

# GIRL POWERED NUTRITION

Breaking the intergenerational cycle of malnutrition



## Achievements and Learnings



# FOREWORD

Good nutrition is vital for a girl to be able to reach her full potential. Yet globally, girls are disproportionately affected by malnutrition.

The Girl Powered Nutrition programme (GPN) aims to address this issue. Funded by Nutrition International (NI), it promotes the importance of a balanced, healthy lifestyle through non-formal education, and enables girls to be agents of change at local, national and global levels in the fight to stop malnutrition continuing from one generation to the next.

In the first phase of GPN, WAGGGS partnered with Member Organisations (MO) in Madagascar, the Philippines, Sri Lanka and Tanzania to reach over 103,853 Girl Guides/Scouts. It was a complex programme, with many components and ambitious targets. At the heart of it was girls participation and leadership – ensuring what delivered was informed by girls, for girls.

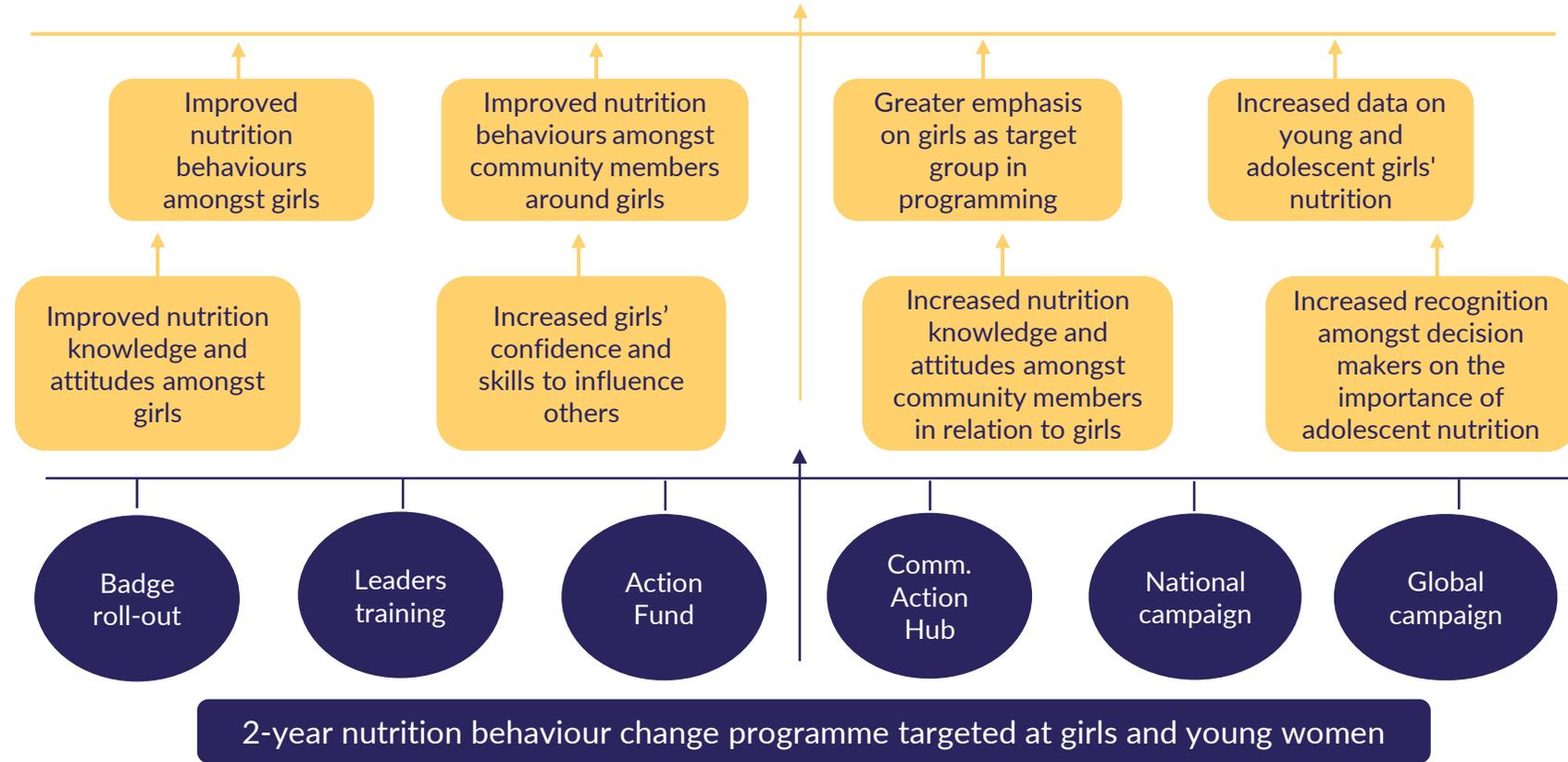
Through the successes and learnings from the past three years of GPN, outlined in this report, WAGGGS and the participating MOs are now in a strong position to continue their work and have a ongoing impact on improving the lives of our members.

A huge thank you to the staff, volunteers, and most importantly the girls who have played such a huge part in making this programme a success.

