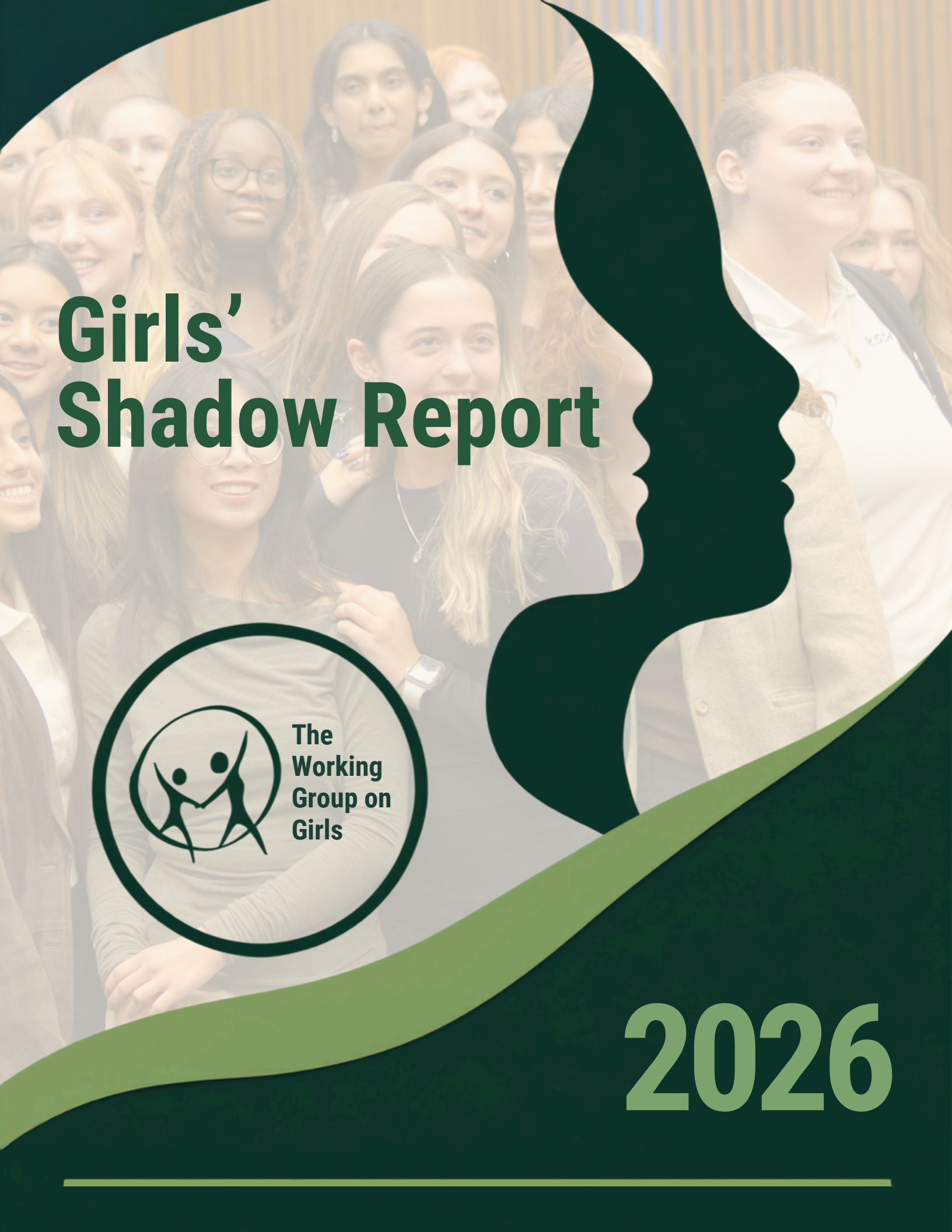


Girls' Shadow Report

The Working Group on Girls

2026

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A MESSAGE FROM THE CHAIR



It is an honor to present the Working Group on Girls' Girls' Shadow Report, grounded in the voices, experiences, and recommendations of 297 girls who participated in girl-led Conversation Circles across diverse communities and regions.

This report reflects a central belief of the Working Group on Girls: girls are not simply beneficiaries of policies and programmes. They are rights-holders, advocates, and essential partners in shaping the decisions that affect their lives.

Throughout these pages, girls speak clearly about the barriers they face in accessing healthcare, education, safety, technology, equal opportunities, and meaningful participation. They also offer practical and courageous solutions. Their contributions remind us that progress toward the Sustainable Development Goals cannot be measured only through policies and statistics; it must also be measured through girls' everyday realities.

On behalf of the Working Group on Girls, I thank every girl who shared her experiences and ideas, as well as the organizations, facilitators, and advocates who supported the Conversation Circles and development of this report.

I invite Member States, United Nations entities, civil society organizations, and community leaders to listen carefully and respond with meaningful action. Girls have spoken. It is now our collective responsibility to ensure that their voices influence decisions, policies, and investments at every level.

KIMBERLY HAPPICH MOLOCHE
CHAIR, WORKING GROUP ON GIRLS



ACKNOWLEDGEMENTS

The Working Group on Girls extends its deepest gratitude to the 297 girls who participated in the local Conversation Circles and generously shared their experiences, perspectives, and recommendations. Their honesty, leadership, and vision form the foundation of this report.

Special recognition is given to Sarah Rudolph CJ and Charlotte Vogel, who served as the lead editors and guided the development, analysis, and final preparation of the report.

The WGG also extends its sincere appreciation to Abby Hunt, who supported the creative editing of the report and created its graphic design and visual presentation.

The WGG also gratefully acknowledges the members of the Advocacy and Member State Engagement Subcommittee who contributed to the Conversation Circle toolkit, reviewed and analyzed submissions, developed sections of the report, and provided feedback throughout the process:

KIMY CHADREQUE I ABIDA JAMAL I SHANAIYA MILLER I ANN PRATT OP I EVIE DEMAKIS

The WGG thanks the member organizations, partner organizations, local facilitators, and girl leaders who organized and led the Conversation Circles. Their commitment created spaces in which girls could speak openly, engage with one another, and develop recommendations for change.

Participating organizations included:

AFRICAN CRY FOUNDATION
BRIGHTENHERHEALTH
CARA PROJECTS
CHINESE-AMERICAN PLANNING COUNCIL
INSTITUTE OF THE BLESSED VIRGIN MARY–LORETO GENERALATE / CONGREGATION OF JESUS
GREEK ORTHODOX ARCHDIOCESE OF AMERICA
OUR LADY OF CHARITY OF THE GOOD SHEPHERD
SACRED HEART
SISTERS OF NOTRE DAME DE NAMUR
THE GRAIL
UNIDAD EDUCATIVA

This report represents a collective effort made possible by the dedication of girls, facilitators, advocates, editors, and organizations across regions. The Working Group on Girls is honored to bring their contributions forward in support of advocacy at the United Nations and beyond.

WHAT IS THE WORKING GROUP ON GIRLS?

