VISION

Throughout the developing world girls are taking on and being recognised for their leadership potential and impact.

We are creating a network of girls who recognise their intrinsic power as changemakers and are inspiring each other towards individual, community and global transformation.



OUR VALUES

- The authenticity of our thoughts, words and actions are our top priority.
- We believe in the intrinsic power of women and girls.
- We believe in the ability and necessity of communities to create change.
- We believe in the autonomy of communities and the girls within those communities.
- We work with everyone as an equal.

ORIGIN STORY FROM FOUNDING DIRECTOR, JULIA LYNCH



Global Girl Project is the vision and culmination of a life's work by one woman, Julia Lynch. A social worker by training, Julia's entire career has been spent working with children and young adults, originally in North America and the UK, and now with girls around the globe.

Early in her career Julia recognised that many of the young people she worked with had an abundance of strength, energy and passion to work on ideas and causes they believed in, as well as an eagerness to explore new ideas. And as she travelled across the developing world, she saw exactly the same traits wherever she went but what she also saw was a huge disparity in opportunity.

While young adults from the developed world could access a range of leadership programmes, experience different cultures, and use their experience to enact change, that wasn't the case in the developing world, and particularly not for girls. At best, girls from marginalised communities might have access to educational exchanges, but they generally carried English Language requirements, which excluded girls from the most disadvantaged backgrounds. And so, in 2015, Julia founded Global Girl Project, to fill that gap and provide that same opportunity to girls from some of the poorest backgrounds.

Her aspiration: To use the power of travel and cross-cultural experiences to ignite a spark in girls. The goal: To connect them with their own power as girls. To encourage and enable them to use that power and knowledge to drive change and lift up others within their own communities, whether they're local or global.

From its roots in an exchange programme, Global Girl Project has now transitioned into a full leadership organisation. Using multiple approaches, we work with partners to teach girls that the power to create the change they want lies within them, not with others - whilst also giving them the practical tools to make this change a reality. By connecting girls around the world, Global Girl Project supports girls to recognise the strength of collaboration. That by working with others who are like them, they generate their own power to drive change and create impact.

WHAT MAKES GLOBAL GIRL PROJECT DIFFERENT?



1. We work exclusively with girls from some of the world's most marginalised communities, and we connect those girls with their peers in similar communities around the world.



2. We focus hand in hand with local partners. Our work is deeply connected to, and rooted in, the communities our girls come from.



3. We are driven by the desire to create a network of girls from different countries and communities, but who nonetheless have many common shared experiences, together these girls will change our world.

“As the founder of Global Girl Project, I know that we are working to build stronger women, stronger leaders and therefore stronger global communities”

– Julia Lynch, Founder of Global Girl Project



OUR PROGRAMMES

Leadership Training and Cultural Exchange

A twelve-month structured programme for girls aged 15 to 18 years, which includes; a six month pre-exchange training, hosted online; five weeks in-person leadership and exchange programme in Nepal; four-month community action project, with monthly online follow-up group meetings; and an educational grant for all girls who successfully complete the programme.

Blended Learning Leadership Initiative

Launched in 2019, a three-month leadership programme which brings together ten girls per cohort, aged 13 to 18 years, to participate in 11 facilitated sessions over three months. The curriculum is delivered by a trained local facilitator, supported by our online programme. At the end of the three months the cohort organise and implement a large community event. As with the exchange, each graduate receives an educational grant upon successful completion of the programme.



WHY GIRLS?



Only 1 in 3 girls completes lower secondary education in low income countries



Globally, 12 million girls are married before the age of 18 each year



In 2015, only 17% of government ministers globally were women



10 million girls aged 15-19 years fall pregnant each year in low income countries