**Sophie Rymer**  
Global Programmes Manager



**Healthy and well-nourished girls, who are cared about by society, are able to reach their full potential and are empowered to take actions to break the intergenerational cycle of malnutrition.**



## How Girl Powered Nutrition works

# ABOUT OUR IMPACT

## Executive Summary

**Girls, Leaders and Community Members who completed the GPN activities now know *what, why and how* to have healthy eating at their age.**

From January 2018 to August 2020, GPN trained 6,316 leaders who rolled out the badge to 103,853 girl guides/girl scouts (GG/GS). These girls shared nutrition messages to a total of 210,648 community members. In addition, 50 Advocacy Champions ran girl-led campaigns targeting various decision-makers.

The programme has improved the nutrition knowledge, nutrition attitudes, public speaking skills and confidence of girls, leaders, trainers, and community members. Complementing the school curriculum, GPN addressed key adolescent nutrition issues by helping the participants learn nutrition messages whilst engaging in fun, practical activities. There has also been an increased access to and recognition amongst decision-makers on adolescent girls' nutrition as a result of community actions and national campaigns. (See pages 6-13)

Girls, leaders, trainers and community members have self-reported changes in their healthy eating; mainly in following the *rainbow plate* (balanced and diverse diet). Other healthy behaviours were mentioned like washing hands more frequently, asking a health professional for nutrition information, drinking more water, and not skipping breakfast. Some girls started and maintained vegetable gardens in their home or school. (See page 9)

Additionally through GPN processes, the MOs have built their capacity in three main areas: co-creation, monitoring and evaluation, and advocacy. GPN provided platforms for the girls to campaign and network nationally and internationally. As a result, it has also improved the MOs' visibility in the community and the country in general, leading to an increased interest in Girl Guiding/Scouting. (See page 11)

Overall, GPN as a pilot programme has been effective in achieving its outcomes, and has created impact not only on girls but also on the MO, community and society.

**Miguel Camacho**  
**Monitoring, Evaluation and Learning Manager**

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COUNTRIES

MADAGASCAR



PHILIPPINES



GPN PILOT

TANZANIA



SRI LANKA

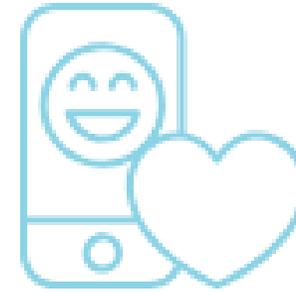


**LEARN**

Activity Pack  
Leaders Training  
Badge roll-out

**76** girls and leaders *co-created* the activity pack

Available in **8** languages!  
Arabic, English, French,  
Malagasy, Sinhala, Spanish,  
Swahili and Tamil

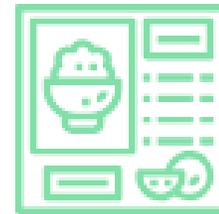


**22,244** engagements occurred in global online campaigns during World Food Day, World Health Day and International Day of the Girl

**SPEAK OUT**

National Campaign  
Global Advocacy

**208,409** friends and family members *received* GPN messages shared by girl guides/scouts



**13** community nutrition projects *completed* girl guides/scouts

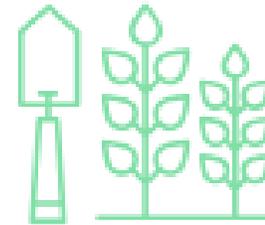
**6,316** leaders *trained* to do badge roll-out



**TAKE ACTION**

Individual Action  
Action Fund  
Action Hub

**8** community nutrition hubs *set-up* to do community actions



**2,239** additional community members *reached* through community nutrition activities



**19** girl guides and girl scouts *spoke* at *global* events on nutrition and/or gender

**57** girl guides and girl scouts *spoke* at *national* events on nutrition and/or gender



**103,853** girl guides and girl scouts *completed* the badge



**50** Advocacy Champions *conducted* *girl-led* national and local campaigns

# WHAT WE DID



Towards the end of implementation (February 2020), we conducted **qualitative face-to-face interviews** to **23** MO stakeholders ranging from GPN project team members (7), national and regional staff/volunteers (12), and Action Hub leaders (3). The interviews aimed to provide *explanations* or *insights* of the quantified KAP changes, and understand the *experiences* of the stakeholders by being part of the programme. Due to Covid-19, however, some of MO stakeholders were interviewed online.



We conducted **quantitative surveys** to measure *knowledge, attitudes, and practices* (KAP) of the participants: adult leaders (attending training), girls (doing the badge), community members (reached by the Action Hub). Before the activity, a survey was given to serve as a baseline measurement. A similar survey was given after the participants complete the activities to measure the KAP changes. A sample from 4 countries was selected and encoded in a database for analysis. Due to Covid-19, Action Hub post-surveys were not conducted in most countries (see Appendix for country survey results).

