



**WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS**



AKO 347 & 420

GIRL-LED ACTION ON CLIMATE CHANGE

End of project report April 2023 – March 2026

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MESSAGE FROM THE CEO

Since 2021, the generous support of the AKO Foundation has enabled the World Association of Girl Guides and Girl Scouts (WAGGGS) to empower girls and young women to take meaningful action on climate change through the Girl-Led Action on Climate Change (GLACC) Programme. We are deeply grateful for AKO's continued partnership and belief in the power of girls to lead change.

During Phase II (April 2023 – March 2026), we have seen inspiring examples of what happens when young people are given the knowledge, confidence, and platforms to act. Across participating Member Organisations (MOs), youth have stepped forward as climate leaders in their communities – raising awareness, influencing their peers, and advocating for a more sustainable future. What inspires me most is the determination and creativity of these young leaders. Their voices and actions remind us that climate solutions must include and be led by young people.

As we celebrate the achievements of Phase II, we are equally excited about what lies ahead. The momentum created through GLACC and the strong demand across our Movement show the potential to grow this work even further. With the continued support of the AKO Foundation, Phase III offers an opportunity to scale our impact and empower even more youth to lead climate action around the world.

On behalf of WAGGGS and our global Movement, I extend my sincere thanks to the AKO Foundation for standing with youth – especially girls and young women – as they shape a more sustainable future for us all. I also wish to recognise the dedication and courage of WAGGGS staff, our MOs, local partners and the many volunteers on the ground whose commitment made this phase a success.

Nadine El Achy
Chief Executive Officer
World Association of Girl Guides and Girl Scouts

PROJECT OVERVIEW

Girl-Led Action on Climate Change (GLACC), or Youth-Led Action on Climate Change (YLACC) in a co-educational setting, is a ground-breaking initiative by AKO Foundation, World Association of Girl Guides and Girl Scouts (WAGGGS) and its Member Organisations (MOs). Through the GLACC programme, youth are empowered to respond to the impact of climate change and take effective mitigation and adaptation action, with a gender-conscious approach at local, regional, national, and international levels.

Under the AKO grant, GLACC is being implemented in five countries in Africa (Benin, Rwanda, Tanzania, Liberia and Madagascar), two in Asia Pacific (India and Sri Lanka) and 16 in Latin America and the Caribbean (Argentina, Barbados, Brazil, Bolivia, Chile, Colombia, Costa Rica, Dominica, Guatemala, Mexico, Nicaragua, Panama, Paraguay, St. Lucia, Trinidad & Tobago, and Venezuela).

GLACC IMPACT STATEMENT

"In 10 years, young people will be empowered and take active roles in sustaining climate-conscious and resilient communities.

Youth will also be taking part in wider action on climate change, in their countries and internationally, increasing the diversity of voices in the climate debate and contributing to better responses."

To achieve this, we defined five outcomes:

Outcome 1. Young people are empowered to respond to climate change impacts

Outcome 2. Young people contribute to their communities' level of climate consciousness

Outcome 3. Young people influence authorities/leaders through their local and national advocacy campaigns

Outcome 4. Young people are empowered to speak out globally about climate change and its gender dimension

Outcome 5. Guiding/ Scouting Associations have increased capacity to lead youth-led climate change non-formal education programmes

Our strategy in this project cycle

CLIMATE CHANGE EDUCATION

Through a curriculum, young people learn about climate change and its gender dimension and apply this learning to their own lives, acquiring new skills in preparing for and responding to climate change's effects.

COMMUNITY ACTION

As part of the curriculum, each participant will reach out to two community members to share what they learned. Additionally, Scouting and Guiding groups will receive support to lead their own climate change community action projects

ADVOCACY

Young people and their Member Organisations will receive training in youth-led advocacy and be mentored to carry out advocacy campaigns regionally & nationally and, a small group of young women, internationally.

KEY HIGHLIGHTS

Here is a snapshot of the key achievements AKO Foundation helped to fulfill from April 2023 to February 2026:



276

National Trainers completed training on GLACC/YLACC curriculum, safeguarding, M&E and advocacy. They cascaded the training to

3913

unit leaders who are rolling out the activities with Scouts and Guides.



218,498

Young people have completed the curriculum and earned the badge. The curriculum educated learners on climate change and its gender dimension to ensure that they are more resilient to the impacts.

