



# **GLACC Phase 2**

## **Final Evaluation Report**

April 2023 - March 2026

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## Table of Contents

Glossary of Abbreviations .....	2
The Girl-led Action on Climate Change Programme .....	3
Introduction .....	4
Evaluation Methodology .....	5
GLACC Phase II Evaluation Results .....	7
1. Empowering Girls and Young Women to Bring Change .....	7
Key achievements .....	7
Outcome achievements .....	8
Limitations and Challenges .....	15
Unintended result .....	15
Lessons learnt .....	16
2. Increasing Communities' Climate Consciousness .....	17
Key achievements .....	17
Outcome achievements .....	18
Limitations and Challenges .....	24
Lessons learnt .....	25
3. Influencing Higher Level Climate Related Decision-making .....	27
Key achievements .....	27
Outcome achievements .....	27
Unintended results .....	34
Lessons learnt .....	35
4. Participating in the Global Climate Debate .....	37
Key achievements .....	37
Outcome achievements .....	37
Year one .....	37
Year two .....	40
Year three .....	42
Unintended results .....	45
Lessons learnt .....	46
5. Strengthening Member Organisations .....	48
Key achievements .....	48
Outcome achievements .....	48
Limitations and Challenges .....	52
Lessons learnt .....	53
Advancing Girl-Led Climate Action: Learning and Opportunities .....	55
Annex A: Country specific curriculum feedback .....	56
Annex B: Stronger MOs .....	57

## Glossary of Abbreviations

ACs – Advocacy Champions

AGB – Association des Guides du Bénin

AGR – Association des Guides du Rwanda

BSG – Bharat Scouts and Guides

BYM – Boys and young men

CPMs – Country Programme Managers

CA – Community Action

FGD – focus group discussions

GYW – girls and young women

GLACC – Girl-led Action on Climate Change

IAC - International Advocacy Champions

LAC – Latin America and Caribbean

LGGA – Liberian Girl Guide Association

MEL – Monitoring, evaluation and learning

MOs – Member Organisations

TGGA – Tanzania Girl Guide Association

YLACC – Youth-led Action on Climate Change (in India)

## The Girl-led Action on Climate Change Programme

The Girl-led Action on Climate Change (GLACC) programme is an initiative of the World Association of Girl Guides and Girl Scouts (WAGGGS), implemented in partnership with its Member Organisations (MOs) and with support from the AKO Foundation. Launched in 2021 in three African countries, the programme expanded in its second phase to additional countries in Africa, Asia-Pacific, Latin America and the Caribbean.

GLACC addresses two interconnected global challenges: the disproportionate impact of climate change on girls and women, and the gender inequalities that limit their participation in climate solutions. Its long-term vision (5–10 years) is for girls and young women (GYW) to be empowered as active leaders in sustaining climate-conscious and resilient communities, while contributing to national and global climate action and amplifying the diversity of voices in climate discourse. In India, the programme adopts a broader approach through its partner, Bharat Scouts and Guides (BSG), also engaging boys and young men (BYM).

The expected outcomes for this phase were:

1. GYW (and BYM in India) are empowered to respond to climate change impacts
2. GYW (and BYM) contribute to their communities' level of climate consciousness
3. GYW (and BYM) take effective advocacy action on climate change, locally and nationally
4. GYW speak out globally about climate change and its gender dimension
5. Member Organisations have improved capacity to deliver girl-led climate change education programmes

During this phase, GLACC was implemented by: Association des Guides du Bénin (AGB), Association des Guides du Rwanda (AGR), Liberia Girl Guides Association (LGGA), Tanzania Girl Guides Association (TGGA), in Madagascar: Fanilon'i Madagaskara, Kiadini Madagasikara and Mpanazava Eto Madagasikara, in India, Bharat Scouts and Guides (BSG) and Sangam World Centre, Sri Lanka Girl Guides Association (SLGGA) and 16 MOs in Latin America and the Caribbean including Argentina, Barbados, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominica, Guatemala, Mexico, Nicaragua, Panama, Paraguay, St Lucia, Tanzania, Trinidad & Tobago and Venezuela

## Introduction

This report presents the evaluation of the second phase of the GLACC project, which built on lessons from Phase I and expanded implementation to new countries and regions. During this period, April 2023 to March 2026, the programme strengthened its approach to monitoring, evaluation and learning (MEL), adopting a cascading system that brought together multiple perspectives.

The findings indicate that GLACC has become a well-established and valued programme within MOs, contributing to meaningful change for GYW, as well as their families, communities, and organisations. The longer implementation period provided an opportunity to assess the sustainability of these changes, showing that many participants remained engaged, confident, and motivated, integrating new knowledge and practices into their daily lives.

At the same time, the evaluation identified a range of barriers at individual, family, and community levels that limited the extent to which some participants could fully apply and sustain their learning, particularly in the context of ongoing climate challenges. It also highlighted the need for strategies to extend GLACC's reach beyond structured environments such as schools and community groups, in order to strengthen broader community-level impact.

The advocacy component of GLACC yielded notable results, with MOs adopting diverse approaches that led to varied outcomes—from contributing to national policy discussions to driving local initiatives with tangible community benefits. Through these experiences, GYW strengthened their advocacy skills and increasingly positioned themselves as active changemakers and emerging grassroots leaders. The evaluation also identified areas where further guidance and support could enhance the depth and sustainability of these outcomes in future phases.

The achievements outlined in this report reflect the strong commitment of project teams, who delivered results under limited resource. The active engagement of local teams in MEL processes—often without dedicated staff and alongside implementation demands—was critical in generating a rich and comprehensive evidence base. This has enabled meaningful opportunities for reflection and learning for both local and global teams, as well as for wider WAGGGS programming.

Finally, it is important to recognise the inherent limitations of any evaluation process. While some tools may not fully capture the complexity of change, the MEL approach combined multiple methods and perspectives, including contributions from both GLACC and non-GLACC staff. Close collaboration with MOs to review and validate findings helped ensure a balanced and credible analysis. The conclusions presented in this report are the result of this collaborative process.

## Evaluation Methodology

At the start of GLACC Phase II, three to five indicators were defined for each of the five expected outcomes in collaboration with local teams. These indicators informed the design of data collection tools to assess change across the programme. Local teams were trained to collect and systematise data, while analysis was conducted by the GLACC global team. Multiple data sources and perspectives contributed to the assessment of each outcome, and findings were triangulated to inform the conclusions.

As part of the final evaluation, the WAGGGS team conducted field visits in four African countries to complement the data collected. At the end of the phase, the GLACC MEL team facilitated workshops with each MO to present, validate, and reflect on the findings. The data collection tools used for each outcome are outlined below.

Outcomes	Data collection methods	Respondents												
Outcome 1	<b>Pre- and post-curriculum knowledge questionnaire</b> <ul style="list-style-type: none"> <li>○ multiple choice and open questions</li> <li>○ only considered when answered before and after by a person</li> </ul>	1,392 GYW in Africa answered before and after the curriculum 360 participants answered in India												
Outcomes 1 and 2	<b>Pre- and post-curriculum surveys</b> <ul style="list-style-type: none"> <li>○ Collected by unit leaders</li> <li>○ Anonymous to encourage honesty</li> </ul>	<table border="1"> <thead> <tr> <th></th> <th>pre-</th> <th>post-</th> </tr> </thead> <tbody> <tr> <td>Africa</td> <td>31,044</td> <td>21,726</td> </tr> <tr> <td>India</td> <td>18,294</td> <td>17,342</td> </tr> <tr> <td>LAC</td> <td>2,806</td> <td>2,764</td> </tr> </tbody> </table>		pre-	post-	Africa	31,044	21,726	India	18,294	17,342	LAC	2,806	2,764
	pre-	post-												
Africa	31,044	21,726												
India	18,294	17,342												
LAC	2,806	2,764												
Outcomes 1 and 2	<b>Focus group discussions (FGDs)</b> <ul style="list-style-type: none"> <li>○ Instructions and the questions were developed in collaboration between the global and local teams</li> <li>○ Answers were translated then analysed by the GLACC MEL team</li> </ul>	Africa and India: one to two FGDs per region in each country, with a total of 2 to 10 FGDs per country, conducted by local teams LAC: 4 countries had online FGDs conducted by the global team Extra FGDs in Liberia, Madagascar, Rwanda and Tanzania by WAGGGS evaluators												
Outcome 1 and 2	<b>Evidence on increase of community consciousness</b> GYW provided evidence to leaders about how they increased the climate consciousness of community members, including names, learning and/or new behaviour adopted MOs shared examples with the GLACC global team	Varying forms of data and reporting by each MO												
Outcomes 1 and 2	<b>Interviews with community members</b> Interviewed by WAGGGS External Evaluators	Community members were selected by MOs as people who could showcase impact stories												

Outcome 2	<b>Community action reports</b>	69 Community Action projects reports
Outcome 3	<b>Pre- and post-Advocacy Training Evaluation questionnaire</b>	Completed by most GYW and BYM who participated in the training: 124 pre-training answers 123 post-training answers
Outcome 3	<b>Local Advocacy Coordinator observation and report</b> Answering specific questions about the engagement and skills of the group, successes and challenges of the action	For each advocacy action
Outcome 3	<b>Advocacy Action final report</b>	Completed by all advocacy action groups
Outcome 3	<b>Final survey with advocacy champions</b>	Answered by 100 ACs: 87 GYW (70% of female ACs) 13 BYM (68% of male ACs)
Outcome 3	<b>FGD with Advocacy Champions</b> Conducted by a member of the WAGGGS team	7 Advocacy Champions from Rwanda
Outcome 4	<b>Proof of GYW attendance to international events</b>	Photographic evidence from all who attended
Outcome 4	<b>Event follow-up questionnaire</b>	GYW who attended COP28 and COP30
Outcome 4	<b>COP follow-up activities questionnaire</b> Answered by COP participants 6-8 months after attendance to event reporting on their follow-up action	GYW who attended COP28 and COP29
Outcome 5	<b>Final locally adapted curricula from all new countries</b>	Countries that joined GLACC in phase II: India, Liberia, Madagascar, Rwanda, and Sri Lanka
Outcome 5	<b>FGD with MO project teams</b> Conducted by the WAGGGS evaluators	Project teams in Liberia, Rwanda, Tanzania, and Madagascar's 3 MOs
Outcome 5	<b>Survey with leaders</b> Assessing curricula quality	321 leaders from India, Liberia, Rwanda and Madagascar's 3 MOs
Outcome 5	<b>FGDs with leaders</b> Groups with 6-10 to leaders	Leaders from Liberia, Tanzania and Madagascar's 3 MOs
Outcome 5	<b>Girl-led advocacy training evaluation</b>	Representatives of the Benin, India, Liberia, Madagascar, Rwanda and Tanzania MOs

## GLACC Phase II Evaluation Results

### 1. Empowering Girls and Young Women to Bring Change

Outcome 1: GYW and BYM are empowered to respond to climate change impacts

#### Key achievements

- The curriculum was completed by 110,737 GYW in Africa, 3,339 GYW in Latin America, 49,291 GYW in India and Sri Lanka and an additional 56,054 BYM in India.
- In Africa, 89% of the GYW reported, after completing the curriculum, knowing how they and their community are affected by climate change, compared to 39% before.  
In India, this percentage went from 83% before to 92% after.  
In LAC, it went from 59% to 86%. (see charts below)
- In Africa, before the curriculum, 32% of the GYW knew ways that climate change impacts girls and women differently from boys and men, compared to 85% after.  
In India, this percentage went from 12% before to 67% after.  
In LAC, it went from 26% to 72%.
- In Africa, 85% of the GYW said they were confident enough with their knowledge to explain these issues to a friend or relative after the curriculum, compared to 32% before.  
In India, this percentage went from 43% before to 69% after.  
In LAC, it went from 59% to 77%.
- Across contexts, GYW reported increased ability to recognise climate-related issues in their surroundings, communicate these to others, and take action with greater confidence.
- GLACC inspired participants to begin with small changes and created a sense of purpose and responsibility.
- 84% of the GYW in Africa 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 LAC, 90% said they learnt the tools or techniques and 90% said they used them.
- Participants reported having strengthened technical knowledge on climate change, problem-solving, leadership, teamwork, communication, planning and project implementation skills and advocacy abilities, supporting girls to take active roles within their families and communities.
- 85% of the middle and older GYW in Africa said that they adopted at least 2 new attitudes or behaviours to help them prepare for climate change, or to reduce the effects of climate change, because they participated in GLACC. In India, 93% of the participants and, in LAC, 65% reported that.
- 91% of the younger girls said that they changed the way they do things in life to become more climate friendly because of something they learned through GLACC.  
In India, 60% of the younger girls and boys reported that and in LAC, 64%.
- Participation in GLACC prompted significant shifts in daily behaviours among GYW, which they reported now being part of who they are.
- Participants gained knowledge, new attitudes, skills, and behaviours that are relevant to their daily realities and to how climate change impacts them, which continue to be applied and shared with others several months after they completed the curriculum.
- Participation in GLACC has strengthened GYW's preparedness to respond to climate change impacts, enhancing both their confidence and practical readiness.
- GLACC equipped participants with knowledge and skills in emergency preparedness.

The main strategy for the achievement of this outcome was the roll out of the curriculum, led by unit leaders, which aims to change behaviours. It works with a behavioural change theory which understands that behavioural change happens through:

- Increase in knowledge → one learns new information and apply that into their reality
- Improved attitudes → one’s beliefs, feelings, or motivations shift based on that knowledge and by understanding how climate change is part of their reality and they are part of the solution.
- New skills → one develops the ability to actually do something with that knowledge, by practicing through WAGGGS non formal education methodology.
- Worldly, responsible behaviour → with the right environment, one consistently acts in a new way. Since the environment isn’t always enabling, GLACC also aims to address those barriers and support a change in environment.



The outcome one MEL system assesses the different stages of this process.

### Outcome achievements

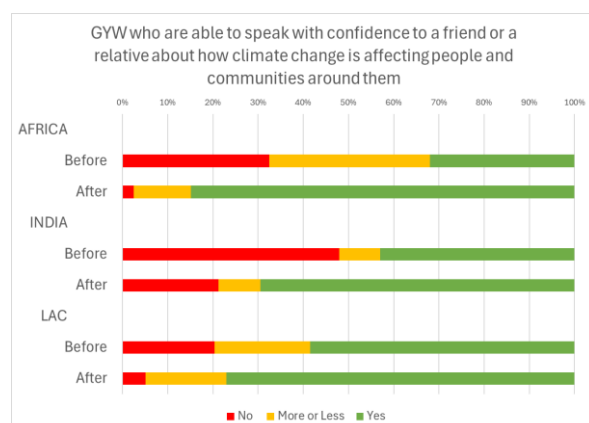
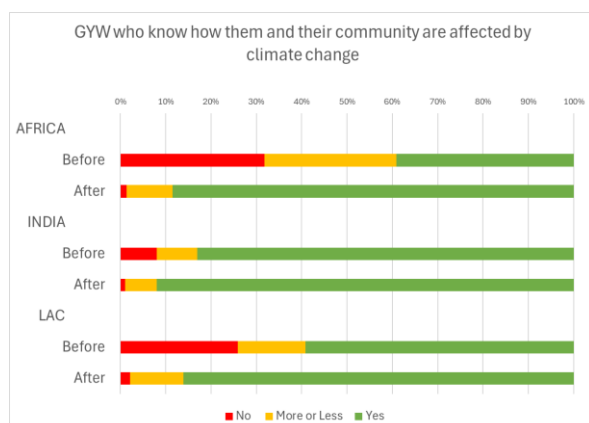
#### *Increase in knowledge*

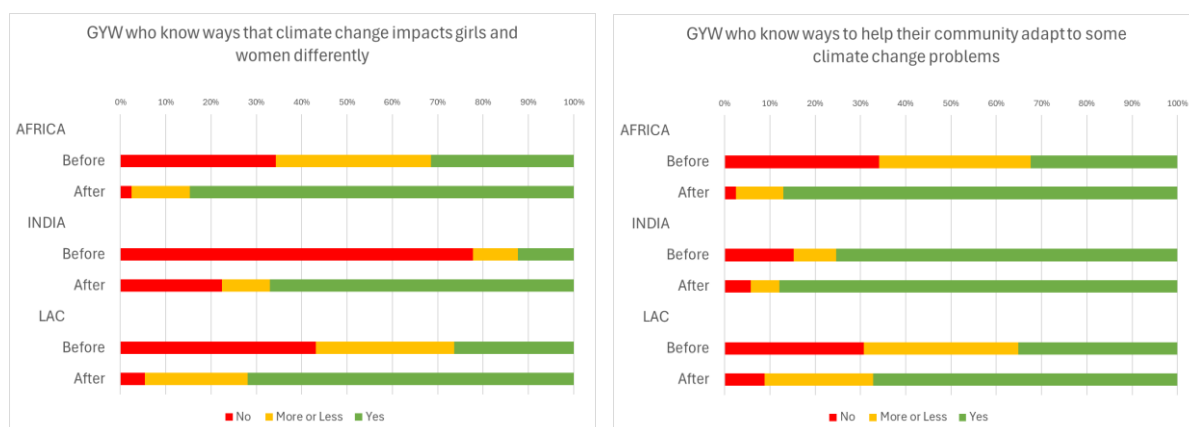
The knowledge questionnaire sample was selected by region within each country to identify potential gaps in delivery skills and knowledge. Findings were discussed with project teams to help interpret patterns and understand factors influencing results. As such, the percentages presented are not generalisable but provide an indicative overview of the sample.

