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# 2020 Annual Report

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*On the cover, girls in the Sauti ya Dada program receive their monthly health and menstrual supplies from their their mentor.*

*The heading images are from mandalas created by participants in our Creative Collaboration course. The mandalas represent participants' social identities and experiences, incorporating both the positive and negative.*

# From the Executive Director



**Clare Dowd**  
Executive Director

Resilience is why we are here.

Across the globe, the fallout from COVID-19 has devastated communities. For some of us, especially in the U.S., access to the vaccine has brought with it a sense of hope. Yet for our partners, colleagues, and friends in the global south, the pandemic continues to wreak havoc, and the impact caused by this year will be felt for decades to come.

In March 2020 we ushered in a “new normal”, and over a year later I stand in awe at how we have adapted so swiftly. The work of Creative Action Institute and our partners is evidence of the adaptability and creativity of our species. As an organization reliant upon convening people, we knew that we needed to innovate fast to support our partners as they continued their fight for gender equality and sustainability. We successfully converted our programming to a virtual format, and were able to maintain the integrity of our creative approach to fostering spaces for deep learning, effective collaboration, and collective solution building.

Our trainings became spaces for partners to share the heartbreak of how existing inequalities were exacerbated during the pandemic and find ways, even in their isolation, to develop their capacities to build a more equitable future.

Creative Action Institute has been at the forefront of developing transformational leaders, creating fertile ground for collaboration, problem solving, and effective advocacy. I am inspired by the work of our partners to persevere and build the just and sustainable society we seek. I am incredibly thankful for your unwavering support in a year that felt so unsteady. I hope that these pages leave you inspired to think and act creatively for a healthier world.

In Solidarity,

*Clare*



***Resilience is why we are here.***



## Catalyzing Change

### Our Mission

Creative Action Institute catalyzes community driven solutions that advance gender equality and build a sustainable planet.

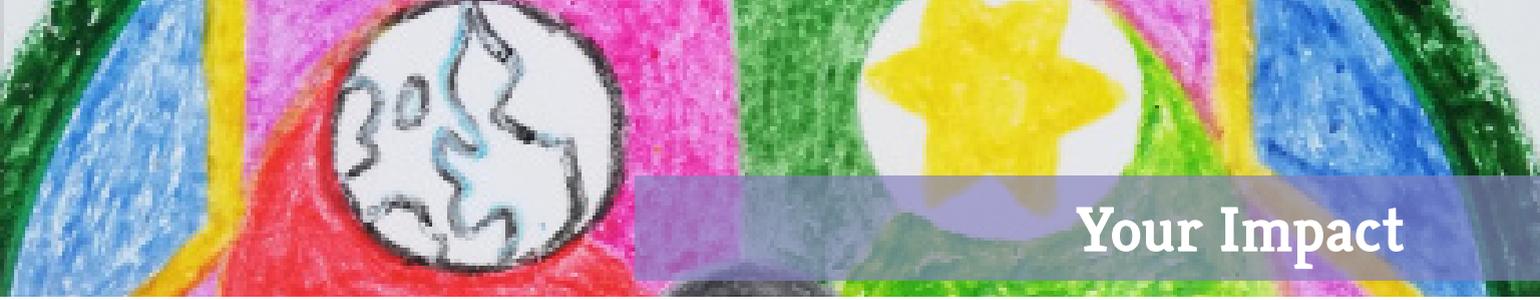
Through our experiential trainings, convenings and coaching we develop creative leaders, build networks and support grassroots advocacy globally.

### Our Work in an Unprecedented Year

Flexibility, problem analysis, creative solution generation, active listening, collaboration, communication, resilience, innovation. These are skills that we teach through our experiential trainings and this year our team used them to find solutions to deliver on our mission when in-person trainings were not possible.

During this unprecedented time, we asked leaders across Africa and Latin America what they needed and how we could help them access it. As a result, we leaned into new digital platforms and we stretched ourselves to find solutions where internet access is not reliable. We stayed true to our mission by continuing to create both experiential and participatory experiences, despite moving many of our courses online. And within our courses and trainings, we more intentionally stepped into the space where gender equality and sustainability intersect.

*The heading images are from mandalas created by participants in our Creative Collaboration course. The mandalas represent participants' social identities and experiences, incorporating both the positive and negative.*



## Your Impact

### In 2020

We transformed **5 courses** to be accessible online or by SMS, created a webinar on collaboration in a virtual world that was shared broadly across all partners, and conceived an altogether new program to respond to girls' unique needs during this time.

We implemented **134 training** and coaching sessions which built the capacity of **380 leaders** at **95 institutions** in **19 countries**.

Even in a year with so many limitations, our leaders planned for **81 creative actions** or replication of Creative Action Institute activities to advance their missions for gender equality and sustainability.