# ABOUT OUR DATA\*

We used **Mixed-Methods Approach** to evaluate the GPN pilot programme

*\*Most qualitative data in this evaluation were collected by WAGGGS M&E Officer through face-to-face meetings. Due to Covid-19, some data collection activities (for MO stakeholders) were moved online. In Sri Lanka and Tanzania, local consultants were hired and orientated to collect qualitative data from the programme beneficiaries. Content analysis was conducted by the WAGGGS M&E Officer. All qualitative data were manually open coded with conceptual coding. This process continued until data saturation was reached and general themes emerged. For the quantitative surveys, the trainers and adult leaders were trained to collect the training and badge surveys, respectively. Frequency analysis and two-sample z-test were conducted by the WAGGGS M&E Officer to compare proportions.*

Along with the interviews, we also conducted **face-to-face focus group discussions (FGD)** to **161** GPN beneficiaries: girls (84), leaders (33), trainers (28), and community members (16) to capture *explanations, insights* and their *experiences* of the programme. Some of the planned face-to-face FGDs in Sri Lanka and Tanzania did not happen due to Covid-19. Instead, a selected sample were either interviewed or asked to answer a questionnaire.



Finally, we did **Outcome Harvesting** to collect the significant changes resulting from the regional and national campaign activities. The country workshop was attended by **30** Advocacy Champions who identified these *changes in behaviour, relationships, activities, actions* or *capacities* of their campaign target audience. Face-to-face workshop occurred in the Philippines (7), whilst online workshops were done for Madagascar (11) and Tanzania (12) due to Covid-19.

# Girls, leaders and community members *increased their nutrition knowledge* after completing GPN activities

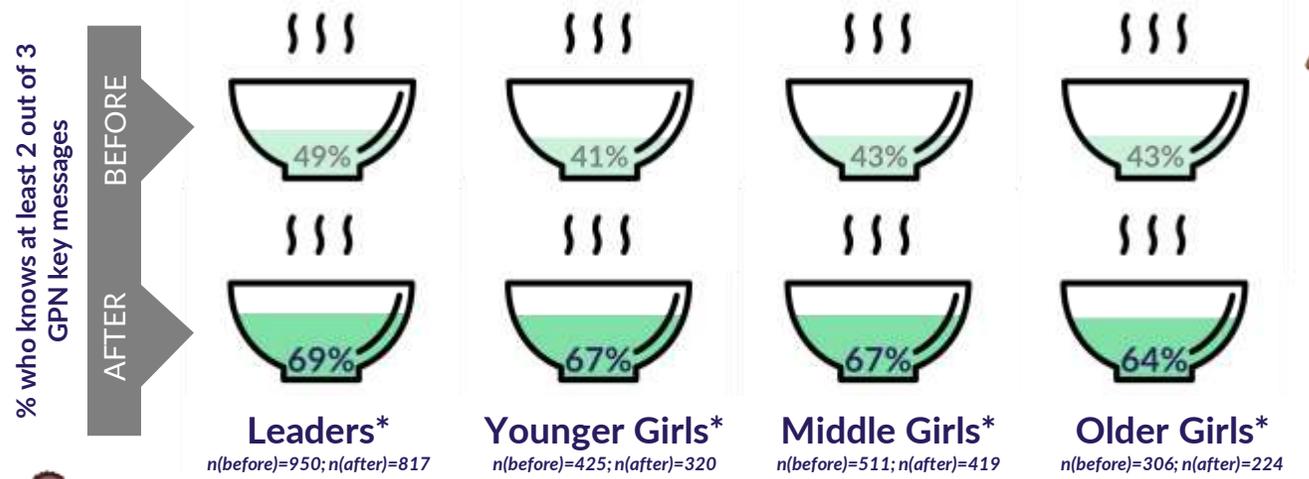
GPN has increased the nutrition knowledge of the girls who completed the badge.\* The majority of the girls learnt about the concept of *rainbow plate*, i.e. balanced and diverse diet (*green stage*) and how to prepare them (*turquoise stage*). Some of them knew about the different nutritional needs for each age group, mainly the importance of iron for teenagers (*yellow stage*), and the various types of malnutrition (*yellow stage*). A few mentioned learning about accessing reliable sources of information (*orange stage*), food myths (*orange stage*), and that healthy food can be cheap (*turquoise stage*). The value of personal cleanliness, sleep, and physical activity (*introduction activity*) were also mentioned by some. The MO team and leaders confirmed to have observed these knowledge improvements amongst the girls.

GPN key messages were also shared to the people surrounding the girls who took part in either the badge actions, Action Fund, Action Hub or national campaign. Friends, family and community members learnt mostly about *rainbow plate*. Some of them also learnt about the specific nutrition needs of girls at various life stages, the importance of accessing reliable sources of nutrition information, and the benefits of physical activity and food diversity.

Although not explicitly targeted, trainers and leaders who took part in the training have also improved their knowledge on girls' nutrition and healthy eating.\* The most common learning was the concept of eating a *rainbow plate* by having more fruits, vegetables and less sweet, oily foods, and the nutrient needs at different life stages.

\* There is a statistical difference between the proportion of leaders and girls who know at least 2 out of 3 GPN key messages before and after the GPN badge ( $p < 0.05$ ). This proportion is significantly higher after completing GPN.

