

GIRL RISING

A FACILITATOR'S GUIDE FOR NGO SCREENINGS



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SECTION 1

GIRL RISING CAMPAIGN

The Girl Rising India Campaign aims to reach girls and boys, their families, communities, and other decision-makers to raise awareness about the power and benefit of girls' education. Through powerful story-telling, the campaign aims to generate public dialogue on gender and education issues as well as spark community-led change as individuals who are motivated by these stories choose to address barriers to girls' education in their own communities.

The Campaign's vision is to change the way the girl child is valued in the society, to increase access to equitable, quality education for girls, reduce gender disparity in education in India through the medium of storytelling and films, and thereby increase investment in girls education and investment programs.



ABOUT THE GIRL RISING FILM

The Girl Rising film is the heart of the campaign. It is designed to entertain and inspire audiences, while introducing them to the barriers to education faced by girls growing up in the developing world. The film tells the stories of nine unforgettable girls from nine countries, striving beyond circumstances and overcoming nearly insurmountable odds as they seek to achieve their dreams.

Renowned Bollywood superstars like Priyanka Chopra, Nandita Das, Madhuri Dixit, Freida Pinto, Kareena Kapoor and Sushmita Sen along with Amitabh Bachchan have supported this film and given their voices to narrate these inspiring stories.

The film tells this powerful truth: **educating girls is transformative**. When girls are educated, families and communities prosper, the economies of countries grow, and the world becomes more stable.

With this in mind, the film helps focus the audience on three very important facets. It encourages and inspires viewers to:

- Imagine a better future for girls where they are valued as much as boys
- Understand that everyone has a critical role in helping girls rise – parents, siblings, grandparents, teachers, peers, and the community at large
- Support gender equality – at home, in school, in the workplace, and in broader society

SPECIAL NGO EDITION

Special and shorter editions of the Girl Rising Film are exclusively available to NGOs for community screenings: **Hausla** is based on the theme of “**determination**”, and **Umeed Ka Sahara** is based on the theme of “**family support**”. Each edition contains three of the Girl Rising stories.



‘Umeed Ka Sahara’ highlights how family support is essential in helping girls go to school and stay in school. Meet the inspiring stars of this edition:

RUKSANA (India) is supported by her father.

Ruksana and her family live on the streets of Kolkata, India. At tremendous sacrifice, Ruksana’s parents left their village for the city so their daughters would have a chance at a good education. Ruksana’s life is filled with danger but she escapes into her artwork and draws strength from her father’s support and resolve.

“That’s when I learned to never give up.”

AZMERA (Ethiopia) is supported by her brother.

When 13-year old Azmera is told she must marry, she does something shocking and brave: with the support of her brother, she says NO. Meet an Ethiopian family where a brother champions his younger sister’s ambition to be educated and to be free.

“What if a girl’s life could be more?”



SUMA (Nepal) is supported by a social worker.

Though her brothers go to school, Suma is forced into bonded labour at age 6. She endures years of sorrow, grueling work and brutal treatment at the hands of her “masters.” While she works, Suma composes beautiful songs that describe her plight. It is the music, she says, that gets her through. With support from a school teacher, she learns to read and write, and with help from a social worker, she is finally freed. Today Suma uses her education to fight for other girls.

**“Change is like
a song you can’t
hold back.”**



‘Hausla’ highlights how with courage and determination a girl can change her life, and in the process, encourage others. Meet the inspiring stars of this edition:

WADLEY’s (Haiti) determination is what keeps her in school, even when others say it’s impossible.

Wadley is just 7 when the world comes crashing down around her. Haiti’s catastrophic earthquake destroys her home and school, but it cannot break her irrepressible spirit nor extinguish her thirst to learn, even as she’s turned away from the schoolhouse day after day.

**“I will come
back every day
until I can stay.”**

SENNA’s (Peru) determination propels her past the poverty and squalor that surrounds her ... and into the classroom and a world of words beyond it.

Senna’s family struggles to survive in a bleak Peruvian mining town. But Senna’s father has big hopes for her and insists she go to school. There she discovers the transformative power of poetry. Driven by passion, talent and motivation, Senna seems destined for a better future—and to become the success her father dreamed she’d be.