# Creative Environmental Leadership Program



## The Challenge

Environmental leaders on the frontlines of protecting natural resources, habitats, and biocultural diversity recognize that creative approaches are needed to diffuse conflict, open dialogue, build consensus and catalyze change in attitudes and behaviors to benefit the biocultural diversity of the planet. However, tools and strategies to infuse efforts with unique and collaborative approaches are often not accessible.

## How We're Taking Action

Creative Action Institute's Creative Environmental Leadership Program (CELP) develops the personal leadership capacity of environmental leaders and equips them to leverage arts and creativity to raise awareness, develop inclusive solutions, build consensus around complex issues, and shift behaviors to support a more sustainable planet. This year we transformed all of our experiential, in-person trainings into dynamic courses that were offered with synchronous and asynchronous learning options depending on local internet reliability.

## Impact

As with most of the world, our partners faced severe limitations around movement and gathering in 2020 and beyond. Because of these restrictions, most of our partners have not yet implemented their creative actions or replicated activities from the courses. However, 100% of participants reported having plans to use the tools. Below are some of the activities environmental leaders most commonly reported they plan to use.

### Social Identity Mandalas for Deeper Collaboration

This activity creates space to explore and understand the impact of the various social identities that contribute to who we are (e.g., cultural, socio-economic, gender, ability, age), and deepen understanding of how our social identities factor into inclusion, exclusion, and collaboration. Marlene Mamani Solórzano of Asociación para la Conservación Amazónica (ACCA) in Peru plans to replicate social identity mandalas in her workshops in rural communities to better understand participants and for them to understand each other so they are better able to collaborate to protect the Amazon's diverse ecosystem.

### Problem Tree/Solution Tree to Protect Ecosystems

One of our most popular activities, Problem Tree/Solution Tree, supports root problem analysis and transforms the problem into solutions. Damaris Dueñas of Roatan Marine Park in Honduras plans to replicate Problem Tree/Solution Tree in focus groups with fisher people to develop solutions to overfishing or illegal fishing conflicts, which are common in the Gulf of Honduras, while Kelly Diaz at Mesoamerican Development Institute, also in Honduras, plans to use Problem Tree/Solution Tree with local community members in the Yoro Biological Corridor to support local problem solving and also to understand how community members perceive conservation challenges

### Systems Iceberg Analysis

This analysis activity asks participants to dig deep to understand problems beyond the symptom or what we see above the surface. Emmanuel Ackon at Center for Sustainable Rural Agriculture Development (CSRAD) in Ghana noted that he found this tool so valuable that he plans to train other staff members to utilize this tool.

## 2020 Program Activity

- 26 trainings and coaching sessions
- 94 leaders
- 43 organizations
- 8 countries
- 40 implemented and planned actions

## UN Sustainable Development Goals Supported by this Work



While most of the community environmental leaders in the countries we work in were limited in movement and gathering, there was some implementation. One example of a leader applying what was learned through Creative Action Institute training comes from Cameroon.

### Transforming Farming Beliefs to Reduce Deforestation

Nyugha Denis, a Cameroonian environmental leader promoting sustainable agricultural approaches at Sekakoh Organization, participated in our online advocacy training this year and shared, “[The course] changed the way I have been looking at issues in the community.” He used strategies he learned from the course, such as Transforming Limiting Beliefs, to help community members shift their long-held belief that fertile soil is only in the forest, which has resulted in deforestation and farm plots that are further and further from homes. Setting up a demonstration farm, he showed how composting can create the rich soil most believed could only be found by cutting down trees. As a result, more households are taking up farming using compost.

### Looking Forward

In 2021, we will continue to offer courses online and begin to develop a series of new courses for environmental leaders that responds to an articulated interest in topics such as food security, food sovereignty and climate change and provides an opportunity for grassroots environmental leaders to learn about emerging successful strategies that are being utilized by their colleagues globally. Additionally, we are (virtually) accompanying leaders as they utilize creative advocacy efforts that are infused with art, like theatre performances, community installations, and murals.



Photo from the Creative Collaboration course in Peru. Trainees participated in an Appreciative Inquiry activity to develop positive ways to respond to the COVID-19 pandemic.

### Network Building and Increased Creativity

Two of the unexpected outcomes from this year of online trainings and leaders across the globe working from their homes, often quite isolated due to national level lockdowns, were network building and increased creativity.

Our in-person trainings normally last three to five intensive days. Participants get to know each other and are bonded by the experience. In our online trainings, which are spread out in shorter sessions across eight to ten weeks, participants had a chance to learn more about each other and build unexpected connections that allowed their creativity to flourish.

To make online trainings efficient, participants completed activities on their own at their own time and then presented their work at the next session. This meant that participants were not influenced by what the person next to them was doing. And while they could always ask for support from our facilitators, they did more problem-solving and risk-taking on their own. As a result, each activity yielded unique and beautiful creations that represented leadership, social identity, and problem analysis, and stretched participants' creativity as they used what materials they had around them.



A community activist presenting the problem-tree during the skill-building clinic on plastic waste management in Lower Motowoh, Cameroon.