In Benin, Liberia, Rwanda and Tanzania and India 98% of the GYW and BYM increased their knowledge about the main climate change concepts and ideas.

In Madagascar, this percentage was 0% as GYW already knew the concepts and ideas tested before the curriculum, so the knowledge questionnaire didn’t show learning.

The surveys indicates that the knowledge they gained was applicable to their context as their knowledge about climate change in their context has also increased. The charts below show the results of participants’ reporting about their knowledge before and after the curriculum, with significant growth in answers “yes”.





The results from the knowledge questionnaire in Madagascar differed from other countries, as participating GYW were already familiar with many of the concepts assessed, largely due to prior involvement in other environmental programmes. However, GLACC contributed to a significant shift in how this knowledge was understood and applied. Survey results showed a marked increase in the proportion of participants who reported understanding the effects of climate change on people around them—from below 40% before the programme to 100% afterward.

Focus group discussions highlighted that, while many participants had prior theoretical knowledge, they had not previously connected climate change to their everyday lives. Through GLACC, **they began to understand its local relevance and real-life consequences, which in turn influenced their behaviours.** For example, participants noted that although they were aware of good environmental practices such as proper waste disposal, they had not consistently applied them before. The programme helped translate knowledge into action by making climate change more tangible and personally meaningful.

*“Through discussions, activities, community projects, and hands-on experiences, we were able to see the connection between individual actions, community behaviour, and the larger climate system.” Girl from Kiadini, Madagascar*

In contrast, participants in other countries often had limited or no prior knowledge of climate change. For them, GLACC introduced new concepts while similarly emphasising their relevance to daily life. Across contexts, participants reported increased ability to recognise climate-related issues in their surroundings, communicate these to others, and take action with greater confidence.

These findings provided an important lesson for GLACC. Evidence from multiple data sources showed that **the programme is less about teaching climate change concepts and more about inspiring behavioural change, building confidence, and motivating girls and boys to take action on climate-related issues.**

*“Before joining GLACC, I did not know how my daily activities contributed to climate change, and I did not know what actions to take. Now, I understand the causes and effects of climate change at community and national levels, including its impact on the economy.” Girl from Rwanda*

FGD data from LAC indicates that GLACC contributed to a clear increase in climate change knowledge among participants, though depth varied by age and context. In Bolivia and Trinidad and Tobago, where initial knowledge was limited, girls reported significant learning gains, including understanding key concepts and local impacts. In Chile, learning was more basic, reflecting younger participants. Across all contexts, girls showed improved ability to relate climate change to their daily lives, with particularly strong applied understanding in Bolivia. Knowledge of the gender dimension remained less consistent. Overall, GLACC helped move participants from limited or fragmented awareness to more informed and practical understanding.

### *Attitudes*

In Africa FGDs, GYW consistently reported that climate change was not something they considered in their daily lives prior to GLACC. In Tanzania, this was largely attributed to limited knowledge and a lack of practical guidance on how individual actions contribute to climate change. In Madagascar, while many concepts were already familiar, participants explained that GLACC made these issues more meaningful by connecting them to their lived experiences and local realities.

*"It [climate change] was just a geography subject at school, nothing more. I didn't see the connection to my life. After the GLACC leadership workshops, I realised I could be an actor for change. Today, I reduce my plastic consumption and talk to my friends about it. GLACC gave me the confidence needed to act" Girl from Porto Novo, Benin*

Following participation in GLACC, participants across all countries described significant positive changes, including practical climate actions. The programme helped participants in integrating climate awareness into their everyday actions, making them more purposeful, as they now understand how individual actions contribute to climate change and how small, practical changes can make a real difference. By connecting climate change to their own realities and showing that small actions matter, **GLACC inspired participants to begin with small changes and created a sense of responsibility.**

*"Honestly, I knew nothing at all. I wasn't interested. But today, it is totally different thanks to my participation [in GLACC]. I learned a lot about climate change, especially its impact seen from a gender perspective. I heard many stories that connected me to the issue and made me a true activist." Girl from Benin*

While some participants faced constraints—such as limited resources, lack of space for activities like tree planting, or occasional lapses in maintaining new habits—many emphasised that understanding the value of small actions motivated them to return to and sustain positive behaviours over time.

An important aspect of the programme was its role in empowering participants rather than leaving them feeling overwhelmed by the scale of climate change. For example, in India, one participant described how the project helped transform her “climate anxiety” into “climate action.” Similar sentiments were expressed across contexts, with participants reporting increased confidence, a sense of hope, and greater clarity about how to respond to climate challenges.

*“Thanks to the GLACC programme, I realised that it is our own activities that contribute to climate change and now I am working to avoid actions that could contribute to increasing climate change. I also invite my neighbours to do the same. For example, we no longer throw garbage in the gutters during the rain because it can promote flooding and even lead to death.” Girl from Parakou, Benin*

The participatory approach of GLACC—particularly its emphasis on practical activities, group discussions, and peer learning—was frequently identified as a key factor supporting these outcomes. In different countries, participants expressed a desire for more practical, hands-on activities. In India, in particular, youth requested an improved balance between classroom-based learning and field-based experiences.

#### Skills developed



84%

83%

**...of the GYW & BYM said that they had learnt through the curriculum tools or techniques to help them or their families adapt to the effects of climate change**



93%

91%

**...of the GYW & BYM said they had used some of these tools or techniques in their lives.**



90%

90%

GLACC’s practical approach helped girls build both skills and confidence to act differently in their daily lives. For example, in many FGDs in Africa, girls were asked to rate their confidence in speaking about climate change on a scale of one to five. Most participants rated themselves as one before GLACC and three or four after participating in the programme.

Participation in GLACC enabled GYW to develop a wide range of skills. Across participating countries, they gained technical knowledge on climate change, including its causes, local impacts on water, agriculture, livestock, biodiversity, and community health, as well as strategies for adaptation and environmental protection. Through hands-on activities and community action projects, **participants strengthened problem-solving, planning, and project implementation skills.** The programme also **fostered leadership, teamwork, communication, and advocacy abilities, supporting girls to engage their communities, raise awareness, and take active roles in decision-making.**

*“Thanks to GLACC, I gained skills in communication, analysis of climate issues, and community mobilisation. Group work, discussions, and practical activities particularly helped me develop these skills.” Girl from Cotonou, Benin*

In India, youth described a remarkable transformation, moving from being shy or reserved to feeling like empowered “climate leaders.” Confidence levels were reported very high, with some rating themselves nine or 10.

*“I used to be very shy and thought I didn’t have the right words to talk about the environment. But YLACC [GLACC in India] taught me that my voice matters. Now, I can stand in front of a group of my peers and explain how climate change affects our future without feeling nervous.” Girl from Eastern India, 11 years*

Their participation in GLACC enabled them to develop a range of practical and transferable skills related to climate adaptation and everyday resource management. Participants reported gaining hands-on experience in areas such as water and energy conservation, greywater recycling, home gardening, and identifying climate-resilient crops, as well as preparing for seasonal risks like heatwaves and heavy rains. In addition, they strengthened communication, problem-solving, and leadership skills, with many taking on active roles in sharing knowledge and advising their families on climate-friendly practices.

*“For me, the most used skill has been ‘climate-smart’ shopping. I now help my mom choose seasonal, locally grown produce that has a lower carbon footprint and lasts longer in our fridge.” Girl from Eastern India, 11 years*

**Behaviours**



**85%**

**91%**

**... of the middle and older participants said that they adopted at least 2 new attitudes or behaviours to help them prepare for climate change, or to reduce the effects of climate change, because they participated in GLACC.**



**93%**

**60%**

**...of the younger girls and boys said that they changed the way they do things in life to become more climate friendly because of something they learned through GLACC.**



**64%**

**65%**

Many participants reported that taking climate-friendly actions has now become part of who they are and how they live each day. Participation in **GLACC prompted significant shifts in daily behaviours among GYW and BYM.** In the African countries, commonly reported behaviours included conserving water by turning off taps and using water-saving techniques in households and gardens, reducing electricity use, composting organic waste, separating biodegradable and non-biodegradable waste, and limiting the use of single-use plastics. Many participants stopped burning waste, reduced littering, and adopted proper waste disposal practices, while others used renewable energy and developed small gardens or planted fruit trees and vegetables. Participants

also reported raising awareness in their communities, educating peers, and sharing climate information with family and neighbours.

*“No [I didn’t use to think about climate change on a daily basis before GLACC]. But now I think about climate change on a daily basis because it is an integral part of my way of life in the way I manage my waste and household waste, my use of plastic. Since my participation in the GLACC program, I have been very careful about my actions that could modify and influence the environment and act on the climate.”*

*Girl from Parakou, Benin*

In India, participants similarly reported adopting behaviours such as conserving water, reducing electricity consumption, and promoting climate-friendly practices within their communities. Across countries, GYW emphasised that these changes were permanent, having become part of their daily routines. These examples illustrate how GLACC translated increased knowledge and motivation into tangible, long-lasting actions.

*“I have changed several habits because of what I learned in YLACC. These changes are not temporary. I believe they are permanent because I now understand their importance for the environment.” Boy from Northeast India, 15 years*

Data from the LAC FGDs also showed how GLACC contributed to positive shifts in attitudes and behaviours, with participants demonstrating increased environmental awareness and a stronger sense of personal responsibility. Behaviour changes were generally practical and age-appropriate, including reducing plastic use, conserving water, recycling, and caring for the environment. In Bolivia, changes were more pronounced and sometimes extended to lifestyle choices and proactive community leadership, with strong evidence of peer and community influence. While in other countries, there were more basic. Consistency varied though, and some reported challenges in sustaining changes due to structural barriers or limited opportunities.

*Are GYW and BYM empowered to respond to climate change impacts?*

Several examples from the FGDs show that participants are empowered to respond to the impacts of climate change across countries, although the depth and nature of this empowerment varies by context. **Their gained knowledge, new attitudes, skills, and behaviours are relevant to their daily realities** and how climate change impacts them, **firmly embedded in their routines**, and are actively being applied and shared with others, **even several months after they completed the curriculum**. Participants consistently report increased confidence to speak about climate change, greater awareness of environmental issues, and a growing sense of responsibility for taking action.

**Participation in GLACC has strengthened participants’ preparedness to respond to climate change impacts, enhancing both their confidence and practical readiness.** Across participating countries, participants reported that they feel more capable of taking action during climate-related challenges and emergencies. In Madagascar, for example, many participants described concrete steps such as implementing water harvesting systems to address droughts, establishing kitchen and vegetable gardens, using resilient crop seeds, and preparing emergency kits in advance of cyclone season. These practices were often adopted at both personal and household levels.

*“Before the training, I didn’t think the elders in my village would listen to someone my age. Now, I feel brave enough to talk to them about why we need to protect our local water sources. Seeing them actually listen to me has been a huge boost to my self-esteem.”*

*Girl from Eastern India, 15 years*

**GLACC also equipped participants with knowledge and skills in emergency preparedness and community awareness raising.** Some GYW reported that their actions became more organised and effective, whether responding to floods, cyclones, or other local climate hazards. Many participants experienced positive responses to their initiatives, further reinforcing their confidence and influence.

*“Earning this badge taught me that climate adaptation starts right in our own kitchen and backyard. I’ve learned how to implement ‘greywater’ recycling and start a vertical herb garden to help my family become more self-sufficient as food prices rise. I also shared what I learned about emergency preparedness with my parents; we now have a family plan for extreme weather events that we never had before. It feels empowering to know that I’m not just watching the climate change—I’m actively helping my family stay safe and resilient.” Girl from Eastern India, 12 years*

Beyond immediate practical measures, the programme helped participants develop a deeper understanding of local climate risks—such as water shortages, extreme heat, heavy rainfall, drought, and threats to livestock—and the link between these risks and community well-being. Participants now proactively engage in mitigation actions, including creating water lines, planting trees, conserving water, and sharing knowledge with peers and community members.

While some participants noted ongoing uncertainty or gaps in knowledge, GLACC instilled a sense of agency and the ability to take initiative, ensuring that GYW are better prepared to respond thoughtfully to the impacts of climate change in their daily lives.

*Did these changes remain months later?*

In FGDs with girls who had completed the curriculum six months to one year earlier in African countries, GYW consistently reported maintaining climate-friendly behaviours and a heightened awareness of environmental responsibility. Many continued practices such as conserving water, reusing materials, managing waste properly, turning off lights and unplugging devices, and creatively repurposing plastic items. Participants also applied their learning in daily routines, for example, saving leftover water for gardens, practising rainwater harvesting, or using composting techniques.

*“[the new attitudes and behaviours] It’s something that will stay with us. And if it doesn’t stay with us, we’ll be there to remind them. It’s like saying good morning and good night. Sometimes we need constant reminders of what to do, so that it becomes second nature.”  
Girl from Bolivia*

Beyond these habits, they described increased confidence and leadership skills, often taking on roles that allowed them to guide peers, enforce environmental discipline in school settings, or educate community members about climate impacts. While consistency sometimes depended on factors such as age, family support, and structural barriers, all participants emphasised that their

commitment to climate action had remained strong and that they continued to integrate knowledge from the programme into their everyday decisions.

*“Through this program, I gained a much deeper understanding of how to manage our local resources during heatwaves and droughts. I’ve been able to show my siblings how small changes in our energy consumption and water usage actually make a huge difference when the whole community participates. Most importantly, I learned how to identify ‘climate smart’ crops that can survive in our changing local soil. I feel like the ‘sustainability expert’ of my household now, and my family actually looks to me for advice on how we can reduce our footprint and adapt together.” Girl from Eastern India, 14 years*

### Limitations and Challenges

Some participants reported challenges in fully applying what they had learned. **Key barriers included low self-confidence, limited access to supportive or safe spaces to express their ideas, and difficulties being heard by family or community members.** In some contexts, cultural norms further restricted girls’ ability to share knowledge, particularly with elders. These constraints, along with varying levels of motivation, highlight that behaviour change is influenced not only by knowledge and skills, but also by the social environment in which participants live.

A gap that remains for the GLACC team is a clearer understanding of the areas in which GYW and BYM may not yet be fully empowered, and where they may still feel unprepared to respond to the impacts of climate change. More time is needed to assess whether the areas in which they feel confident and capable are sufficient to meet their real-life needs. This requires strong local knowledge and ongoing monitoring of each context, which can only be done by local organisations, to ensure a more complete understanding of potential gaps.