"...why nutrition for girls is so important, as in how we should follow proper nutrition for girls, but also how we should be careful about information related to nutrition, to make sure we have information that is true and from reliable sources, because they said sometimes we mislead each other in the community." Male community member, Tanzania



"I learned about the importance of nutrition to the girl...as the girl grows and reaches puberty they need certain food to help them grow, especially foods that have the mineral Iron, because as the girl reaches puberty they start bleeding and because they are losing blood they need iron to replenish that." Guide, Tanzania

"Irrespective of the gender, everyone needs to have a balanced diet according to their stage of growth. Knowledge on how to obtain correct information on food, the fact that unprocessed food are more nutritious, which amounts of fruits and vegetables that a meal should contain and also about the 'rainbow plate'." Leader, Sri Lanka



# Girls, leaders and community members *improved their nutrition attitudes* after completing GPN activities

GPN has led to changes in the girls' perceptions, except older age, about healthy eating and their effects in their future self.\* Across the age groups, the girls have realised how unbalanced their diets are, how much they eat processed and oily foods, and the lack of care in what they eat (*perceived importance of following the nutrition guidelines*). In fact, lots of the girls said that they now prefer to eat fruits and vegetables rather than junk foods for their snacks (*attitudes towards food preferences*). Some girls perceived that their bad health is linked with their poor nutrition (*perceived susceptibility to health problems*) and that it is important not to skip breakfast (*perceived benefits of food frequency*). They also realised the importance of personal hygiene to prevent diseases (*perceived benefits of hygiene*).

Similar observations were found amongst GPN trainers and leaders who got more confident with their healthy eating.\* As a result, they are now more reflective when choosing their food and they have shared the GPN key messages to their peers and family members. They believed that the effects of GPN have the potential to break the intergenerational cycle of malnutrition.

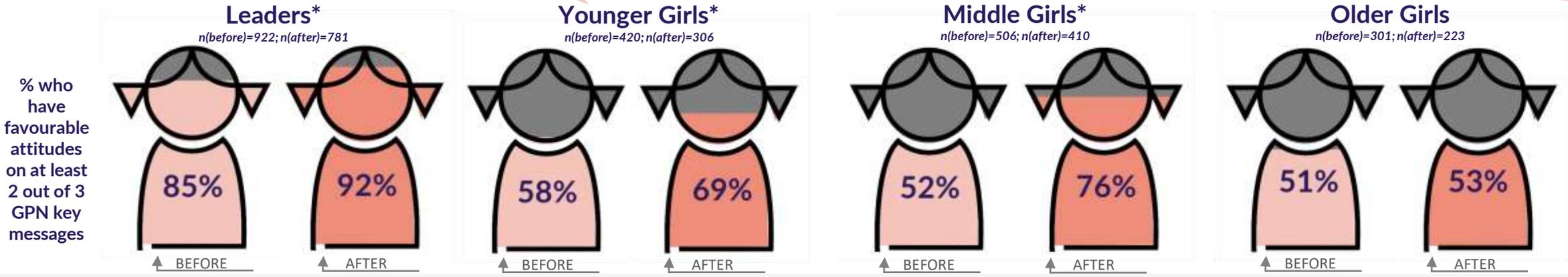
Community members also shared how their attitudes changed when it comes to food selection, i.e. making sure that they have all the food groups represented. They realised that healthy food can be cheap using their own local produce from their farms or gardens.

"It [GPN] has many useful information...it will not end in the session but also continue to other generation and stop the cycle of malnutrition." Troop Leader, the Philippines

"I became a vegetable lover." Brownie, Madagascar

"Not only about healthy eating, but at home we understand the importance of exercise, drinking water and getting enough sleep to live healthy." Little Friend, Sri Lanka

"They spoke about how a lot of community members believe that in order to eat well you must have a lot of money, but we were taught that, it doesn't have to be the case, that you can eat according to your environment, that it's not a must that you have to go buy everything, they also told us about the garden...where you plant leafy greens in plastic bags or water bottles..." Male community member, Tanzania



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\* There is a statistical difference between the proportion of leaders and girls (except older age) who have favourable attitudes on at least 2 out of 3 GPN key messages before and after the GPN badge ( $p < 0.05$ ). This proportion is significantly higher after completing GPN.