One example of a unique project that came out of the trainings was a business model that was born from a partnership of two Peruvian organizations that fight for environmental protection.

In August 2020, a cohort of 16 grassroots leaders from environmental and educational organizations in Peru strengthened their collaboration skills despite not being in the same room. Even with the online course, all 16 participants found that they had reached a new level of connectedness: by the end of the last session, the cohort members had learned new methods of engaging their communities remotely and had built a strong network of trust, respect, and support they can rely on in their activism.

The two groups that formed a particularly strong bond were ECOAN (Asociación Ecosistemas Andinos) and CACE (Center for Amazon Community Ecology). These two environmental protection organizations developed a shared campaign utilizing the hummingbird as a symbol and mechanism to advance both of their missions. CACE has been working with artisans in communities along the Marañon River to make ornaments of the endangered spatuletail hummingbird. This is one of the species of birds that ECOAN has been working to protect. CACE artisans will sell the spatuletail ornaments to ECOAN at a wholesale price for them to offer to tourists, drawing attention to both organizations as well as providing a source of income to the CACE artisans.



FUNDAECO partners promoting the conservation of endangered species through mask-making in a skill-building clinic in Tamejas.



An artisan from CACE presenting their goals and creative actions.

## Intersection of Gender with Climate and Environment

Creative Action Institute has observed a growing need to address the intersection of gender and climate change. Over the years, many of our environmentally focused partners have discovered that one of the challenges to lasting change are gender norms that cut women out of the decision-making process and not engaging women in the conversation and solution-building. In our gender-focused work, the impact of climate change on girls' education, safety, and health has emerged in the conversation at an increasing rate.

In 2020 we decided to intentionally address this intersection. In response, we added activities to our courses that actively explore where gender equality and climate change meet, sought out new projects that look at this intersection, and brought our partners and funders into this thinking.

Looking towards 2021, you can expect to not only hear about our work to advance gender equality and create a sustainable planet but how we are examining the space where these two areas collide.

*The final day of the creative skill-building clinic focusing on gender and climate in Lower Motowoh, Cameroon.*



# Sauti Ya Dada



Girls in Sauti ya Dada receive their monthly menstrual supplies from their mentor.

## The Challenge

Girls' education is a right, and it is critical for achieving gender equality and addressing climate change. Before the pandemic-induced school closures, 49 million girls were out of school in sub-Saharan African, with 31 million of those girls out of secondary school. We worked to address this with our East African Girls' Leadership Summit (EAGLS) and Mentor Program by providing mentorship so that girls are better equipped to stay in school. With wide-ranging closures, many of the long-standing challenges to girls completing school, such as gender discrimination, child marriage, lack of sexual and reproductive health and rights (SRHR), and subsequent teen pregnancies, were amplified. UNESCO estimated that 11 million girls may not return to school due to the COVID-19 related school closures.

## How We're Taking Action

Within a couple of weeks of school closures, we reached out to mentors and partner organizations in the EAGLS network to determine how we could support girls best during this time. In response, we designed new programming to deliver on those needs. Sauti ya Dada, which means girl's voice in Kiswahili, was born out of the pandemic and provided structure and support to adolescent girls who were now suddenly out of school. The program included:

- A small mentor-led group, called a safety circle, served to connect girls and provide a safe space for girls.
- Weekly text messages from Creative Action Institute's character, Auntie Nala, that motivated girls to stay focused on their education, provided SRHR information, and inspired them with information about female leaders. Auntie Nala frequently referenced additional content in a printed workbook that each girl received and mentors would review content with the girls during the weekly safety circle meetings. Girls were also able to text Auntie Nala without cost.
- Weekly phone calls from Mentor Fellows to the girls to provide one on one support.

We also piloted two additional features in Kenya – a community radio program focused on gender – and a toll-free line that allowed girls to call and speak to Auntie Nala.

**Sauti ya Dada had the goal of having at least 95% of the 150 participating girls return to school once they reopened. We are delighted to report that 99% of participating girls have returned to school!**

## 2020 Program Activity

48 training and coaching sessions to support

Mentor Fellows

96 SMSs with educational content sent to

150 girls

100+ Safety Circle Meetings

10 Mentor Fellows

150 Girl Leaders

10 Organizations

5 Countries

Replicated programming: 19 additional safety circles and 7 organizations forwarding SMSs to reach 659 additional girls.

## UN Sustainable Development Goals Supported by this Work



## Impact

Unlike some of our other work, where we measure impact by replication and adaptation of tools to local challenges and contexts, Sauti ya Dada had concrete objectives of increasing girls' agency and sexual and reproductive health (SRHR) knowledge.

### Return to School

The return to school was our goal and reason for focusing on increasing the girls' agency and knowledge of SRHR.