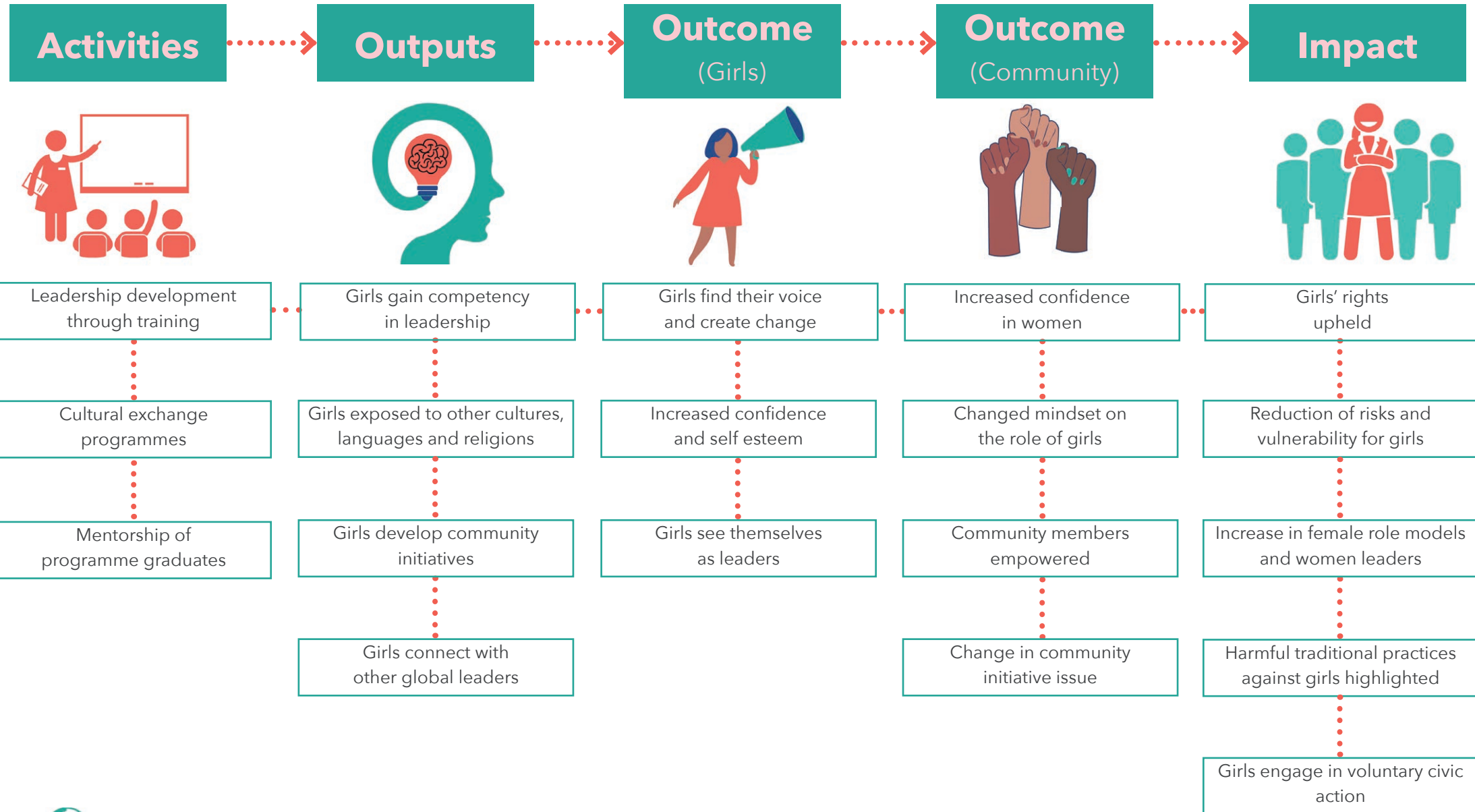
Globally, one in eight people is a girl or young woman, and nearly 1 in 4 girls aged 15 - 19 globally are not in education, employment or training, compared to 1 in 10 boys. Adolescent girls are our next generation of leaders, but they are not being given the platform, the resources or the support to make their voices heard. Global Girl Project firmly believes in giving them a space to build confidence in that voice, and then they can use their ideas and passions to drive real change, within their own communities and beyond.

We know that investing in girls impacts not just the individuals themselves but also their families, communities and countries. The call for greater investment in women and girls grows louder globally yet social and traditional norms, discriminatory laws and other harmful practices continue to hinder girls from reaching their full potential.

Developing girl leaders individually and collectively can change discriminatory laws, norms and practices and can also normalise the idea of girls being impactful, competent and successful leaders. Investing in girls at an early age can also create a pipeline for women leaders in every facet of life. A supportive family environment including the presence of supportive male family members, exposure to female role models and formal education to secondary level are key to developing young girls into leaders.

Participating in informal education and out of school activities such as sports, social networks and clubs have also been shown to increase girls' confidence and self-esteem.