### Unintended result

One unintended outcome of GLACC at the individual level is that GYW started to be seen differently by their families. Many reported gaining respect, having their ideas taken seriously, and being consulted on matters related to climate change and environmental practices. In Northern India, participants shared that their involvement in the programme led to families discussing environmental considerations in household decisions, such as choosing crops, using fertilisers carefully, or planning water usage. Seeing their interest, knowledge, and active participation in climate-friendly actions, family members increasingly valued their opinions and involved them in decision-making. These changes not only contributed to boosting the confidence of girls but also represent an important first step toward creating less gender-unequal families.

*“In my family, we used to have very traditional roles, but YLACC [GLACC in India] helped me find the confidence to speak up. At first, my family was a bit surprised by my new ‘activist’ voice, but now they listen with genuine interest. They treat me with a lot more respect during our dinner conversations and often ask me to explain the news or climate trends to them. I’ve gone from being a quiet participant in family life to being someone who helps shape our family’s values. They don’t just see me as a daughter anymore—they see me as a capable young woman with a mission.” Girl from Eastern India, 11 years*

## Lessons learnt

### **Key learning**

1. Participants wish for more hands-on and practical activities
2. Participants understanding the value of small actions was key to behavioural change
3. Where GYW had prior knowledge on climate change, behaviour change was driven by understanding local relevance and impacts
4. Simplify and streamline knowledge questionnaires and surveys
5. Support MOs to implement MEL processes independently
6. Further assess areas where participants may not yet be fully empowered to respond

Many GYW expressed a desire for more practical, hands-on activities, including demonstrations and field visits to observe climate adaptation practices in action. In some contexts, the prior experience of leaders as schoolteachers may have limited the application of the non-formal education approach promoted by GLACC. This could be addressed by strengthening the focus on non-formal education within training of trainers, or by requiring prior certification in this approach, to ensure it is effectively cascaded to leaders.

Understanding the value of small, everyday actions emerged as a key factor in motivating participants to adopt and sustain climate-friendly behaviours, even when facing occasional setbacks. In contexts where GYW already had prior knowledge of climate change, it was the connection to local realities and real-life consequences that proved critical in translating that knowledge into meaningful behaviour change.

While knowledge gains were observed across most regions, some inconsistencies in questionnaire results were noted, likely due to small sample sizes and challenges in reaching target numbers. However, other data sources consistently indicate that GLACC's primary contribution lies not in transferring theoretical knowledge, but in fostering behavioural change, building confidence, and motivating girls and boys to take action on climate-related issues.

Overall, the survey results were rich and broadly consistent, providing strong evidence across the intended outcome areas of the GLACC framework. Looking ahead, a potential next phase in existing countries could focus on simplifying the MEL system while strengthening the capacity of MOs to manage these processes independently.

There are strong indications that GLACC has empowered GYW to respond to climate change impacts. However, in some cases, limited climate knowledge among leaders suggests potential gaps in the areas where GYW may not yet be fully prepared to respond. Partnering with local climate

experts could help identify these gaps and strengthen future programming to ensure more comprehensive empowerment.

*"I wish we had more 'boots on the ground' days where we actually went into the community to implement the projects we talked about. Learning the theory is important, but nothing beats the confidence you get from actually building a solution with your own two hands"*  
Girl from Eastern India, 11 years

## 2. Increasing Communities' Climate Consciousness

Outcome 2: GYW and BYM contribute to their communities' level of climate consciousness

### Key achievements

- 83% of the middle and older GYW in Africa said that a family member adopted a more positive behaviour related to climate change because they shared information from the badge with them. In India, 92% of the participants had a family member who adopted a more positive behaviour and in LAC, 47%.
- Participants persistence to influence family behaviours resulted in meaningful, long-term shifts toward sustainable, climate-conscious practices at home.
- 90% of the GYW in Africa and 85% of the participants in India reported having shared knowledge they gained on climate change with at least 2 community members. On average, each one in Africa shared with 7.9 community members and, in India, 3.4.
- 18% of participants reported having shared their knowledge with a total of 224,871 community members (without accounting for repetition), so the total reached indirectly could be over 1 million.
- 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 and in LAC, it went from 35% to 90%.
- 84% of the middle and older GYW in Africa said they felt confident with the knowledge and skills they had after the curriculum to start a climate change initiative to help their community, compared to 31% before. In India, this percentage went from 51% to 92% and in LAC, it went from 24% to 71%.
- In Africa, 83% of the GYW reported that they had started or been part of a climate change initiative to help their community with the issue of climate change since GLACC, compared to 30% before. In India, the percentage of participants who had started or been part of an initiative went from 48% to 91%. In LAC this percentage increased from 33% to 56%.
- 102 CA projects were implemented and 69 have been reported across African countries, with 2,227 participants engaged in taking action.
- Reported projects directly reached over 11,000 community members and, indirectly, over 30,000.
- Across countries, projects successfully produced tangible and intangible results in community resilience, food security and nutrition, environmental protection and ecosystem restoration, waste management and pollution reduction, water access and management, awareness-raising and behaviour change.

The non-formal education approach used by GLACC is highly practical and actively encourages participants to share the knowledge they acquire on climate change and its gender dimensions with a community members, beyond their immediate families. This peer-to-community dissemination is designed to increase climate awareness and behaviours. As a requirement for earning the badge, participants were asked to share their learning with at least two community members and report both the individuals reached and the methods used. This process not only reinforces participants' own learning and communication skills but also helps address key barriers to change, such as the exclusion of young people—particularly GYW—from decision-making spaces due to prevailing social norms.

In addition, units in Africa were supported to participate in project training and received small grants to initiate their own community-based climate actions. These initiatives, fully led by GYW within their units, aimed to address locally relevant climate challenges and strengthen community responses to climate impacts. Together with the knowledge-sharing component, these actions contribute to increasing community-level climate awareness and engagement. The Outcome 2 MEL system captures progress across these steps, assessing how participant-led activities contribute to shifts in community climate consciousness.

**Outcome achievements**

*Influencing their families*



**83%**



**92%**



**47%**

**... of the middle and older participants reporting that a family member adopted a more positive behaviour related to climate change because they shared information from the badge with them.**

The results of the GLACC reach went beyond the participants of the curriculum sessions, indirectly reaching their family members. Participants reported that family members adopted new climate friendly behaviours as well, such as planting trees, establishing vegetable gardens, separating and composting waste, conserving water, reducing energy use, and avoiding single-use plastics.

Many GYW shared that their persistent efforts to communicate the impacts of climate change, sometimes through repeated conversations or practical demonstrations, led parents to listen and adopt new practices. For instance, in Tanzania, one girl inspired her mother to start a vegetable garden, while one mother reported that her daughters encouraged her to separate waste and practice rainwater harvesting. Similar examples emerged in Rwanda, Madagascar, and Benin,

where families began following water-saving measures, managing waste responsibly, and engaging in sustainable agriculture, showing that the girls' learning extended beyond themselves.

In India, both girls and boys applied the knowledge they gained to influence family habits and household resource management. One participant helped her father install a drip irrigation system using recycled materials and introduced a 'meat-free Monday' tradition, while others encouraged parents to store water properly, repair electronics instead of discarding them, and adopt climate-resilient farming practices. In some cases, these household changes expanded to neighbours. For example, in Benin, a girl launched a "domestic reforestation" initiative, convincing five families to plant fruit trees.

*"My family has become much more protective of our local resources since I shared what I learned in YLACC. My father was initially sceptical about changing his gardening habits, but after I showed him how much water we were wasting, he helped me install a drip irrigation system using old plastic bottles. Their behaviour shifted from seeing water and electricity as infinite resources to seeing them as something we need to manage carefully for the future." Girl from Eastern India, 15 years*

In LAC, the ripple effect to family members wasn't as evident, with less than 40% of the GYW from Argentina, Brazil and Chile reporting that a family member changed their behaviours. The FGDs provided evidence from Argentina only about families generally responding positively and gradually adapting their behaviours due to girls encouraging habits such as reusing materials, reducing waste, and being more conscious of consumption. These changes were often reinforced through ongoing discussions that increased awareness and a sense of responsibility.

Across contexts, participants emphasised that **influencing family behaviour often required patience and repeated engagement**, yet their **persistence resulted in meaningful, long-term shifts** toward sustainable, climate-conscious practices at home.

*"I shared what I learned with my mother. Sometimes my parents do not listen, so I am not able to use everything I learned at home. I still try to explain and remind them, because I know changing family habits takes time."*  
*Girl from Southern India, 13 years*

### *Sharing their knowledge*

90% of the GYW in Africa and 85% of the participants in India reported having shared knowledge they gained on climate change with at least 2 community members. On average, each one in Africa shared with 7.9 community members and, in India, 3.4.

The total number of community members that GYW and BYM reported having shared their knowledge with, through the surveys, is 169,545 in Africa and 55,326 in India. This represents the reporting only 18% of those who completed the curriculum, but it doesn't account for repetition, as this would require too many resources. So the total number is unclear, but it is that many GYW went

beyond the expectation of two community members. Some organised activities in groups to share information with their classmates, knocked on doors, used creative means 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.

The total number of community members that GYW and BYM reported sharing their knowledge with through surveys is 169,545 in Africa and 55,326 in India. These figures represent reporting from approximately 18% of participants who completed the curriculum and do not account for potential duplication, as tracking repetition would require disproportionate resources. As such, the overall reach is likely higher but cannot be precisely determined. Nonetheless, the data indicates that many participants went well beyond the minimum expectation of sharing with at least two community members.

*"I had the privilege of witnessing the remarkable efforts of our students in the Change Group. 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. 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. Some students even went further, visiting schools lacking trees to plant saplings and raise awareness about environmental restoration. Through these creative approaches, the students successfully connected with their communities, demonstrating both understanding and leadership in sharing knowledge."*

*Leader from Kibasila Secondary School, Tanzania*

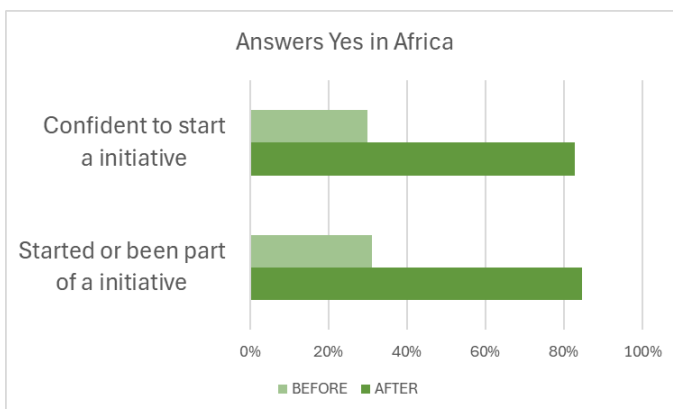
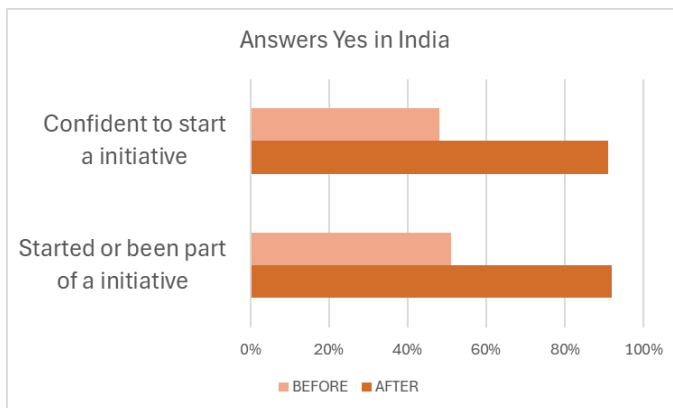
Their efforts contributed to observable changes in community attitudes and behaviours. Some of the reported changes included improved waste management, reduced plastic use, tree planting, composting, rainwater harvesting, and greater environmental awareness within households and communities. Qualitative testimonies from Africa further illustrate this ripple effect, with community members in Tanzania, Rwanda, and Madagascar describing how girls' outreach led them to adopt more sustainable practices such as reducing plastic burning, installing waste bins, planting trees, and recognising the links between climate change, health, and livelihoods. Overall, the evidence shows that girls' knowledge-sharing translated into concrete behavioural change and increased environmental awareness at community level.

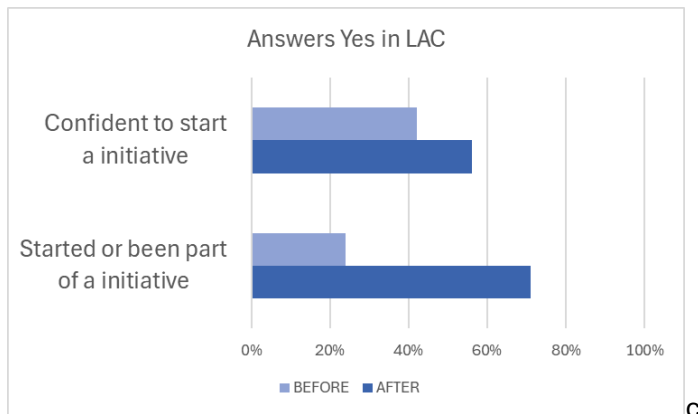
*"I learned the meaning of climate change and how it affects girls, as well as how human activities contribute to environmental degradation. Through these discussions, my understanding of the close link between climate change, social vulnerability, and environmental responsibility increased significantly. This new awareness has changed the way I view my daily actions. I also learned practical ways to protect the environment, such as collecting plastic bottles to reduce pollution. In addition, I realised that plastic waste can be sold to generate income, which encouraged me to take action that both supports environmental conservation and improves livelihoods within the community."*

*Takri Omary, community member in Tanzania reporting on his learning as a result of a girl sharing her knowledge with him*

### Taking action in their communities

Through the surveys, participants reported increased confidence in their knowledge and skills to start climate change initiatives. This was closely linked to them having started or been a part of a climate change initiative to help their community with the issue of climate change. The results from the surveys in the three regions are in the charts below.





**The evidence strongly suggests that participants who participated in GLACC are genuinely empowered to initiate meaningful change in their communities.** Beyond numbers, participants shared concrete examples of leadership and initiative. In India, successful initiatives included a "Community Reporting" walk, where participants identified areas that flood easily and shared the photos with their local council asking for action and "Climate Action Bingo" games at schools. Other initiatives were creating vegetable gardens to support family self-sufficiency, implementing greywater recycling systems, community clean-ups, spreading awareness and encouraging better behaviours through different forms and sharing climate-resilient farming techniques.

*“Since completing the YLACC programme, I felt a strong responsibility to turn my knowledge into action. I organised a ‘Climate Resilience Workshop’ at my local school to teach other girls how to create ‘Green Zones’ in their homes using recycled containers for drought-resistant plants. It went surprisingly well; we had fifteen families participate!”*  
*Girl from Eastern India, 12 years*

In LAC, participants described a range of youth-led initiatives that combined creativity and environmental action. These included producing calendars from recycled paper to engage wider audiences in environmental discussions, and organising community events with local institutions where recycled materials were turned into musical instruments used both for awareness-raising and later adopted in schools. Across these examples, participants used practical and creative approaches to translate climate knowledge into community engagement and dialogue.

In coastal Madagascar, participants led beach clean-ups, promoted marine protection, and raised awareness among fishers and community members about the impacts of climate change on fisheries and livelihoods. Also in Madagascar, the President of a local church in Madagascar decided to install several trash bins at in the church, inform the congregation about proper waste disposal, and encourage them to maintain cleanliness and protect the environment as a result of a girl influence.