In the lead-up to the Fourth World Conference on Women in 1995, the Working Group on Girls was formed at the request of UNICEF and in response to sustained advocacy by civil society stakeholders to ensure that the unique realities of girls worldwide were recognized within global policy spaces. Today, the WGG is a coalition of more than 30 non-governmental organizations working for girls and with girls at the United Nations. The coalition brings together organizations and advocates committed to advancing the rights, voices, and empowerment of girls in all their diversity.

The vision of the WGG is a world in which all girls fully exercise and enjoy their human rights. Its mission is to advance the rights and status of girls across all regions and stages of life, ensure their meaningful inclusion as equal participants in decisions that affect them, support the realization of their full potential through WGG member organizations, and create opportunities for girls' advocacy within United Nations systems and structures. The WGG partners directly with girls to advocate for their rights, holds national governments accountable for implementing commitments to girls, and works collaboratively with member organizations and allies to achieve shared goals.





WHAT IS THE WORKING GROUP ON GIRLS?



Globally, many girls experience rights violations during childhood due to limited access to education, disproportionate household responsibilities, early and forced marriage, early childbearing, and persistent societal preferences that privilege boys over girls. Recognizing these realities, and under strong leadership from women in the African region, the WGG and its partners successfully advocated for the inclusion of girls within the Beijing Platform for Action. This advocacy resulted in the unanimous adoption of Section L on the Girl Child by 189 Member States, marking a historic commitment to addressing the specific rights and needs of girls.





WHAT IS THE GIRLS' SHADOW REPORT?

Since 1998, when 15 girls first shared their perspectives at the United Nations, the meaningful engagement and empowerment of girls has remained central to the WGG's work. Over the decades, the WGG has continued to create space for girls' voices in global policy processes, recognizing girls not only as beneficiaries of rights but as rights-holders and agents of change.

In line with this mission, the WGG developed a local Conversation Circle model to encourage girls to engage in girl-led conversations on the United Nations Sustainable Development Goals (SDGs). This model was shared with WGG networks and partner organizations to capture girls' lived experiences, perspectives, and recommendations related to the priority theme of the 71st session of the Commission on the Status of Women (CSW71). The CSW71 priority theme focuses on 'Accelerating the achievement of gender equality and the empowerment of all women and girls in the context of the 2030 Agenda for Sustainable Development'.

Girls were encouraged to participate in local Conversation Circles from May to July 2026, summaries of which were used to create this report. This Girls' Shadow Report presents an analysis of girls' responses, centering their voices and experiences to highlight gaps between commitments and lived realities, and to offer concrete, girl-informed recommendations to accelerate action to achieve the SDGs.



HOW TO USE THIS REPORT



This report is intended to serve as a practical advocacy resource for Member States, United Nations entities, civil society organizations, educators, community leaders, and girl advocates. Its findings and recommendations can inform advocacy during the 71st session of the Commission on the Status of Women (CSW71), support Mission Visits and policy discussions, strengthen community programming, and guide continued engagement and follow-up with girls. Readers are encouraged to use the report to amplify girls' priorities while ensuring that girls remain meaningfully involved in decisions and actions arising from their contributions.

NOTE ON

GIRLS' PARTICIPATION AND SAFEGUARDING



Participation in the Conversation Circles was voluntary, and girls were informed that their contributions could be included in a broader report and used to support advocacy with Member States and other decision-makers. Submissions were summarized and analyzed to identify shared themes, experiences, and recommendations. Identifying information was limited or removed where appropriate to protect participants' privacy and safety. The report presents collective findings and does not attribute personal experiences or statements to individual girls without permission.



MAIN MESSAGES

MENSTRUAL HEALTH AND HYGIENE IS A UNIVERSAL BARRIER, NOT A NICHE ISSUE.

Lack of clean water, sanitation, affordable products, and privacy around menstruation surfaces independently in the health, education, and gender equality sections as a direct driver of school absence, stigma, and unmet healthcare needs.

PHYSICAL AND DIGITAL SAFETY SHAPES GIRLS' MOBILITY, EDUCATION, AND PARTICIPATION EVERYWHERE, AND THE DEFAULT RESPONSE IS RESTRICTING GIRLS RATHER THAN ADDRESSING THE SOURCE OF RISK.

Harassment on transport, catcalling, and unsafe routes to school extend into online spaces: girls described location stalking, cyberbullying, and predatory behavior severe enough to contribute to self-harm. A restriction-as-protection pattern occurs in both technology usage and education, suggesting a structural default across sectors that needs naming and challenging.

UNDERREPRESENTATION OF WOMEN IN LEADERSHIP AND STEM IS BOTH CAUSE AND CONSEQUENCE OF INEQUALITY.

Scarcity of female teachers, healthcare leaders, CEOs, and policymakers is linked to lower confidence and continued steering of girls away from technical fields. SDG 9 findings add a concrete mechanism: stereotyping of computer science and physics as "boys' subjects," combined with inadequate information and computer technologies (ICT) teacher training, produces disinterest early and reinforces the gap.

FINANCIAL HARDSHIP COMPOUNDS EVERY OTHER FORM OF EXCLUSION.

Poverty limits access to school supplies, menstrual products, technology, extracurriculars, and healthcare. The digital divide is explicitly named as economic in the SDG 9 findings, following the same poverty lines that shape access elsewhere.

MAIN MESSAGES

FAMILY AND COMMUNITY ATTITUDES ARE THE ROOT LAYER BENEATH PUBLIC-SPHERE INEQUALITY.

Preference for boy children, pressure toward child marriage, restriction to "acceptable" vocational paths, and lack of parental guidance shape girls' confidence and opportunities before they reach schools, workplaces, or public institutions.

CLIMATE CHANGE ACTS AS A THREAT MULTIPLIER, AND ITS BURDEN FALLS DISPROPORTIONATELY ON THOSE LEAST RESPONSIBLE FOR CAUSING IT.

Girls described climate injustice directly: the most vulnerable communities suffer the worst impacts (disrupted schooling, displacement, health crises, food insecurity) while contributing least to the problem. Disasters interrupt education on a mass scale (blocking access for nearly a million children in a single day in one account) and increase dropout, particularly for girls, while displacement conditions (crowded shelters, lack of secure sanitation) sharply escalate risks of child marriage, exploitation, and gender-based violence. Girls frame climate resilience as inseparable from gender equity work, not a separate agenda.

GIRLS CONSISTENTLY ASK FOR FEMALE MENTORS, ROLE MODELS, AND DEDICATED LEADERSHIP PATHWAYS — NOT JUST ACCESS.

Across health, education, gender equality, and SDG 9 findings, girls specify that having female leaders in professional, educational, and environmental roles changes their willingness to seek services, pursue STEM, and see climate/civic participation as open to them.

INFRASTRUCTURE AND DIGITAL GAPS DEEPEN INEQUALITY ALONG REGIONAL AND ECONOMIC LINES — AND GIRLS WANT DEVELOPMENT THAT FITS COMMUNITIES, NOT THE REVERSE.

Global South participants tied weak infrastructure (water, electricity, network coverage, unregulated industrial pollution) directly to school dropout and digital exclusion. Global North participants described access skewing toward social media over technical skill-building, with STEM still gendered.