**Today an astounding 99% of participating girls returned to school after COVID-19 related school closures.**

### Agency Outcomes – Increased Leadership, Self-Determination, Voice, and SRHR Knowledge

To measure changes in agency girls were asked to indicate the frequency -often/always, sometimes, or not often/never - at which they experienced 20 situations. For example:

- *I can ask adults for help when I need it.*
- *I decide when to get married.*
- *I am able to use creative thinking to solve a problem.*

Before the Sauti ya Dada started, 61% of girls agreed with statements that described the achievement of agency. At the end of the year, this increased to 74% of girls. The most significant changes were seen in agreement of statements around leadership, which increased from 66% to 86%, and self-determination which increased from 63% to 78%.

### SRHR Outcomes – Equipping girls to avoid pregnancy with knowledge

To measure changes in SRHR knowledge, girls were asked both before and at the end of the project if they agreed, were not sure, or disagreed with a series of nine statements such as:

- *I believe I have the right to control what happens to my body.*
- *I understand how menstruation works.*

In the category of sexual and reproductive health and rights, before the program, girls 76% agreed with statements demonstrating knowledge about SRHR. At the end of the year 92% agreed.

Teen pregnancy posed one of the largest threats to girls during the school shutdowns. Data from previously school shutdowns because of the Ebola crisis in 2013 showed a 65% increase in teen pregnancies (source: UNESCO). Within the first three months of the COVID-19 lockdown in Kenya, 152,000 teenage girls became pregnant, a 40% increase. However, equipped with the proper tools and support 100% of participating Sauti ya Dada girls navigated this out-of-school period without becoming pregnant.



Mentees celebrate graduating from the Sauti ya Dada program.

### Other Outcomes

While our focus was on the direct participants, we experienced an impact from beyond those directly enrolled in Sauti ya Dada. The program model was so effective and resonated with many of our partners that it was replicated in **19 additional safety circles**, reaching an additional **248 girls**. Our unique SMS-based learning text messages from Auntie Nala were forwarded by 7 of our partners to **411 additional girls throughout the year**.

There were also unexpected outcomes around relationships between parents and girls. While some girls noted that they appreciated the texts from Auntie Nala because they were not receiving that type of information from their parents, others shared that it helped them bond with their parents. Because the weekly text messages went to a parent's phone, it helped start a conversation about SRHR between parents and daughters. One student noted, "I became close to my friends and cousin through sharing the texts from Auntie Nala. The texts also helped my mother and I talk about menstruation because we would read [the messages] together. I used to have irregular periods, and this would worry me a lot, but through the texts I know that this is normal for someone who has just started getting their period."

### Looking Ahead

While Sauti ya Dada was a COVID-19 responsive program, as girls have returned to school, they have articulated an ongoing need for many aspects of the programming. As a result in 2021, Sauti ya Dada will focus on creating and strengthening systems of support, learning, and leadership, particularly focusing on scheduled school breaks and unexpected school closures, so that marginalized East African girls stay enrolled in secondary school. This program will link to EAGLS, once it is possible to safely implement the Summit.



Mini-grant partner Dandelion Africa facilitates a training for adolescents on sexual and reproductive health and rights.

# East African Girls Leadership (EAGLS) and Mentor Program

## While the Summit was on hiatus, creative leadership continued through training, coaching, and mini-grants!

Normally, our East African Girls' Leadership Summit and Mentor Program, offers an array of activities to support the leadership development of marginalized adolescent girls in East Africa, including mentorship and creative tools to advocate against barriers to their education such as gender-based violence, child marriage, and lack of SRHR information. The Summit itself convenes 60 girls from five countries to strengthen leadership, understand their rights, and learn creative advocacy tools.

While EAGLS was paused due to COVID-19-related health concerns, we continued to provide a second year of training to our cohort of mentors that started in 2019. Additionally, in partnership with PaperSeed Foundation, we were also able to continue to offer critical mini-grants to partners in the EAGLS network to support girls' rights and education during the pandemic.

### UN Sustainable Development Goals Supported by this Work



### 2020 Program Activity

**10 trainings and coaching sessions**  
**17 leaders**  
**12 organizations**  
**5 countries**

**15 mini-grants engaging 1,462 adolescent girls and 703,527 additional community members**

## Impact

Our mini-grants were used to support the rippling effects of school closures on many aspects of girls' lives. Altogether, partners reported directly reaching **1,462 girls** and engaging **703,527 community members**.

**80% of the mini-grants were used in part to distribute basic supplies like soap, sanitary pads, and food.** The pandemic has had an impact on household income in addition to school closures, resulting in challenges around the ability to secure basic needs. Sanitary pads, which are frequently distributed in school were no longer being distributed and were not part of the household budget.

**60% mini-grants were used to address gender-based violence, causes of teen pregnancy, and child marriage, which have been on the rise since schools closed, as well as menstrual health management.** Partners took a few different strategies to address these issues, most popular were short trainings that targeted girls, women, parents, teachers and/or chiefs. **Most partners served to train and engage girls in critical issues that were exacerbated by COVID-19 as well as distribute goods and services.** For example:

**Wiser Secondary School** used a mini-grant to distribute relief packages containing over 10 kgs of non-perishable food and sanitation items like masks, sanitary pads, and soap, ensuring that 200 girls had the resources they need to effectively manage menstruation at home. Girls also received free transportation to the school and went in small groups to maintain social distancing.