Others linked familiar environmental actions, such as tree planting or waste management, to cyclone preparedness, energy conservation, and climate resilience, demonstrating a sophisticated understanding of how local actions influence broader environmental outcomes. Across these contexts, **participants consistently described applying knowledge in practical, visible ways that mobilised peers, family members, and community members.**

Results of participants’ actions were visible to some community members. Unit leaders in Liberia reported that they observed reduced cutting down of trees in communities around one district as a

result of girls' actions. In another one, leaders observed improved waste management practices. During a community visit in Madagascar, vendors noted that girls' awareness activities sparked curiosity among customers. They reported that it was the first time young people had approached them directly to discuss waste management and environmental responsibility, and that they had observed some customers beginning to dispose of waste more responsibly.

In Tanzania, an interview with the grandmother of a GLACC participant highlighted early signs of increased community climate consciousness linked to girls' engagement in the programme. Through her granddaughter, the household adopted practices such as waste separation, composting, and planting fruit trees, and began sharing these approaches informally with neighbours.

However, she highlighted that the influence of girls' actions remains limited by social and structural barriers, with greater acceptance from women and older female relatives. Differences in household circumstances, such as renting versus owning property, also affect uptake of practices like gardening.

Another example from Tanzania, based on an interview with a primary school teacher, illustrates how GLACC girls have increased climate consciousness and transformed the school environment. Within the school, participants led initiatives such as maintaining a garden, producing charcoal from paper waste, collecting plastics, and distributing tree seedlings to nearby households. They also educated peers and teachers, demonstrating higher confidence, leadership, and knowledge than non-participating students. According to the teacher, these actions have visibly improved school cleanliness and modelled climate-friendly behaviours, positioning the girls as key champions of environmental practices.

### *Community Action Projects*

GLACC provided small grants to selected Girl Guide units that submitted proposals for Community Action (CA) projects. In total, **102 units received grants** and **69 CA projects were reported across African countries**, with the majority in Tanzania. Each project involved between 8 and 132 GYW, with a total of **2,227 GYW engaged in taking action**.

Overall, most projects focused on **strengthening community resilience to climate change** through practical, local solutions. A large proportion aimed to **improve food security and nutrition**, mainly through school or community vegetable gardens, fruit tree planting, and sustainable agriculture practices. These actions responded directly to challenges such as drought, rising food prices, and limited access to nutritious food.

Another major focus was **environmental protection and ecosystem restoration**, particularly through tree planting, restoring degraded land, and promoting greener environments to reduce the impacts of deforestation, soil erosion, and climate change.

A third common theme was **waste management and pollution reduction**. Many projects introduced waste collection systems, recycling initiatives, composting, and creative reuse of materials (e.g. turning waste into useful products or alternative energy sources), aiming to reduce emissions and improve community hygiene.

In addition, several actions addressed **water access and management**, including rainwater harvesting and improving access to clean and safe water, especially in drought-affected areas.

Finally, many projects incorporated **awareness raising and behaviour change**, promoting climate-friendly practices, environmental responsibility, and community engagement—often with a focus on empowering girls and young people as leaders of change.

## Results

Except for one project, all other projects achieved all or most of their expected/planned targets. Results included:

**Tangible results** - many projects successfully established:

- School and community gardens
- Tree planting (including fruit trees and seedlings)
- Creation of cleaner and greener environments
- Improved waste management systems (bins, composting, recycling)
- Reduced pollution and unsafe waste disposal
- Improved access to food and nutrition
- Other, less common or more distinct actions:
  - Water harvesting systems to address water scarcity
  - Alternative energy solutions (e.g. charcoal from waste)
  - Small livestock initiatives (e.g. rabbit rearing for nutrition and income)
  - Medical or hazardous waste management systems (e.g. incinerators)
  - Formalised environmental management approaches (e.g. structured systems in schools)
  - Coastal and ecosystem-specific actions (e.g. coastline cleaning, protection of aquatic life)

**Intangible results** - many projects reported:

- Increased climate awareness among girls and communities
- Improved understanding of environmental protection and sustainability
- Development of practical skills (gardening, recycling, composting)
- Strengthened leadership, teamwork, and responsibility
- Adoption of climate-friendly behaviours
- Greater community engagement in environmental action
- Other, less common or more distinct outcomes:
  - Income-generation skills and economic resilience
  - Technical knowledge in agroecology or environmental systems
  - Engagement with broader community actors (e.g. sellers, coastal users, institutions)
  - Shifts in environmental culture or systems thinking (beyond individual behaviours)

In total, according to their reports, the projects directly reached and benefited 11,874 and, indirectly, over 30,000 community members (benefited from the changes resulting from the action).

The community members 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)

### Limitations and Challenges

Time constraints, such as schoolwork or household responsibilities, limited participants' ability to engage in activities, while resource limitations—including insufficient tools, space, or community support—prevented some actions. A few participants also reported confidence issues, feeling unsure about leading initiatives or convincing others. Despite these challenges, participants expressed that they felt motivated and inspired by GLACC to participate in the future and continue contributing to their community's adaptation to climate change.

In some communities, GYW faced barriers to sharing their knowledge, including resistance from older community members and broader cultural, social, and gender norms. Using locally relevant examples of how climate change affects their surroundings helped some girls overcome these challenges. However, in parts of Tanzania—particularly among Maasai communities newly introduced to Guiding—cultural expectations still limited girls' ability to speak openly and participate fully in climate-related discussions.

These challenges highlight some deeply rooted social norms while reinforcing the value of programmes like GLACC in fostering gradual shifts in attitudes and behaviours. The MEL system captured strong examples of change in certain community spaces, though limited resources constrain our understanding of the scale of these impacts.

In terms of the CA projects by GYW, a few limitations came up from the evaluation. One was that only nine projects (13%) partnered with local institutions or organisations, something that could have strengthened results and sustainability. Many CA projects also followed relatively traditional approaches—such as tree planting, gardening, and waste management. While these actions are valuable, there was limited evidence of more innovative, diverse, or sustainable solutions to climate challenges. Third, GYW's projects were small-scale, with limited reach and normally within existing structures such as schools and churches.

One contributing factor was the scale of available funding. Financial support enabled implementation, but initiatives such as rainwater harvesting, recycling, charcoal briquette production, and school or home gardening remained small and faced constraints in achieving long-term sustainability. Despite strong participation and ambitious ideas from girls and young women, limited resources often restricted the scope of projects. TGGGA reflected that more concentrated investment in fewer, regionally coordinated initiatives could have resulted in greater and more sustained impact, a view also echoed by local units, which expressed interest in more collaborative and larger-scale projects.

These findings highlight an opportunity for future phases of the programme to further support GYW in expanding their thinking and exploring a wider range of solutions. Alongside what was proposed

by TGGA, increasing exposure to new ideas, approaches, and practical examples could help foster more creative and context-specific responses to climate issues. This should be done while maintaining the girl-led nature of the projects, ensuring that GYW remain at the centre of decision-making.

In addition, future programming could consider providing follow-on or scaled-up grants to groups that have successfully implemented initial actions. Building on their experience, these groups could develop new proposals, test more innovative approaches, and expand the reach and impact of their initiatives.

## Lessons learnt

### **Key learning**

1. Tackle social and cultural barriers through integrating strategies for engagement
2. Consider developing strategies to also address those barriers directly
3. Better understand the overall scale of overcoming social and cultural barriers
4. Increase GYW's exposure to new ideas, approaches, and technical guidance to foster more creative and context-specific solutions
5. Consider offering larger grants to fewer CA projects to expand reach and impact
6. Encourage GYW to establish partnerships with local institutions to enhance sustainability and community engagement beyond structures

Resistance from older community members and gendered cultural norms limited some GYW's ability to share knowledge and take action. Using locally relevant examples proved effective in overcoming these barriers. Future phases of GLACC could integrate culturally sensitive and family- or community-focused engagement strategies into the curriculum or training, enabling GYW to apply them in their initiatives. Additional strategies could also be developed by MOs or partner institutions to directly address these challenges.

The MEL system captured strong examples of overcoming such barriers in certain family and community spaces, although limited resources constrain our understanding of the overall scale of these impacts. Selecting specific communities as case studies for longer-term monitoring could provide deeper insights, while simultaneously developing targeted strategies to address barriers directly.

Many CA projects followed traditional approaches and were small-scale, limiting both their reach and sustainability. Future phases could provide exposure to new ideas, practical examples, and technical guidance to foster more creative, context-specific, and sustainable solutions, while keeping projects girl-led.

Limited funding restricted the reach of initiatives. More concentrated investment in fewer and/or regionally coordinated projects and encouraging partnerships with local institutions could enhance impact, sustainability and community engagement beyond structures.

### 3. Influencing Higher Level Climate Related Decision-making

Outcome 3 - GYW and BYM take effective advocacy action on climate change, locally and nationally

#### Key achievements

- 156 GYW and BYW trained in conducting advocacy
- 123 GYW, and 19 BYM, reported 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
- 78 ACs said they intend to continue to carry out advocacy in 2026
- 63 participants rated their confidence at 8 or above for carrying out an advocacy campaign on a climate issue
- 35 ACs said that they participated in an action that led to concrete commitments or policy shifts and 10 to partial or early-stage outcomes
- 63 actions were reported by participants and MOs
- 6 resulted in concrete advocacy outcomes and 26 actions achieved intermediate advocacy results, while many others reported changes at the community level

GLACC aims to empower GYW to lead advocacy campaigns that influence decision-making on climate issues affecting their lives. The strategy involves providing targeted training to a selected group of GYW—and BYM in India—who become Advocacy Champions (ACs). At the same time, it equips MOs to support these champions while ensuring that leadership and decision-making remain youth-led.

#### Outcome achievements

##### *ACs developed skills*

##### Training in advocacy

WAGGGS, in some cases the MOs, conducted training in advocacy to 156 ACs, who had the opportunity to learn about key processes involved in designing and implementing advocacy initiatives. Pre- and post-surveys were answered by 142 participants, but the data analysis below considers only the ones answered by GYW (124 pre and 123 post), since this is the main group that GLACC focuses on. The training covered seven topics on the different stages and aspects of an advocacy campaign on climate change and the guided completion of an action plan for their advocacy campaigns.

After the training, 76% indicated they had “a lot” of understanding in at least six of the seven topics, compared to just 8% before the training. Similarly, 54% reported having “a lot” of confidence in applying these topics in practice, up from 6% prior to the training. The areas where ACs reported slightly lower levels of understanding and confidence at the end of the training were on determining their key audience and developing the practical steps of a successful campaign. These findings were shared with MOs, following the training, to help them provide targeted support to ACs in these areas.

ACs also reported increased awareness of safeguarding considerations in advocacy campaigns led by young women. When asked to rate their knowledge on this subject, 87% rated at eight or higher after the training, compared to 34% beforehand.

The evaluation assessed the messages each AC had for the advocacy campaigns, and 79% of them had clear messages in the end, with 24% having partly clear messages.

Trainees were asked to develop seven action points for their campaign, looking into potential for collaboration, identifying the activities and drafting a detailed plan of activities, planning a community activity, elaborating SMART objectives and goals, coming up with strategies to reach the goal, and articulating convincing arguments to sell their ideas. Each of the action points was completed by between 72% and 90% of the GYW during the training, however, only 47% of them completed all of them by the end of the training. This percentage varied significantly between countries, with lower percentage in Benin (14%) and Rwanda (25%) and higher in Madagascar (100%). In Rwanda, girls were divided by region to work on their plans. The five regional plans were submitted later with detailed activities. The activity plans from Benin weren't received by WAGGGS but they submitted reports for their actions.

Finally, the feedback from the GYW who participated in the training was highly positive, including highlights about the delivery quality and pace, the facilitators, the structure, relevance and clarity of the content, and how enjoyable the training was. Some constructive feedback received was about being attentive to the different learning passes of each person and how they would still need support, and the language barrier in India, where participants struggled to understand English and were hesitant to ask for clarification.

We received reports from some GYW, that even over a year later, the learning they gained in the training continued to be relevant to them and the basis for their development as advocates. In a recent FGD in Rwanda, GYW shared that the advocacy training was practical and relatable because it used real-life examples that reflected what they met on the field doing advocacy.

*“The most significant experience for my learning and growth was participating in the advocacy training sessions. They helped me better understand climate policies, power mapping, and how to strategically engage decision-makers. Before GLACC, I had passion for climate action, but I did not fully understand how advocacy processes work at local and national levels”*  
AC from Rwanda

### Skills developed through practice

A survey with ACs carried out in the end of the project provided us with information on how ACs built up on the skills developed in the training, and new skills gained, through practicing with their own campaigns. Answered by 87 GYW from all countries, representing 70% of the female trained ACs. The data showed us that:

- 30 of them (35% of survey respondents, not of total ACs) started advocacy for the first time with GLACC
- 78 (90%) continued to carry out advocacy through to January 2026, while eight (9%) are only partly involved and one isn't involved. Reasons for not being fully involved were studies or work commitments and issues with the MO.
- Also 78 (90%) intend to continue to carry out advocacy in 2026
- 63 participants (72%) rated their confidence at 8 or above for carrying out an advocacy campaign on a climate issue. ACs justification for their scoring showed that higher scores

were usually due to prior experience, training, and practical exposure. Reasons for below eight scores were:

- Need for more skills or experience; skills mentioned were in strategy, stakeholder engagement, campaign planning, or advocacy leadership.
- Limited exposure or practice
- Time and commitment constraints, which limited their ability to fully engage in advocacy
- Some reported challenges due to family, community, or institutional factors. Example: “Elders were not ready to accept our words.”
- Self-Doubt: a few participants mentioned fluctuations in confidence or fear of not being up to the task.

GYW reported that they developed, through participating in GLACC, some of the key skills in advocacy. The skills below were mentioned by most respondents:

- o How to communicate with people at different levels (87%)
- o Communicating a clear message in a short space of time (85%)
- o Leadership skills (85%)
- o Public speaking (80%)
- o Teamwork (79%)
- o Analytical skills in the context of climate change and/or its gender dimension (77%)

Other examples of skills developed, mentioned in an FGD with ACs in Rwanda, are:

- o Understanding advocacy concepts and steps before implementation
- o Translating advocacy knowledge into practical actions while implementing their plans
- o Raising awareness and using their voices as platforms for girls’ representation
- o Collaborating with others because advocacy demands team effort.
- o Conducting research and being mentally prepared for advocacy challenges before starting
- o Increased confidence and courage to speak up

In the survey, ACs also mentioned **skills that they lacked** for their advocacy action, suggesting themes that future trainings could strengthen or include:

Specific Skill Gaps	Examples / Notes
<b>Communication &amp; Advocacy Skills</b>	
Public speaking	Lack of confidence or experience in addressing groups.
Communicating with people at different levels	Difficulty engaging decision-makers or sensitive audiences.
Storytelling / Clear messaging	Struggling to convey concise, compelling messages.
Advanced policy advocacy	Engaging high-level policymakers; navigating bureaucracy.
Influencing & negotiation	Limited confidence or practice in negotiation.
Convincing difficult audiences	E.g., people in sensitive areas or reluctant stakeholders.
<b>Planning, Strategy &amp; Execution</b>	
Campaign planning & strategy	Setting measurable targets, timelines, and structured plans.
Monitoring & evaluation	Tracking long-term impact of advocacy efforts.
Time management	Balancing advocacy with studies, work, and family responsibilities.

Teamwork / coordination	Some ACs worked alone; challenges coordinating others.
Report writing	Limited practice or opportunities to write reports.
<b>Digital &amp; Outreach Skills</b>	
Digital advocacy / social media	Limited experience using online platforms for mobilisation.
<b>Resources &amp; External Constraints</b>	
Financial resources	Lack of funds restricted campaign scope.
Access to stakeholders	Delays or hurdles due to unavailability of actors or government permissions.
Time constraints	Limited time to carry out campaigns due to other commitments.