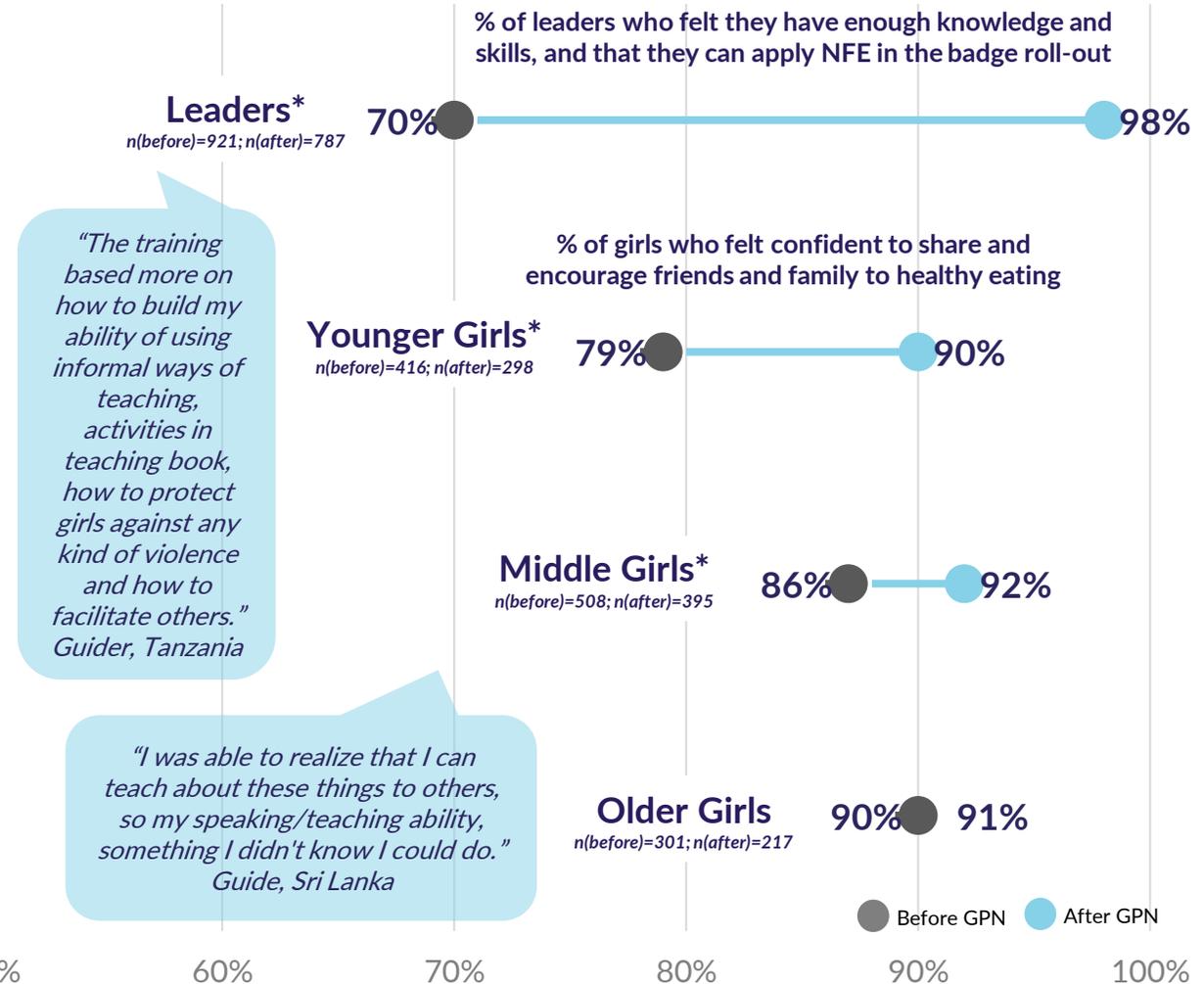
# Girls, leaders and community members *developed their confidence and skills* after completing GPN activities

Through the GPN badge, the girls, except older age, developed confidence especially when they shared nutrition messages to other people, mainly family and friends.\* The programme has helped them improve their decision-making skills when they have to decide on the food they eat, and their leadership skills by giving them the tools they need to be a role model to their peers.

Girls involved in community and campaign activities noted significant improvements in their skills and confidence. They learnt how to network and efficiently approach local decision-makers considering their limited time. They developed other skills including public speaking, facilitation, report writing, presentation and online working. MO volunteers observed the potential of these girls to take up different leadership positions now or in the future with the way they come up and push new ideas through their work.

The GPN training helped the trainers and leaders develop knowledge, skills, and confidence to deliver GPN.\* It mainly reinforced their non-formal education (NFE), facilitation, and reporting skills. Other skills they developed/strengthened from the training are problem solving, creativity, persuasiveness, public speaking, and resource management.

Community members developed new skills through the community events like gardening using plastic bottles, food preparation, cooking, as well as public speaking.



\* There is a statistical difference between the proportion of leaders and girls (except older age) who feel confident before and after the GPN badge ( $p < 0.05$ ). This proportion is significantly higher after completing GPN.

# Girls, leaders and community members *improved some of their nutrition habits* after completing GPN activities

Most girls self-reported that they are now eating more diverse, balanced meals (more fruits, less salty and oily food, less processed food, more water, less carbonated drinks) both at home and in school. Some girls also changed some of their habits like handwashing and having breakfast every day. MO stakeholders validated these changes in girls that they have observed during events, camps and Girl Guiding/Scouting meetings. They themselves have reported positive changes in their own healthy eating habits that they have carried over to their homes. Girls also have initiated having gardens either in their home or school.

Girls shared how some of their friends and family members changed by having a more balanced diet. Parents are now preparing the girls rainbow plate as their meals. Other community members also reported small changes like drinking more water and trying to have diverse meals every day. Some have started growing their own gardens. In fact, one community member in Tanzania shared how he is now using this GPN learning (gardening) as a means of income.

