



Global Grassroots

CONSCIOUS SOCIAL CHANGE FOR WOMEN

YOUNG WOMEN'S ACADEMY PROGRAM SUMMARY

Global Grassroots is a 501(c)(3) international non-profit organization that catalyzes ideas for social change designed by and for underserved women and girls in post-conflict countries.

Mission

Our official mission is to unite, empower and support relief of poor, distressed and underprivileged women and girls worldwide. Our purpose is to catalyze the development of inspired communities of change agents who will work mindfully and compassionately to advance the rights and wellbeing of women and girls.

Services

Global Grassroots' core program is the Academy for Conscious Change, a social venture incubator that supports women and girls in launching their own "micro-NGOs" positioned to advance the rights and wellbeing of other women and girls. Our work was established in 2006 in Rwanda targeting women survivors of the 1994 genocide. We now have over 500 Global Grassroots-trained change agents serving nearly 35,000 women and girls each year across Rwanda, Uganda, China, Cameroon and Liberia.

Theory of Change

The Young Women's Academy for Conscious Change' is guided by four core values:

1. Deepening personal awareness (which may be informed by one's faith, a sense of a personal calling and a sense of oneself as a reflection of God's image) and contributing towards the common good are both essential to social change.
2. One of the most effective levers of social change is a young woman with the capability, resources, power, courage, and inner commitment to initiate positive change for herself and others.
3. Sustaining and accelerating conscious social change requires investment in supporting civil society architecture.
4. Mind-body trauma healing, combined with the opportunity for girls to form groups and create community-based organizations to advance social change, represents the most effective and holistic approach towards individual and community healing after war.

The Opportunity

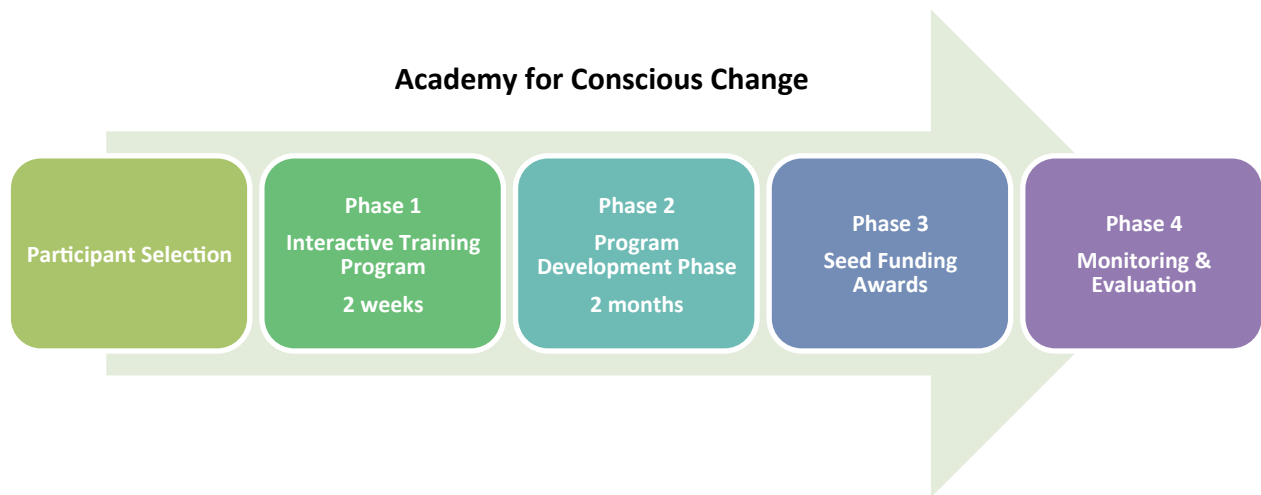
We believe that women and girls in the developing world have the capacity to drive innovative and sustainable social change. Women and girls, as the primary caretakers of their families and communities, naturally have the greatest insight into the critical issues facing society; further, they have a unique understanding of the issues' underlying root causes. As such, they are critical in defining priorities for families, communities, and national government. Yet they often have the least access to the financial resources, education, skills training, and other support needed to advance their plans for social change. We believe one of the most effective levers of change is a young woman who has the capability, rights, power, courage, and resources to initiate solutions to the social issues she, her family,

and her community face. It often takes only one successful experience in making a difference through one's own solution to transform a girl's belief in her own capacity to improve her life and that of others. We have a unique opportunity to work with young women at the secondary school level and provide them with the skills that they will be able to use and incorporate into both their personal and professional lives as they continue on into university and beyond.