### *Actions*

It was evident from the evaluation that GYW felt that they developed key skills to conduct advocacy, even with the need for more skill development. This is an important step towards change. However, did the development of the skills and support from their MOs lead to actual changes? The important question is whether they managed to influence decision making, which 56% of the survey respondents said they did. Here is an overview of the outcomes of their actions reported through the final ACs survey.

#### 1. Concrete commitments or policy shifts

**35** ACs said that they participated in an action that led to concrete commitments or policy shifts

- **Schools & Education:**
  - Integration of environmental topics into courses (e.g., GLACC programme itself, Affective Education).
  - Installation of blue/green dustbins and bans on single-use plastics.
  - Commitments from students to plant trees on birthdays.
  - National government commitment via EPA to educate youths on climate change in primary schools.
  
- **Community & Local Authorities:**
  - Local authorities, community leaders, and church communities committed to supporting environmental initiatives, clean-ups, and reforestation.
  - Strengthened collaboration with NGOs, government ministries, and partners.
  - Commitments to reduce deforestation, improve tree cover, and enforce local environmental regulations.
  - Some communities adopted advocacy practices in action, not just words.
  
- **National / Policy Level:**
  - Girls' advocacy in energy transition led to initiatives benefiting women (e.g., gas cookers).
  - Youth perspectives formally acknowledged in discussions with institutions, increasing youth participation in climate dialogue.
  - Influence on municipal waste management approaches (segregation, recycling).

## 2. Partial or early-stage outcomes

**10** said they participated in an action that led to partial or early-stage outcomes

- Some actions resulted in commitments or intentions, but full implementation or measurable impact is still pending.
- Encouraged dialogue between youth, communities, and decision-makers, even if formal policy changes weren't immediate.
- Some advocacy events or initiatives strengthened awareness and engagement but had limited follow-through.

## 3. No direct commitments or policy changes

**17** said they participated in an action that didn't have concrete results

- These respondents reported no commitments or policy shifts as a result of their advocacy.
- Reasons cited were: limited time, lack of follow-up, or external constraints (resources, stakeholder availability).

MOs adopted **different approaches to implement the advocacy component** of GLACC. For instance, during the second phase in Tanzania, efforts were consolidated into a single, collective advocacy action. In contrast, in Fanilon'i, Madagascar, a smaller group of 10 GYW received advocacy training and formed separate groups to implement multiple actions in their respective dioceses. A similar decentralised approach was observed in India, where 40 young people (21 GYW and 19 BYM) were trained and went on to implement 27 distinct actions within their local units, each engaging between eight and 25 participants.

In total, **63 advocacy actions or campaigns were reported**, through ACs reports and observations from local advocacy coordinators. Our analysis indicates that **six of those resulted in concrete advocacy outcomes**, such as changes in regulations, policies, or actions taken by governmental or non-governmental institutions. A further **26 actions achieved intermediate results**, including commitments from authorities or community leaders or the inclusion of key issues in formal discussions or agendas. Among the remaining 31 actions, many demonstrated strong awareness-raising efforts that led to tangible community-level changes and practical actions, even if they did not result in formal policy or institutional shifts.

A significant proportion of initiatives resulted in meaningful community-level changes, such as increased awareness and the implementation of practical actions. However, it was often unclear whether these initiatives were designed with explicit advocacy objectives or could be classified as advocacy actions. Based on the available reports, many activities appear to have focused primarily on awareness raising or direct community engagement, rather than on influencing decision-makers or institutional change.

This suggests a degree of ambiguity among both participants and supporting MOs regarding the **distinction between awareness raising and advocacy**, which should be clarified in future phases. In some cases, though, awareness-raising efforts may have been strategically intended to support advocacy goals by building community engagement and strengthening the legitimacy of advocacy demands. However, due to inconsistent use of the reporting template provided by WAGGGS, the available data is limited. As a result, it is not always possible to determine whether such strategic intent was present.

Here are some **examples of actions that achieved advocacy results**, which for the purposes of this evaluation, are only initiatives that intentionally targeted decision-makers or aimed to influence policies, systems, or institutional practices.

<b>Contribution to review of the Tanzania National Climate Change Response Strategy</b>
A notable example is the national-level advocacy action led by GYW from Tanzania, which contributed to the review of the Tanzania National Climate Change Response Strategy with a focus on integrating gender considerations. The initiative involved participation in stakeholder consultations, policy review processes, and validation workshops, as well as the development of evidence-based recommendations. As a result, the group successfully formulated and submitted gender-responsive policy proposals, enhancing the visibility and influence of GYW’s perspectives within climate policy discussions.
<b>Integration of climate change awareness into community meetings and agreement to promote environmental protection at public water sources</b>
Another successful action engaged local leaders in the Gasaka Sector, Rwanda to integrate climate change awareness into community meetings and promote environmental protection at public water sources. Activities included direct meetings with decision-makers, development of practical awareness content, and proposals for environmental signposts linked to health and climate impacts. The action resulted in commitments from local authorities to include climate sessions in community meetings and install protection signposts at public water sources, while increasing recognition of girls’ leadership in climate action
<b>Canal cleaning and improved drainage</b>
In Madagascar, an initiative aimed to <b>address blocked drainage channels</b> along a main road 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 partially reducing flooding risks. The WAGGGS evaluator met one of these authorities who confirmed that the request made by the girls helped bring attention to environmental challenges related to waste and canal blockage in the community. The following request, which included photographic evidence of the canal’s condition, further reinforced the importance of addressing the problem and encouraged the local authorities to recognise the issue and take action.
<b>Protection of coastal ecosystems through mangrove restoration</b>
An action in Cotonou, Benin, to <b>address coastal ecosystem degradation</b> 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 successful planting of 2,000 mangrove trees with government support, contributing to ecosystem restoration, climate mitigation, and increased community awareness and engagement.

There were also several awareness raising initiatives that achieved impressive results. For example, an action in India contributed to addressing how girls and women are disproportionately affected by climate change, the problem that GLACC aims to address. This community-based initiative focused on **raising awareness among girls and young women about education, health, and their rights**, while engaging families and community members. Activities included awareness sessions, group discussions, peer education, and informal counselling to support girls’ empowerment and participation. The action resulted in increased knowledge, confidence, and positive engagement among participants, contributing to a more supportive environment for girls’ development.

### *ACs engagement and demonstration of skills*

Local Advocacy Coordinators across all countries and organisations, noted that **engagement and motivation of advocacy champions were consistently high**. Even where engagement varied, a core group consistently drove activities forward. Motivation was highest when issues were locally relevant and linked to visible outcomes such as clean-ups, tree planting, and waste reduction, often reinforced by community recognition. Lower or inconsistent participation was mainly due to academic pressures, time constraints, and logistical or personal challenges, affecting consistency rather than overall commitment. Across contexts, participants demonstrated strong resilience, adapting to challenges and sustaining actions even when group engagement declined.

Local Advocacy Coordinators also provided their **observations on the skills demonstrated and lacked** by the each of the advocacy groups they worked with. Across all countries, advocacy champions demonstrated strong foundational skills, particularly in:

- Communication and public speaking
- Teamwork and leadership
- Community engagement and mobilisation
- Basic advocacy and planning

However, several common gaps emerged:

- Monitoring, evaluation, and data skills – limited ability to track impact and document results
- Advanced advocacy and policy engagement – challenges influencing decision-makers and navigating formal processes
- Technical knowledge – gaps in sector-specific expertise (e.g. climate, agriculture, waste, infrastructure)
- Strategic planning and follow-up – limited long-term planning and sustained stakeholder engagement
- Digital advocacy skills – need for stronger use of media and online tools
- Time management and coordination – affecting consistency in some contexts

While champions are strong at raising awareness and mobilising communities, they sometimes struggle to:

- Propose feasible, evidence-based solutions
- Engage confidently with technical experts or authorities
- Influence policy decisions, which often require technical arguments

The observations from the coordinators about the skills demonstrated were strongly aligned with the skills that the ACs reported having developed suggesting that GLACC was effective in building the essential interpersonal and introductory advocacy skills required for action. In terms of the skills lacked, across both perspectives, a consistent pattern emerged: champions are less equipped for higher-level advocacy processes that require sustained engagement with institutions, technical expertise, and structured strategic planning.

Future trainings could place greater emphasis on advanced advocacy skills, monitoring and evaluation, and strategic engagement to help ACs move from effective local actions to sustained, policy-level impact. Actions could also be strengthened by supporting ACs to deepen their knowledge of the issues they advocate for, for example by providing guidance on reliable information sources. In addition, increasing their understanding of policy and governance systems—such as local government structures, legal and regulatory frameworks, and public

service budgeting and delivery processes—would enable ACs to advocate more credibly and propose practical, realistic solutions.

*“As a GLACC Advocacy Champion, I had the opportunity to meet national leaders, including the Minister of Environment and Sustainable Development of Benin, to discuss climate policy and the role of youth. I also met local decision-makers, such as neighbourhood leaders, to obtain authorisation to organise awareness sessions. I designed and facilitated workshops in local schools and an orphanage to raise climate awareness among young students. I was also one of the organisers of “Calavi City Clean,” a major ecological march that mobilised our community, and I actively participated in the “Power Up for Renewable Energy” campaign. These experiences strengthened my practical understanding of climate action on the ground.”*

*Benin AC*

Likewise, feedback from the ACs provided inputs into the areas for improvement in this pillar of GLACC. When asked what they wish it had been done differently, their answers also showed some patterns:

<b>Theme</b>	<b>Example Feedback</b>	<b>Approx. Frequency</b>
<b>Financial / logistical support</b>	Funding for travel, resources, or transport; permission to travel letters	8
<b>More practical / hands-on training</b>	Simulations, real advocacy exercises, case studies, tree planting	10
<b>Continuous mentorship / follow-up</b>	Guidance during/after advocacy, more MO support, sustained mentoring	6
<b>Teamwork / collaboration</b>	Working with peers, inclusion of all participants, more decision-making autonomy	4
<b>Time management / longer activity periods</b>	More time for planning or implementing advocacy activities	4
<b>Satisfied / no changes needed</b>	“Nothing,” “Everything was perfect,” “No”	18
<b>Other minor suggestions</b>	Deeper exploration of climate policies, risk management guidance	3

### Unintended results

Beyond technical skills, GLACC contributed to increased confidence, identity, and sense of belonging among ACs. Many participants described personal transformation, including increased self-esteem and aspirations for future leadership roles. In some contexts, participation as ACs also created new opportunities for girls to engage in broader organisational activities, further strengthening girl-led participation. Further, MOs gained visibility and increased their presence in spaces of debate, and their capacity to support GYW’s advocacy more strategically.

*“Honestly, I used to be the person who sat in the back of the room and stayed quiet. YLACC [GLACC’s name in India] 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.”*

*Girl from Eastern India, 14 years*

TGGA identified advocacy as one of its most significant areas of growth, recognising that earlier efforts—such as awareness campaigns, clean-ups, and public messaging—were well-intentioned but often disconnected from the policy spaces where real influence occurs. Through GLACC, the organisation learned that effective advocacy demands technical grounding, policy analysis, and intentional engagement with decision-makers, rather than spontaneous activities aimed at the general public. By bringing in a consultant to guide girls and leaders through reviewing national climate policies, analysing gender–climate intersections, and practising how to approach officials, TGGA shifted from broad awareness-raising to structured, strategic action.

#### Lessons learnt

##### **Key learning**

1. Strengthen training, ongoing mentoring and support in areas identified as gaps
2. Help participants clearly distinguish between advocacy and awareness-raising at an early stage
3. Further strengthen MO capacity to support advocacy in a more strategic way
4. Consider investing in external or expert technical support to complement training and bring country specific knowledge

Local coordinators consistently identified strengths among ACs in communication, leadership, and community mobilisation. However, several recurring capacity gaps were also noted, particularly in policy literacy and advocacy strategy, monitoring, evaluation and learning, technical climate knowledge, digital engagement, and long-term planning and stakeholder follow-up.

ACs also expressed further areas of support which could help them achieve greater results, including financial and logistical support, more practical and experiential learning opportunities, stronger facilitation of teamwork and collaboration, additional time for planning and implementation, and clearer guidance on risk management.

Findings also suggest the importance of helping participants clearly distinguish between advocacy and awareness-raising at an early stage, before they choose their pathway within GLACC. Those focusing primarily on community awareness could benefit from more tailored guidance through the Community Action component and associated grant mechanisms.

Strengthening training and ongoing mentoring in these areas—tailored where necessary to national and local contexts—could support ACs in progressing from effective community mobilisation to more sustained and strategic policy influence.

Future programming could further strengthen MO capacity to support advocacy in a more strategic way, including clearer conceptual guidance on advocacy versus awareness-raising, improved mentoring systems, and deeper knowledge of climate issues and policy systems to enable more credible and effective advocacy.

Finally, the experience of the Tanzania MOs highlights the value of investing in external or expert technical support to complement training. Such support can help shift programming from dispersed, activity-based initiatives towards more focused, policy-oriented advocacy capable of influencing decision-making processes.

## 4. Participating in the Global Climate Debate

Outcome 4 - GYW speak out globally about climate change and its gender dimension

### Key achievements

- 21 GYW gained knowledge, skills and confidence to conduct advocacy internationally
- 21 GYW participated in international events where climate change and/or its effects were discussed and spoke out on climate change and its gender dimensions on a global stage
- 21 GYW implemented follow-up activities, including knowledge-sharing workshops, engagement with decision-makers, youth-led climate initiatives, and ongoing advocacy to integrate climate and gender priorities into local policies and programmes
- IACs organised and hosted side events, gaining visibility and recognition at 3 COP events and benefited from advocacy opportunities, networking, and day-to-day team capacity building.
- GYW participation in COP28 elevated girls' voices in gender-responsive climate policy and negotiations
- GYW participation in COP29 strengthened community-level youth advocacy and expanded participation
- GYW participation in COP30 amplified global visibility of girl-led climate solutions and built strategic networks
- GYW participation in UNEA showcased youth-led environmental initiatives and engaged policymakers

Girls and women in Africa are among the groups most affected by climate change, yet their voices are largely absent from international climate discussions. To address this, GLACC works to equip girls and young women with advocacy skills and brings them to international events so they can participate directly in global climate debates.

### Outcome achievements

Over the three years of Phase II, 21 GYW were trained and attended major international climate and environmental events, becoming International Advocacy Champions (IACs). With guidance from WAGGGS, they prepared for these events and spoke out on climate change and its gender dimensions on a global stage, sharing perspectives from their countries and raising awareness of girls' and young women's priorities in climate action. These moments, though small in scale, planted the seeds for broader advocacy work at home. Upon returning, all IACs implemented follow-up activities, including knowledge-sharing workshops, engagement with decision-makers, youth-led climate initiatives, and ongoing advocacy to integrate climate and gender priorities into local policies and programmes, turning their international experiences into tangible local impact.

### Year one

#### *IACs learning and development*

In 2023, seven GYW gained knowledge and skills to conduct advocacy internationally became IACs. Participation in the training and attendance at COP28 provided a significant learning experience for the GYW. The pre-event training covered four key areas: communication, advocacy, safeguarding, and climate change and gender. However, the most valuable learning occurred through practical experience, supported by mentoring both before and during the event.

Following COP28, the IACs were consulted to assess how much they had learned through their experience as GLACCs advocates, as well as their confidence in applying this learning across 12 key areas of international climate advocacy:

1. COP28 key message and how to communicate it
2. Different communication tools/ channels to be used during COP28
3. WAGGGS branding
4. COP28 communication plan
5. Advocacy in a global context
6. COP functionalities
7. How to do successful advocacy work in international conferences
8. Doing an elevator pitch
9. WAGGGS safeguarding policy
10. Global Climate issues
11. The relation between gender and climate change
12. Climate and gender related issues in your community

Across eight of these areas, at least six IACs reported that they had learned “a lot” (compared to “some learning” or “almost nothing”). Four areas (2, 6, 7, and 10) had between two and four IACs reporting “some learning.” All but one IAC reported having learned “a lot” in at least 10 of the 12 areas.

