



GIRLS ON THE GO  
MID-YEAR REPORT

JANUARY - JUNE 2026



## PROGRESS

For many girls, a bicycle is more than transportation—it is a pathway to greater opportunity. With safe and dependable mobility, girls can spend less time traveling and more time learning, arrive at school ready to participate, and gain the confidence that comes from moving through their communities independently.

During the first six months of the year, Girls on the Go gained momentum. Over 4,200 girls are now reaching school faster and on time with a Buffalo bicycle—3,383 funded through Girls on the Go and 905 purchased by education partners. With a bicycle, girls are trading hours of walking for minutes of riding—time now spent in the classroom instead of on the road.

Together, these efforts equipped thousands of girls with reliable transportation, helping them overcome distance-related barriers and stay engaged in their education.

**By making education more accessible with a Buffalo bicycle, girls build the skills, resilience, and opportunities that can shape their futures. Your continued partnership is what allows Girls on the Go to scale toward its 2026 goals with confidence. Thank you!**



## KEY HIGHLIGHTS

In 2026, global shipping disruptions affected the delivery of bicycles and timelines in WBR's operating countries. Despite these challenges, WBR worked closely with Ministries of Education and implementing partners to prioritize bicycle distribution where the need was greatest.

Across its seven operating countries, WBR reached 58 new schools, helping more students access education through improved mobility. WBR also continued to scale mobility solutions in the education sector by establishing new strategic partnerships. These partnerships leverage established school systems and community education networks to reduce mobility barriers, improve attendance and retention, and expand equitable access to education for vulnerable students prioritizing girls.

Key highlights this period include scaling mobility solutions for students through partnerships:

- WBR launched a landmark partnership to expand educational access and opportunity for girls in Kenya and Malawi. A five million (USD) investment will mobilize more than 17,000 girls and young women with Buffalo bicycles in partnership with CAMFED, improving school attendance, retention, and pathways to opportunity. [Full announcement and press release](#).
- After 18 months of collaboration with the Córdoba Department of Education, 4,000 bicycles will reach 172 schools across all 30 municipalities in Colombia, prioritizing 70% distributed to girls. This government-led initiative embeds sustainable bicycle mobility into education systems, helping keep at-risk students in school while enabling scalable impact.
- A Memorandum of Understanding with the Ministry of Education to pilot the distribution of 100 Buffalo bicycles at each of the 66 Community Day Secondary Schools in Mangochi District, Malawi is nearing finalization. This pilot will represent a significant milestone in addressing mobility challenges and supporting equitable access to education.

World Bicycle Relief launched Girls on the Go in 2024 with a three-year (2024-2026) goal to improve education outcomes for students through increased mobility, with a focus on girls. In the short-term, girls are expected to experience improved school attendance and reduced tardiness.

Girls on the Go continues to deliver strong results for girls furthest from school. In the first half of 2026, over 4,200 girls are now reaching school faster and on time with a Buffalo bicycle—3,383 funded through Girls on the Go and 905 purchased by education partners.



4,288

GIRLS MOBILIZED



21,440

INDIVIDUALS IMPACTED\*

WBR's partnership with World Vision in Zambia illustrates the impact of Girls on the Go, as evidenced by outcome monitoring data. The partnership delivered strong outcomes, all exceeding targets, including 100% retention among girls, a 90% reduction in absenteeism, and a 53% reduction in travel time to school—proof that reliable mobility keeps girls safely and consistently on the path to education. Bicycle usage was above WBR’s target, demonstrating that the bicycles are durable, sustainable, and deliver lasting value for students.