Young people reached an average of

6.8



community members through "Take Action" initiatives, a step where learners sensitise the community to adopt eco-friendly behaviours and share knowledge to adapt to the consequences of climate change.



21

Advocacy Champions represented WAGGGS in international events, including COP28, COP29, COP30 and the 17th session of the United Nations Environment Assembly (UNEA-7) and collaborated with a range of organisations to advocate for the inclusion of girls and young women in climate solutions.



156

Advocacy Champions were trained on effective advocacy and were supported to design and deliver national advocacy strategies aimed at influencing decision-makers to improve climate change policy, resource and knowledge, to achieve systematic change that will benefit girls and communities more widely



23

Countries are currently implementing GLACC: Argentina, Barbados, Benin, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominica, Guatemala, India, Liberia, Madagascar, Mexico, Nicaragua, Panama, Paraguay, Rwanda, Sri Lanka, St Lucia, Tanzania, Trinidad & Tobago and Venezuela

PHASE II PLANNING PROCESS

The **Girl-Led Action on Climate Change (GLACC) Programme** officially started in April 2023. Key steps taken to establish and implement the programme included:

- **Engaging Phase I countries:** Member Organisations (MOs) from Phase I – Benin, Lesotho, and Tanzania – were invited to express interest in continuing the programme. Benin and Tanzania confirmed participation in Phase II, while Lesotho opted to first strengthen its internal systems before engaging in another donor-funded project.
- **Identifying new countries:** We reached out to Member Organisations that had shown interest in climate change work before but were not chosen earlier. As part of this, we visited India to see if they could join and to agree on important project details.
- **Establishing partnerships:** Interested MOs were invited to submit work plans and budgets. This process led to:
 - Signing of partnership agreements
 - Recruitment of Country Project Managers
 - Completion of risk assessments
 - Review of child protection policies
- **Conducting landscape analyses:** Each new MO studied their country to better understand climate change problems and find out which areas are most affected.
- **Strengthening Monitoring and Evaluation (M&E):** MOs were supported to understand and apply M&E processes to effectively track progress and contribute to the programme's long-term impact.
- **Adapting programme resources:**
 - Co-creation teams were established in new countries to review the GLACC curriculum and recommend contextual adaptations.
 - Activity packs were translated into local languages.
 - Programme materials were designed and printed to support implementation.



RESULTS PER OUTCOME

OUTCOME 1. YOUNG PEOPLE ARE EMPOWERED TO RESPOND TO CLIMATE CHANGE IMPACTS

1. National and regional training of trainers

The main strategy for the achievement of this outcome is the rollout of the curriculum, led by unit leaders. We begin with a National Training of Trainers (ToT), followed by a Unit Leaders' Training in different regions. These sessions enhance the capacity of national trainers and leaders to effectively carry out climate action activities led by girls and young women. Participants in these trainings acquire practical knowledge in various areas, including climate change, leadership, advocacy, safeguarding, and program facilitation. Additionally, leaders receive training on curriculum delivery and Monitoring, Learning and Evaluation (MEL) to ensure that program activities are implemented consistently and that results are accurately tracked and reported. Not only does this cascade model expand the program's reach, but it also ensures quality delivery of the curriculum and its sustainability.

In Phase II, we trained 276 National Trainers and 3,913 Unit Leaders. Some of the trainers were Unit Leaders in Phase I, and former GLACC participants and Advocacy Champions are now unit leaders.

A survey with 322 leaders and focus group discussion showed that 73% of them perceived the curriculum as REAL - relevant, exciting, accessible, and learner-led.

The YLACC curriculum is comprehensive and thoughtfully designed, with a strong balance between awareness, leadership, and action. Continued support through refresher modules and sharing of best practices across regions would further enhance its long-term impact and sustainability. A Rangers' Leader, India.



2. Curriculum roll out

After the training sessions, trained leaders began implementing the GLACC curriculum for youth through structured learning sessions and group activities. The curriculum was developed with input from girls and young women in Benin, Tanzania, and Lesotho, with technical support from the Food and Agriculture Organisation of the United Nations. After Phase I, it was reviewed based on feedback from girls and leaders, and new countries adapted the content to reflect their local climate realities. The programme length is at least six hours, the three stages of the curriculum are linked through a narrative, adapted for the three age groups: younger years, middle years and older years.