Young Women's Academy Curriculum

The Academy for Social Change is a social venture incubator and inner-driven leadership program that catalyzes change agents who wish to launch their own grassroots organizations. Our approach embraces a participatory development paradigm and integrates a holistic balance of personal and social transformation to offer the following high-engagement support services:

1. Intensive, interactive 40-hour training program, incorporating:
 - a. Inner-driven leadership and personal growth practices
 - b. mind-body trauma healing for PTSD
 - c. social entrepreneurship and non-profit management skills
2. a hands-on non-profit venture development facilitation phase
3. Seed grants for implementation
4. Follow-up monitoring & evaluation and reporting



Application Process & Target Population

Our participants include young single mothers, genocide survivors, girls with HIV and girls who head orphan-headed households. Our simple application requires that change agents identify their social issue priority and propose a solution to address that issue.

PHASE 1: Intensive Training

The first phase of the Academy is a 40-hour experiential leadership program and social entrepreneurship incubator. Designed to be taught over a 2 to 3-week residential intensive, it accelerates the process of personal and societal transformation with three primary content areas:

Personal Growth and Leadership: Our curriculum begins by investing in a personal growth and social-emotional learning process for each change agent. Our objective is to help these future change leaders expand their sense of self-awareness, develop tools for transforming oppression and suffering, cultivate compassion and initiate change responsibly. We believe it essential for future

social change leaders to invest as much in self-reflection as they do in outer solutions, so that they may avoid the pitfalls of burn-out, abuse of power or pursuits that detract from constructive social change. We share practices for self-reflection, create space for centering prayer, and promote self-care to alleviate stress. Finally, by helping young women map out their capabilities that can be leveraged for social change, we deepen their sense of agency and ability to connect to a calling, as they identify ways to make their own unique contribution to the world. Many find guidance in their faith to support their sense of a higher purpose in service to others.

Trauma Healing: We believe that endeavors that give a voice to the disempowered and allow for the survivor to identify her value to community - and, even further, realize her capacity to *change* the aspects of community that failed her - provides a deeply powerful path for both individual and community healing. The Girls' Academy for Conscious Change explicitly incorporates an avenue for personal as well as social repair. First, Global Grassroots program provides training in a range of mind-body techniques that have a scientifically-demonstrated impact in holistically (mental, emotional and physical) addressing the broad range of symptoms of stress and trauma. These techniques help address chronic stress or PTSD in our participants and also offer them a practical tool they can bring back to their community. Second, Global Grassroots provides opportunities for the young women to form teams, which can also serve as support networks. Third, in its trainings on issue diagnosis and creative problem solving, Global Grassroots incorporates a process by which young women discover their inner power and identify assets and inner gifts that can be leveraged to create social change. In so doing, the participants can reclaim her sense of personal value to society. This process provides a self-led opportunity to combat the failures of society, advocate for change, and create new programs to serve others. We believe this multi-pronged approach, integrating personal and social transformation, offers an optimal and holistic approach to trauma healing and post-conflict reconstruction.

Social Entrepreneurship & Non-Profit Management Training: Finally, our training provides all of the skills needed to create a viable community-based organization or "micro-NGO" that will address a core issue facing girls, such as bullying, teen pregnancy, child abuse or school drop-outs. We begin by mapping social issue priorities and diagnosing core causes. Project teams then enter an intensive venture-design process to construct a mission and vision, theory of change, operational plan, organizational design, budget, creative resourcing strategies, evaluation metrics, strategic partnerships, a code of conduct, issue study and communications strategy.

PHASE 2: Non-Profit Venture Development

Following the academic portion of the program, teams move into a 1-6 week phase of hands-on organizational development support to prepare for launch. Our local staff works with each team to ensure that the social venture is designed to be self-sufficient, has measurable goals and objectives, has conducted a baseline assessment of its chosen social issue, has a feasible operating and financial structure, has a strong organizational structure, and will work at the root level to create systemic change.