**Rwanda Esther's Initiative** held a one-day training for 25 parents of their mentees on ways they could support the mentees during the lockdown period and ensure they returned to school once they opened. The organization hosted a conversation utilizing the tools and resources developed in Creative Action Institute's training. During the workshop, parents learned more about the impact of girls' education and the importance of supporting their learning. Rwanda Esther's Initiative also distributed radios to the parents so that the girls could keep up with their studies through radio programming.

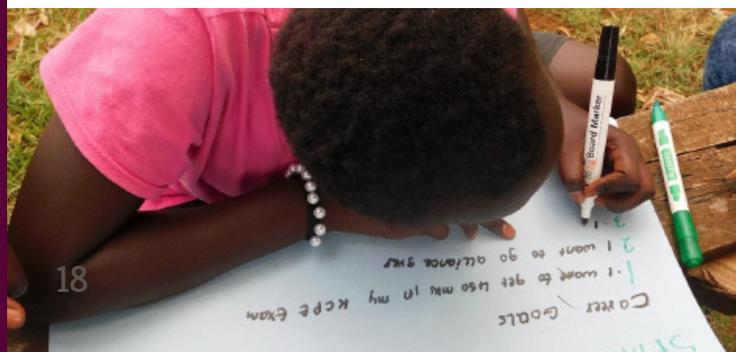
*Our partners utilized mini-grants to continue to support girls' rights and education while maintaining COVID-19 safety precautions.*

**Rafiki Wa Maendeleo Trust** in Kenya trained 72 girls on sexual and reproductive health, menstrual hygiene and management, gender-based violence, leadership, public speaking, ways to say "no", and relationships.

In Siaya County in southwest Kenya, where Rafiki Wa Maendeleo Trust is located, it was recently reported that one in five girls had become pregnant since schools closed due to COVID-19. Girls in rural areas have little access to menstrual supplies when they are home and often must trade sex for sanitary towels. Teen pregnancy and harmful relationships, not to mention the crisis of a pandemic, are very traumatic, distressing, and isolating for girls to experience, and yet outside of their school, it is difficult for them to access the psycho-emotional support they need to help them cope during this time.

Rafiki Wa Maendeleo Trust used a mini-grant to launch two additional Sauti ya Dada safety circles in which girls from **7 villages** received emotional support, strategies for resilience, information about sexual and reproductive health and rights, and monthly menstrual supplies. To help combat the rise of sexual assault during the pandemic, **72 girls and 8 men were trained** through the safety circles in how to raise awareness about sexual and reproductive health and gender-based violence in their communities. **20 girls** ignited their inner leaders and by advocating for their rights and raising awareness about the negative effects of child marriage. Because of these efforts, a local organization partnered with the safety circles to offer girls referrals to their health facility so that they can access emotional health support during the pandemic.

**Crown the Woman**, a community organization in South Sudan, responded to the increase in domestic violence this year by utilizing both our tools and resources. Crown the Woman brought together over 45 girls, parents, and local chiefs for a one-day dialogue. During this conversation, gender advocates underscored the importance of ending gender-based violence and child marriage and sought collaborative solutions to work collectively towards building a safe space for women and girls that has zero tolerance for violence and an active approach to women's health.



Gender advocates led sessions on menstrual hygiene, sexually transmitted diseases, and tactics to avoid unwanted sexual advances. At the end of the discussion, the participants pledged to collaborate on solutions to gender-based violence and teen pregnancy, and to support girls in finishing school. The impact of these seminars is already wide-reaching: one local chief has requested to replicate this dialogue in more communities. The chief has even offered public space to hold future meetings so that this important work will continue.

**33% used the mini-grant, in part, to improve community knowledge and response to COVID-19.**

**32 girl leaders at Concern for the Girl Child in Uganda trained members of their community on COVID-19 and ways to prevent infection.** They distributed masks, soap, gloves, sanitizers, and water taps in various places in the Mazzi community. The girls then mobilized to post fliers about disease prevention and brought small water taps, masks, gloves, soap, and hand sanitizers to the Mazzi police station, health centers, and resource centers, which previously had no COVID-19 prevention supplies. As a result of these activities, the girls received necessary supplies for themselves, grew in knowledge and confidence, and helped equip their community with the tools and resources to stay safe during the pandemic.

**20% used the mini-grants to replicate Sauti ya Dada safety circles** to support more girls in staying focused on their return to school while increasing their agency.

### Looking Ahead

In 2021, we will continue to strengthen Sauti ya Dada and create pathways to participate in EAGLS. We will be planning for EAGLSx, which will focus on drawing girls together from the same country to dive into local barriers to girls' education and develop concrete plans for advocating for it.