WOMEN'S HEALTH AND PAIN — INCLUDING CLIMATE-LINKED HEALTH BURDENS — ARE SYSTEMATICALLY UNDER-RESEARCHED, UNDERFUNDED, AND DISMISSED.

Beyond general healthcare and menstrual pain, this extends to the health impacts of climate change (water-borne illness, malnutrition, heat-related conditions) which disproportionately burden girls through caregiving roles and water-collection responsibilities, yet remain under-addressed in climate health planning.

GIRLS OVERWHELMINGLY CALL FOR STRUCTURAL/GOVERNMENT ACTION ALONGSIDE COMMUNITY-LEVEL, GIRL-LED SPACES AND FORMAL INCLUSION IN DECISION-MAKING.

This two-track pattern — top-down policy and funding paired with bottom-up girls' clubs, mentoring, and peer networks — extends into climate governance specifically: girls asked for real participation in climate decision-making and local environmental leadership programs, not just protection from climate impacts but a voice in the response to them.

METHODOLOGY



297 TOTAL PARTICIPANTS

26 GROUPS

12 WGG MEMBER ORGANIZATIONS

100% GIRL-LED

The Conversation Circles were composed of 297 total participants across 26 groups from 12 WGG member organizations (averaging 11 participants per group, median 8.5, ranging from 3 to a mode of 42), with 100% of conversations girl-led. Most sessions (19) were held in-person, with 7 conducted online.

IParticipants skewed toward older adolescents: 184 were aged 15–19, 103 were aged 10–14, and 10 were under age 10.



Countries/Regions represented:

Canada, the United States (New York City, Columbus OH, Maryland, and multiple other cities), India (Chennai), Mozambique (Maputo), South Africa, the Philippines (Batangas, 3 groups), Uganda (Mushanga/Mbarara, Jinia), Ecuador (Esmeraldas, Guayaquil, Santa Elena), England (London, 2 groups), Angola (Benguela, Lobito), Malaysia, Peru (Huacán), and Kenya. Participants span at least 13 countries across five continents.



METHODOLOGY

Organizations Represented:

Sisters of Notre Dame de Namur, brightenHERhealth, Our Lady of Charity of the Good Shepherd (with groups in India, the Philippines, Ecuador, and Malaysia), The Grail (with groups in Mozambique, South Africa, the USA, Uganda, and Angela), Sacred Heart (London and USA), African Cry Foundation, Unidad Educativa (Ecuador), Greek Orthodox Archdiocese of America, Institute of the Blessed Virgin Mary – Loreto Generalate, Cara Projects, and the Chinese–American Planning Council.

Demographic self–identification:

62 participants identified as Native, Indigenous, or tribal. The largest cohorts were found in Santa Elena, 36; South Africa, 8; and Kenya, 9.

113 participants identified as coming from a rural community (largest cohorts: Peru, 42; Philippines, 31)

14 participants identified as having a disability (largest cohort: Santa Elena, 9)

32 participants identified as living in a conflict–affected region (largest cohorts: Kenya, 9; South Africa, 8)

20 participants identified as part of the LGBTQIA+ community (largest cohorts: Kenya, 9; Canada, 4)

This demographic breadth reflects intentional inclusion of rural, Indigenous, disabled, conflict–affected, and LGBTQIA+ voices alongside geographic diversity spanning the Americas, Africa, Asia, and Europe.

RESEARCH DESIGN

Members of WGG organizations were invited to host Conversation Circles. These sessions are typically led and facilitated *by girls for girls* (18 years old and under), held within communities with a suggested size of ten participants maximum. Local Conversation Circles provide the space for girls to talk about their experiences, share best practices, and create recommendations in all their diversity and without judgement; in this context, girls were invited to lead productive dialogue around the CSW71 priority theme and shape recommendations towards global leaders to achieve the UN Sustainable Development Goals (SDGs) and create a world that girls want and need. The SDGs under review (3, 4, 5, 9, 10, and 13) were chosen by researchers for their relevance and pertinent to girls rights, inclusion, and challenges. Questions for each SDG to guide discussion were designed by researchers to address relevant targets of each SDG and prompt discussion towards barriers to access, current lived realities, and possible improvements from a girl perspective.



Through an inductive approach towards qualitative reporting, WGG compiled the voluntary submissions organized by SDG to present an overview of girls' challenges and recommendations and overall findings, while retaining regional and demographic data to represent the range of diversity.



Key Findings



SDG 3: GOOD HEALTH AND WELL-BEING

Challenges

Many girls identified that there are a variety of barriers to accessing healthcare and that this makes it difficult to achieve overall wellbeing. Barriers include financial inequalities, especially related to public health care accessibility, ease of access to transportation, especially in rural areas, and accessibility of services and healthcare information. In addition, many girls identified that these accessibility issues left many girls unaware of their specific health care needs. Lack of information and disinformation contributes to girls experiencing stigma around seeking services and information resulting in experiencing feelings of guilt and shame.

The lack of health care professionals who specialize in the healthcare needs of girls, especially reproductive services, as well as same sex professionals leads to girls being less willing or able to seek services. In addition, shortages of services and supplies impact the availability of treatment services. Lack of respect and low salaries for health care professionals also impact accessibility. Girls also indicate that the lack of regard for women's health related issues and long standing taboos in relation to sexuality and reproduction contributes to the belief that women's health is treated as an "after thought" and that chronic health issues including endometriosis and severe menstrual pain are normalized and dismissed resulting in a sense that women have to "fight to prove their pain is real."

Access and availability of clean water, sanitation and hygiene services and products contribut to girls developing health issues that could easily be avoided.

Other issues that also were noted as contributing to inadequate healthcare for women and girls include persistent violence and discrimination, economic inequality, especially between developed and developing countries, and extreme climate events are also contributing to inadequate healthcare for girls and women. It was especially noted that attention to the mental health needs of women and girls was crucial to their wellbeing.

SDG 3: GOOD HEALTH AND WELL-BEING

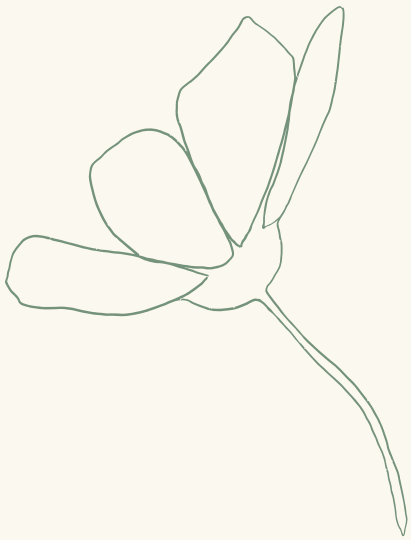
RECOMMENDATIONS

Increasing funding for the health care needs of women and girls as well as increasing the availability and accessibility of educational information and services related to girls and women's health including reproductive and sexual health services were seen as priority issues that need to be addressed to increase the health and wellbeing of women and girls. Specific recommendations include:

- Prioritize funding for all aspects related to improving the health and well being of women and girls including funding for health and mental health services, increasing research funding that is directed at girls and women's specific health care needs, and prioritizing funding that will support essential education and public awareness regarding the heath and well being of women and girls especially in regard to comprehensive sex education and sexual violence towards women and girls.
- Increase the accessibility of clean water and sanitation.
- Provide access to sanitary supplies and medications.
- Increase access to female providers to assist women and girls being more comfortable with exploring health related issues.
- Create opportunities for girls to come together to explore their health care needs. This would increase overall knowledge and decrease the stigma around health care and reproductive issues.