In terms of their confidence to put those into practice during the event, IACs rated most areas as medium or high. The lowest confidence levels were reported in the use of communication tools (2), advocacy in a global context (5), and global climate issues (10).

In an open questionnaire, all IACs reported significant growth in their knowledge of climate change, particularly in understanding its links with gender and the importance of inclusive representation. They said they developed a stronger grasp of advocacy processes, especially in international contexts, and improved their understanding of climate policy, research, and the complexity of global climate discussions.

In terms of skills, all champions highlighted major improvements in communication—ranging from public speaking and engaging high-level stakeholders to social media management and conveying complex information to diverse audiences. They also emphasised strengthened abilities in leadership, teamwork, networking, and collaboration, alongside more advanced skills such as lobbying, negotiation, and strategic advocacy planning. Overall, the experience enhanced both their confidence and their capacity to effectively contribute to climate action at local and international levels.

*“My skills in advocacy have been fully improved through the training sessions we had before attending COP28 and with my own experience when I met leaders and had to discuss with them at COP28.”*  
IAC who attended COP28

## *Event Results*

On the IACs perspective, **the delegation had a unified focus on gender-inclusive climate advocacy, empowerment, and policy influence.** Their objective was to present WAGGGS' key demands (developed with their participation) to decision-makers and ensure gender perspectives were included in climate policy. They also consistently mentioned raising visibility—through media, networking, or branding WAGGGS—and influencing policy and decision-making at both national and international levels.

Overall, the champions reported that their objectives were largely achieved or partially achieved. As a group, they organised and hosted side events, gaining visibility and recognition at COP28, and benefited from advocacy opportunities, networking, and day-to-day team capacity building. Most noted success in **advocating WAGGGS' key demands, engaging with decision-makers, participating in high-level sessions, and gaining media visibility.** They highlighted concrete outcomes such as the inclusion of girls' voices in negotiations that resulted in important outcomes, such as the decision on “loss and damage”, and gender-responsive climate commitments. Those decisions can't be attributed to their action, but they joined forces with other groups which pressured for those outcomes.

**Some objectives were partially achieved,** particularly those requiring broader systemic change, like full inclusion of girls' voices across all countries or universal adoption of declarations. Nevertheless, all champions agreed that meaningful progress was made toward advancing gender-inclusive climate advocacy and influencing policy discussions at COP28.

In terms of their **personal objectives,** the champions mainly aimed to improve their advocacy and communication skills, influence policy, engage with media, and build networks with decision-makers and climate experts. Several also wanted to gain confidence in public speaking, represent WAGGGS effectively, participate in negotiations, and establish collaborations for projects in their countries.

Most champions reported that **their personal goals were partially or fully achieved.** Champions expanded their networks, met influential decision-makers, improved public speaking, and deepened their knowledge of climate issues, especially the gender dimensions of climate change. Media engagement was also widely noted. Objectives related to policy influence, high-level negotiation participation, and forming specific collaborations were often partially achieved or still in progress, reflecting the complexity and time required to influence international climate policy and establish lasting partnerships.

The champions mostly reported **minor unmet goals.** Some were unable to meet specific decision-makers, share personal projects like a climate change book, or deliver an elevator pitch at a high-level session. A few had no unmet objectives.

## *Challenges*

The main challenges reported by the champions were largely logistical and personal adaptation issues. As a group, they struggled with navigating the large conference venue, managing time, and coordinating attendance across different zones, which sometimes made it difficult to participate in all events together. Individually, champions faced challenges such as overlapping sessions, language barriers, and feeling overwhelmed by the number of events, but they adapted by focusing on specific thematic areas, using maps, and adjusting their schedules.

### *Follow up activities*

Across the six countries, the IACs undertook a range of follow-up actions focused primarily on sharing COP28 learnings and initiating dialogue with national and local authorities. In Benin, Rwanda, Madagascar and India, IACs convened sessions with local ACs to consolidate key national demands before presenting them to relevant ministries or government bodies. These engagements generally resulted in expressions of openness to continued dialogue, with some authorities indicating interest in future collaboration or integrating specific proposals—such as gender-responsive climate education or youth-focused climate dialogues—into ongoing discussions. In some cases, ministries or senior officials participated in subsequent events organised by the MOs or champions, signalling a degree of institutional receptiveness. In Madagascar, the IAC participated in national restitution processes, helping strengthen understanding of climate impacts on girls' lives.

Beyond these initial meetings, several champions continued to engage with public institutions, civil society organisations and, in some cases, private-sector actors. In Liberia, the delegate remained involved in policy-related work through her representation at the Ministry of Gender, Children, and Social Protection, contributing to legislative reviews and resolutions linked to climate action. In India, the champion maintained ongoing advocacy with multiple authorities and networks, complementing this with youth mobilisation activities at community level. In Madagascar, early discussions with the Ministry of Environment and Sustainable Development progressed toward a potential formal collaboration agreement. While the depth and outcomes of these engagements varied, the collective efforts demonstrate sustained attempts to translate COP28 participation into continued advocacy, institutional outreach and awareness-raising within national contexts.

*“Attending COP28 was a big step for me. One of our significant achievements was prioritising the establishment of a loss and damage fund, ensuring that vulnerable communities receive the support they urgently need to recover from climate calamities. This achievement marked a historic step towards addressing the immediate impacts of climate change and providing vital assistance to those most affected. My experience at COP28 taught me valuable lessons about the power of collective action and the importance of advocating for meaningful climate solutions. It was an inspiring journey, and I am proud to have played a part in shaping the outcomes of this historic conference.”*

*IAC who attended COP28*

### **Year two**

#### *IACs learning and development*

In 2024, seven GLACC GYW attended COP29, representing all GLACC countries at the time: Benin, India, Liberia, Madagascar, Rwanda, Tanzania, and Uganda. Prior to the conference, they took part in a training programme covering climate change, gender, global advocacy, communication, and storytelling. The training included discussions on the intersection of climate change and gender, with a focus on how climate impacts disproportionately affect girls and young women. Participants also engaged with former COP delegates to reflect on key challenges and opportunities for girl-led climate advocacy. Safeguarding was integrated throughout the training, with guidance on ensuring

that advocacy efforts prioritise the safety and well-being of girls. The group also collaborated to develop WAGGGS' key demands document for use during the conference.

During COP29, the participants were supported by the WAGGGS team to engage in the event and contribute their perspectives, particularly on the gender dimensions of climate change, in spaces involving a range of stakeholders, including policymakers.

#### *Event participation*

Through their participation in COP29, the IACs had opportunities to:

- attend official negotiation sessions, with some presenting the group's key messages
- engage with national delegations throughout the event
- present their key demands in country-led meetings and events
- contribute to the organisation of five side events in partnership with other organisations, including the first-ever networking session for children attending COP29
- participate in media interviews with national and international outlets

#### *Follow up activities*

Months later, the IACs reported actions that demonstrated a strong commitment to advancing gender-responsive climate action through awareness, capacity building, and engagement with stakeholders. Collectively, they educated and empowered girls and young women at community level, expanded youth participation in climate initiatives, and created spaces for dialogue on the intersection of gender and climate change. Several champions engaged national and local authorities—through meetings, reports, campaigns, and formal submissions—to elevate girls' voices and advocate for more inclusive policies, with some early signs of institutional recognition and openness to gender integration. Others focused on strengthening the pipeline of future advocates by training and mobilising girls, laying the groundwork for longer-term policy influence. Across contexts, their efforts contributed to increased visibility of youth-led, gender-responsive climate advocacy, while building momentum for sustained engagement with decision-makers.

Here are some examples of how they translated their experiences into local climate action and youth engagement. In Rwanda, the delegate organised a knowledge-sharing workshop with 30 Girl Guides, highlighting lessons from COP29 and facilitating the development of national advocacy demands for presentation to decision-makers. In Madagascar, the delegate strengthened partnerships with a reforestation organisation, led a tree-planting initiative with 2,500 young plants, and continues to mentor 10 advocacy girls across the country while preparing workshops to enhance climate awareness nationwide. The Benin delegate engaged in multiple debrief and campus-based restitution sessions, collaborating with university students, young activists, and partner organisations to evaluate outreach efforts and foster youth-led climate initiatives. In Liberia, the delegate has been instrumental in supporting regional advocacy strategies, educating GYW on climate change adaptation, and serving as the focal point for the MO.

#### *Limitations and Challenges*

Across countries, the advocacy champions faced a common set of challenges, particularly limited access to decision-makers, difficulties in sustaining follow-up engagement, and constraints in funding and logistical support. In both Rwanda and Benin, the absence of a dedicated budget meant that planned engagements—such as feedback sessions, advocacy meetings, and national

campaigns—were either delayed, scaled down, or required adaptation to be carried out with minimal resources. Internal MO coordination also hindered the implementation of key activities. To navigate these barriers, they relied on existing networks, partnerships, and digital platforms, though these solutions did not fully resolve structural limitations.

Reflecting on their experiences, many champions identified gaps in practical skills that would have strengthened their impact. These included policy advocacy and strategic communication—especially for engaging and following up with policymakers—as well as resource mobilisation, budgeting, and project management. Others highlighted the need for skills in digital storytelling, online campaigning, and building effective collaborations with government institutions. Overall, they expressed a desire for more applied, hands-on training to complement the foundational advocacy knowledge they had received.

Looking ahead, the advocacy champions planned to build on the momentum gained after COP29 by continuing community awareness efforts, strengthening advocacy capacity, and deepening engagement with policymakers. Many aimed to follow up on previous actions while expanding partnerships with youth-led and women-led organisations. They also intended to amplify their impact through ongoing campaigns, both online and offline, and by equipping more girls with advocacy skills. Overall, their answers reflected their intention to continue engaged in climate action, influencing gender-responsive climate policies, and scaling up youth-led climate action at local and national levels.

*“This experience has been transformative. It has empowered me with the confidence to speak up, lead, and inspire change in my community. Being part of the WAGGGS delegation at COP29 gave me a global perspective and showed me the importance of grassroots voices in international spaces. Personally, I’ve learned the value of persistence, collaboration, and the power of girls when they are equipped and supported.”*

*IAC who attended COP28*

### Year three

In the third year of Phase II, GLACC took seven young women from Africa, Asia Pacific and Latin America to two important international events: five IACs to COP30 and two to the 2025 meeting of the United Nations Environment Assembly (UNEA).

#### *IACs learning and development*

Before departure to events, the IACs participated in training sessions tailored to each of the events. They received advice on safeguarding, to ensure that all advocacy initiatives prioritise their safety, dignity, and well-being. They met previous IACs and learnt about their experience. For COP, they were also encouraged to meet their country’s delegation to understand their government stances, their country’s official climate action plan and state of its implementation. Finally, some of the IACs contributed to the development of WAGGGS’ key demands document for COP, which ensured a meaningful girl participation in this aspect of the project.

All seven IACs answered the event follow-up questionnaire, providing their perspective on their experiences and learning. Most of the COP girls reported that they had learnt “a lot” with the experience on at least 10 of the 12 thematic areas (the UNEA questionnaire didn’t include this

section). The areas in which more than one girl reported some or a little learning were on the communication tools (similarly to 2023), on the COP30 communication plan and the COP functionalities. These were also the areas where more girls didn't have high confidence, together with Advocacy in global context and on doing advocacy work in international conference.

In addition to those, the IACs listed a range of knowledge and skills related to climate advocacy and leadership developed through their experience. They mentioned an increased understanding of climate change, including its global dimensions and its intersection with gender, as well as greater awareness of international policy processes and spaces such as COP and UNEA. Several also highlighted a stronger ability to connect local community experiences with global climate discussions and to recognise the importance of inclusive, youth-led approaches to climate action.

In terms of skills, the experience supported the development of advocacy, communication, and public speaking abilities, alongside increased confidence in engaging with diverse audiences, including policymakers and other stakeholders. Many participants also reported improvements in networking, collaboration, and strategic planning, as well as the ability to navigate multicultural environments and communicate complex issues more effectively. More broadly, the programme contributed to strengthening leadership skills, self-confidence, and the capacity to take initiative in advancing climate-related actions within their communities and beyond.

*“I have developed strong leadership skills, including confidence to speak in public, represent others, and take responsibility for climate advocacy. I learned how to engage decision makers respectfully, how to prepare key messages, and how to communicate clearly in different spaces, from community discussions to international conferences like COP30. GLACC has shaped me into a more confident, informed, and committed young climate leader.” IAC who attended COP30*

## Results

In UNEA, the IACs identified as key objectives for their participation to **represent the perspectives of girls and young women, to promote inclusive and gender-responsive climate action, to share community experiences, and build networks to support ongoing advocacy**. Overall, these **objectives were largely or partially achieved**. Participants contributed to discussions in side events and other forums, raising issues such as youth inclusion and access to climate information. They delivered presentations, asked questions, engaged with policymakers and civil society actors, showcased initiatives such as GLACC and another of WAGGGS' environmental programme, and built connections with other delegates and organisations.

*“I have learnt what it takes to be heard and to participate in policy making on environment issues which is through channels, collaboration and speaking out. I gained skill of strategic planning, collaboration and networking since I became a GLACC advocacy champion.”  
IAC who attended UNEA*

At COP30, on the IACs perspective, the main objectives of the group were to **amplify the voices of girls and young women in global climate discussions, advocate for gender-responsive and youth-led climate action and raise awareness of WAGGGS' key demands**. They also aimed to

engage with policymakers and national delegations, build networks and partnerships, showcase girl-led solutions, and promote greater inclusion of young women in decision-making processes.

*“I actively participated in different COP30 sessions, engaged in discussions, and interacted with negotiators and other stakeholders. I confidently represented WAGGGS and my association, while also proudly representing my country. Through this experience, I gained practical international advocacy skills, improved my understanding of how global climate decisions are negotiated, and significantly strengthened my confidence to speak and act in international spaces.” IAC who attended COP30*

Overall, these **objectives were largely achieved**, with some areas only partially met. The IACs reported **successfully increasing the visibility of girls’ perspectives** by participating in side events, delivering sessions in the Youth Pavilion, and consistently **sharing key advocacy messages** in meetings and networking spaces. Many were able to **engage directly** with national delegations, ministers, and other stakeholders, while also strengthening connections with youth advocates and organisations. However, outcomes related to influencing policy decisions, ensuring sustained engagement with high-level decision-makers, and securing stronger partnerships were more limited, reflecting the broader constraints of influencing formal processes within a single COP.

These results were achieved through a combination of advocacy and engagement activities. The delegates contributed to two side events organised by WAGGGS in partnership with other organisations, and attended meetings and events hosted by their national delegations, where they presented WAGGGS’ key demands and engaged with national representatives. They connected with over 20 international decision-makers and organisations—including Ministers of Environment, Education, and Gender, as well as national negotiators—advocating for gender-responsive climate policies. In addition, they participated in nine interviews with international and local media outlets, including Reuters, Amazônia Vox, and Global Women Voices.

COP30 marked a significant milestone for gender-responsive climate action with the adoption of the 2025–2034 Belém Gender Action Plan (GAP), which explicitly addresses care work, sexual and reproductive health, and the protection of female environmental defenders. Civil society played a key role in shaping this outcome, and the group of girls and young women from GLACC contributed as part of this broader effort. While their individual impact was small and difficult to quantify, their active presence at such a pivotal moment helped diversify the voices in the global debate and strengthen the representation of young women from diverse backgrounds.

The IACs identified a range of **personal objectives** for attending UNEA and COP30, primarily focused on gaining first-hand experience in international policy spaces, strengthening their confidence and public speaking abilities, and developing skills in advocacy, networking, and strategic engagement. Many also aimed to better understand global climate negotiations, represent their countries and organisations, build connections with other stakeholders, and grow as young climate leaders capable of linking global processes to local action.