THEORY OF CHANGE



Richnaidine - Haiti



Richenaidine was first introduced to Global Girl Project when she was 16 years old. She is from Port-au-Prince, Haiti and was selected for the last cohort of girls that were to participate in our exchange programme when it took place in Los Angeles, California. However, due to difficult immigration policies Richenaidine did not receive her visa to be able to travel to the U.S but joined the exchange programme the following year in Nepal. When Richenaidine first arrived in Nepal she was extremely shy, and really struggled to open herself up to the rest of the girls. She also had very limited English language skills which made connecting even more difficult. However, during the trek and then later on when she ran her own activity with a group of disabled children in Kathmandu, Richenaidine started to show a shift in attitude and a desire to push herself a bit more, and even lead. Once back home in Haiti, she ran her community action project with such focus and determination. Richenaidine took her newfound passion towards working with children and worked with a group of young boys and girls around gender inequality in Haiti. Following the successful implementation of her project, Richenaidine decided to go to school to learn how to be a cook. She shared that she always loved to cook and she knew that she could make some good money doing this because her real dream was to save up and attend medical school to become a pediatrician. On the side Richenaidine also attended both English and Computer classes. Lastly, in order to make sure that she gave back what she learnt while in Nepal, she worked as a paid intern with Global Girl Project in our Blended Learning Leadership Initiative, teaching other girls about how to change their worlds!



CASE STUDIES



Sony - Nepal

Sony was one of the first Nepali students to greet our Director on the day that she visited our new partner school in Kathmandu. A very welcoming but shy girl, Sony often struggled to share her opinion and would cover her mouth with her hands when she spoke. However, during her time in the GGP exchange Sony was guided into various leadership roles, as one of the hosts to our girls from other countries. During our trek Sony showed her newly found leadership skills by motivating her GGP sisters to keep walking and staying behind with those that struggled to keep up, in order to help them to move forward. Following the exchange programme Sony worked very hard to implement her Community Action Project, that focused on changing the attitudes of her community members towards street dogs. She brought together large groups of community members, of varying ages, to volunteer at local animal shelters and also convinced shop owners to donate biscuits which were used to feed the local strays. Following the completion of her project she continued to volunteer in the local animal shelters, while completing her schooling. Sony was selected to work as a paid intern with GGP, supporting the next group of exchange scholars to learn about leadership. She really stepped into this role, leading activities, sharing her thoughts and opinions, and showing her increased self-confidence and self-esteem. Following her job with GGP, Sony then went on to get a job at a local bank, counting money. She continues to work to complete her college education and she has decided to dedicate her life to working with abandoned animals.



CASE STUDIES

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Patrice Dorrall **- Head at White Dove Global Prep**

“Partnering with Global Girl Project was one of the best decisions we could have made as a school. GGP aligned well with our principles and mission to shape and nourish well-rounded future leaders of the world. Having the opportunity to experience our world from a global perspective whilst learning leadership skills and being encouraged to come into their own was a perfect fit for what we want for our scholars. Our school is in Rwanda and often times there are scholars who are refugees or natives who haven’t been able to experience international travelling outside of the continent and a programme that really revolves around them. The girls have gained lifelong friends and skills that they will carry with them for the rest of their lives. We’re looking forward to the next GGP experience!”



Omotola - Blended Learning Leadership Initiative Facilitator

"I am a mother of three daughters, and have been volunteering with Bestspring Foundation Ijegun as the Project Manager and overall supervisor. I heard about Global Girl Project from late Aramide Oikelome the founder of Bestspring Foundation and I decided to be a part of this change movement in a community where girls are not recognised and also victimized, because I myself am a victim of criticism for having female children. I wanted to do the right thing for myself, my girls and other girls as well, Global Girl Project gave me the platform to show the world that a girl child is a nation and generational builder, and if given the platform can make a massive positive change to their community and the world at large.

I am grateful to be the facilitator for Global Girl Project in Nigeria. I wouldn't want to change anything because at the end of the programme we had proof that our girls had gained the leadership skills they needed to change their lives. We were all happy to watch people listen to the girls speak and so many people were happy to join us for the programme.

The transformation impact was not only for the girls but myself and the community, so I will use this opportunity to say thank you Julia Lynch and everyone that came together to make this programme a reality. The impact was evident on many levels, from changes in limiting beliefs, improvements in the way the girls view themselves, and how community members viewed them and changes to how the girls dress, address people, speak up and out."