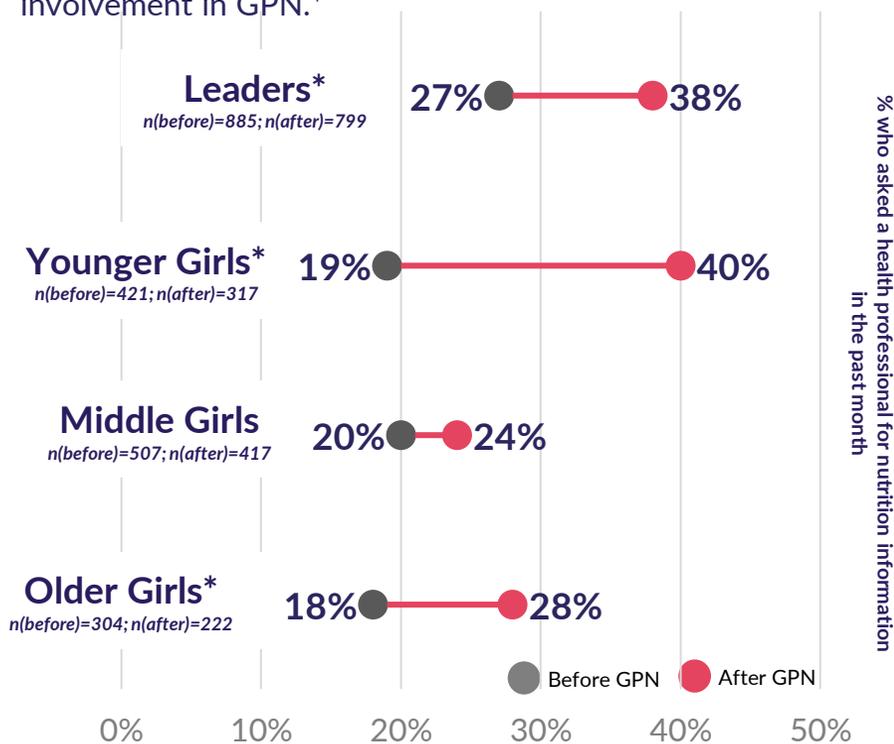
*"...we [had] a gathering of patrol leaders. We [saw] that the food [were] colourful and the way they choose. When we see the parents, [they told us] 'our girls tell us to that it should be colourful.' In snacks, they are eating more fruits and less junk food; guides and rangers, they are looking at the composition of food of what they eat." MO Volunteer, Madagascar*

*"Yes it has changed, but, I mean we try really hard to balance, because at times you might find that we don't have enough money, but we try to balance, so if we have ugali, beans and leafy greens for lunch, we try to balance and have a fruit maybe an orange, each of us gets a piece, after eating we rest a bit then drink some water.." Ranger, Tanzania*

*"Yes, when we learnt in GPN not to eat soft drinks, I told my mum and dad about it. Parents were happy and shocked. Mum told me to continue GPN because I learn a lot. I told my parents not to eat junk food, so now they don't eat much now." Junior Girl Scout, the Philippines*

*"Yes. I always try to serve a balanced diet to everyone in my family whenever possible. And I have started growing at least one kind of green leaves in my garden". Leader, Sri Lanka*

Finally, survey results show an increase in the proportion of leaders and girls who have asked a health professional for nutrition information in the past month as a result of their involvement in GPN.\*



\* There is a statistical difference between the proportion of leaders and girls (except middle age) who asked a health professional for nutrition information before and after the GPN badge ( $p < 0.05$ ). This proportion is significantly higher after completing GPN.

# Some decision-makers **increased their recognition** of the importance of adolescent nutrition through girls speaking out

GPN provided platforms for girls to speak out at the local, national and global level. Because of the campaign activities, the following key changes have been identified:\*

## Changes in how well girls know and access decision-makers

Some of the girls now have direct access to decision-makers or local governing bodies where they can raise issues on adolescent nutrition. In fact, some of them have become a member of the Nutritional Council/Committee in their local areas.

## Changes in how decision-makers behave and think or believe about adolescent nutrition

Some school decision-makers are convinced about the importance of providing healthy foods in their school premises. In some local government, girls have reported how local leaders are putting effort to follow balanced diet and how they became more interested on their health.

## Changes in support from decision-makers on adolescent nutrition

School heads or local government leaders in some regions have recognised the nutrition needs of girls. In some schools for example, they have set-up a GPN Canteen and a vegetable garden. Some also have banned the selling of junk food in their canteen and within the school vicinity. Some local governments are now providing weekly iron and folic acid supplements to girls at a lower price, and have allocated budget for the girls to do home gardening.

## Changes in how the girls work with others

Throughout the campaign, the girls and their MOs have formed partnerships with local governments, NGOs and coalitions working on nutrition. These include the Regional Offices on Nutrition, Scaling Up Nutrition (SUN) alliance, UNICEF, and WFP.



\*For further information about the GPN advocacy work, refer to the GPN Advocacy Report.

# MOs *improved their Visibility, Membership, and Ways of Working* through GPN yet additional evidence is recommended

*"My only realisation is that the more girls who are involved at the beginning, the approach is better... so the programme is with the girls themselves, and their inputs are very valuable... We learn a lot from girls; we learnt how to listen to the girls as we adults tend to think we know better... Girl-led now is being practiced now in GSP, designed by girls and for the girls." Senior Volunteer, the Philippines*



*"Running GPN has helped us (members and commissioners) plan things in strategic ways and especially, be accountable by submitting written reports. In the past, people in charge of project in our MO used to deliver oral reports, but thanks to GPN, we now are learning to be used to submitting written reports. Not used to having reports in programmes." Senior Volunteer, Madagascar*

Some non-girl guides and external organisations, including the government, got curious and interested about the GPN programme and Girl Guiding/Scouting in general. In fact, some of the girls (non-girl guides) became members of the MO through GPN. The girls reported how GPN has revitalised their associations so that the community got better recognition of their programmes. This also has led to parents becoming supportive again of girl guiding/scouting as evident by the reported increased number of attendance during weekly meetings. Moreover, the community have now associated the MOs as players on nutrition issue.