Overall, these personal **objectives were largely achieved**. Participants reported significant progress in building confidence, improving communication and advocacy skills, and gaining

practical exposure to international environmental governance processes. Many highlighted successful engagements in discussions, events, and networking opportunities, as well as increased ability to represent their organisations and perspectives in diverse settings. Some objectives—particularly those related to influencing negotiations directly, securing funding, or establishing long-term partnerships—were only partially achieved, but were often reframed as longer-term goals. They reported that the experience provided a strong foundation for ongoing advocacy, leadership development, and peer collaboration.

*“Beyond the formal sessions and advocacy spaces, it was an experience of deep sisterhood, solidarity, and mutual support among girls and young women from diverse cultures and backgrounds. Living and working alongside people with different perspectives taught me the value of empathy, respect, and collaboration despite our differences. This experience strengthened not only my advocacy skills, but also my sense of purpose, belonging, and responsibility as a global climate advocate.” IAC who attended COP30*

While the IACs achieved many of their personal and collective goals, some objectives were only partially met. Commonly, **delegates hoped for more direct influence on formal negotiations, greater access to decision-makers, and increased visibility in sessions**, but time constraints, overlapping events, and limited access to high-level or formal spaces restricted these opportunities. Some also aimed to create more content for sharing experiences or secure immediate funding for local initiatives, which proved difficult due to logistical and technical limitations.

### *Challenges*

Key challenges faced by the IACs included navigating simultaneous sessions, managing intense schedules, coping with physical fatigue from long days and, in some cases, extreme heat, and overcoming language barriers. Additional hurdles were adapting to technical policy language, last-minute changes in sessions or priorities, and coordinating delegation activities while balancing personal learning and networking. Despite these constraints, delegates reported that these experiences strengthened their resilience, adaptability, teamwork, and problem-solving skills.

### *Follow up activities*

Following UNEA and COP30, delegates reported that they plan to translate their international experience into local and national climate action. They aim to share knowledge and key lessons with their communities and youth groups through mentoring, discussions, workshops, and social media. Many intend to continue advocacy by promoting girl-led climate initiatives, strengthening climate education, and encouraging youth participation in decision-making. They also plan to maintain and activate networks built during the conferences, seek partnerships, and secure funding for local projects.

Personal commitments include leading capacity-building sessions, implementing GLACC activities in schools, creating climate-focused projects, and serving as role models for sustainable practices. Overall, all delegates expressed a strong intention to continue long-term climate advocacy and community engagement.

## Unintended results

Two notable outcomes emerged from the participation of IACs that were not initially anticipated. First, participation in GLACC created pathways for further engagement in international policy spaces. For example, a former COP27 delegate from Benin was later invited to join her country's junior delegation and continued her involvement as a junior negotiator, including at COP29. Second, some former participants have taken on expanded roles within GLACC, including leading advocacy trainings, supporting decision-making, and acting as regional focal points. In countries such as Liberia and Benin, they have contributed to coordinating activities, mentoring peers, and strengthening local implementation.

## Lessons learnt

### Key learning

1. Early planning and structured preparation for events are critical
2. Define clear roles and focused priorities for IACs and ensure strong coordination during events
3. Practical skills in policy advocacy, strategic communication, and navigating global climate processes need to be strengthened further
4. Dedicated funding and planning for post-event follow-up is essential to sustain momentum and translate international participation into action at national and local levels.
5. Monitoring and evaluation systems need to be strengthened to better understand and evidence the longer-term impact of girls' participation in global events.

## Event attendance lessons

Overall, the experience was seen as highly valuable for the girls' personal growth and future climate advocacy work. Some key areas for strengthening future engagement were learnt by the team through their participation in COP28, COP29, COP30, and UNEA:

- Early planning and preparation were identified as critical, including selecting delegates well in advance, starting training early, and ensuring logistical arrangements such as travel and accommodation are organised ahead of time.
- Structured preparation—combining online training with in-person sessions—was found to improve confidence, readiness, and the ability of delegates to effectively participate in global discussions.
- Effective coordination during the events, assigning clear roles and limiting the number of advocacy priorities per delegate, holding daily team check-ins, and ensuring strong communication support helped improve team efficiency, coherence in messaging, and overall wellbeing. This included the need for a designated team member responsible for managing communications and visibility during the event.
- Early identification of key policy processes, stakeholders, and entry points increased opportunities for meaningful participation.
- Practical challenges such as limited accreditation, overlapping sessions, and safety considerations emphasised the need for contingency planning and clear guidance on navigating complex event environments.

### *Outcome lessons*

After COP28, many girls reported limited confidence in their understanding of global climate issues. By COP30, this had improved significantly. However, areas where confidence remained lower included using different communication tools and channels during COP, as well as navigating advocacy in a global context. Future trainings and mentoring could focus on these areas to strengthen knowledge, skills, and the IACs confidence.

Based on what IACs expressed that they wish they had learnt before attending COP, future trainings could enhance practical, hands-on skill building in policy advocacy, strategic communication, and effective engagement with decision-makers. It could also strengthen capacities in resource mobilisation, budgeting, digital campaigning, and cross-sector collaboration to better support sustained advocacy impact.

The lack of funding for follow-up activities was a challenge, limiting the IACs ability to sustain momentum and constraining the expansion of their advocacy initiatives. Allocating a dedicated budget for follow-up activities in future years could support the full realisation of these outcomes, which are an integral part of the IACs' experience.

Finally, while this outcome highlights the importance of girls' participation in international events—a significant step toward diversifying voices in global climate discussions—the limited resources and lack of MEL experience within the MOs have made it difficult to track the real impact of their actions after returning home. As a result, our understanding of how the IACs' international participation translated into tangible national or local advocacy outcomes remains limited, extending beyond a record of the activities they carried out.

## 5. Strengthening Member Organisations

Outcome 5 - Girl Guiding/ Scouting Associations have improved capacity to implement a girl-led climate change non-formal education programme

### Key achievements

- New GLACC curricula developed for Asia Pacific and for the North Hemisphere.
- 4 new countries in Africa have adapted the GLACC curriculum to their context and successfully implemented it.
- 244 trainers of leaders trained to deliver training on the GLACC curriculum
- 3,913 leaders trained to deliver the GLACC curriculum.
- 52,144 pre-curriculum surveys and 41,832 post- from GYW and BYW provided strong data that showed achievement of the curriculum results.
- 6 MOs adopted new MEL tools and improved their ability to do MEL.
- 6 MOs learnt about girl-led advocacy and gained skills to better support their ACs.
- 6 MOs better integrated in their countries' climate change debate, through partnerships and stronger presence, and with more visibility in the sector.

GLACC aims to strengthen the capacity of MOs to deliver a climate change programme using a low-cost, participatory approach. MOs received guidance and support on developing, adapting, or enhancing a climate change curriculum; training leaders to deliver it effectively; using MEL systems to monitor progress, assess results, and integrate learning into management decisions; supporting girl-led advocacy; and increasing meaningful girl participation.

### Outcome achievements

During GLACC's Phase II, seven MOs in Africa and India strengthened their capacity to implement a girl-led climate change non-formal education programme. Below are details about how this happened.

#### *New climate change curricula*

In phase II, new GLACC curricula were:

- Developed for Asia Pacific, specifically for India, then adapted for Sri Lanka
- Adapted for Liberia, Madagascar and Rwanda
- Enhanced in Benin and Tanzania
- Developed for the Global South and for the Europe Region (yet to be evaluated) and made available online for MOs, leaders and the public in general.

The strong results in outcomes one and two are evidence of the quality of the curricula. However, further assessments evaluated the process of creation, the content and the implementation processes of the curricula, identifying areas for improvement.

In India, the development of the new curriculum followed a structured, guided process, facilitated in person by the GLACC MEL Manager. It began with a thorough analysis of climate change in India, its impact on youth and its gender dimension. This analysis formed the foundation for India's Theory of Change, which was developed with active youth participation. The curriculum content emerged from this process and was further refined through co-creation workshops with young people.

A key observation was that the in-person facilitation allowed the curriculum development process to be completed in just five days, involving various stakeholders from the organisation, youth, and other actors in the climate space. This approach proved highly efficient and informative, producing a well-grounded and contextually relevant curriculum more quickly than the processes conducted in other countries.

In other countries, curriculum development began with independent problem analyses, referred to as Landscape Studies, guided by the MEL team. These studies helped MOs deepen their understanding of local climate issues and informed the review and adaptation of the curriculum to their local context. Co-creation workshops with GYW ensured the relevance and appropriateness of the content. A challenge of this process was the long duration of the process, which delayed the completion of the curriculum.

### *Curricula training*

A total of 244 trainers were trained to deliver the GLACC curriculum, and they subsequently trained 3,913 leaders, who implemented the curriculum with their units of GYW, and in India also BYM. Trainers and leaders completed surveys to assess their knowledge and skills on climate change before and after the training, as well as an end-of-training evaluation. The results were shared with MOs to help support leaders in delivering the curriculum effectively.

Overall, trainers and leaders reported satisfaction with the training. One area of lower rating, particularly in the African countries, was the limited time allocated for training and the fast pace. A similar, though less pronounced, trend was observed in India. In contrast, leaders in Madagascar expressed satisfaction with both the pace and duration of the training.

Despite these challenges, most participants felt confident in their learning by the end of the training. In the African countries, 76% of participants indicated that they “knew a lot” (31%) or “knew a lot and felt confident in delivering it” (45%). In India, confidence was lower, with only 40% of participants placing themselves in these top categories, while over half selected the middle option, “I have some knowledge.”

A notable challenge was gaps in key climate change knowledge. In some countries, a high percentage of participants were unable to accurately define climate change or identify three ways in which girls and women are disproportionately affected. For example, in India, about one third of leaders could not correctly answer each question, and 18% answered neither correctly. In Tanzania, 80% could define climate change, but only 20% correctly identified 3 different impacts on girls and women. Even though the curriculum uses a participatory non-formal education approach, in which all participants contribute to the group’s learning, limited foundational knowledge among leaders could constrain the guidance provided to units and affect learning results in outcome one.

Building on these gaps in knowledge, the global team also noted that the curriculum itself is long and complex, and many leaders had limited prior understanding of climate change. Consequently, the standard five-day training was often insufficient for trainers to fully develop the skills needed to deliver it effectively. In some countries, this may have contributed to instances where trainers, who were expected to cascade the training to leaders in their regions, did not follow through.

To address this in the future, it will be important to strengthen the initial training by carefully structuring the schedule, recruiting qualified trainers, ensuring additional facilitators are available to co-lead sessions, and allocating adequate budget to support high-quality delivery. We could also

offer another layer of training, which could be a follow-up online training or encouraging preparatory work, such as having both trainers and leaders consult their communities about local climate issues in advance, so participants arrive better informed. Furthermore, the global team could provide guidance on trainer profiles and require that they are trained in non-formal education facilitation to ensure more consistent and effective curriculum delivery.

### *Quality of the curriculum*

Valuable feedback was received by leaders through a survey and FGDs, and from project teams through FGDs and reports. Some general feedback across all countries was:

- Leaders generally found the curriculum well-structured, relevant, engaging, and meaningful, successfully raising awareness about climate change, sustainability, leadership, and gendered impacts.
- Many appreciated the practical, girl-led approach, combining learning with action, community engagement, and advocacy opportunities.
- Common challenges included time constraints, language/translation issues, insufficient materials for the activities, activity design and safety concerns due to some activities being too competitive, and difficulties in balancing GLACC activities with school commitments.
- Leaders suggested more hands-on and project-based activities, shorter or age-adapted modules, additional support for troop leaders, and incentives (certificates, badges, T-shirts) to boost engagement.
- There were consistent calls for integration into school or community programs to reach more youth and ensure continuity.
- Apart from the exceptions mentioned below, leaders found the curriculum relevant, exciting, accessible to them and to the girls from the age group they work with and that it allowed girls to learn at their own pace, meeting WAGGGS' "REAL" standards.
- Leaders unanimously affirmed that girls have shown interest in continuing to engage in a climate change programme.

*"The session plans were very clear, the methods were easy to follow, and the girls really enjoyed the games and activities from the curriculum."*

*Maeva, National Coordinator for GLACC, Fanilon'i, Madagascar*

In Annex A, at the end of the report, there is some country specific feedback on areas for potential improvement of the curriculum or its implementation process, from both leaders and project teams.

In the FGD with GYW who completed the curriculum, in all countries, were asked whether there was anything in the curriculum that wasn't respectful to their culture. All answers were negative, except for one girl from Antananarivo, Madagascar who said she wished the language had been more respectful of her local culture, referring to the formal Malagasy language used in the book. She said it didn't sound like the Malagasy they speak with their friends or parents, which made the book feel like the programme was for someone else, not for them.

### *MEL processes*

Various MEL processes were implemented with the MOs to support their planning and monitoring of progress toward desired outcomes. Each MO produced quarterly progress reports detailing the activities carried out and outputs achieved. In addition, MOs were provided with evaluation materials and constructive feedback to facilitate the integration of MEL learning into their activities. Every quarter, MOs updated their plans for the upcoming period with guidance and support from the global team. They also prepared a risk assessment document each quarter, for which they received additional support and direction.

For the assessment of outcomes, MOs were provided with tools and guidance on how to collect and systematise data, with analysis carried out by the global team. Some MOs noted that the MEL tools and reporting processes were too complex for the volunteers supporting these activities, while others highlighted the time-consuming nature of systematisation, particularly when translations were required. These challenges reflect the limited resources available within the organisations to implement such extensive and thorough MEL processes. It was also noted that some MOs did not expect MEL to take so much of their resources and time. At the same time, MOs acknowledged that the MEL tools were useful and expressed interest in further training to better integrate MEL into their operations, enabling them to carry out monitoring and evaluation more independently, including for other projects.

### *Advocacy training and support*

During Phase II, MOs received training in girl-led advocacy to better support GYW in their actions. Some of the words used to describe the training by participants were: very informative, helpful, complete, useful, clear and eye opening. All MOs provided examples of ways they would improve their practice as a result of their participation in the training.

*“GLACC became a powerful tool for advocacy. Before we only spoke about plastic or deforestation, but now we understand climate change more deeply and can engage decision makers.” Kanto, Advocacy National Lead, Mpanazava, Madagascar*

### *Stronger MOs*

In addition to the curriculum, the participation in GLACC by MOs also strengthened their capacity in other ways. Below is a summary of what was reported by the project teams, while in Annex B, there is a summary about each MO individually.

Participation in GLACC has markedly strengthened the capacity of the MOs to design, implement, and sustain climate change programmes. Across all MOs, structured MEL processes, quarterly progress reporting, and risk assessments enhanced planning, monitoring, and evaluation skills, while tools and guidance from the global team helped embed reflective learning into ongoing activities. Advocacy and leadership training empowered GYW to take active roles in community action, influencing schools and wider communities, and in some cases participating in national and international climate platforms.

*“Even though it was tough and we faced many challenges, the project was a big learning moment for our organisation from top to bottom.”  
Julianna, CPM, Kiadini, Mpanazava, Madagascar*

Organisations reported improved technical knowledge on climate change, strengthened integration of gender considerations, and enhanced strategic thinking and coordination across departments. Equally important, GLACC facilitated new and deepened partnerships with government bodies, local institutions, and civil society, with some MOs becoming strong or key actors in the environment field in their countries. Participating in GLACC strengthened relationships with community leaders, enabling more effective implementation and greater visibility of climate initiatives. Across contexts—from Liberia to Madagascar, Rwanda, and Tanzania—these gains translated into more confident, capable teams, sustained community engagement, and robust systems for monitoring, advocacy, and programme delivery, positioning MOs to continue and expand climate action beyond the project lifecycle.

*“Looking back, GLACC came to TGGGA at a very strategic time. It did not just add a programme to our portfolio. It shifted our positioning. It expanded our visibility. It deepened our partnerships. It strengthened our voice. And today, climate change is no longer an external discourse to us. It is part of who we are as TGGGA.”*

*Wintapa Luila, National Secretary, TGGGA*

In Madagascar, participants also highlighted that the programme helped strengthen collaboration between the three MOs and as a federation, fostering greater exchange and support between them.