SDG 4: QUALITY EDUCATION



Challenges

Across countries and communities, girls consistently described quality education as extending far beyond access to a classroom. While many participants acknowledged that enrollment opportunities for girls have improved, they emphasized that material barriers, inadequate school infrastructure, gender norms, and safety concerns continue to undermine girls' ability to fully participate in and benefit from education.

One of the most universal concerns was menstrual health and sanitation. Girls across multiple countries reported that schools lacked clean toilets, water, soap, privacy, and access to affordable or free menstrual hygiene products. Many explained that menstruation directly affects school attendance because girls either miss class due to pain or stay home when schools cannot accommodate their needs. Participants also highlighted that menstrual products are often inaccessible due to cost, with one group expressing surprise that programs such as SNAP (U.S. benefits) do not cover these essential items.

Girls also identified poor school infrastructure and unequal access to educational resources as major barriers. Participants described shortages of desks, textbooks, computers, learning materials, and qualified teachers, alongside deteriorating classrooms and inadequate healthcare facilities within schools. These challenges were especially pronounced in lower-resource settings, where financial hardship forced students to purchase learning materials independently or travel long distances to access educational resources.

While educational barriers varied across contexts, gender inequality remained a consistent underlying theme. Girls discussed persistent stereotypes suggesting boys deserve greater educational investment or bring more honor to their families. Participants also described being discouraged from pursuing STEM fields, limited exposure to female role models, and the underrepresentation of women teaching advanced science, technology, engineering, and mathematics courses. Even where female teachers were common, girls noted that leadership positions and specialized subjects continued to be disproportionately occupied by men.

SDG 4: QUALITY EDUCATION

Challenges

ASeveral groups highlighted the importance of female teachers and mentors. Girls consistently reported feeling more comfortable discussing sensitive topics such as puberty, menstruation, harassment, and mental health with female educators. In countries where female teachers were scarce, participants viewed the lack of women role models as limiting both their educational confidence and future aspirations.

Safety emerged as another major concern, although its emphasis differed across regions. In some communities, girls described schools as relatively safe but identified travel to and from school, particularly during darker winter months or on public transportation, as periods of heightened vulnerability to harassment. Elsewhere, girls reported insecurity within school grounds themselves, including theft, vandalism, assault, and the absence of secure facilities. Participants from several countries also connected broader community violence, harassment by older men, and unsafe public spaces to reduced educational participation and wellbeing.

Economic hardship was another recurring obstacle. Girls described poverty as limiting their ability to purchase school supplies, transportation, menstrual products, and technology while increasing the likelihood of school dropout. In several contexts, early pregnancy, forced marriage, child labor, and traditional beliefs that prioritize boys' education further restricted girls' educational opportunities. These barriers often intersected, making it difficult for girls from low-income households to remain in school.

Participants from higher-income settings shifted the conversation toward educational quality and opportunity gaps rather than basic access. Girls discussed underfunded public schools, unequal distribution of educational resources, insufficient technology, limited mental health support, disparities between girls' and boys' schools, and unequal access to advanced coursework, sports facilities, work experience opportunities, and STEM exposure. Several participants also noted that career guidance often failed to encourage girls to pursue nontraditional career paths.

Overall, girls emphasized that achieving quality education requires addressing both educational systems and the broader social conditions that shape girls' ability to learn. Material resources, gender equality, safety, health, supportive families, and community attitudes were consistently viewed as interconnected rather than separate challenges.

SDG 4: QUALITY EDUCATION

RECOMMENDATIONS

Participants overwhelmingly viewed improving school infrastructure and basic educational resources as the most immediate priority. Girls called for governments to invest in classrooms, desks, libraries, computers, textbooks, internet access, and modern learning facilities while ensuring that educational funding is distributed more equitably across schools rather than concentrated in wealthier communities. They also emphasized improving teacher pay and increasing the number of qualified educators to strengthen learning environments.

- Increase investment in classrooms, technology, libraries, textbooks, and digital learning resources.
- Improve teacher recruitment, retention, and fair compensation.
- Ensure equitable distribution of educational funding across schools.

Girls consistently recommended improving water, sanitation, and menstrual hygiene support so that menstruation no longer prevents girls from attending school. Proposed solutions included clean toilets, running water, soap, free sanitary products, school medical facilities equipped to address menstrual pain, and greater privacy for girls.

- Provide clean WASH (Water, Sanitation and Hygiene) facilities in all schools.
- Ensure free or affordable menstrual hygiene products and emergency supplies.
- Improve school health services for menstrual pain and reproductive health needs.

Expanding gender equality in education was another central recommendation. Girls called for schools to actively challenge gender stereotypes, encourage girls to pursue STEM fields, and provide greater exposure to female professionals and role models. They also emphasized increasing the number of female teachers and leaders, particularly in science and technology subjects, to create more supportive and representative educational environments.

- Promote girls' participation in STEM through mentoring, workplace visits, and career exposure.
- Increase female representation among teachers, school leaders, and STEM professionals.
- Challenge gender stereotypes within schools and communities.



SDG 4: QUALITY EDUCATION

RECOMMENDATIONS

Participants also stressed the importance of financial support and equal educational opportunity, particularly for girls from rural and low-income communities. Recommendations included scholarships, school feeding programs, affordable transportation, learning materials, and targeted government investment to reduce financial barriers to education. Many groups also emphasized educating parents and communities to challenge harmful beliefs that discourage girls from remaining in school.

- Expand scholarships and financial assistance for girls.
- Improve transportation and school accessibility.
- Support families through community education campaigns that promote girls' education.

Girls repeatedly emphasized the need for safer and more supportive school environments. Recommendations included stronger school security, safer routes to school, counseling services, girls' support clubs, mental health programming, and trusted adults trained to respond to harassment and gender-based violence. Several groups also proposed dedicated spaces where girls could openly discuss puberty, reproductive health, and emotional wellbeing.

- Strengthen school safety measures and safe transportation.
- Expand counseling, mental health, and psychosocial support services.
- Create girls' clubs and safe spaces to discuss health, wellbeing, and educational challenges.

Finally, participants emphasized that achieving SDG 4 requires collaboration beyond schools alone. Families, governments, communities, and civil society all have a role in creating educational environments where girls are supported academically, physically, and emotionally. Girls encouraged peer mentoring, community advocacy, and youth-led campaigns to raise awareness and ensure that every girl has the opportunity not only to attend school but to thrive within it

SDG 5: GENDER EQUALITY



Challenges

Across diverse groups of girls, participants identified persistent gender inequality embedded in daily life, institutions, and culture, though the emphasis varied notably by context.