Certain aspects of the GPN programme have improved the MO's ways of working. This includes girl-led activities (co-creation), monitoring and evaluation (M&E), non-formal education methodology and advocacy. The involvement of girls and young women was taken into consideration throughout the programme either in the form of badge co-creation, girl-led community actions, girl-led national campaign, and girl-led data collection. In fact, some of the MOs are now developing new programmes through co-creation.

The GG/GS educational methodology, planning, budgeting, time management, delegation, communication and coordination skills were also reinforced in their programming (training, badge, and advocacy) through GPN.

*"It is amazing; I think guiding has gone up because of branding especially for people doing guiding. They found it very interesting; outsiders have been asking questions how to get inside. Ministry of Education really loves it, so its really good" MO Volunteer, Sri Lanka*



*"Yes, we even got new recruitments because of nutrition. I don't know about the number, but we got recruitments from some regions (Mara). They were very eager. When people are going to the nutrition club, they were eager." Senior Volunteer, Tanzania*

# GPN *addressed* key adolescent nutrition issues though further consideration of sub-national contexts is needed

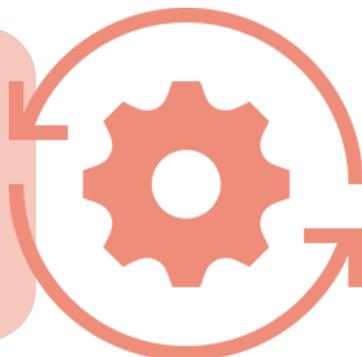
GPN has addressed some of the top nutrition issues amongst adolescents, particularly iron-deficiency anaemia, overweight/obesity, and the lack of nutrition programmes for adolescent by raising awareness to girls and their peers, family, community members and decision-makers. GPN has also addressed some of the cultural and gender barriers in the countries like explaining that food can be cheap and that boys and girls are equally important when it comes to nutrition. Some issues affecting young people that should be included or discussed more in GPN include food security and access, food preservation (in relation to climate change), nutrition during pregnancy, and in disaster.



*"This [GPN] also discussed about the age appropriated needs. It taught us that the teenage women loss higher amount of iron and they need food that is rich in iron. Therefore, I think this will support to address these issues" Guide, Sri Lanka*

*"Food security [is the issue that should be additionally included in GPN], though we said that the girls need this, but where do they get this. Like for example now, we are importing rice due to calamities and urbanisation." Project Team member, the Philippines*

*"That's why I was impressed but the design of the events, the methods you used to get people to attend. The games etc. people are more likely to come to such things than if you invite them to learn. When people here about meetings they brush it off...yes this project was very creative, it invited people to attend games, then once they are there the facilitators also offered education. So people are gathered, enjoying themselves and then they learn without realizing it."*  
Community Member, Tanzania



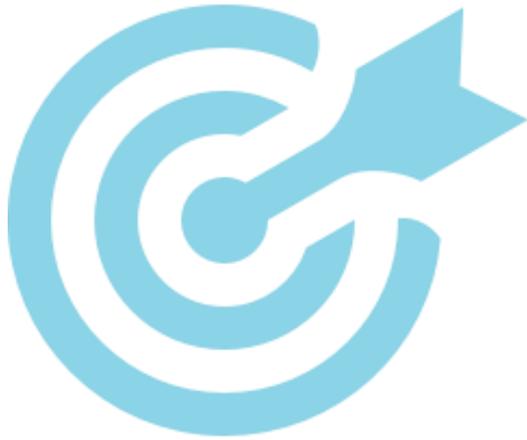
In general, the GPN interventions are well designed to address the programme outcomes targeted at the individual, community, national and global levels. GPN was seen to have an impact not just only to girls but to their communities as well. Reaching the people around the girls through either badge, community actions or advocacy was important to reaching the programme goal of breaking the intergenerational cycle of malnutrition. However, certain groups could have been targeted more, particularly the under-five children and mothers.

GPN activities were viewed as culturally friendly, especially at the national level, and age appropriate by having separate activity packs for different age groups. However, some stakeholders felt the need to further include other local sociocultural contexts in the countries like the regional/tribal variations of food availabilities and practices, and the varying levels of education/literacy between rural and urban areas.