IMPACT

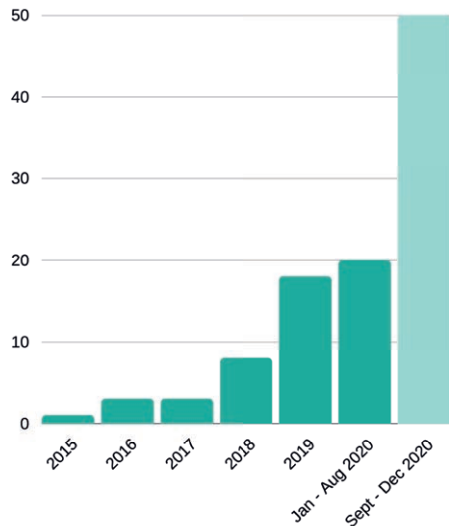


Our programmes and activities have impacted 93 girls in 13 countries all over the world, each of whom is also changing their communities in every way. With each girl in every country who joins our programmes, we are one step closer to our vision of a global community of girls who are changemakers and transformation agents.

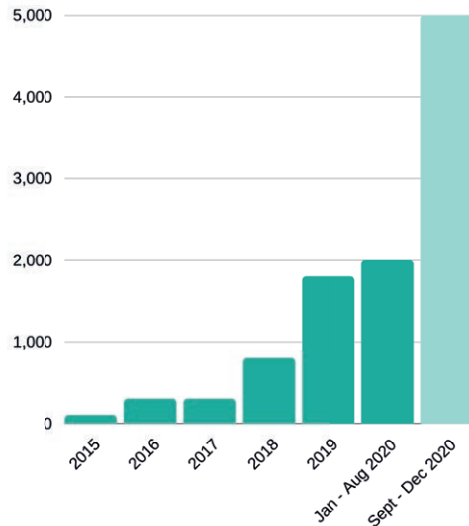
IMPACT

The results presented below are derived from analysis of self reported, evaluation forms for Global Girl Project scholars who participated in the Blended Learning Leadership Initiative and Cultural Exchange Programmes between 2018 and August 2020.

Number of girls impacted per year between 2015 and 2020



Number of community members impacted per year between 2015 and 2020



Global Girl Project's impact has grown exponentially since our first scholar in 2015. We estimate that 70 girls and 7,000 community members will be impacted by GGP programmes in January - December 2020 alone. All of our girls come from developing countries and disadvantaged or low income community groups. These girls face a limited future as they are usually expected to focus on house chores, get married early and most likely drop out of school early. Through its programmes, Global Girl Project unlocks the intrinsic potential within these girls and connects them to other girl leaders, creating a global network of change-makers who are invested in the health and growth of their communities.

“What I realised, through Global Girl, is that I’m actually a lot stronger than I think, and that with hard work and determination I can be whomever I want to be!”

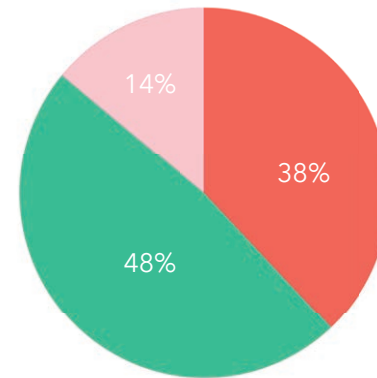
- Exchange scholar from Haiti

IMPACT

The majority of our scholars enter our programme lacking confidence, fearing using their voice in front of others, and are unsure of their potential as leaders, or even how a female leader would carve a role out in their communities. Individuals who lack these important self-esteem metrics are at least 1.25 times more likely to develop developmental disorders, substance abuse problems, and not attend university.* When we polled scholars about what goals or aspirations they had for their futures, most of them even found the definition of a “goal” to be abstract. Without opportunities to aspire and set goals, these girls are unlikely to challenge and motivate themselves, or seek out leadership positions in their youth and adulthood. However, when the scholars graduated from the programme (whether they did so as part of an Exchange or Blended Learning Initiative), they characterised their strongest growth in the areas of confidence, leadership, and strength. Further, they stated that their objectives were to manifest this growth in improving their local communities, further developing themselves, attending university, and pursuing meaningful, gainful employment. This is especially impactful when considering the areas from which our scholars come.