Shared concerns cut across all groups: exclusion from sports (girls pushed out of football or denied dedicated teams), underrepresentation of women in leadership, unequal household expectations pressuring women to prioritize childcare over careers, and discomfort discussing menstruation and reproductive health, which participants felt receive less research and funding than comparable men's issues. One participant noted that "if [menstrual] conditions affected men, there would probably be far more research and funding."

Divergence emerged around safety versus institutional bias. Some girls placed heavy emphasis on physical safety and mobility—girls avoiding evening clubs or solo travel due to fears of harassment, particularly in major cities. Other girls emphasized structural and legal barriers: unequal access to justice, disproportionate unpaid care burdens, and entrenched traditional family roles, using more explicitly institutional language (e.g., "barriers to female leadership and effective access to justice").

Girls focused on early socialization and intersectionality. Participants described a "boys will be boys" culture starting in middle school and connected to teachers' lack of gender-bias training. Race featured most prominently here: Black girls reported feeling unheard, unsafe, and stereotyped as "loud," suggesting gender inequality compounds with racial bias.

Career-track bias appeared across contexts, from girls being steered away from STEM and investment banking while other girls emphasized general employment discrimination and pay gaps without naming specific fields. One girl mentioned how she finds boys to be given authority and seem to be ‘worth listening to’ when they have something to say, while girls have to fight to command that attention.

Cyberbullying and beauty standards appeared as a distinct thread, tied explicitly to mental health and self-harm risks, a more acute framing than the general "stereotype" language.

Overall, girls acknowledged incremental progress (citing female headteachers, mayors) while agreeing entrenched norms, especially around leadership, safety, and caregiving remain far from resolved.

SDG 5: GENDER EQUALITY

RECOMMENDATIONS

Education and awareness were the most consistently cited levers for creating change. Girls called for teaching young people about underlying misogyny so they can "unlearn this prejudice" before entering positions of power, alongside gender-bias training for teachers to limit patriarchal influence in classrooms. Several groups specifically recommended single-sex schools as beneficial, while others proposed awareness campaigns, workshops, and school-based modules on gender stereotypes, leadership, and rights for girls—targeting students, teachers, and families alike.

- Run public awareness campaigns and workshops that challenge harmful gender stereotypes and promote equality between boys and girls
- Mandate gender education/training for teachers to limit patriarchal bias in classroom settings

Girls also called for stronger laws against gender discrimination, harassment, and violence, with consistent punishment for perpetrators. Several groups explicitly named ending child/early marriage as a priority, alongside clearer reporting mechanisms and pathways to justice and support services for survivors of violence and discrimination.

- Enforce stronger laws against gender discrimination, harassment, and gender-based violence, with consistent consequences for perpetrators
- Introduce strict laws and practices to protect girls from early/child marriage
- Strengthen mechanisms for reporting, protection, and support in cases of violence and discrimination, with clear pathways to justice

Economic and workplace equity recommendations included equal pay, equal opportunities in employment and leadership, and—raised multiple times—government-supported affordable childcare to let women continue studying and working after having children.

- Provide/support affordable childcare services so women and girls have more opportunities to study and work
- Ensure access to healthcare, reproductive health services, and menstrual hygiene products
- Promote equal pay and equal opportunities in the workplace
- Encourage and support women in leadership and decision-making roles

SDG 5: GENDER EQUALITY

RECOMMENDATIONS

Representation and leadership solutions included increasing women's presence in healthcare leadership, medical research, and policymaking so women's health issues receive attention proportional to their prevalence, alongside equitable funding for women's health research. Groups also proposed creating girl-exclusive student leadership opportunities with mentoring, and quotas or mechanisms to guarantee girls' participation in school committees.

- Increase women's representation in healthcare leadership, medical research, and policymaking
- Guarantee equitable funding for women's health research
- Ensure equal opportunities in education, employment, and leadership

Safety and community-based solutions were notable among groups discussing cyberbullying and urban safety: girls proposed forming their own study groups, girls' clubs, and "sisterhood networks" for mutual protection, alongside marches and fairs to raise public awareness. One group specifically proposed self-defense training and mental health support kits (stress-relief items, coloring books, aromatherapy) for Black girls, alongside confidence-building that reduces reliance on external validation.

- Support community-driven safety initiatives (girls' clubs, mentoring networks, self-defense training)
- Establish quotas or mechanisms facilitating girls' participation in school and civic committees

Household and caregiving equity was another theme, with calls to promote shared domestic responsibilities rather than assuming women bear disproportionate unpaid care burdens.

- Promote shared household and caregiving responsibilities

SDG 9 INDUSTRY, INNOVATION, AND INFRASTRUCTURE



While the qualities of inequality in achieving SDG 9 varied by region, girls underscored pronounced disparities and pressing concerns on the availability and resilience of infrastructure, significant barriers to access to technology and related fields of work, and, when technology is present, a lack of safeguards and a harmful culture leading to technology-facilitated gender based violence.

Reports revealed a stark gender and socioeconomic digital divide that hinders girls participation and advancement in school and places them at a disadvantage to their male counterparts. Those who did have full access to ICT celebrated its positive benefits on their education, revealing SDG 9 as a priority for girl-inclusive sustained growth. Girls called on governments to bolster investments in infrastructure and develop greater educational programs that expand equal opportunities, and also took the charge in advocating for youth-led solutions and leadership within schools and communities to stand at the forefront of innovation.





SDG 9: INDUSTRY, INNOVATION, AND INFRASTRUCTURE

CHALLENGES

Girls reporting from the Global South identified a lack of resilient infrastructure and weak environmental regulations, both of which were connected to lower school retention rates and difficulty in accessing the online job market. From poor access to clean water and respiratory-related illnesses in South Africa to poor network coverage and a lack of electricity in Kenya, girls' health and education is threatened when digital tools are not up to standard and investments in infrastructure are limited. Furthermore, girls noted the need for sustainable industrial development with technological progress that is inclusive to all. In South Africa, for example, girls stressed the violation of their environmental rights by factory operations that do not fully account for their health and wellbeing.

The second identified issue coming from reporters in the Global South was barriers in access to technology. Girls noted “unequal access to the internet, devices, and technological resources due to economic status and educational level” which leads to limited use of technology, especially computers in schools and virtual libraries, and inequitable distribution between male and female students. In Ecuador, girls found that learning was limited also due to the inadequate training for teachers in information and communication technology.

New challenges arise for girls when looking to areas where internet access is present: technology-faciliated violence against women and girls as well as job and career discrimination. Girls found “persistent” violence and discrimination against them in Ecuador, and girls in England similarly faced predatory behavior in online spaces, notably harassment, location stalking, and cyberbullying causing self-harm, the latter of which was also identified in Kenya. Girls in the US identified how “women are more responsible with their use of the internet; men behave without restrictions.” Harmful social norms and biases seem to perpetuate this issue and normalize harassment, and ultimately lead to a restriction of the internet for girls over their male counterparts out of concern for their safety.