**“Poetry is how
I turn fear into
will.”**

AMINA's (Afghanistan) determination allows her to imagine how her life can be different from the world she sees around her ... and how she can lead the change.

Amina is constrained by Afghan society, confined by her gender and expected only to serve men. But this child-bride has had enough. She is determined to reject the limitations prescribed by society and to lead others to following suit.

“Look into my eyes. Do you see it now? I am change.”





SECTION 2

FOR THE FACILITATOR

The facilitator's goal is to help the audience understand why girls' education matters – and how it, or the lack of it, impacts individuals, families and communities. The Guide offers a step-by-step approach to engaging the target audience in effective discussions around the issue.

OBJECTIVE OF THE GUIDE

This guide is intended to provide facilitators with specific ideas meant to do two things: first, foster meaningful discussion before and after the Special Edition screening; and, second, lead to tangible actions that members of the audience can introduce to their communities. These are broad ideas, intended to provide a foundation to help the facilitator explore the behavioral and attitudinal responses of the audience. Facilitators are encouraged to use their own judgment and creativity to deepen the conversation and tailor it to the particular audience.

This guide also provides facilitators with background material– that they can pass on to their audiences – about the status of girl child education in India and the role that individuals, families, decision-makers and people in positions of authority can play in strengthening the girl child education movement.

FOR THE FACILITATOR

WHO IS A FACILITATOR?

In the context of this programme, a facilitator helps a group of people understand issues around girl child education and encourages them to arrive at common objectives towards it. Over several rounds of one-on-one and group interactions, s/he will prepare the audience for the screening by explaining the problem and putting it into context. The facilitator will help enable 'Focused Group Discussions' around the screening and address objectives of the Girl Rising Education Programme within the community. The facilitator will also help the audience arrive at a single or multiple 'Call To Action' by supporting each member and encouraging the group to look for inclusive solutions and sustainable agreements.

A FACILITATOR WILL BE EXPECTED TO:

- Be familiar with the NGO Special Editions and fully understand the content and its purpose
- Organize community screenings and lead structured group discussions
- Understand and be able to address the issues around educating girls, the impact of educating girls, and why educating girls matters to all of us
- Share learnings from the screenings and discussions with various stakeholders –especially religious leaders, local decision-makers and influential community leaders who have the authority and/or respect to influence behavior and deep-seated beliefs
- Use the discussions to identify role-models among the audience members and/or within the villages, schools, communities and encourage them to work/continue working on girl child education in their community so as to create a long lasting impact.



FACILITATION TIPS

It is likely that this will be a new experience for most members of the audience, who may only have been exposed to film/storytelling as a vehicle for entertainment. The facilitator should be prepared to explain to the audience well in advance what the purpose of the film is, and why there's a need for a discussion.

Facilitators should try and involve religious or other local leaders to help disseminate the Girl Rising message about the importance of girl child education. If a well-respected local or religious leader is invited to preside over the post-screening discussion, it might help the facilitator connect more easily with the target audience and underscore the importance of the message.

For the facilitator's convenience, we are sharing some facilitation tips and dos and don'ts. These will help the facilitator get the greatest impact from the screenings and audience discussions.

THE DOS AND DON'TS OF FACILITATING

THE DOS:

- The facilitator should watch the NGO Special Edition and read about the main characters before the screening
- The facilitator should read this Guide carefully and make a note of points to be raised or questions to be asked during the focused group discussions. (A sample list is included in the guide).
- The facilitator should know the audience well. While some of the questions may be appropriate for all audiences, others will be more suitable for specific groups.
- The facilitator should make an effort to be sure the respondents feel comfortable and at ease. Humour can work wonders in breaking down barriers and infusing energy into a group.
- The facilitator should be clear in communicating to the audience that the discussion isn't about judging the people in the film, or their circumstances, but rather about using the insights and lessons from the film to discuss relevant issues in their own lives and communities.