To date, 218,498 young people have completed the badge and have completed the 'Take Action' challenge, which is the part where they share knowledge with at least two community members.

We assessed learners' badge journeys to determine whether the curriculum objectives were met. A total of 49,338 participants completed a pre-survey before starting the activities, and 39,068 completed a post-survey after finishing the curriculum. Both surveys focused on four areas: knowledge gained, changes in attitudes, skills developed, and actions taken.

These are key findings:

- In Africa, before the curriculum, only 31% of the GYW knew ways that climate change impacts girls and women differently to boys and men, compared to 84% after.
- 84% of the GYW said that they learnt through the curriculum tools or techniques to help them or their families adapt to the effects of climate change, and 83% said that they used some of these tools or techniques in their lives. In India, 93% said they learnt the tools or techniques and 91% said they used them.
- In Africa, 87% of the GYW said they knew ways to help their community adapt to some climate change problems, compared to 32% before. In India, this percentage went from 83% before to 93% after.
- After participating in GLACC, 85% of middle and older GYW adopted at least two new attitudes or behaviours to prepare for or reduce the impacts of climate change. Among younger girls, 91% changed their daily habits to be more climate-friendly. In India, 93% of youngsters adopted two new attitudes or behaviours, and 60% of younger girls and boys changed their daily practices.



"I noticed that fish were becoming scarce and water was changing, but I did not know the link to climate change. I did not understand how waste on the coast affects underwater life. After GLACC, I understand how climate change affects coastal erosion, water scarcity, and marine ecosystems. I now know that climate change reduces both the quantity and quality of seafood. This change in understanding is due to my participation in GLACC." A participant from Madagascar.

OUTCOME 2. YOUNG PEOPLE CONTRIBUTE TO THEIR COMMUNITIES' LEVEL OF CLIMATE CONSCIOUSNESS

We are pleased to report that the GLACC project has made a meaningful contribution to enhancing climate awareness within the communities we serve. To earn their badges, the participants are encouraged to share their knowledge on eco-friendly practices and strategies for adapting to climate change with at least two community members outside of their immediate families. The sum of the number of community members that participants reported having reached through their sharing of knowledge in Africa is 169,545 and, in India, 55,326 community members - based on survey respondents.

It was clear through the surveys and reports that many participants went way beyond the expectation of two community members. Some organised activities in groups to share information with their classmates, knocked on doors or organised community awareness raising campaigns about important themes. Some reported having observed change in people's attitudes and behaviours as a result of their influence. Some of the key behavioural changes adopted by family members in Africa include: *water conservation practices, rainwater harvesting, tree planting, home compost making, vegetable gardens, use of re-usable plastics in place of single use ones, waste separation and knowledge sharing.*

This is a testimony of a principal whose school was impacted by the community action:

*I had the privilege of witnessing the remarkable efforts of our students in the Change Group. Eighteen students submitted reports on the community's understanding of issues they had learned regarding girls and climate change. Using art as a medium, the girls composed poems and performed songs during parent meetings at school, effectively communicating the impacts of climate change on girls and women. Some students even went further, visiting schools lacking trees to plant saplings and raise awareness about environmental restoration. Many girls were able to convey messages through written works that reflected the perspectives of their surrounding communities. I personally observed girls reciting poems in front of parents to raise awareness about how climate change affects young girls. I also saw them acting out scenarios demonstrating the impacts of climate change during parent sessions. Through these creative approaches, the students successfully connected with their communities, demonstrating both understanding and leadership in sharing knowledge. **Testimony of Guider - Kibasila Secondary School, Tanzania***



We launched a global micro-grant competition to help young people boost climate awareness and lead community actions. A total of 102 youth groups received funding for their projects. These small grants proved to be highly motivating, enabling young people to apply their learning by designing and delivering community initiatives that raised awareness about climate change, take practical action, and advocate for policy solutions. The grants also generated valuable insights and evidence on how participants used their new knowledge to drive change in their communities.

Prior to implementing Community Actions, selected units attend Solutions Lab events. These events aim to help girls transform the knowledge gained from the GLACC curriculum into practical climate solutions for their communities. Through a facilitated design thinking process, participants strengthen their critical thinking, collaboration, and action-planning skills while developing draft ideas that can be implemented through their Girl Guide units.