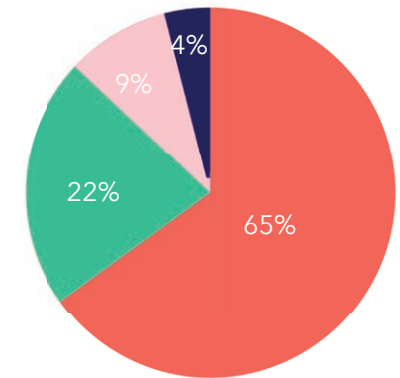
*Trzesniewski KH, Donnellan MB, Moffitt TE, Robins RW, Poulton R, Caspi A. “Low self-esteem during adolescence predicts poor health, criminal behavior, and limited economic prospects during adulthood”. Dev Psychol. 2006;42(2):381-390. doi:10.1037/0012-1649.42.2.381

Impact on girls from BLLI and Exchange Programme



- Increased Confidence
- Increased Leadership Skills
- Increased Strength

Goals and aspirations set by girls after attending GGP programmes



- Impact Local Community
- Personal Development
- Attend Higher Education
- Career Aspirations

“It was a very important event in my life, it’s a rare opportunity for a woman to stop to think about herself.”

- Global Girl Project scholar from Brazil



IMPACT

Goals are difficult for any teenager to set, especially when she comes from a difficult upbringing and lacks support from family and important social groups. For our scholars, being able to set weekly goals for their initiatives is a huge achievement and sign of personal development. But it is even more important to execute goals. We see that not only were our scholars able to consistently set goals for their weekly initiatives, but over 60% were also able to successfully execute their goals.



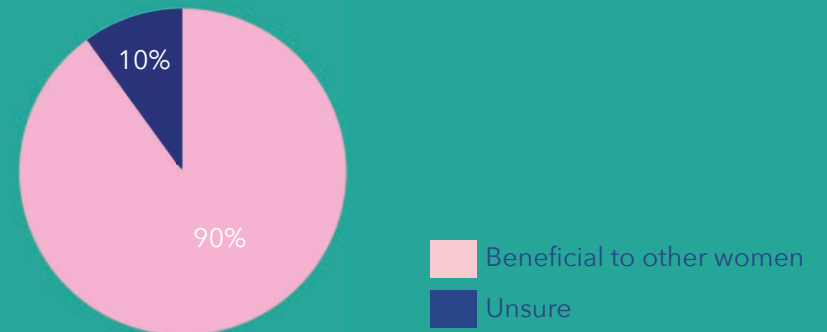
7 out of 8 girls were able to set weekly goals for 80% of the weeks of their community initiative



5 out of 8 girls were able to accomplish their weekly goals for 80% of the weeks of their community initiative

Over 90% of female community members who attended our initiatives stated that the sessions and activities would be beneficial to other women. This shows an unmet need for initiatives that empower girls and vulnerable groups in these communities. It also shows there is room for more impact by GGP scholars. This shows great potential for future expansion and the capacity for the ripple effect of our pursuits to extend further into the developing world.

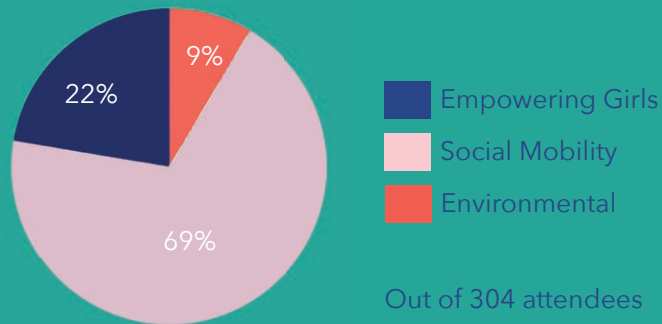
Community members views of sessions and initiatives