# Gender Responsive Pedagogy

*Photo courtesy of FAWE.*

### The Challenge

There are many barriers to girls enrolling in school; but for those who can attend, the classroom is often a challenging environment due to gender discrimination, stereotypes, and bias. Gender discrimination is pervasive in teaching materials and is commonly reinforced in classroom setup, teachers' language, and teachers' behavior. Gender discrimination in the classroom does not just impact girls; boys are also affected by these stereotypes and expected behavior, which impacts their performance in and out of the classroom.

### How We're Taking Action

Since 2018, Creative Action Institute has been collaborating with the Forum for African Women Educationalists (FAWE), UNICEF, and UNESCO, to offer tools and build teachers' capacity to create gender transformative classrooms and schools. This has included substantially consulting on the development of FAWE's handbook on gender responsive pedagogy and creating a toolkit to be used across Africa to support teachers and administrators in creating gender-responsive classrooms that are more inclusive for all learners and training teacher trainers.

### UN Sustainable Development Goals Supported by this Work

#### 2020 Program Activity

- 3 trainings and accompanied trainings**
- 5 Master Teainers trained**
- 5 institutions**
- 1 country**
- 6 teacher trainings implemented**
- 240 faculty trained in gender responsive pedagogy, who will reach countless new teachers**



Together with our partner, the FAWE Malawi (FAWEMA), we worked with 5 individuals selected to be Lead Trainers by FAWEMA, providing additional training and coaching so they would be prepared to train faculty at teacher training colleges across Malawi.

### Impact

As part of the coaching process, Creative Action Institute accompanied the Lead Trainers as they implemented two trainings to equip 80 teacher training college faculty to incorporate gender responsive pedagogy into their work. The five Lead Trainers continued to conduct additional trainings this year, reaching an additional 160 faculty, for a total of 240 faculty trained.

### Looking Forward

To support the consistent and accessible rollout of teacher capacity building, Creative Action Institute is now working with FAWE and UNESCO to adapt the training for online learning.



## Events: Seen and Heard

### Raising Spirits: a Virtual Performing Arts Festival unifying artists across the globe

In early November, Creative Action Institute hosted "Raising Spirits"- its first ever virtual music festival. During the four-hour-long event, ten musicians and artists from across the globe united to help raise support for our work to advance gender equality and build a more sustainable planet.

Performers at the event represented a diverse range of genres and hailed from Boston, New York City, Cincinnati, Seattle, Kenya, Cameroon, Bristol (England) and Oxford (England) in this one-night-only event.

In total, the festival raised over \$23,000 to benefit Creative Action Institute's trainings, coaching, and other services to help girls, mentors, and grassroots leaders develop skills and strategies to achieve gender equality and establish sustainable practices in their communities.



***Musicians and performing artists from all over the world came together to showcase their talent, raise spirits during a time of uncertainty, and support programming that helps leaders grow the skills and resilience necessary to create a more equal and sustainable planet.***

## Meeting Our Mentor Fellows

In August, Creative Action Institute's supporters and board members met with several Sauti ya Dada Mentor Fellows for a conversation about their experiences working with girls in East Africa and how support impacts the lives of hundreds of women and girls each year. The discussion was so deeply meaningful for both the supporters and the mentors, Creative Action Institute hopes to replicate this event for years to come.



## 2020 Program Partners

In 2020, we were delighted to have nearly 400 leaders from 97 institutions in 19 countries participate in our courses and workshops.

- |                                                                             |                                                               |
|-----------------------------------------------------------------------------|---------------------------------------------------------------|
| Abaana Community Outreach Africa (ACO Africa)                               | Cornerstone Development Africa                                |
| Accion Medica Cristiana                                                     | Creative Centre for Community Mobilization (CRECCOM)          |
| AfricAid/GLAMI(Girls Livelihood and Mentorship Initiative)                  | CREES Foundation                                              |
| AGE Africa                                                                  | Crown the Woman                                               |
| Alianza Mundial de Derecho Ambiental                                        | Directorate of Teacher Training                               |
| AMPLIFY                                                                     | E-TECH                                                        |
| Asante Africa                                                               | ECoDAs Cameroon                                               |
| Asociacion Ak Tenamit                                                       | EcoLogic Development Fund                                     |
| Asociacion ANDES                                                            | El Porvenir                                                   |
| Asociación CEIBA                                                            | Environmental Law Alliance Worldwide (ELAW)                   |
| Asociación Ecosistemas Andinos (ECOAN)                                      | expand Peru                                                   |
| Asociación Movimiento de jovenes de Ometpe (AMOJO)                          | Fauna y Flora Internacional                                   |
| Asociación para la Conservación de la Cuenca Amazonica (ACCA)               | Forests, Resources and People (FOREP) Cameroon                |
| Asociación Peruana para la Promoción del Desarrollo Sostenible (APRODES)    | Forum for African Women Educationalists, Malawi (FAWEMA)      |
| Bulogo Women's Group                                                        | Fundación para el eco desarrollo y la conservación (FUNDAECO) |
| Centre for Nursery Development and Eru Propagation(CENDEP)                  | Geo-Environmental Resource Association (GERAS)                |
| Centre for Sustainable Rural Agriculture and Development (CSRAD)            | Girl Up Uganda                                                |
| Centro para la Ecología de las Comunidades de la Amazonia (CECAMA)          | Girls Opportunity Alliance                                    |
| Chiradzulu Teacher Training College                                         | Girls Castle                                                  |
| Cielo de Amor                                                               | Girls to Lead Africa                                          |
| Community Connect                                                           | Green Development Advocates (GDA)                             |
| Concern for the Girl Child                                                  | Greenglobe Ghana                                              |
| conservacion amazonica                                                      | Her Future Coalition                                          |
| Conservacion del Oso de Anteojos/Spectacled Bear Conservation Society (SBC) | Herp Conservation Ghana (Herp-Ghana)                          |
| Conservamos por Naturaleza                                                  | Horizontes sin Límites Ixil                                   |
| Conservation Alliance International                                         | Karonga Teacher Training College                              |
|                                                                             | Kibera Girls Soccer Academy (KGSA)                            |
|                                                                             | Komera                                                        |
|                                                                             | Kusi Kawsay                                                   |
|                                                                             | La Cooperativa de Agroturismo Rural BIOMETEPE RL              |