Overall, most projects focused on strengthening community resilience to climate change through practical, local solutions. They were engaged through these main activities:

- Awareness-raising and education activities (community sessions, workshops, campaigns, posters, radio)
- Tree planting and gardening (including nurseries and school/community gardens)
- Waste management and recycling initiatives (collection, sorting, composting, reuse)
- Clean-up activities in schools and communities
- Water management actions (rainwater harvesting systems)
- Practical demonstrations and training (e.g. agroecology, sustainable practices)
- Community engagement activities (door-to-door outreach, public events)
- Follow-up and monitoring (e.g. tree care, behaviour change tracking)

In total, according to their reports, the project directly reached 11,874 (Scouts and Guides involved in the action) and, indirectly, over 30,000 community members.



In Rubengera, a school once struggled with poor menstrual waste disposal, with girls forced to dump and burn used pads behind toilets. Through a micro grant, the Girl Guides unit installed an eco-friendly incinerator, transforming the situation. Girls can now dispose of pads safely and privately, improving hygiene, reducing pollution, and lowering health risks. This simple solution has boosted girls' confidence, reduced absenteeism, and created a cleaner, healthier environment for both the school and the wider community.

OUTCOME 3. YOUNG PEOPLE INFLUENCE AUTHORITIES/LEADERS THROUGH THEIR LOCAL AND NATIONAL ADVOCACY CAMPAIGNS

Advocacy is a key element of the GLACC Programme. It empowers young people to influence decisions and take action on climate issues at local, regional, and national levels. By developing advocacy skills, participants can engage important stakeholders, raise awareness, and ensure that the voices of girls and young women are heard in discussions and policymaking related to climate change.

As part of this initiative, 156 young people aged 18 to 30 were selected as Advocacy Champions and trained to design and lead impactful campaigns. After completing their training, they developed regional advocacy strategies and collaborated in groups to implement them. A total of 63 advocacy plans have been submitted to WAGGGS.



These are key findings:

- 123 GYW, and 19 BYM, with increased knowledge and skills to conduct advocacy
- 76% of the GYW reported that they had “a lot” of understanding in at least six of the seven topics covered in the advocacy training, compared to 8% before the training
- 63 actions were implemented by young people
- 92% of ACs intend to continue to carry out advocacy in 2026
- Of the 63 actions, 6 resulted in concrete advocacy outcomes such as changes in regulations, policies, or actions taken by governmental or non-governmental institutions and 26 actions achieved intermediate advocacy results, while many others achieved changes at the community level

Most of advocacy plans focused on engaging local leaders to promote gender-responsive climate action, while others aim to influence government authorities to more effectively address the most pressing climate challenges affecting their communities. It was evident from the evaluation that girls and young women felt that they developed key skills to conduct advocacy.

Below are some examples:

- In Tanzania, the Advocacy Champions reviewed the Tanzania Climate Change Policy and Strategies to identify gaps and develop recommendations to integrate gender-sensitive approaches for improved climate responses (adaptation and mitigation strategies). The recommendations were compiled and are currently being presented to relevant government bodies, including the Ministry of Environment, for review and action.
- In Madagascar, an initiative aimed to address blocked drainage channels along the RN3 in Ambohitrahaha through engagement with municipal authorities. Activities included data collection, meetings with local officials, and formal advocacy discussions. The action resulted in municipal authorities initiating canal cleaning, improving drainage and reducing flooding risks.
- An action in Cotonou, Benin, to address coastal ecosystem degradation through mangrove restoration, combined advocacy and awareness-raising on climate change and environmental protection. Activities included community outreach, collaboration with environmental organisations and authorities, and adaptive advocacy efforts. The action resulted in the planting of 2,000 mangrove trees with government support, contributing to ecosystem restoration, climate mitigation, and increased community awareness and engagement.



“Honestly, I used to be the person who sat in the back of the room and stayed quiet. YLACC pushed me out of my comfort zone in the best way possible. The workshops on public speaking and advocacy helped me find my voice. I’m walking away not just with a certificate, but with a new sense of self-assurance that affects every part of my daily life.” A Boy Scout from Eastern India.

In addition to skills development and the implementation of advocacy actions, the Advocacy Champions expressed pride in their new roles and a strong sense of identity as part of a group dedicated to improving lives. Many also shared aspirations to pursue careers in fields related to this work, inspired by their experiences as advocates.