PHASE 3: Seed Funding

Ventures which meet our criteria for social impact will receive a small seed funding award to cover the venture's start-up costs (\$100 - \$600). If designed to be an ongoing organization, prior to funding, we will help each organization design and incorporate creative resourcing strategies to support the venture's operating needs from stakeholders in its local community, ideally so that it does not need to depend upon further funding from foreign donors.

PHASE 4: Monitoring & Evaluation

We work with each team to establish goals and metrics that can easily be measured by the teams within their communities. We assist each group in carrying out an issue study to establish a baseline understanding of their issue. Then, after six months we support the teams in learning the basics of financial reporting and financial analysis as well as how to conduct an impact assessment so that they can measure, analyze and articulate their impact on their communities.

Leadership Approach

Global Grassroots embraces a participatory development paradigm in our Academy for Conscious Change. We believe strongly that our role is to serve only as a facilitator. We do not impose our values, our social issue priorities or our solutions. Instead, we coach each girl or team of girls in their social issue diagnosis, the crafting of their theory of change and their organizational development to support their process of creativity, informed decision-making and learning. At the end of the day, we embrace the potency of local initiation and ownership in and of itself, even if implementation may not always be perfect. We honor that the fact that for our participants, even to be willing to advance social change and human rights in their communities is often a courageous and radical act. By approaching each step with self-reflection as an opportunity to learn, the positive impact on each girl is exponential. Not only does she learn practical skills, tools and frameworks that she can continue to utilize to create future change, but her experience strengthens self-confidence, empathy, courage and a sense of capacity to handle change in her own life and advance the same for others through service.

Impact & Evaluation

Our primary program objective is to accelerate the process of personal and societal transformation through training, resources, fellowship and on-going facilitation. Our *social venture training objective* is to provide a team with all the hard skills needed to create a plan for a viable social enterprise that will address a core issue facing women and girls. Our *personal transformation objective* is to help girls deepen their sense of power, expand their sense of self-awareness, and develop tools for creating social change. Our *social transformation objective* is to build the systems, tools, networks and support structures that will catalyze communities of social change agents who will continue to solve grassroots social issues facing women and girls.

Global Grassroots evaluates our effectiveness in delivering hard skills and improving the wellbeing of girls in terms of the individual healing, social emotional capacities and leadership skills of our graduates, the number of ventures launched, the ventures' positive social impact, and teams' abilities to iteratively solve other social issues. We use pre-and post-training assessments and interviews to evaluate individual wellbeing, skills acquisition, symptoms of PTSD, perceived quality of life, sense of power, social-emotional learning, school attendance and behavior and beliefs in the rights of women and girls. We evaluate venture plans before providing seed funding, ensuring they address root-level social ills and will have a measurable impact. Once operational, teams will conduct their own local issue studies, learn how to evaluate their impact and provide a financial report of their activities. We expect that our girls' ventures will each serve between 10 and 200 others in their community, with several ripples of social impact and long-term transformation beyond those directly touched. We also anticipate, as we see with our women's teams, that the majority of our girls will wish to expand their projects after one year in the program, teach others the skills they have learned or iteratively solve other problems within their communities.

In particular, we are investing in an intensive and detailed monitoring and evaluation process, incorporating the five pillars of social emotional learning advanced by the Collaborative for Academic and Social-Emotional Learning (CASEL). These include:

- Self-Awareness (feelings, values, strengths)
- Self-Management (stress, emotions, impulses and goals)
- Social Awareness (empathy)
- Relationship skills (cooperation, conflict management, good relationships)
- Responsible decision-making (ethics, concern for others, wellbeing of self and community, respect)

Our model of Conscious Social Change goes beyond social-emotional learning to impact these additional capacities:

- Awareness of and ability to survey emotions, thought-patterns, and physical needs while simultaneously aware of the external environment
- Recognition of fears, limiting beliefs, attachments, shadows, and compulsive reactivity and how to attend to these patterns so that they do not drive unconscious behaviors
- Attunement to the needs of others, including use of deep listening skills and compassionate conflict resolution methods that empower and support the self-sufficiency and agency of others
- Sense of power, well-being, and capacity to create change
- Ability to recognize negative coping behaviors and engage in positive methods of self-care
- Understanding of one's own assets, passions, capabilities, higher callings and gifts that can be leveraged to contribute meaningfully to the common good with a sense of inner-driven purpose
- Understanding of change from personal experience, and how to support transformation in others through understanding, compassion and collaboration