While technology has more widespread use in the Global North, girls felt that this was more so in the form of social media, whereas technical skills are overlooked and underencouraged. Simultaneously, certain school subjects and career choices, such as computer science and physics, are stereotyped as being more suitable for boys, which has led to disinterest in pursuing such careers.

SDG 9: INDUSTRY, INNOVATION, AND INFRASTRUCTURE

Reccomendations

In terms of improvements to infrastructure, girls commend public-private partnerships to provide greater funding for water, roads, and network towers in rural areas, while at the same time rehabilitating, preserving, and protecting the natural water sources in these communities. Importantly, girls project community-focused development, where members are fully informed of their rights and construction is built to last; adeptly summarized by girls in New York as “infrastructure should fit – not be made to fit.” This also includes investment in safer transportation systems for girls and women to fully participate in education, innovation, and industry without concern for their wellbeing on the commute.

Girls uphold the strong and pressing need to address the digital divide and access to technology. They turn to dedicated government intervention and educational development across the board that sets clear child online protection laws, develops and funds online educational and skill-building programs, and provides extracurricular opportunities focused on girls engagement through clubs, mentorship, and research. Girls reinforced the need for ongoing training for teachers in ICT and context-specific STEM methodologies, looking for leadership that not only provides devices to students but encourages their safe use and promotes the pursuit of STEM education, a theme that was present across reports.

From a macro perspective, girls are encouraging world governments to take action that addresses the socioeconomic root causes of the digital divide. They call on key decision makers to “Promote respect and equal opportunities for girls… policies that reduce poverty and social exclusion… [and] the use of renewable energy and environmental education campaigns.” They identify how greater opportunities in research and business, through grants and funding with girls’ needs and disadvantages in mind, would positively impact economic growth and sustainable development if girls decide to pursue STEM fields as a career. Simultaneously, girls promote youth-led solutions within schools and communities to translate these policies into local impact.

SDG 10: REDUCED INEQUALITIES



Challenges

As the mixed groups of participants reflected on inequalities girls face, every struggle mentioned in the social atmosphere, including representation, levels of felt safety, and general confidence, stemmed from their inner community.

Girls noted the importance of an encouraging, open upbringing in their home. Some participants shared how their families deem having a male in the family a necessity, and how the girl needs to be sold off. This leads to either forced marriage- where girls are viewed as sources of dowry and married off at young ages- or requirements that girls must become stay-at-home mothers. Forced roles and pressure to always behave in a "lady-like" way limits the girl in extreme ways, forcing a lifestyle without the freedom to pursue ambitions, dreams, and a personality devoid of expectations.

Others noted how some parents only allow girls in their areas to pursue vocational training, such as tailoring or salon work, and discourage other, more strenuous, career paths, seeing these paths as unachievable for girls. Girls say that this lack of guidance, support, and counseling from parents leads to low self-esteem and limited ambitions and confidence.

Girls also explained how financial inequality is a big problem in adolescence. Girls from low-income families miss out on opportunities such as summer schools and extracurricular programs. Girls say how financial struggles can lead to exclusion by their peers from missed experience and make it hard to fit in as a result of lower confidence. Others noted how poverty forces many girls to leave school and limits access to higher education.

Outside of inequality felt within the home, participants responded to the difficulties of being a girl in the public sector. Main concerns crowded around the idea that the public sector was not built with women in mind.

They first noted how positions of leadership were mostly men. Technology companies and STEM fields are filled with men, and very rarely will they see women CEOs. Some noted how this played a negative role on their confidence levels within pursuing professional roles. Others discussed the lack of women-centered research, contributing to unequal healthcare outcomes. Lack of leadership and women-specific healthcare worsens misconceptions that women are weak and do not create a supportive environment for girls who are maturing, learning, and discovering their passions.

Another large part of many conversations focused on public safety. Many girls feel unsafe around men in public, and noted that these feelings were one of the biggest issues affecting girls' daily lives. Issues ranged from catcalling to sexual harassment and abuse. Girls state feeling unnerved after getting cat-called in the streets with their friends.

Overall, most girls noted the inequality in private spaces and family upbringing as the main factor that influences how they are treated by the public.

SDG 10: REDUCED INEQUALITIES

RECOMMENDATIONS

Participants consistently emphasized the role of government and systematic intervention as the primary strategy for advancing SDG 10. A majority of recommendations focused on unique situations some girls may face, however, there was a general consensus that stressed broader structural changes being necessary for equal opportunities, support, and inclusion for all.

Beginning at the root, girls want to focus on the extremity of the effects that financial barriers create within social and educational life. They suggest:

- Create targeted support programs, including scholarship, school vouchers, food assistance, or after-school programs to build confidence and passion
- Offer pre-professional or mental health counseling services for girls and families
- Implement detection systems to identity students at risk of dropping out and activate support services based on specific needs

Within education, girls urge for an equal playing field with support for girls AND boys. Ideas revolve around normalizing equal participation of girls In boys within clubs, sports, and class subjects. Some examples include: 4

- Provide scholarships for girls
- Expand career guidance, mentorship, leadership development, and business skills for girls and boys without gender segregation
- Support girls who were married at a young age in continuing their education and careers
- Encourage boys to support girls participating in traditionally male-dominated sports and STEM subjects

In everyday life, safety was the main topic with numerous recommendations to help reduce inequality between genders. Participants pined for girl-specific areas, including gyms, sections of transportation, and clubs. In addition to safe-spaces, girls also wanted to strengthen laws regarding gender-based harassment, rape, and catcalling. In order to do this, girls suggested to:

- Raise awareness about girls safety and challenging attitudes that normalize acute forms gender-based harassment
- Create global online platforms where girls can freely share their experiences and struggles
- Adapt school schedules with girls in mind (adjusting schedules so girls can travel home in daylight while still having time to participate in after school activities and clubs)

SDG 13: CLIMATE ACTION

Challenges

Girls across the world shared their experience of climate change that hinders their rights, in particular its effects and challenges. Girls face major climate action challenges because climate change increases disasters, interrupts education, damages health and livelihoods, and exposes girls to greater risks of violence, displacement, and inequality. Weak infrastructure, poor waste management, and low awareness further worsen these problems, especially in vulnerable communities.

From extreme weather and disaster, it shows that record global heat is fueling stronger cyclones, floods, droughts, and storms.These disasters destroy homes, schools, roads, and community infrastructure.Poor families are often the hardest hit because they lose property, shelter, and basic services. Girls and women are disproportionately affected by this ecological emergency, suffering higher rates of poverty due to unequal access to resources, public services and infrastructure.

Disruption of girls' education caused by floods, storms, and drought that blocked roads and closed schools, cutting off classroom access for nearly one million children in a single day. Also, the girls stated that climate disasters increase school dropout rates, especially for girls. In most schools , especially in the global south, school buildings are vulnerable to heat, poor ventilation, and unsafe conditions.

Higher risks for girls and women during disasters is mostly likely for various reasons as the girls stated: limited swimming or survival skills,caregiving responsibilities, staying at home during emergencies, less access to transport and information. Girls often experience a reduced sense of safety and security during floods, storms, rising sea levels, and heatwaves.