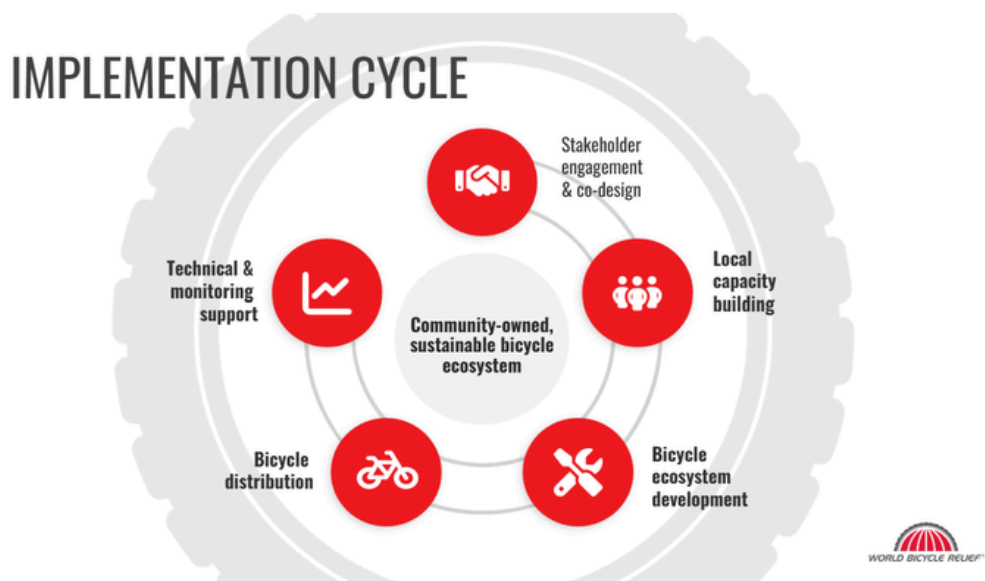
| GIRLS ON THE GO<br>PERFORMANCE SUMMARY |        |         |
|----------------------------------------|--------|---------|
| Metric                                 | Target | Outcome |
| Retention Rate                         | 90%    | 100%    |
| Reduction in Time Traveled to School   | 40%    | 53%     |
| Rreduction in Absenteeism              | 30%    | 90%     |
| Bicycle Usage                          | 85%    | 87%     |

\*In the areas where WBR operates, the median household size exceeds 5 people, and research shows that bicycles in these households have multiple users and purposes. This results in a substantial 5x impact multiplier for each distributed bicycle.

\*\*Outcome source: WBR partnership outcome data with World Vision, Zambia, 2026

Throughout the first half of the year, January to June 2026, WBR continued to address the absence of affordable, accessible transportation by delivering our proven bicycle mobility solutions through the Girls on the Go initiative.

WBR has been implementing bicycle mobility solutions for 20 years—seeking to continuously improve our approaches and impact. The implementation cycle below demonstrates this continuous improvement process as we launch and integrate new activities into our education mobility initiative, prioritizing community ownership through existing school governance structures.



## Stakeholder Engagement

Community sensitization meetings were conducted on the school ownership model, targeting newly selected schools for 2026 implementation. A total of 58 new schools were engaged in Colombia, Kenya, Tanzania, Uganda, and Zimbabwe.

## Capacity Building

WBR's country teams strengthened the capacity of existing school committees to manage the bicycle intervention within their communities. The trained committees selected student participants for bicycle distribution, created bicycle study-to-use agreements, oversaw WBR-trained school mechanics, assisted with data collection, and helped manage the activity on a day-to-day basis.

## School Ownership

WBR continued to implement and achieve 100% adoption of the school ownership model within the education sector. Partner schools implemented the model and began transferring Buffalo bicycles to new students, extending the life of bicycle assets and ensuring sustained access to education, demonstrating Buffalo bicycles as a durable asset serving successive cohorts of students.

- In Kenya, for example, 232 bicycles were formally transferred from one student to another to reinforce schools' responsibility for safeguarding bicycle assets and ensuring their continued use to address mobility barriers affecting girls' access to education.