OUTCOME 4. GIRLS AND YOUNG WOMEN ARE EMPOWERED TO SPEAK OUT GLOBALLY ABOUT CLIMATE CHANGE AND ITS GENDER DIMENSION

Through the participation of WAGGGS in the last Conferences of the Parties, including COP28 (Dubai, United Arab Emirates), COP29 (Baku, Azerbaijan) and COP30 (Belém, Brazil), a strong community of Guides, Scouts, and allies has been built, actively engaging in the international climate arena alongside civil society, country delegations, and decision-makers. These efforts have helped advance climate advocacy with a gender perspective and opened pathways for young women leaders. Notably, some former members of the WAGGGS delegations are now serving as young negotiators and staff within their national delegations. Building on these achievements, we will continue to leverage the momentum and opportunities created through COP30 to further strengthen gender-responsive climate action and support the leadership of girls and young women in global climate processes.

The WAGGGS COP advocacy brief presents the key demands identified by the Advocacy Champions. These include climate justice education, financial resilience, and capacity building for gender-inclusive climate action. It also calls for equitable access to resources and decision-making power for girls and young women in vulnerable communities, the protection of rights to land, water, and sanitation in climate action, and the adoption of gender-responsive policies and frameworks in climate adaptation and loss and damage strategies. These priorities guide the Advocacy Champions attending international events such as COP.



Key achievements of Advocacy Champions participating in international events:

- Engagement in interviews from various international and local media outlets, from Reuters, Amazônia Vox, Global Women Voices, etc.
- Connection with international decision-makers and partner organizations, advocating for gender-responsive climate policies. From Ministers of Environment, Education, and Gender to national negotiators' home countries
- Participation in side events, sharing key demands and a vision on climate action with a gender perspective, reaching over 1,500 conference participants.
- Leading WAGGGS' events at the children and youth pavilion, showcasing the GLACC programme, key demands, and the climate action that is taking place around the world.

OUTCOME 5. GIRL GUIDING/ GIRL SCOUTING ASSOCIATIONS HAVE INCREASED CAPACITY TO LEAD YOUTH-LED CLIMATE CHANGE NON-FORMAL EDUCATION PROGRAMMES

We have seen significant growth in MOs, from programme setup to MEL processes. MOs have expressed that GLACC enabled them to strengthen their systems in different areas such as MEL, communication, membership growth, fund mobilisation, partnerships, and advocacy. Below are additional successes under this outcome:

Inspired by the YLACC Programme, Bharat Scouts and Guides (BSG), our MO in India, organised the Bay of Bengal Initiative for Multi-Sectoral Technical and Economic Cooperation Seminar, Workshop, and Conference (BIMSTEC SEWOCON) from 20–24 February 2025, financed by the Ministry of External Affairs. The event brought together 114 youth participants from all seven BIMSTEC countries, strengthening regional collaboration, knowledge-sharing, and youth leadership for climate action and environmental sustainability. Also, BSG developed the YLACC Learning Portal under the YLACC project, to enable trainers and leaders to learn independently and continue applying the curriculum even beyond the funding phase.

In 2024, WAGGGS and UNICEF Eastern and Southern Africa Regional Office (ESARO) have signed an agreement to strengthen the Girl-Led Action on Climate Change (GLACC) initiative! Through this collaboration, we have onboarded Uganda to implement GLACC until October 2026. This is an important partnership that will ensure sustainability of the programme and its scale up in Uganda and reinforce continuation of the programme in Rwanda, Madagascar and Tanzania beyond March 2026.

To celebrate the impact made in LAC, and with the support of the Youth Empowerment Fund through the Global Youth Mobilisation, we hosted the first Climate Action Summit at WAGGGS' World Centre, Nuestra Cabaña, from May 1–4. The summit brought together 24 participants from 10 countries across the region. Throughout the event, participants built a strong regional network, strengthened their leadership skills to design and implement youth-led projects, and were empowered to take meaningful action on climate issues.

We're excited to share that the GLACC Self-Paced Learning Course is now live on Campfire! This course offers flexible, interactive learning for anyone interested in deepening their understanding of gender and climate change advocacy. It's designed to complement our ongoing GLACC initiatives and strengthen capacity across our network. The course can be accessed on Campfire here [Discover the Girl-Led Action on Climate Change Self Paced Learning | Campfire](#).