SDG 13: CLIMATE ACTION

CHALLENGES

Protection and safety risks in displacement. Girls stated that after disaster, displaced girls may live in crowded shelters or camps and these places often lack secure toilets and restrooms, privacy, proper lighting, or safe spaces for girls.This raises the risk of: child marriage, forced labor, sexual abuse, pedophilia and exploitation, gender-based violence.

Livelihood and food insecurity was brought up during the conversation. Small-scale farmers are highly affected by drought, floods, and hail and it leads to crop loss means families lose income and food supplies. Girls suffer when families can no longer feed their children properly. Also, job losses after climate disasters increase poverty and instability.

Climate change has huge health impacts by contributing to diseases and health problems such as: diarrhoea, malnutrition, skin-related illnesses and heat-related conditions. Heavy rains and droughts reduce access to clean water, sanitation, and healthcare. Girls are especially affected when water collection and caregiving burdens increase.

Climate injustice and inequality emerged as another concern for girls. The most vulnerable communities suffer the worst climate impacts, even though they contribute the least to the problem.Many lack basic services such as: waste collection, rural sanitation, safe housing,healthcare, emergency response systems.

Environmental pollution and poor waste management were other issues raised by girls. Plastic waste pollution and blocked waterways make flooding worse, poor waste management increases environmental damage and health risks. Communities often lack: enough trash bins,regular waste collection, recycling systems, awareness campaigns on environmental protection.For example, some communities are forced to burn rubbish because of poor waste management, which worsens pollution and health risks.

Many schools and communities do not have an organized response to environmental risks.There is a need for: disaster preparedness plans, awareness campaigns, school-based climate action, community coordination.

Climate stress can worsen existing inequalities, including: child marriage, bullying, gender-based violence, lack of awareness about gender equality.When girls leave school because of disasters, they become more vulnerable to exploitation and long-term poverty.

SDG 13: CLIMATE ACTION

Reccomendations

Through their conversations, girls provided their recommendations to effect change within these issues to advance gender equality. It was unanimous in all groups that there is an urgent need for government intervention.

Resilient infrastructure & safer schools

- Build/repair flood-proof roads so transport continues during extreme weather.
- Reinforce schools and add low-cost measures like cross-ventilation, shade in playgrounds by planting trees, drainage improvements
- Create school adaptation plans, simple school risk maps, drills/simulations that include a gender perspective and protect girls
- Keep education running by setting emergency education plans for flood periods (temporary learning spaces, continuity procedures).

Gender-safe disaster response & protection

- Establish safe shelters: secure displacement camps with locked, gender-segregated sanitation.
- Provide emergency support for loss of homes and property
- Ensure response plans reduce risks for women and girls (safety at water points, sanitation access, protection during displacement).

Survival training & education (girls' knowledge + family impact)

- Run community programs teaching women and girls lifesaving skills and disaster preparedness (including swimming where relevant).
- Provide climate education for girls so they understand how climate shocks affect them (e.g., forced school skipping, longer water collection), how to take action to reduce negative impacts, how to respond during natural disasters
- Encourage girls to share climate knowledge with families, helping prevent school dropout after climate events.

Financial safety nets & keeping girls in school

- Offer post-disaster economic support to families to prevent harmful coping strategies such as child marriage and to keep girls enrolled.
- Provide incentives/aid tied to schooling continuity after floods/extreme weather.

SDG 13: CLIMATE ACTION

Reccomendations

Farmers & climate-smart agriculture

- Ensure farmers are updated about weather forecasts before planting (early warnings + seasonal guidance).
- Promote climate-smart farming practices to protect crop yields during extreme weather and reduce loss from drought/flood.

Waste management, pollution reduction & healthier environments

- Improve drainage and reduce waste entering waterways.
- Tackle poor waste management by increasing the number of trash bins
- strengthening waste collection systems (including rural areas),educing open burning of waste
- Protect ecosystems by restoring and reducing pollution.

Environmental awareness & community leadership

- Expand environmental education in schools and communities (not just one-time events—make it permanent).
- Create more opportunities for girls/women to participate in environmental leadership programs, local environmental conversation projects

Participation in climate governance

- Improve access to community decision-making so affected people have a voice in climate laws and planning.
- Organize more SDG awareness campaigns and community discussions so people understand climate goals and local actions.



COUNTRY COMPARISON

The section provides a summary of experiences by country and a comparison across the Global North and Global South.

MOZAMBIQUE

Girls concentrated heavily on SDG 3, describing serious gaps in maternal healthcare, medication access, and support for pregnant women. Girls called for larger government health budgets and more trained health professionals. Water infrastructure was flagged as a compounding issue linked to climate vulnerability under SDGs 9 and 13. Material scarcity was the central barrier to girls' well-being, with solutions oriented toward building basic health and water infrastructure rather than reforming existing systems. Girls expressed urgency about government investment as the primary lever for improving outcomes.

SOUTH AFRICA

Girls in South Africa uniquely named global economic inequality between developed and developing nations as a root cause of the challenges girls face locally. Discussions centered on SDGs 5 and 10, addressing persistent violence and discrimination against women and girls. Girls explicitly framed local gender issues within a broader North South structural context, suggesting that girls' equality is inseparable from international economic justice. Solutions proposed focused on cross-border advocacy and stronger accountable governance, positioning local empowerment as connected to global systems of inequality.

PHILIPPINES

Girls raised consistent concerns about inadequate school sanitation facilities and lack of affordable menstrual products. Reproductive health funding gaps were a recurring theme. Girls proposed government-funded sanitation upgrades and expanded access to health professionals and products. The overall framing emphasized practical, resource-based solutions to daily barriers girls face in attending school comfortably and safely, particularly around hygiene and health infrastructure.

UGANDA

Girls focused on SDGs 4 and 5, citing desk shortages, poor school infrastructure, and school absenteeism. Girls proposed a dormitory fence for safety, more laptops and textbooks, and community sentsitization to prioritize schooling over early marriage. Some of the girls called for stronger legal protections against early marriage and improved survivor support. Overall, Ugandan girls emphasized both physical safety and infrastructure gaps as intertwined barriers, with solutions blending concrete material investment (equipment, security features) and community-level attitude change around girls' long-term educational and marital futures.

COUNTRY COMPARISON

ECUADOR

Girls proposed staggered technology-access programs targeting vulnerable students, low-cost school infrastructure improvements like cross-ventilation and shaded courtyards, and stronger comprehensive sexual education tied to reducing adolescent pregnancy. Climate vulnerability was directly linked to school infrastructure quality. Girls see SDG challenges as interconnected policy gaps requiring coordinated government investment across health, education, and technology sectors rather than isolated fixes.

ANGOLA

Girls raised education and health infrastructure gaps, with particular emphasis on gender equality tied to household and community expectations. Girls described how domestic and social roles constrain their opportunities alongside material scarcity in schools and health clinics. Solutions proposed centered on infrastructure investment paired with community dialogue about gender roles. The circles reflected a dual challenge: addressing physical resource gaps while also shifting deeply rooted expectations about girls' roles within family and community structures.