Below is specific information on the Uganda program for young women

Young Women's Academy for Conscious Change – Uganda

In Uganda, there exists a 9-month break between high school graduation (December) and enrollment in university (September). The gap of time between graduating from high school and attending university is a pivotal and often difficult period for these girls. Many young women who are university bound still may have their plans derailed by falling prey to male predators and teen pregnancy or being expected by their families to return home and provide support for household chores, cultivating family land, childcare and other economic needs. Our Academy in Uganda provides young women with meaningful self-awareness, leadership and community service opportunities to help them stay on their path towards their education while experiencing, for the first time, their capacity as change agents. The purpose is to deepen each student's sense of self-awareness, purpose, agency and compassionate leadership skills, and then support them in having a successful experience creating change in their home communities.

Global Grassroot's Academy is currently being piloted in partnership with Cornerstone Leadership Academy, which provides leadership and academic opportunities for young women leaders during their last two years of high school. This initial pilot was launched in December 2013, accepting applications from 13 young women who responded to three questions:

1. What issue facing women and girls within your community are you most passionate about changing and why?
2. What is your idea for a solution that you would want to implement during this program?
3. What do you want to learn that could help you become a better conscious change agent?

Eleven girls, ranging in age from 19 to 21 years old, were invited and able to participate. These young women come from Uganda's most impoverished communities – in fact some are the first within their entire village to complete high school (Senior 6). They were selected on the basis of merit to attend the Cornerstone Leadership Academy. Upon their graduation from Cornerstone, they applied to participate in Global Grassroots' program. We are fortunate to be able to build upon Cornerstone's leadership and academic programs, and the girls' bonds with each other as members of a small boarding school class. Our custom program involves the following schedule:

Part 1. Conscious Social Change Intensive: Weeks 1-2 (Residential)

We began in January with two weeks of intensive training and coaching in our core curriculum, which provides all of the tools necessary to design a social venture from scratch and a powerful inner-driven leadership and personal growth curriculum to prepare young women to understand change from a direct experience and to invoke courage, confidence, and compassion in their social change work.

Part 2. Venture Development and Grant Awards Week 3 (Residential)

Before leaving the Cornerstone campus, the girls received an additional week of coaching to complete their venture proposals, including solution design components, budgets, draft issue studies and lesson plans for any sensitization work. They received the first disbursements of award funding for their implementation so that they could return home, meet with community leaders and their stakeholders to conduct research on their issue, fine tune their programs, verify budgets, register their organizations and establish baseline data against which to measure their goals and impact at the end of the program.

Part 3. Implementation: Weeks 3 - 15 (In home communities with site visits)

During the following three months, the students launched their program services. They'd already completed their issue studies and had received the remaining grant funding to obtain supplies and begin their operations. At our first site visit in late February, we reviewed their bookkeeping to ensure appropriate use of funds, provided additional coaching as needed and issued the second installment of their grants. The girls are corresponded with GG staff via phone for additional support on a weekly basis.

Part 4. Workshops on Transformational Leadership, Financial Reporting and Monitoring & Evaluation: Week 16 (Residential)

In May, the students reconvened at Cornerstone Development's facilities for one week of continuing education workshops. Students came with their bookkeeping and worked to develop quarterly financial and program reports for their venture activities from the previous three months. They received their final disbursement of grant funding, (if needed), and developed a plan for conducting a final impact assessment during their final period of activities. Part of the week involved personal transformation programming to support their development as inspired leaders.

Part 5. Implementation and Evaluation: Weeks 17-31 (In community with site visits)

For the second three month period, students continued their implementation including carrying out a final assessment of their social impact and preparing a financial report, program report and presentation for their final convening. Global Grassroots conducted interim site visits to provide ongoing coaching and support.

Part 6. Graduation: Week 32 (Residential)

Students returned for a final presentation on their program's impact and to celebrate their graduation from the program.

Progress to Date

Global Grassroots was greatly rewarded by this opportunity to pilot its girls' curriculum in Uganda in 2014 with a new partner. Based on our experience it was possible to quickly see how Global Grassroots and Cornerstone Schools complement each other in educating and enriching these young women. Global Grassroots' specialized curriculum, with a focus on sharing personal transformation skills and a unique experiential education approach, further guides the girls to find their own, self-driven solutions to the social issues they and their communities face.