- The facilitator should encourage members of the audience to draw parallels from their lives and their own communities.
- The facilitator should make certain the audience understands that their opinions – all opinions – are of utmost importance and valuable for the programme.
- The facilitator should structure the conversation so that everyone who wants to speak has an opportunity to be heard. For example, the facilitator might limit opportunities for over-enthusiastic contributors to jump back into the discussion until everyone has had a first chance to speak.
- The facilitator should encourage participants to speak only for themselves, and not to generalize or presume to know what others think of the film, or of girl child education. The facilitator should also communicate to the participants that s/he is interested in every opinion even if – or especially if – it differs. This is particularly important when the facilitator gets a sense that participants are falling into conformity trap.
- The facilitator should gently encourage the girls or women in the audience to talk and share openly. Many of them are likely to have been conditioned by their families or communities to be silent.
- Given the above fact, the facilitator may also consider choosing an appropriate setting for girls and women. Sometimes women and girls may not easily express their opinions in public. But, if spoken to separately in a group of women, they may be quite willing to share their opinions about the film and the issues it raises.
- The facilitator should read between the lines by listening not just to what is being said, but also to what is not being said – and watching closely for what is being felt. S/he should pay careful attention to the audience member's body language as that will help him/her probe at different levels.
- The facilitator should treat silence/silent moments as time for reflection – because that is exactly what is needed: for the audience to think about what they saw and learned. Thereafter, s/he should take the discussion forward organically.

- The facilitator should leave time at the end of the group discussion to brainstorm possible actions – or to suggest Call To Action – and help facilitate the action(s) that audiences choose to take. (Suggested Call to Actions are also included in this guide)

AND THE DON'Ts:

- The facilitator should not interpret the film for the participants or provide any answers to the questions at hand because a facilitator's role is to help people probe so they can learn from the film, and from one another.
- The facilitator should not frame the questions so they “lead” the audience to an answer (such as, “Don't you think the family should have been more proactive?”). Instead, S/he should ask questions that prompt a thoughtful and personal response (like, “How would you handle a situation like this?” or “What did you learn from the things that person did in the film?”).
- The facilitator should not let silence concern him/her and should avoid filling it with repetition, prompts, or his/her thoughts. The facilitator should avoid falling into the trap of sub-consciously favouring the majority view.

- The facilitator should not let his/her own prejudices or biases influence the discussion.
- The facilitator should not end the discussion with commanding instructions about how to proceed or what actions to take. S/he should allow this to be a people's initiative.

We hope the film and the Focused Group Discussion will effectively deliver the message that girls' education matters and that everyone in the audience has the ability to take action and effect change, and we hope they will determine, with help from the facilitator, just how to do that.



SECTION 3

PLANNING FOR THE SCREENING

HOW TO USE THE GIRL RISING NGO SPECIAL EDITION

There are several ways to screen these Special Edition films: at the local theatre, in schools, in community centers or the Panchayat Bhawan in your block area as part of a training session, group meeting, community event etc.

The Girl Rising Film – and these Special Editions – are intended to spark a substantial conversation in the community around gender issues, the need for change, and how meaningful change is intricately and inevitably linked to girls’ education.

WHO IS THE AUDIENCE?

Everyone and anyone can be a part of the screening! The objective is to sensitize people in the community to how immensely important girls’ education is– for all of us.

People who should be targeted for the screening include:

- Adolescent girls and boys
- Parents and grandparents
- Teachers, Principals and members of School Management Committees
- Representatives of the Education Department
- Community leaders and Panchayat representatives
- Religious leaders
- Other NGO partners and Community members



SECTION 4

DISCUSSION QUESTIONS

While facilitating any kind of Focused Group Discussion (FGD), it is important that facilitators clearly understand the difference between questions meant to provide a contextual understanding to the audience, which have clear and correct answers, and those questions meant for gauging the audience, which are always open-ended. Here are examples of what we mean.

QUESTIONS AIMED AT PROVIDING CONTEXT

These questions can be integrated into a discussion to reinforce the concepts and issue at hand:

- What are the ways in which each gender contributes to families and society?
- What are the benefits in sending our girls to school?
- What kind of support can a family provide for a girl so that she can go to school?
- What are the obstacles keeping the girls in the film away from school? What are the major challenges or barriers faced by girls in your community in getting to school?
- How will educating girls have a positive impact on household income?