MALAYSIA

Girls addressed SDGs 4 and 5, highlighting unequal household responsibilities and discrimination girls face both at home and in educational settings. Girls proposed stronger enforcement of anti-discrimination measures as the primary means for change. The discussion centered on social and domestic expectations shaping girls' opportunities, suggesting that legal and cultural reform were seen as more urgent than material investment in this context.

KENYA

Girls focused on SDG 5, emphasizing girls' self-confidence and emotional resilience alongside structural challenges. Proposed solutions included self-defense training and mental health resources such as stress-relief kits, coloring books, and aromatherapy tools. Girls prioritized psychological and personal empowerment alongside typical calls for policy change, suggesting girls see individual coping skills and confidence-building as equally vital to structural reform in achieving gender equality.

COUNTRY COMPARISON

INDIA

Girls raised barriers to equal educational opportunity, with attention to gender dynamics within classrooms. Girls proposed increasing female teacher representation in order to create change, seeing role models as central to shifting norms. The discussion linked educational access directly to broader gender equality outcomes, framing improved representation in school staffing as a practical, achievable step toward addressing deeper structural inequality affecting girls' confidence and opportunities.

PERU

Girls addressed SDGs 5 and 9, with particular attention to girls in areas affected by vulnerability and violence. Girls called for explicit protective measures tailored to their local context. The discussion emphasized safety as a precondition for other progress, suggesting that infrastructure and equality gains are difficult to achieve without first addressing girls' physical security in high-risk community settings.

CANADA

Girls noted that while Canada is more socially progressive than some other countries, subtle systemic inequities still shape how they're treated day to day. Discussions centered on SDG 5, focusing less on visible legal barriers and more on ingrained attitudes and unequal treatment girls experience despite formal protections. Girls emphasized that real change requires deeper public education on the root causes of gender inequality, not just policy on paper. The circle framed Canada's challenges as a gap between stated values and lived experience, calling for sustained conversation and awareness-building rather than new legislation as the primary solution.

UNITED STATES

Girls surfaced a wide range of issues: food deserts in low-income neighborhoods, underfunded public schools, gentrification, and unsafe school commutes. Girls described healthcare providers dismissing their pain and long medical wait times. Black girls emphasized feeling unheard and excluded, proposing confidence-building and community support spaces. Immigration enforcement (ICE) emerged as a unique SDG 10 concern tied to community stability. Girls also noted uneven use of AI tools in schoolwork, with boys reportedly using it more. Overall, U.S. experiences centered on reforming existing but underperforming systems.

UNITED KINGDOM

Girls focused on inclusive, equitable access to quality education and challenging entrenched gender norms within school systems. Rather than raising infrastructure scarcity, girls emphasized representation gaps and unequal treatment within otherwise resourced institutions. Discussions touched on the need for stronger enforcement of existing equality protections and greater visibility of women in leadership and decision-making roles. Girls expressed a desire for schools to more actively model gender equity in staffing and administration, seeing this as a lever for broader social change beyond the classroom.

GLOBAL SOUTH / NORTH COMPARISON

Girls in the Global South disproportionately named material scarcity as the root barrier to achieving the SDGs (missing desks, no clean water, unreliable networks, unfairdoable menstrual hygiene products) with solutions aimed at building or funding infrastructure. Global North circles more often named systemic/social barriers within already-resourced systems (discriminator treatment, underfunding relative to need, racialized exclusion, and enforcement policy) with solutions aimed at reform, representation, and awareness rather than construction.

SDG 3 HEALTH & WELL-BEING

GLOBAL SOUTH

CHALLENGES
Lack of maternal health support and medication (Mozambique); no reproductive health funding; menstrual product inaccessibility (Philippines, Uganda, America)

SOLUTIONS PROPOSED
Bigger government health budgets; free/subsidized sanitary products; more health professionals; awareness campaigns

GLOBAL NORTH

CHALLENGES
Dismissal of women's pain by providers, long wait times (U.S.), healthcare access gaps in specific neighborhoods

SOLUTIONS PROPOSED
More research on women's health conditions; policy priority on reproductive healthcare; increased provider training

SDG 4 QUALITY EDUCATION

GLOBAL SOUTH

CHALLENGES
Desk shortages, poor infrastructure, absenteeism (Uganda); lack of school sanitation (Philippines); limited teacher access (India)

SOLUTIONS PROPOSED
More desks/laptops/textbooks; dormitory safety improvements (fences); community sensitization on marriage vs. schooling; female teacher representation

GLOBAL NORTH

CHALLENGES
Underfunded public schools (U.S.), unequal access to female teachers/admin administrators; STEM exposure gaps

SOLUTIONS PROPOSED
Increased school funding/technology; more female role models in STEM and leadership; equal facilities investment

SDG 5 GENDER EQUALITY

GLOBAL SOUTH

CHALLENGES
Child marriage, femicide, GBV (South Africa, Uganda, Peru); household inequality (Malaysia)

SOLUTIONS PROPOSED
Stronger legal protections; survivor support; self-defense/confidence training (Kenya); protective measures in conflict areas (Peru)

GLOBAL NORTH

CHALLENGES
Workplace discrimination; unequal household roles; cyberbullying (U.S., Canada); racialized exclusion (U.S.)

SOLUTIONS PROPOSED
Anti-discrimination enforcement; peer support/mental health resources; deeper education on root causes (Canada)

GLOBAL SOUTH / NORTH COMPARISON

SDG 9 INDUSTRY, INNOVATION, INFRASTRUCTURE

GLOBAL SOUTH

CHALLENGES

Poor water infrastructure tied to climate vulnerability (Mozambique); limited network/tech access (rural areas)

SOLUTIONS PROPOSED

Investment in rural infrastructure; staggered technology-access programs (Ecuador)

GLOBAL NORTH

CHALLENGES

Assumed device access, but usage gaps by gender (e.g., AI tool use favoring boys)

SOLUTIONS PROPOSED

Awareness campaigns on equitable tech use; digital literacy programs

SDG 10 REDUCED INEQUALITIES

GLOBAL SOUTH

CHALLENGES

Economic inequality between developed/developing nations (South Africa) explicitly named

SOLUTIONS PROPOSED

Cross-border equity advocacy; scholarship and financial aid programs

GLOBAL NORTH

CHALLENGES

Gentrification, food deserts; immigration enforcement as a distinct concern

SOLUTIONS PROPOSED

Community-led safe spaces; policy reform on enforcement practices; investment in underserved neighborhoods

SDG 13 CLIMATE ACTION

GLOBAL SOUTH

CHALLENGES

Floods, droughts, heat affecting school attendance and farming (Mozambique, Ecuador, Peru)

SOLUTIONS PROPOSED

Low-cost school infrastructure fixes (ventilation, shade, trees); climate education; renewable energy investment

GLOBAL NORTH

CHALLENGES

Less frequently raised as a standalone priority in North circles

SOLUTIONS PROPOSED

Where raised: broader climate education integration into curriculum

CONTACT US

For questions about this report, opportunities for collaboration, or information about supporting girls' participation in advocacy, please contact the Working Group on Girls.

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Girls' voices must not only be heard, they must help shape decisions and drive action.