# 2020 Program Partners

Lilongwe Teacher Training College  
 Machinga Teacher Training College  
 Meg Wah (My Earth)  
 Mesoamerican Development Institute (MDI)  
 Mfombo Foundation  
 Minga Peru  
 Northern Kenya Fund (NKF)  
 Nyilolwe Initiatives  
 Okoa Maisha Ya Watoto (OMAWA)  
 OnePlanet  
 Organization for Gender, Civil Engagement and Youth Development (OGCEYOD)  
 Pacific Links  
 Pan African Organisation for Research and Protection of Violence on Women and Children (PAORP-VWC)  
 Phalombe Teaching College  
 Physically Active Youth Namibia (PAY)  
 Planeta Oceano  
 Rafiki Wa Maendeleo Trust  
 RefuSHE  
 Roatan Marine Park  
 Rock Paper Scissors Children's Fund  
 Rural to Global Organization  
 Rwandan Organization of Women with Disabilities (UNABU)  
 Saphichay  
 Sarteneja Alliance for Conservation and Development (SACD)  
 Sega Girls Secondary School  
 Sekakoh  
 Study Hall Educational Foundation  
 Talent Youth Association (TAYA)  
 The Girls Foundation of Tanzania

## Consulting Clients

Forum for African Women Educationalists - Malawi  
 MADRE  
 New England Biolabs Foundation  
 Room to Read

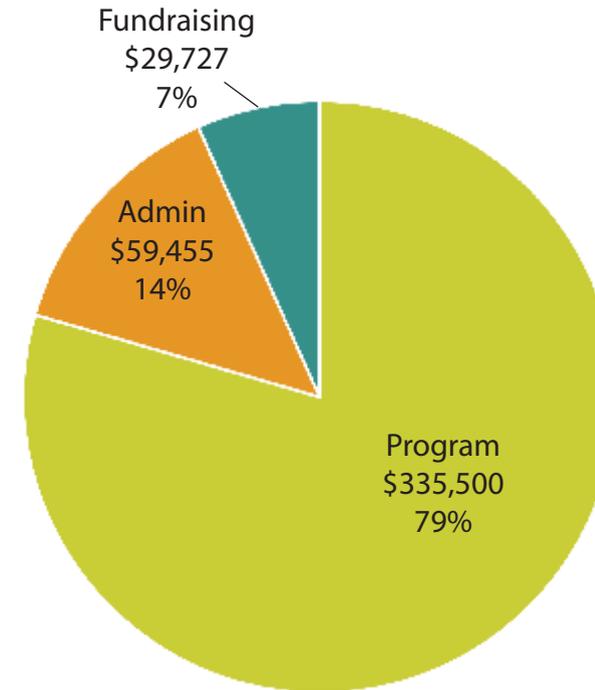
The Greens  
 The Kilgoris Project  
 Transform Ghana  
 Triumph Uganda Mental Health Support and Recovery Program  
 Uma Rumi  
 Water Resources Commission  
 WISER  
 With Women Kisoboka  
 Women's Empowerment and Voice (WEAV)  
 Women's Global Education Project (WGEP)  
 Ya'axché Conservation Trust  
 Young Strong Mothers Foundation (YSMF)  
 Young Women Empowered (YWE) Fee for Service  
 \$97,591  
 19%