All 11 girls were awarded grants to launch or finalize their ideas. After training the girls for three weeks it was possible to see the power, capability and possibility that came from each of them. It was clear that they were intellectually curious, skilled in thinking through basic problem-solving, and also intrinsically motivated to think things through and push to do well for themselves and others. In a post-training assessment the girls were asked, "What was the most valuable insight you learned about yourself after this training?". Two replies were: *"I learnt that I should be giving positive affirmation to myself and self confidence that I can do something great in community and society."* Another reply, *"I learn that I have many assets within me that I can cause great change in any community I go to."*

Collectively, the girls are thrilled by their achievement and accomplishing what they set out to do. They are also cognizant of the responsibility they have to their communities where girls there do not have the educational opportunity they've had. The issues they worked on include: early marriages, teen pregnancies, lack of income opportunities for women, school (girl) dropouts, and domestic violence. Our first site visits revealed significant personal transformation even at the earliest stages of this program.

One young woman returned home and was offered two jobs to earn income for her family during the remaining months before university enrollment. She turned both of them down because she felt her work as a change agent was her highest priority. Another was so profoundly moved by the trust placed in her when awarded her grant (most grants are around \$200 on average), that she traveled 45 minutes to the closest bank to open her very first bank account to ensure the funds were kept safe. All of the girls have been surprised and deeply encouraged by the support they are finding in local leaders and their families, who they were terrified would not believe in them. This is the start of a life-long shift in perspective in what they each have the capacity to do.

Conclusion

The Girls Academy for Conscious Change provides the resources necessary for girls to advance the wellbeing of their communities - and to claim the same for themselves. Our Academy deepens a girl's sense of power to act for social change and provides concrete skills, strengthening her capacity to initiate her own solutions as an inspired leader. By catalyzing girls to engage in their own priorities for development, we help to create an underlying culture of collaboration, equitable involvement, and girl's empowerment. Ultimately, our work creates conditions that value girls, paving the way for future generations of women to be seen as leaders and innovators in their communities.

Young Women's Academy for Conscious Change Uganda Portfolio

STUDYING FOR THE FUTURE

Founded by Brenda

Located in Mawora District, Matete Town, Kikondeka, Kyabwamba Village

Mission: To reach out to the young generation and enable them to realize and experience the value of education through economic empowerment, sensitization and resourcefulness.

Issue: School dropouts is my chosen issue. This is mainly caused by poverty where parents do not have school fees and other scholastic materials for their children, as well as early marriages and a lack of education about the value of being in school. As a result, illiteracy, increased forced marriage, domestic violence and street children greatly affect the community.

Solution: I will serve 15 orphaned or helpless children, both in and out of school, and one of each child's guardians. I will also work with the head teacher of the school in which the children go. The children will be chosen from the poorest households, including orphans. I will meet monthly to teach the parents and children about the value of education and to help the parents and children learn life skills like rearing pigs, which will help them to save and earn income to pay school fees and other needs in education. Parents and daughters working together will encourage togetherness and resourcefulness in solving the problem. The pigs will be sold at the end and the money put in a saving scheme, which will later be used to pay school fees for children.

LET THE CHILDREN STUDY

Founded by Comfort

Located in: Kampala District, Kawempe Division, Ttula Village

Mission: To support and encourage the school going age to continue with their studies as well as giving character development lessons to the people in my community.

Issue: The issue I am working to address is school dropouts in Ttula Village. This problem has a number of root causes like poverty/inadequate finances, broken families, undisciplined children, irresponsible parents and early pregnancies. This issue has the following effects on my community like high rates of theft, early marriages, and high levels of illiteracy.

Solution: I will serve 50 girls in school, 10 drop-outs and 15 parents. I will conduct weekly character development lessons and sensitizations about the importance of education and consequences of dropping out for girls in school and parents. I will find NGOs and organizations to provide financial sponsorships for the girls who have dropped out and create community awareness about the issue through hand-outs and speeches.

LET GIRLS STUDY**Founded by:** Eunice**Located in:** Oyam district, Otwal Sub, Alcae village Northern Uganda**Mission:** To reduce the level of school dropouts among girls by equipping and reaching the teacher, parents, girls and local leaders.