QUESTIONS AIMED AT GAUGING THE AUDIENCE

These questions have subjective answers and are most important in forming subsequent lines of questioning. This is where the facilitator can effectively use the tips, dos and don'ts (given in the previous section) – along with his/her judgment – to lead the discussion in a manner that helps realise the aims and objectives of the programme. For instance:

- What did you learn from the film about girl child education?
 - What in the film demonstrated to you how education can empower girls?
 - Did you see anything familiar in the film that is close to your life as well?
 - What did you learn that you could apply in your own family or community?
 - What do girls in your community have in common with the young girls featured in the film?
 - What is one lesson you learned from the film that you would like to share with your family and friends?
- Was there any particular character in the film that you found inspiring? What is it that you liked the best about them?
 - What is that one incident in the film that challenged the ideas you had prior to seeing the film?
 - If you could spend a day with one character in the film, who would you want to spend it with and what would you want to talk about with the character?



For each of the Special Editions, **Hausla (Determination)** and **Umeed ka Sahara (Family Support)**, the questions can be further refined to apply to the specific stories (or “chapters”) and specific themes. This will help the facilitator lead a particularly relevant discussion, with greater impact. It will help the audience explore and better understand the nuances of each theme, making it more likely that they will open up and share opinions and stories. Here are examples of questions for each theme.

HAUSLA (DETERMINATION)

- Which character was your favourite and why?
- Why do you feel it was important to share these stories?
- How would you define determination?
- Is it necessary to have determination? How does it help?
- How did the stories reflect this attribute?
- How did having this attribute help the characters?
- Why did Wadley’s teacher allow her to stay?
- Do you know of anyone who has this attribute? How has it helped them?
- What is empowerment? How does it help?
- Can art play a role in empowerment?
- In her story Senna says “poetry is how I turn ugliness into art” - Is that possible? How did poetry help Senna?
- How is Amina rejecting society’s limitations? Is she influencing change in others? How?
- Have you ever felt empowered? What helped you achieve that feeling? Do you want to feel it again?



UMEED KA SAHARA (FAMILY SUPPORT)

- Which character was your favourite and why?
- Why do you feel it was important for the film's director to share these stories?
- How do you feel when someone encourages you?
- Have you ever believed and supported another person so they might fulfil their dream? How did it feel?
- How can we help others to reach their goals? How can we influence and support others?
- How did Ruksana's father encourage her to do better in school?
- How did Ruksana's parents help and encourage each other?
- In her story, Suma says she has "important work to do". What did she mean? How is she now impacting the lives of others?
- What difference did Azmera's brother make in her life and her future?
- If you felt that someone was being treated unfairly, what steps would you take?



Participants can play an important role in spreading the word about the power of girls' education and fuelling the movement to support it. Here, the facilitator can use FGDs as an opportunity to inspire participants so they might become advocates for girls' education in their own families and communities. For example:

- Ask each participant to complete this sentence: "I will share what I learned today with ..." (Name of the person/s)
- During the FGDs, create a list of barriers to girl child education and encourage the participants to share this list with relevant stakeholders
- Identify girls within the community who need support and, through the Girl Rising stories, inspire the participants to take action to provide that needed support or encouragement.
- Identify a role model within the community who can inspire and motivate the participants



To create meaningful impact, it is important that the facilitator leaves the target audience with concrete and practical suggestions which they can use to effect changes in their own lives, as well as in the community. Here are some key messages to help the facilitator achieve the same.

FOR ADOLESCENT BOYS AND YOUTH

- **Challenge and** question gender stereotypes and roles.
- **Respect** women and girls as equal members of society.
- **Oppose** child marriage within the family and community.
- **Mind your language** and be sensitive to women and girls.
- **Offer your support** in making school and neighbourhood safe for girls.