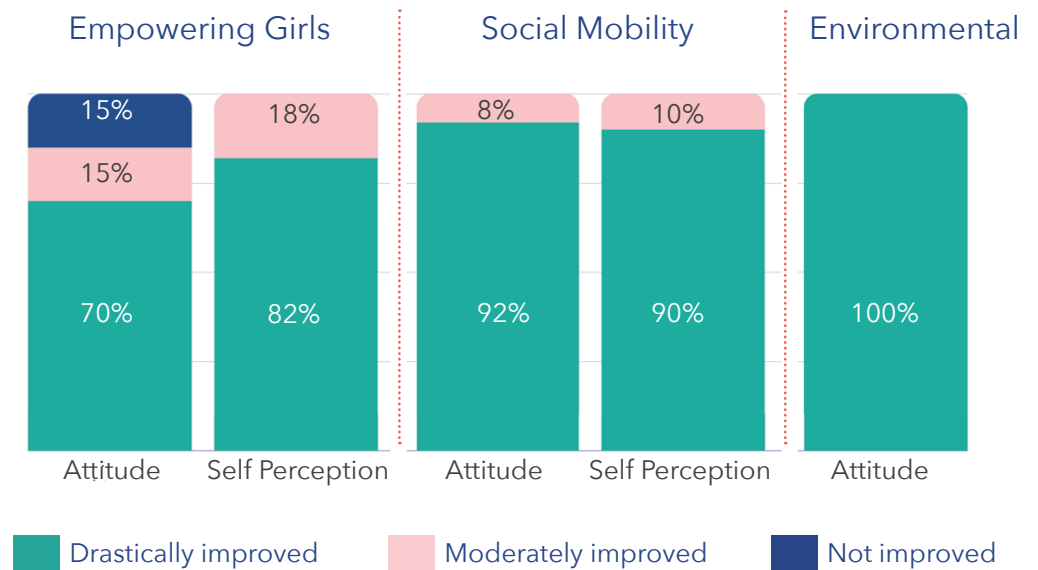
IMPACT

Our scholars' initiatives can be grouped into 3 main groups: Empowering Girls (e.g. promoting girls education, preventing teenage pregnancy); Social Mobility (e.g. addressing caste discrimination); and Environmental (e.g. waste management).

Community Issues Addressed



The initiatives led to drastic improvements in attitudes toward these specific issues and improvements in self perception of community participants.



LOOKING TO THE FUTURE



As Global Girl Project continues on its journey, it's critical to look to the future.

Q3 / Q4 2020

Despite the ongoing global challenges of COVID-19, it remains the intention to expand the programme. To that end, the Blended Learning Leadership Initiative has been extended to include three additional countries in September 2020. It is now running in:

- Nigeria
- Haiti
- Jordan
- Afghanistan
- South Africa

This will translate to:

- One further course, attended by 50 girls, each of whom will receive an educational grant.
- Each country programme will run its own event, which will be attended by between 200 - 500 individuals.
- Overall a total of between 1000 and 2500 individual community members will be positively impacted.

LOOKING TO THE FUTURE

2021

As we look forward to next year we will continue to expand our programming and reach as many girls as possible. Based on our current predictions we intend to deliver the Blended Learning Leadership Initiative, with our five partners, three times in 2021. By the end of the year we would have worked with 150 additional girls, who in turn will engage a minimum of 3000 members of their communities.

During the course of the year, subject to additional funding, we would like to extend to at least one additional country, meaning we would further increase our impact and reach.

In addition, we will continue to closely monitor the ongoing situation with COVID-19 and intend to run our flagship exchange programme in Nepal as soon as it is safe to do so.



FUTURE PARTNERSHIPS



As the programme matures, a next step would be to introduce a mentorship programme and here Global Girl Project is in discussions with potential mission aligned partners.

Lastly, in order to maximise the resources already developed by the programme, it is an ambition during 2021 to develop a graduate portal. This will provide previous participants with an opportunity to connect with their peers and collectively continue their path towards leadership. It will also better facilitate the sharing of best practice.

This portal will also be used to create a global network of young, female change-makers who are supporting each other in continuing their leadership journeys.

“I was told that I would never travel to far off countries or become a leader, and through Global Girl, I’ve done both!!!”

– Exchange scholar from Sierra Leone

OUR PARTNERS

"We at Global Girl Project know that real and long lasting change for a community is most successful when it comes from within that community."

– Julia Lynch, Founder of Global Girl Project





“The Global Girl Project taught me that we can have these opportunities, that we should stand up for our rights as women, that we should unite, work together, observe, value ourselves, fight for our space and now I consider myself to be more important. I feel capable of doing anything.”

- Global Girl Project scholar from Brazil



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