This is because it is one of the most rampant problem in my community and the following are the causes – early marriage, lack of parental care, high level of illiteracy, domestic violence, poverty and theft among people in the community.

Issue: I am working on school drop outs, one of the most rampant problems in my community. The causes include early marriage, lack of parental care, high level of illiteracy, domestic violence, poverty and theft among people in the community.

Solution: I will give 3-4 months of lessons to girls and parents to teach and sensitize about the dangers of dropping out of school and the value and importance of girl child education. I will invite site visitors such as doctors who will teach the girls the ways of controlling early pregnancy. I will make home visits to follow up with the girls in school and meet with drop-outs to understand the reasons for their dropping out of school.

TOGETHER WE CAN**Founded By:** Gloria**Located in:** Kamwokya**Mission:** To reduce the level of unemployment of girls in my community by sensitizing, empowering and providing them with entrepreneurial skills that will help them to attain better standards of living.

Issue: I am working to address the issue of unemployment. The root causes include limited skills, over population, tribalism, poor education system and limited jobs. The effects of unemployment include poverty, family breakups, poor standards of living, theft, alcoholism, and prostitution among others.

Solution: I will work with 5-10 unemployed girls and 10 parents, conducting sensitization classes on job research, market research and empowerment. I will also develop a fruit and juice-making entrepreneurial program to teach skills and generate income for the project and for the benefit of unemployed girls.

PROSPERITY FOR CHARITY**Founded by:** Harriet**Located in:** Kaliro district, Nabikool village**Mission:** To promote the education of young girls who are still going to school and drop outs by encouraging them and equipping them and their parents with entrepreneurial skills by beginning income generating projects that will help them to earn income in order to continue with their education.

Issue: The issue I am working to address in my community is school drop outs. This is very common with a number of causes like limited parental care, poverty, cultural beliefs and practices, lack of value in education, peer pressure and corporal punishment at school and within broken families. It has the following effects on my community: high crime rates, poverty, high level of ignorance, increased illiteracy, unemployment and street children.

Solution: I will be working with 5 girls in school, 5 drop-outs and 5 parents. I will sensitize parents about the values and benefits of educating their children in order to make sure the level of education is increased and ignorance is reduced. I will raise two pigs and use the income from selling piglets to buy books, pens, and uniforms to ensure these girls can stay at school.

YOUNG GIRLS WORK TOGETHER

Founded by: Josephine

Located in: Kibale District, Kenga Parish, Kisaara Village

Mission: To create a great, sustainable change in school-going age in primary through equipping and sensitizing them with entrepreneurship skills so as to avoid early marriages.

Issue: I am working on the issue of early marriages. This is the greatest problem affecting young girls in my community. Some causes leading to it are school dropouts, early pregnancies, bad company, lack of school fees, fear to lose their lovers, domestic violence, parental neglect, and poverty. In most cases this comes with many negative effects in the community like overpopulation, poor education, family violence, sex misuse and high death rates of young school going age.

Solution: I will be working with girls from primary school grade 5 to 7 to train children on how to use entrepreneurship skills, including handicrafts and pig rearing, as well as to train them and sensitize them with how to avoid the causes of early marriages.

THE NYAKITABIRE WOMEN TRANSFORMATION GROUP

Founded by: Kellen

Located in: Nyakitabiremuhanga Kabale

Mission: To reduce violence against women through sensitizing them to know their rights and values, and by equipping them with practical and life skills so as to be able to stand and defend themselves against violence.

Solution: I will work with 20-25 women who have experienced violence. I will hold group meetings to share about their experiences and provide life lessons on women of virtue, being hard-working, women's rights, etc. I will then visit women monthly as a group with stakeholders to pray and share and train women in making handicrafts so that they can earn some money for their family. I will also engage husbands to see and support what the women are doing and invite the community to see what the women have done and create a market for the products. This will help them feel valued and earn additional income so that they are not vulnerable to violence.