## Strengthening the Ecosystem

Students received regular preventive maintenance and repairs from WBR-trained community-based mechanics stationed at partner schools, helping to keep Buffalo bicycles safely on the road and reducing interruptions to their education. During this period, 70 mechanics were trained and ready to service students' bicycles. Together, these investments in reliable mobility and local service networks help ensure students can continue learning for years to come.

## Expanding Access to Education through Strategic Partnerships

WBR in collaboration with county governments and implementing partners, conducted community sensitization and activation meetings to strengthen stakeholder awareness and readiness for bicycle-supported education interventions.

The sessions introduced the education initiative's objectives, participant selection criteria, implementation approach, governance structures, and the respective roles and responsibilities of implementing partners, community leaders, and existing school committees in ensuring transparent distribution, accountability, and sustainable bicycle management.

**These partnerships leverage established school systems and community education networks to reduce mobility barriers, improve attendance and retention, and expand equitable access to education for vulnerable learners.**

During the second half of 2026, WBR will continue to scale this portfolio of strategic partners, further strengthening bicycle mobility as a catalyst for improved educational outcomes.

| WBR STRATEGIC EDUCATION PARTNERS<br>2026 |                                                                                                                                    |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Colombia</b>                          | Córdoba Department, UNICEF                                                                                                         |
| <b>Kenya</b>                             | Ministry of Education, County Governments, CAMFED, Girl Child Network, GAP                                                         |
| <b>Malawi</b>                            | Ministry of Education, CAMFED, Rotary International, Save the Children                                                             |
| <b>Tanzania</b>                          | Bagamoyo District Government, CAMFED                                                                                               |
| <b>Uganda</b>                            | Windle International Uganda, Finn Church Aid, Promoting Equality in African Schools (Peas), Uganda Read to Learn, War Child Canada |
| <b>Zambia</b>                            | Ministry of Education, CAMFED, Healthy Learners                                                                                    |
| <b>Zimbabwe</b>                          | Ministry of Education, Kujwe Development, No Barriers, Ubuntu Schales                                                              |

## LEARNINGS

WBR implements a robust and adaptive monitoring, evaluation, and learning strategy to assess progress, measure impact, and understand the drivers and barriers to Girls on the Go.

Early insights from assessments in our operating countries this year indicate positive educational outcomes.

In Uganda, we conducted an evaluation on the impact of bicycles for students in refugee and host communities. The assessment demonstrates that Buffalo bicycles have made a meaningful and multi-dimensional contribution to improving mobility and educational access across refugee and host communities.

- **The bicycles substantially reduced students' travel time, transportation costs, and physical fatigue, thereby enabling individuals to engage more consistently and effectively in school.**

In Zambia, we conducted an outcome follow-up assessment among students who received bicycles in June 2025. The assessment measured changes in mobility and related education outcomes.

- **Early analysis shows travel time to school decreased, school absenteeism was reduced, and students reported feeling safe when traveling to school, a significant improvement from baseline.**

We look forward to sharing the detailed results and impact on girl students from these assessments in our next report as we finalize the analysis in the coming months.

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## SUSTAINABILITY

1. Global supply chain disruptions increased transit times from global suppliers. The delay in bicycle availability affected planned distributions, partner deliveries, sales timelines, and overall implementation.

- WBR strengthened supply chain planning, improved inventory forecasting, and enhanced coordination between the global supply chain operations to ensure timely stock availability and minimize future disruptions. Bicycle distributions to schools will continue in the second half of the year.

2. Early partner onboarding and capacity strengthening accelerate implementation.

- Providing orientation, product knowledge, and implementation support to partner staff before rollout of the education initiative improves operational readiness, strengthens coordination, and shortens the time between partnership approval and implementation.
- These engagements contributed to increased participant awareness and stakeholder participation, laying out the foundation for effective implementation and local ownership of the intervention.

3. Strategic partnerships remain central to WBR's education delivery strategy, enabling the organization to scale bicycle mobility by leveraging government systems, development partners, and community-based networks.