Due to delays in project implementation, the MOs in India and Sri Lanka have not yet been formally consulted on how their capacity has been strengthened through participation in GLACC. Both countries have agreed to a no-cost extension to allow progress on project implementation. In Sri Lanka, the departure of the original CPM, combined with challenges in hiring a replacement, alongside internal organisational issues and a national crisis that limited mobility and led to school closures, significantly affected the delivery of the programme. The GLACC selection process has not been a subjective of this evaluation, but it is recommended that the selection process is reassessed to integrate learning from phases I and II.

### Limitations and Challenges

Phase II introduced a different structure in which CPMs were hired by the MOs rather than directly by WAGGGS, as in the previous phase. This approach improved integration and consistency within MO project teams. However, it also presented challenges in the working relationship between the global team and CPMs. The global team had limited management oversight, and some CPMs were not fully dedicated to GLACC, attended fewer meetings, responded less consistently, or reported less efficiently. Further, internal challenges within MOs had a more direct impact on the project and it was more difficult for the global team to address them.

Another challenge during Phase II was the staggered start of MOs, which affected team cohesion and increased the support required from the global team, as MOs were at different stages of project implementation and some trainings had to be repeated multiple times. Teams across countries were often disconnected, with activities and learning in one country not always directly applicable to others. Similarly, the Learn & Connect sessions organised by the global team were not always

aligned with each MO's context—sometimes the topics felt disconnected from local realities, and at other times, the differing implementation timelines meant that the sessions did not meet all countries' immediate needs. For this reason, the team chose not to run all sessions as originally scheduled.

In Madagascar, the shortened implementation period of one year posed challenges in meeting some deadlines, further compounded by a national crisis that disrupted activities. The team expressed appreciation for the flexibility and support provided by the global team, including the extension granted. The Madagascar MOs and other ones also highlighted the value of learning from programme implementation experiences shared by other countries through the GLACC network. These exchanges helped generate new ideas and adapt activities to their local context and provided learning beyond GLACC, such as on fundraising and membership engagement. MOs expressed a desire for more opportunities for peer learning, including MOs and the global GLACC team, more regular meetings, global or regional GLACC gatherings, as well as dedicated platforms for ongoing exchange between participating countries.

### Lessons learnt

#### Key learning

1. Consider new curriculum development through in-person facilitation
2. Training of trainers needs to be strengthened
3. Tailor training pace and duration to local needs
4. Address leader's foundational climate and gender knowledge gaps
5. Leverage country-specific feedback on curriculum
6. Simplify MEL tools and build existing MOs ability to do MEL independently
7. Assess CPMs hiring approach; if hired by MOs, have clear expectations, accountability, and dedicated support
8. Better align implementation timelines to strengthen cross-country learning and collaboration
9. Promote more peer learning and exchange
10. Ensure L&C sessions are relevant

In-person facilitation enabled the India Theory of Change to be developed in just five days, involving diverse stakeholders including organisational leaders, youth, and climate actors. This approach was more efficient and contextually relevant than longer processes observed in other countries.

Given the curriculum's complexity, the standard five-day training was often insufficient, particularly to trainers of leaders. Future trainings should include carefully structured schedules, qualified trainers, co-facilitators, and preparatory work or requirements or follow-up online modules to ensure trainers are fully prepared.

Overall, leaders were satisfied with the training. However, some countries found the pace fast and the duration short. Madagascar leaders were satisfied with both duration and pace, highlighting the importance of tailoring training to local needs.

Some leaders lacked key climate and gender knowledge, which might have limited their ability to guide units effectively. In several countries, a notable portion of leaders could not correctly define climate change or identify gendered impacts, highlighting the need for more extended learning support.

Annex A captures country feedback on the curriculum and the leaders' surveys have feedback on activities that were less effective or challenging for leaders. MOs are encouraged to review these insights to improve implementation and adapt content to local realities.

While MEL tools were valued, some MOs found them complex and time-consuming, particularly with translation and resource constraints. Additional training and simplified processes would enable more independent and effective MEL practices.

Phase II's approach of hiring CPMs through MOs improved project teams' integration but reduced global oversight. Inconsistent engagement by some CPMs highlights the need for clear expectations, accountability, and dedicated support.

Staggered MO start dates affected team cohesion and increased support requirements by the global team. Ensuring better alignment of implementation timelines can strengthen cross-country learning and collaboration.

Cross-country exchanges fostered innovation, adaptation, and broader learning, including skills beyond the GLACC programme, but were limited. Expanding opportunities for regular peer learning and structured exchange can enhance impact. This could be done through enhanced L&C sessions, which in Phase II didn't fully align with local contexts or immediate needs.

While not evaluated in this phase, revising the GLACC selection process to reflect lessons from Phases I and II could improve prevent issues observed in Phase II.

## Advancing Girl-Led Climate Action: Learning and Opportunities

Phase II of GLACC achieved significant results across multiple spheres. Beyond meeting programme objectives, MOs successfully gathered credible, multi-perspective data to evidence these results. Across countries, participants have become empowered, changing their behaviours and taking leadership roles within their families and communities. They have contributed to raising awareness on climate change, shifting attitudes and behaviours, and delivering concrete outcomes that improved community life. Participants are using tools they learnt through GLACC, are better prepared to respond to climate impacts and actively share knowledge on adaptation, mitigation, and disaster preparedness with family, peers, and wider community members.

Some gaps in preparation and technical knowledge remain though. Identifying areas where GYW and BYM are less prepared to respond could be strengthened through local, science-based support, enhancing the overall effectiveness of the project.

Community action projects led by participants demonstrated initiative and tackled pressing local issues. However, their reach was often limited by male-dominated decision-making structures and insufficient policy and institutional support, confining activities to accessible spaces like schools, churches, and youth groups. While girls' leadership is increasingly recognised in educational settings, broader community influence will require sustained mentorship, engagement of families and community leaders, and enabling structural conditions.


An opportunity for greater impact is collaboration between community projects and advocacy. Stronger girl-led community projects can help address social and cultural norms limiting participation, while advocacy efforts can reinforce structural support. Ensuring that advocacy actions remain girl-led, while better informing participants about structural challenges, could strengthen coordination and amplify results.

MEL insights from this phase highlighted areas for improvement and revealed that progress varies across communities. While some show measurable change, others reflect limited impact. Recognising that shifts in social norms are gradual, even incremental progress represents meaningful change.

Sustainability and institutional strengthening were evident across MOs. Phase I countries leveraged prior experience to consolidate their role as national climate actors, while Phase II countries gained foundational experience toward sustainability. Many MOs intend to sustain GLACC through integration into existing structures, continued advocacy, and gradual expansion of activities. This includes embedding the curriculum into regular programming and national strategies, supporting trained advocacy champions, and strengthening partnerships, particularly with government institutions.

Across countries, there is a shared commitment to continuing climate education and advocacy, alongside a recognition of the need for further support in MEL, advocacy capacity, and cross-country learning.

Finally, enhancing girl leadership is also a remaining key opportunity. While the programme promotes autonomy in community and advocacy actions, it is not fully girl-led. All MOs expressed willingness to strengthen this aspect, and WAGGGS could provide guidance to increase meaningful participation. Engaging previous phase participants as decision-makers, or in more specific roles

such as “Community Champions”, could expand impact, allowing them to propose and lead initiatives. 

## Annex A: Country specific curriculum feedback

Country specific feedback on areas for potential improvement of the curriculum or its implementation process, from both leaders and project teams.

<b>India</b>
<ul style="list-style-type: none"> <li>○ Impact Observed: Increased environmental awareness, leadership skills, advocacy, and teamwork among youth.</li> <li>○ Overall Impression:             <ul style="list-style-type: none"> <li>● 42% of middle-age group leaders didn’t find the curriculum very exciting.</li> <li>● 24% found some activities relevant and some not.</li> <li>● 44% of older group leaders found some activities age-appropriate and some not.</li> </ul> </li> <li>○ Practical Application: More hands-on, project-focused activities suggested.</li> <li>○ Time and Scheduling: Spread activities over weeks/months to avoid exam conflicts.</li> <li>○ Materials and Resources: Larger/more accessible activity cards, videos, and better resource availability recommended.</li> <li>○ Youth Engagement: Certificates, badges, scarves, gamification, and interactive media suggested.</li> <li>○ Suggestion: Leaders want YLACC included in schools and local camps.</li> </ul>
<b>Liberia</b>
<ul style="list-style-type: none"> <li>○ Positive Impact: Girls became more vocal, confident, and active in addressing climate change and gender issues.</li> <li>○ Curriculum Relevance: Highly relevant to girls’ needs; provided knowledge for community action and advocacy.</li> <li>○ Suggestions: Simplify language for younger age groups; use local colloquial terms to improve comprehension, especially in rural areas.</li> <li>○ Challenges: Need for additional training and financial support for meeting logistics and refreshments</li> </ul>
<b>Madagascar</b>
<ul style="list-style-type: none"> <li>○ Positive Impact: Curriculum increased girls’ knowledge of climate change and gendered impacts, built confidence, leadership, and initiative, and encouraged household and community engagement.</li> <li>○ Enjoyment: Some middle-age group leaders (33%) didn’t find it fun; 24% didn’t find it exciting.</li> <li>○ Strengths: Engaging, age-appropriate activities; balance of learning, participation, and action; advocacy and hands-on components were highly valued.</li> <li>○ Suggestions: Add more follow-up activities, creative tools, green career guidance, video learning materials and digital resources; improve translation into Malagasy, expand the glossary of terms, use storytelling and clear illustrations; increase accessibility by including adaptations for leaders with lower literacy levels and more materials accessible for persons with disabilities.</li> <li>○ Challenges: the programme and sessions felt too rushed, translation used formal terminology which was difficult to understand, resource constraints, some activities were</li> </ul>

too competitive, outdoors space limitations, age-appropriateness of some activities, community resistance, and economic barriers for some environmental practices.

<b>Rwanda</b>
<ul style="list-style-type: none"> <li>○ Overall Quality: Curriculum seen as well-designed, rich, fun, relevant, age-appropriate, aligned with non-formal education principles.</li> <li>○ Challenges: Time constraints, difficulty understanding or delivering content for younger girls, some leaders weren't guides, but schoolteachers, so it was challenging for them to adapt their way of delivering. Although rich, the curriculum content is heavy and complex, so the training time was not sufficient for leaders to master it.</li> <li>○ Suggestions: Extend training time, refresher trainings, more practical activities, short audio sessions, additional resources, and incentives to increase engagement.</li> <li>○ Positive Notes: Once implemented, curriculum was engaging and educational, supporting girls' exploration and learning.</li> </ul>

## Annex B: Stronger MOs

Below is more detail on how the MO visited by the WAGGGS evaluators were strengthened by their participation in GLACC's Phase II, based on the project team's report.

<b>Liberian Girl Guide Association (LGGGA)</b>
Participation in GLACC strengthened LGGGA's capacity to deliver a climate change programme by building both internal systems and external relationships. Internally, the organisation enhanced project management and monitoring processes, including attendance tracking, documentation of community visits, and feedback collection, which improved implementation and progress tracking. Girls and the project team gained advocacy skills, leadership confidence, and knowledge of climate change. Nineteen trained Advocacy Champions are actively leading community and school-based actions, participating in national programmes, and representing LGGGA in national climate-related committees. Externally, GLACC enabled LGGGA to develop strategic partnerships with government bodies, strengthening the organisation's influence and credibility in national climate discourse. At the community level, there has been an increase in membership and in interest among boys to participate in community action projects.
<b>Mpanazava, Madagascar MO</b>
For Mpanazava, participation in GLACC strengthened its capacity to deliver a climate change programme by enhancing both technical expertise and organisational systems. The team developed a deeper and more comprehensive understanding of climate change, alongside skills in delivering youth-led climate education in interactive and creative ways and linking it to advocacy. Programme management capacity was reinforced through stronger planning, coordination, and reporting practices, while the introduction of MEL tools—such as pre- and post-surveys—enabled more evidence-based implementation and learning. The organisation also expanded its advocacy reach and partnerships, increasing its visibility and ability to engage decision-makers. Additionally, the programme fostered leadership among girls and regional teams, supported membership growth – with 14,000 new members - and created a foundation for scaling and sustaining climate action through integration into broader organisational strategies.
<b>Kiadini, Madagascar MO</b>
For Kiadini, participation in GLACC strengthened its capacity to deliver a climate change programme primarily as a foundational learning experience that built new systems, skills, and approaches. As a first project of this scale and complexity, GLACC introduced structured programme management practices, improved coordination, and highlighted the importance of stronger internal systems, including financial management and communication. The

organisation developed essential knowledge on climate change and resilience, while beginning to integrate advocacy as a new area of work, with girls taking initial steps to raise awareness in their communities. The introduction of MEL practices—particularly pre- and post-surveys—enhanced their ability to track learning and reflect on impact, despite initial challenges. Overall, the programme strengthened organisational awareness, skills, and confidence, laying the groundwork for more effective, scalable, and evidence-based climate programming in the future.

**Fanilo, Madagascar MO**

For Fanilon’i Madagasikara, participation in GLACC strengthened its capacity to deliver a climate change programme by enhancing both technical competencies and community-based delivery approaches. The organisation built stronger knowledge of climate change—particularly its gendered impacts—while developing practical skills in advocacy and participatory, activity-based learning methods. A key area of growth was in Monitoring, Evaluation and Learning (MEL), where new tools such as pre- and post-surveys and focus group discussions improved their ability to track outcomes, despite initial complexity. GLACC also strengthened programme delivery through structured curricula and interactive methods that increased engagement among girls and communities. In addition, the organisation expanded its partnerships and visibility, positioning itself as a recognised actor in environmental initiatives, while fostering sustained community action and leadership among girls, even beyond project funding.

**Tanzania Girl Guide Association (TGGA)**

Participation in GLACC significantly strengthened TGGA’s organisational capacity by transforming climate change from a peripheral activity into a structured, cross-cutting portfolio integrated into its strategic plan. Team members enhanced their technical knowledge of climate and gender issues and strengthened advocacy skills through more structured engagement with decision-makers, supported by a consultant who helped shift efforts from general awareness to structured engagement. TGGA also improved its MEL practices by adopting practical and adaptable tools, which it plans to apply across other programmes. In addition, the programme reinforced internal systems, cross-departmental coordination, and stakeholder engagement, while contributing to stronger partnership development, proposal writing, and strategic planning. GLACC supported organisational growth, with the recruitment of 45 new leaders and expansion from 12 to 20 regions across Tanzania. It also significantly increased TGGA’s visibility at both national and international levels.

**Association des Guides du Rwanda (AGR)**

Participation in GLACC strengthened AGR’s organisational capacity by enhancing technical knowledge, practical skills, and systems for climate programming. The programme built staff and volunteer expertise in climate change and environmental education, with training content that was contextually relevant and engaging. Advocacy capacity was strengthened as Action Champions gained confidence to engage local leaders, implement action plans, and sustain activities beyond funding cycles. MEL practices were introduced and effectively applied, supported by troop leaders, enabling systematic data collection and ongoing tracking of programme outcomes. GLACC also promoted new processes, including solution lab approaches, encouraged sustainable practices like reduced plastic use, and fostered partnerships that could support future initiatives.

**Bharat Scouts and Guides (BSG), India MO**

This MO wasn’t formally assessed but two points are worth noting. BSG was supported in developing a new Theory of Change for GLACC, which guided the content of the curriculum and the project approach. Team members reported increased capacity in MEL as a result of this process. The curriculum was translated into five regional languages, ensuring that trainers and youth across diverse linguistic backgrounds could effectively engage with the material.

Moreover, they developed an online portal for the project to enable trainers and leaders to learn independently and continue applying the curriculum even after the project completion.