We are thrilled to announce that the GLACC Curriculum for the Global South is now finalized and ready to empower young people and leaders across Africa, Asia Pacific, and the Latin America & Caribbean regions.

At the same time, we proudly celebrate the completion of the YLACC Curriculum for the Europe Region! Developed in collaboration with MOs, youth leaders, and regional experts, this version reflects Europe's environmental priorities and local climate challenges while centering youth voices and leadership.

MONITORING AND EVALUATION

To inform decision-making, ensure accountability, and promote organisational learning, we have developed a Monitoring and Evaluation (M&E) framework with clear indicators and targets. We have developed the data collection tools and the M&E processes. We have used tools such as questionnaires with open and closed questions, interviews, focus group discussions and creative reporting methods which were agreed with girls as a way of empowering them and increasing their ownership of this aspect of the project.

The following M&E activities were undertaken throughout the programme:

A. For Decision-Making

1. Quarterly Progress Reporting (QPR)
2. Country and within-country monitoring visits

B. For Accountability

1. Training survey and focus group discussion (with adult leaders)
2. Pre- and post-curriculum questionnaire
3. Curriculum before and after surveys
4. Pre- and post-Solution Lab events surveys
5. Community action project reports and field visits
6. Pre- and post-Advocacy training surveys
7. Interviews and focus group discussion with Advocacy Champions
8. Mid-term review and final evaluation field visits

C. For Learning

1. Quarterly Learning Session (QLS) with MO project teams
2. National end-of-project reviews

WAGGS team visited some countries at the end of the programme for the final evaluation. They interacted with the girls and young women who completed the curriculum, those who implemented community action, advocacy champions, community decision-makers, Girl Guide leaders and MO project teams. At the end of the visit, the project teams validated the data.



CHALLENGES AND LESSONS LEARNT

Despite strong enthusiasm and commitment from MOs, the implementation of Phase II faced a range of operational and contextual challenges that required adaptive management and innovative problem-solving.

CHALLENGES:

- **Financial Pressures:** Worldwide inflation and rising taxation impacted Guiding Associations, necessitating adjustments to delivery activities, expenditure, and payment timelines.
- **Contextual and operational delays:** Factors such as elections, academic calendars, national holidays, climate-related disasters, and political instability affected the implementation of work plans.
- **High demand for GLACC programme that couldn't be met:** Strong interest from MOs demonstrated the relevance of the programme.
- **Challenges in international engagement (COP30 attendance):** Logistical barriers and limited access to official passes complicated participation for young women delegates.

LESSONS LEARNT:

- Flexible budgeting and proactive financial planning are essential to maintain programme continuity under changing economic conditions.
- Incorporating buffer periods and contingency plans in programme timelines improves resilience against unforeseen delays.
- High demand highlights the importance of scaling programme by using a demand-driven grant approach, and increasing awareness of the GLACC Self-Paced Learning on Campfire.
- Early coordination with international event organisers, partnering with existing networks, and alternative participation strategies are critical for meaningful youth engagement in global advocacy platforms.



PLANS FOR THE NEXT PHASE

In the upcoming phase of our project, we are committed to building on the positive impacts of our program further through expanding our global reach, building in volunteer support to ensure sustainability and reinforcing our innovative advocacy efforts through continued action at local, national and global level. The next phase will include the following:

- Continued support to India and Sri Lanka through a no-cost extension, with a focus on providing technical assistance for curriculum rollout, strengthening advocacy efforts led by Advocacy Champions, and supporting community actions driven by young people.
- Provision of continued funding for the five existing African MOs to support them to reach further young people.
- A demand driven fund open to any of our 153 MOs - to meet the clear interest in the programme and enable us to expand our global reach.
- A number of initiatives to raise awareness and global engagement in the programme - including short-form activities for World Centres, increased resources on Campfire and jamboree pack.
- A pool of GLACC volunteers will be established, trained to to deliver GLACC Programme trainings across the regions and support MOs in delivery.
- Continued micro-grants to young people enabling ongoing action at community level
- An annual call-to-action campaign to mobilise the entire Girl Guide/Girl Scout Movement around climate action.
- Support to our Advocacy Champions to craft robust, evidence-based policy recommendations that seamlessly integrate climate justice principles into national, regional, and international agendas.



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On behalf of WAGGS, Member Organisations all the young people they represent, thank you for funding GLACC and for your continued support.