FOR ADOLESCENT GIRLS

- **Respect** yourself and stand up for rights
- **Don't tolerate** any kind of violence or harassment at home, at schools/educational institutions or in any public places
- **Speak up** against such violence or harassment and report to parents/elders/principals
- **Complete** your education and don't drop out of school
- **Don't marry** before you turn 18
- **Challenge** and question gender stereotypes and roles
- **Encourage** your friends to do the same
- **Support your friends** in achieving their goals
- **Dream big**

FOR PARENTS

- **Celebrate** the birth of girl child in the family and community
- **Take pride** in daughters and oppose the mentality of 'Bojh' and 'Paraya Dhan'.
- **Encourage** daughters to NOT tolerate any kind of violence or harassment at home, at schools/ educational institutes, and in public places, encourage them to speak up against violence and harassment and report any incidences to parents/elders/principals.
- **Educate** your daughter so that she becomes a capable individual and an educated mother. She will be healthier, and eventually her children will be healthier too.
- **Empower** your daughter to go out, pursue higher education, work, become financially independent, and access public spaces freely.
- **Dream as Big for your daughters as you do for your sons**

FOR TEACHERS AND SCHOOL AUTHORITIES

- **Secure admission and retention** of girl child in schools.
- **Encourage** girls to participate in academic, sports and co-curricular activities.
- **Have a regular dialogue** with parents on the importance of education.
- **Inspire** children to identify their female role models from within their community, and encourage them to talk about them.
- **Integrate** gender-based themes in the school assembly and co-curricular activities to boost gender sensitisation and equality.
- **Do not tolerate** any violence or harassment against girls

FOR OPINION-MAKERS AND LOCAL LEADERS

- **Make Positive Reinforcements of Daughters** as providers of old age security. It needs to be highlighted that daughters also take care of their parents in their old age, as much as sons do and sometimes even more.
- **Promote Simple Weddings** within the community to unburden parents from dowry and ostentatious marriage ceremonies.
- **Promote Equal Property Rights** for daughters as it is for sons, vigorously, in the community.
- **Prevent Early/Child Marriage** in order to highlight the importance of allowing girls to complete their school education and preferably opt for higher education/career/skill building/vocational education etc.
- **Do not tolerate** any violence or harassment and **strive to make neighbourhood safe** and violence-free for women and girls.





SECTION 5

CALL TO ACTION

COMMIT yourself to girl child education. Take responsibility for creating further awareness and engaging community members on the issue.

IDENTIFY, PROMOTE AND SHARE the stories of girls or other community role models who fight against all odds to get education, and go on to claim better lives for themselves.

EMPOWER the change. Be the catalyst, whether you are young or old, a man or a woman, a boy or a girl. We all have important roles to play within our own families and communities.

ENCOURAGE people to commit to protection, safety, value and education of the girl child.

In order to arrest and reverse the decline in Child Sex Ratio, the Government of India launched an initiative, Beti Bachao Beti Padhao (BBBP). Through this process, efforts to empower women, provide them dignity and opportunities will be enhanced. This is a joint initiative of Ministry of Women and Child Development, Ministry of Health and Family Welfare and Ministry of Human Resource Development.

As per the guidelines of the initiative, we must encourage the community to commit to:

- Celebrating the birth of girl child among family and friends
- Taking pride in daughters and oppose the mentality of “Paraya Dhan”
- Finding small & big ways to promote equality between boys and girls
- Securing admission & retention of girl child in schools
- Engaging men and boys to challenge gender stereotypes and roles
- Reporting any incident of sex determination test.
- Striving to make our neighborhood safe & violence-free for women & girls
- Promoting simple weddings.
- Supporting women’s right to inherit and own property



ANNEXURES

1. Background on Making of Girl Rising: The Story behind the Stories

The idea for Girl Rising emerged when a team of journalists asked this daunting and seemingly intractable question: How do you end global poverty?

As we spoke to global policy experts, development practitioners, and leaders with years of experience eradicating poverty, a simple truth emerged – a truth that experts accepted, but that was not widely known outside of academic and development communities: Educating girls is the highest return on investment you can make if you want to break cycles of poverty. Yet:

- 62 million girls are out of school worldwide.
- 496 million girls over age 15 cannot read or write.
- There are 33 million fewer girls than boys in primary school worldwide.

So what is standing in their way?