THE RISING SUN**Founded by:** Polline**Located in:** Kabale district in a village called Nyabikoni**Mission:** To promote girl child education through woman's empowerment using sensitization as a tool to enable girls to start up their own income generating schemes to support their education.**Issue:** The issue I am working on is school dropouts. This is because most girls dropout of school before completing their studies. This is due to unwanted pregnancies, poverty, early marriage and lack of parental care. This issue results in alcoholism, high birthrate, peer pressure and family breakups.**Solution:** I will meet 2 times a week with 6 girls of school age and meet once a week with 4 parents. I will provide sensitizations about the issue of school drop-outs and develop and encourage the start of income generating projects by the girls so as to attain financial independence. Getting parents involved in the sensitizations will create a bond between parents and their daughters to minimize the rate of school dropout. I will also host a trainer or inspirational speaker at least three times to motivate both girls and their parents.**THE YOUNG GIRLS VISION****Founded by:** Rose**Located in:** Kyenjojo district, Kyurusozu town council, Kyagabukama village**Mission:** To reduce the level of early marriage and pregnancies through reaching out to young girls and their parents in my community by sensitizing and encouraging them to have income generating projects so as to improve the states of women in my community.**Issue:** The issue I am addressing is early marriage and pregnancies in my community because it is so common and it is caused by many things such as poverty where many families do not have enough income to care for their families and this cause girls to go for men to give them what they desire, and they end up getting pregnant or marrying when they are young. School dropouts is another cause of this issue and this is mostly caused by failure to know the value of education. Girls think going to school is a waste of time so they take up marriage as an option. Other causes are peer pressure and materialism by parents and. It affects my community in that there is high level of illiteracy especially among women and high birth rates, and it is women who suffer with children because fathers do not care. There are also difficulties in childbirth because they are young. Also there is a lot of violence against women because girls enter marriage when they face conflicts with their partners.**Solution:** I will meet weekly with 15 beneficiaries, including: 5 women, 5 girls in school and 5 girls out of school. I will sensitize on the causes and consequences of early marriage and pregnancy and teach the Seven Habits of Highly Effective People. I will seek a nurse or doctor to speak about the issue and conduct plays with the participants on the issue. Finally I hope to hire a trainer to teach about income generating projects depending on what we shall have decided is useful to the participants.

THE YOUNG GIRLS INSPIRATIONAL

Founded by: Winfred

Located in: Busuga village, Kyabigambiro subcounty, Bugahya county Hoima district Uganda

Mission: To create a society of responsible girls through sensitizing, empowering and providing entrepreneurial skills to the young girls so as to reduce on early marriages and pregnancies.

Issue: I am working on the issue of early marriages and pregnancies. Young girls end up with limited knowledge about parenting and drop out of school. This issue is caused by different things like poverty, which is common among many people in m community, permissiveness where by many parents have given a lot of freedom to their girl children, and lack of parental care among others. It has resulted in high illiteracy levels whereby most girls who marry or get pregnant early stop at a low level of education.

Solution: I will work with 15 primary school going girls between the ages of 14-18 years and 1 teacher. I will host lessons on the causes, dangers and effects of early marriages and pregnancies and how girls can avoid it. I will also provide entrepreneurial training, such as animal care and soap-making.

Global Grassroots Young Women's Academy for Conscious Change - Uganda

Students	20
GG staff (2 int'l trainers & 1 Ugandan support staff)	3
	US\$
Program Preparation	
GG Staff Time (President, Global Program Officer, Uganda Staff)	\$6,458
Workbook printing	\$1,000
Preparation Site Visits	\$385
Subtotal Program Preparation	\$7,843
Residential Training + Venture Development Phase (Jan)	
International Travel	\$4,000
Domestic Travel	\$385
GG Staff Time for Training (President, Global Program Officer, Uganda staff, 2nd trainer)	\$8,354
Communication	\$500
Teaching supplies	\$200
Training accommodations, meals and student transportation (\$75 per individual per week)	\$6,900
Subtotal Training	\$20,339
Project Implementation Phase (Feb - Aug)	
GG Staff Time for Venture Development (Global Program Officer, Uganda Staff)	\$23,000
Staff Site Visits (20-40 local visits)	\$9,346
Two residential workshops + graduation (transportation, meals, accommodation)	\$5,175
US Program Support (communications, insurance, overhead allocation)	\$2,278
Subtotal Project Development Phase	\$39,799
Subtotal Training & Project Development	\$67,981
Seed funding prizes of up to \$500 for each venture	\$10,000
Total	\$77,981
Investment per Girl	\$3,899