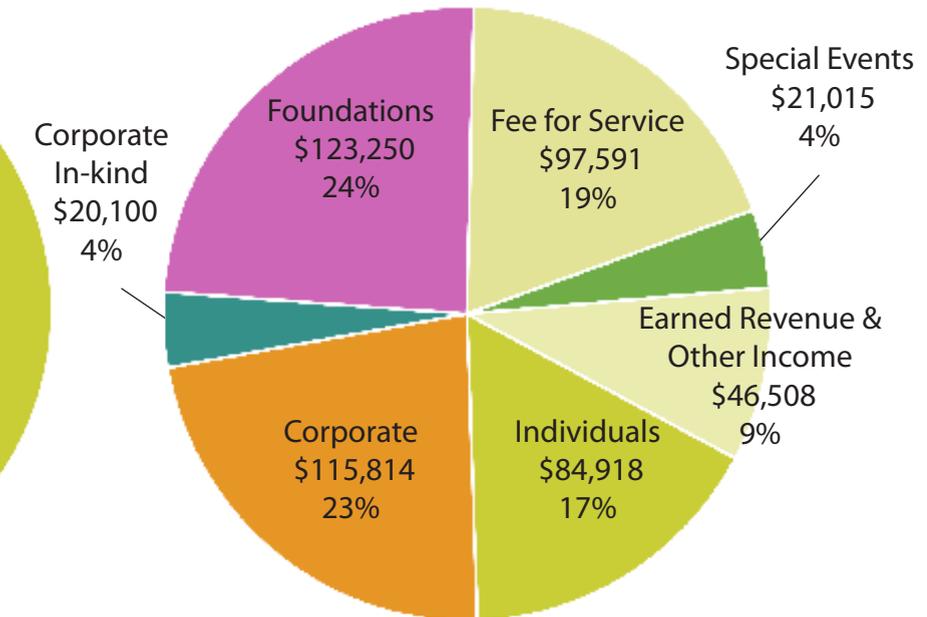
## 2020 Financials

Students in Tanzania receive health and menstruation supply kits through Sauti ya Dada program.

## Expenses



## Income



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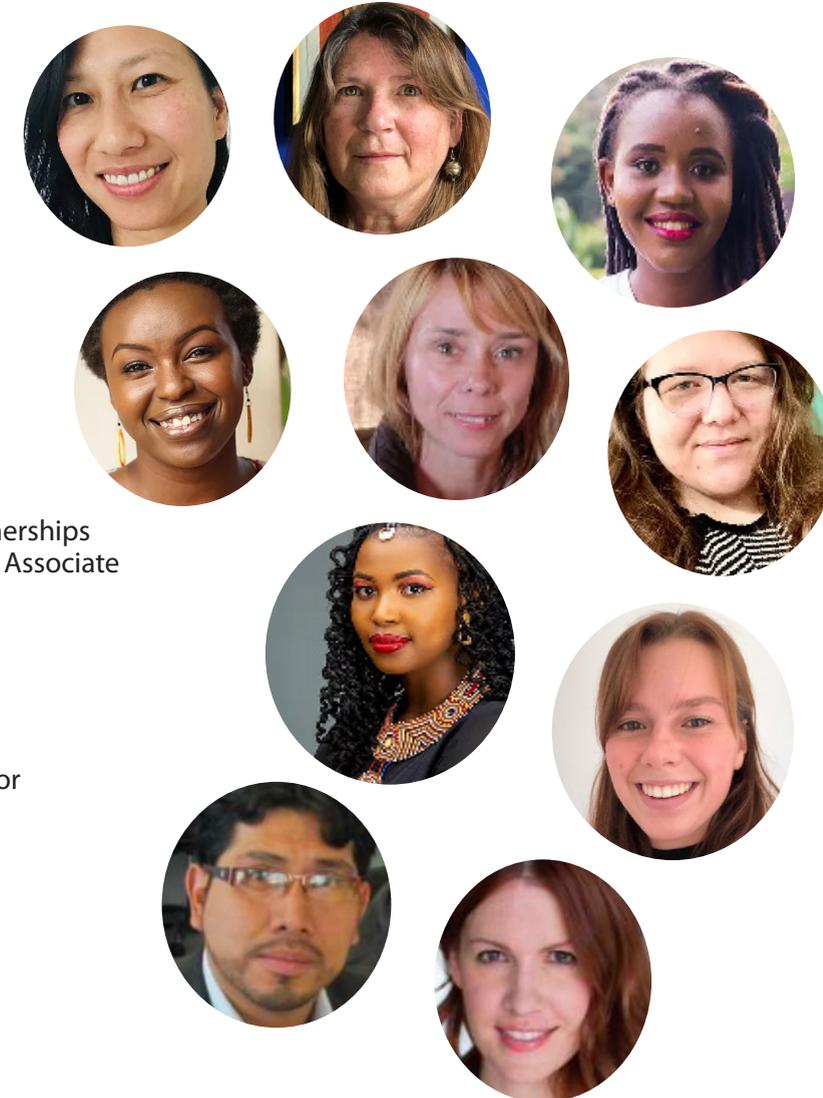
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