- Early and forced marriage
- Gender violence and discrimination
- Harmful social and gender biased norms
- Economic discrimination
- Domestic slavery

When barriers fall, everyone rises

The filmmakers behind Girl Rising saw how many girls around the world are undervalued and unsupported, to devastating effect. But they were also shown evidence of the astonishing impact quality education can have. It is not hyperbole to say that the economic future of the entire world will be strongly affected by the fate of girls – either positively or negatively, depending on whether, where and how many girls get access to the education, healthcare, and safety from harm they require and deserve.

Here's how.

If a girl is educated:

- It is far more likely that she will marry later, have a lower risk of dying in pregnancy or childbirth, have fewer children, and avoid contracting HIV/AIDS
- She is less likely to be a victim of domestic violence and more likely to engage in civic leadership.
- She will earn more money. An extra year of primary school boosts girls' eventual wages by 10 to 20%. An extra year of secondary school: 15 to 25%.¹

Best of all, an educated mother is more likely to educate both sons and daughters equally, passing prosperity and opportunity to the next generation, and so on. In other words, investing in girls creates a ripple effect that can transform families, communities and entire countries. In fact:

- When the number of girls attending school increases by 10%, a country's GDP increases by 3%.
- The estimated economic loss in countries that do not educate girls to the same level as boys is \$92 billion per year.

The data was there.

The filmmakers knew they had to find a way to show the world what can happen if you invest in girls commensurate to their worth and their potential. It was time to give a voice to the millions of girls who aren't being heard. So they went in search of the stories behind the statistics— and the girls they met astounded them. In every corner of the world they visited while making Girl Rising, they found girls being agents for change. Their fortitude became the Girl Rising motto: **ONE GIRL WITH COURAGE IS A REVOLUTION.**

2. About Empowering Next Generations to Advance Girls' Education (ENGAGE)

Girl Rising ENGAGE is a dynamic USAID-supported public-private partnership that aims to change the way girls are valued, help people understand her worth and share the benefits of educating and empowering her.

This innovative, multi-year effort is a springboard for campaigns to change attitudes and behaviors—and get more girls into classrooms in India, the Democratic Republic of Congo and Nigeria.

We've always used storytelling to change the way the world values the girl. ENGAGE is taking these stories to some of the places in the world where it is most difficult to be a girl. Places where our stories can help people do two very important things: **imagine a different future for girls and believe that everyone has an important role in helping them rise.**

Adapted versions of the Girl Rising film recorded in local languages will help raise awareness about the positive benefits that come when girls are educated. The film will air on television and will also be utilized in community programs. It will spur community-led change in cities, towns and villages across our target countries. ENGAGE also targets corporate, cultural and government influencers, non-profit partners and grassroots activists in these countries.

In India, Girl Rising's ENGAGE intervention aims to address particular demand-side barriers nationally and in the target geographies of Rajasthan and Bihar with a three-pronged approach that includes mass media communications, community-level social mobilisation, and advocacy efforts in partnership with Save The Children.

3. Partnership with Save the Children

In partnership with Save the Children, Girl Rising aims to increase awareness about girls' education by bringing the film to over 14,000 children and parents from 40 villages in Bihar and Rajasthan. Girl Rising's initiatives with the screening of the film as its base will create dialogue about girls' education and change for girls.

With Save the Children, Girl Rising will take these stories in the form of two Special NGO Editions to Alwar (Rajasthan) and Gaya (Bihar). In these two districts where Save the Children is working with its NGO partners - the modus operandi of the project is to mobilise and engage men, women and school youth in the community through the film and through focused group discussions based on the film for the purpose of achieving behavioural change that leads to increased access to education for girls in Bihar and Rajasthan.



CREDITS

There are hundreds of individuals and organisations that have helped bring Girl Rising India to life. It would be impossible to capture them all here, but Girl Rising would like to give a special thanks to:

Director: **Richard Robbins**

Executive Producers: **Jody Allen, Paul Allen, Holly Gordon**
and **Tom Yellin**

Producers: **Martha Adams, Richard Robbins**
and **Tom Yellin**

India Film Producers: **Priyanka Chopra, Tess Joseph,**
Freida Pinto and **Amita Vyas**

INDIA FILM ADDITIONAL

Director: **Indrani Pal-Chaudhuri**

Creative Director and
Executive Producer: **GK Reid**

Fashions by: **GK&I**

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