- During the second half of 2026, WBR will scale its strategic partner portfolio, further strengthening bicycle mobility as a catalyst for improved educational outcomes. In Tanzania, for example, WBR is currently working with the Zanzibar Ministry of Education to formalize a new partnership in 2026.

## MEET EVELYN

Evelyn is a 15-year-old student in Petauke, Zambia. Before receiving a bicycle, she walked an hour and thirty minutes to reach school.

Now she travels to school quickly and safely within thirty minutes. The bicycle has also provided savings on transportation to school. “I am able to save a K50 (USD 2.70) per week from the money that I used to hire a bicycle when going to school,” Evelyn shares.

“My attendance at school has greatly improved; I no longer miss class, and I attend classes on time. With a bicycle, I have really enhanced my concentration in class, which has resulted in my improved academic performance, as I do not need to worry about walking long distances to and from school.”

Evelyn shared that the bicycle is fast, strong, and durable, which helps her and her siblings get to and from school in a shorter amount of time.

“My favorite thing on the bicycle is the hand and down brake which makes my movement easy as I am able to stop easily without worrying about anything.”



## MEET GRACIOS

Gracios is a Senior Four student at Rubondo Community Secondary School, located in Nakivale Refugee Settlement, Isingiro District.

“In a typical week, I was late to school about four out of five days, causing me to miss morning lessons and the school assembly. The long walk was physically exhausting. Every evening, I had to leave school early so I could reach home before dark. The daily journey left me very tired, and about four times each month I would miss school because I needed to recover from the fatigue. And because of that, my school attendance was poor,” she shares.

“Since receiving the bicycle, my school life has changed. The 8-kilometer journey that previously took about two and a half hours now takes only 30 minutes. This allows me to attend the morning assembly, participate in all my lessons, and even spend some time reading before classes begin.”

“The bicycle has also improved my safety and well-being. I no longer have to wake up extremely early or walk long distances before sunrise. I arrive at school feeling refreshed, focused, and ready to learn,” Gracios shares.





COLOMBIA  
**1432**



KENYA  
**542**



MALAWI  
**1136**



TANZANIA  
**550**



UGANDA  
**191**



ZAMBIA\*  
**0**



ZIMBABWE  
**437**

\*Zambia bicycle distributions will take place July-December



## LOOKING AHEAD

As we continue implementing Girls on the Go throughout 2026, our focus remains on ensuring every bicycle delivers lasting impact.

By completing distributions, strengthening local bicycle ecosystems, and working alongside government and education partners, we are expanding safe, reliable mobility for girls while building the systems needed to sustain educational outcomes. At the same time, we will continue generating and sharing evidence that demonstrates how bicycle mobility improves access to education and advances gender equity, helping influence broader investment in mobility solutions across our operating countries.

WBR's plans in the coming months include:

- Continued collaboration with education implementing partners, application of gender-sensitive selection criteria, and ongoing monitoring will help sustain WBR's level of gender inclusion throughout the remaining distribution period for Girls on the Go.
- Completing distributions is expected to reduce mobility barriers among girl students by improving access to education through shorter travel times and distances. This is anticipated to contribute to improved school attendance, punctuality, student retention, and sustained participation in education.
- Strengthening the ecosystem and local technical capacity by investing in community-based bicycle mechanics to ensure students have reliable access to repair and maintenance services, improving education outcomes.
- Influence and advocacy opportunities to demonstrate the evidence and impact of mobility on education outcomes in WBR's operating countries.

We look forward to sharing outcomes from upcoming assessments and partner activities in the next report.



**Thank you for being a vital part of this journey to mobilize students and communities to thrive through the Power of Bicycles.**



*Secondary students riding their Buffalo bicycles in Tanzania, 2026*

The future is bright for Girls on the Go. When students have tools that meet their needs and have access to education and other essential services, they can break the intergenerational cycle of poverty.

Together, we've hit the milestone we've pedaled toward for 20 years: One million Buffalo Bicycles, including over 315,000 education bicycles!