*"Yes, culture was considered at the national level but it was really necessary to know how to adapt to the level regions as each region has its culture. The examples to be taken were varied to really consider the culture. Even the situation of girls in each region is not the same, the level of precariousness depends on each region. We cannot contain everything in the book, but trainers/facilitators were able to adapt to properly consider the culture."*  
Senior Volunteer, Madagascar

# GPN *complemented* school curriculum and MO objectives however it *competed* with other MO/WAGGGS programmes



*"With the implementation of the project it is linked with TGGGA's objective in the sense that the project has offered an opportunity for girls to learn and explore their communities – one of our objectives in TGGGA. In this way, they can develop their values, they go to their communities and explore what is needed. GPN also developed some sense of responsibilities to girls and this is one of the objectives of TGGGA"* Senior Volunteer, Tanzania

*"GPN was too demanding in terms of time. GPN took up a lot of time, whether for leaders or for girls. This disadvantaged other programs and could cause problems with the target regions."* Senior Volunteer, Madagascar

*"This [GPN] was conducted with activities, songs etc. This was different from school classroom activities. I felt very happy [with GPN]. This is different from school, because, it had lot of activities and songs. This also taught us about 'social cohesion'."* Little Friend, Sri Lanka

*"Nutrition are taught but not that deep compared to GPN; [in GPN] it's fun whilst learning, plus discussion per patrol helps."* Cadet Girl Scout, the Philippines



GPN outcomes were well aligned with the MOs' vision and objectives of providing quality education programmes on topics relevant to girls, like nutrition, to help them reach their full potential. GPN has also offered girls opportunities to connect to their communities and participate in international activities like the UN Commission on the Status of Women (CSW) and Women Deliver, which are both aims of some MOs. All pilot countries had no prior nutrition programmes. Most MO national programmes have health section where GPN usually fits.

GPN also complemented the nutrition learning of girls in the schools by providing more hands-on activities where the girls apply the knowledge they gained in the badge. Although some topics (food groups, nutrients and cleanliness), overlap

between school and GPN, the non-formal practical approach, depth, and duration of GPN made the difference. GPN is also focused on girls' nutrition as opposed to the general nutrition classes taught in schools. School lectures tend to be theoretical and the objective was to pass the exam. Moreover, GPN has reached people even outside the school system through the community and advocacy activities.

WAGGGS simultaneously implements various programmes in some of the GPN pilot MOs, especially Madagascar and the Philippines. This has competition for attention and resources within WAGGGS initiatives as well as to other MO programmes especially since all leaders are volunteers.



# KEY CHALLENGES



1

**Time.** Meaningful girl-led co-creation process took significant amount of time causing delays in implementing subsequent dependent activities. Other general time factors include the mismatched Guiding calendar, conflicting school timetable, far geographical distance affecting training access, limited volunteer time of leaders, conflicting personal priorities, and competing MO/WAGGGS programmes.



2

**Human resources.** One full-time in-country WAGGGS staff was not enough to implement a complex programme like GPN. Additional staff and/or volunteers, especially on advocacy and M&E, could have supported the Country Project Manager (CPM) in running the programme along with the Project Teams



3

**Programme complexity.** GPN is a multi-layer programme with components at the individual, community, national and global level. Although a good approach, this complexity proved to be difficult and demanding given the limited time and human resources in the countries. Nutrition as a topic is also complex that has numerous nuances making it difficult to develop globally-relevant resources.



4

**Technical capacity.** Limited technical knowledge on nutrition at WAGGGS/MO led to difficulty and delays in drafting resources as we were dependant on technical inputs from NI that also had delays. The new ways of working, i.e., co-creation, M&E, and advocacy, for the MOs/volunteers meant that there was limited understanding of its importance, and hence, motivation, that added to the complexity of the programme.



5

**Materials.** GPN activities, especially the training and badge, required many resources to be printed. In some areas, printers and materials needed were not available. Some volunteers also had to use their personal money to access these materials.



6

**External factors.** Various external, uncontrollable factors have contributed to the significant delays in project implementation. These include elections, natural disasters (typhoon, volcano, Covid-19), and man-made disasters (bombing).

# GOOD PRACTICES

**Girl-led (co-creation) processes.** The pack activities, programme name, badge design, community actions and campaign plan were all co-created with the girls. MOs have appreciated this approach of involving girls and young women in designing the programme. Some M&E activities (such as monitoring visits and focus group discussion) were also conducted by girls to their fellow girls.

1



**Advocacy Champions model.** The model of having Advocacy Champions was effective in delivering girl-led local campaigns. This provided platforms for many girls to speak out on nutrition issues in their areas and is a sustainable model for the continuation of advocacy activities.

2



**Integrated M&E system.** Most M&E activities were integrated within the programme activities ensuring that M&E data were being collected throughout programme implementation. Training and orientation of volunteers, especially adult leaders and girls, on M&E and tools were also integrated in the GPN trainings. Although there is need for simplification in this, it provided opportunities to also build the general M&E capacity of the MOs.

3



**Results-based planning.** Prior to implementation, a landscape study was conducted to understand the nutrition situation and guiding context in the countries. Results in the landscape study were used in the team planning at the start of the programme where the team revised the programme vision and outcomes and identified priority nutrition issues for GPN activities.

4



**Regular learning activities.** Cross-country Quarterly Learning Sessions (QLS) were regularly conducted to harvest facilitating and hindering factors for selected topics related to programme delivery. The team tried to implement any lessons identified during these sessions to improve programme quality.

5



**WAGGGS Country Project Manager model.** Having a CPM was invaluable to the successful delivery of the programme in the countries. Moreover, the CPMs have introduced new ways of working that the MO stakeholders appreciated.

6



**Stakeholder engagement.** Important stakeholders like education authorities, school heads and adult leaders who were engaged throughout the programme proved to be a facilitating factor to ensure buy-in for a smoother delivery of the programme.

7



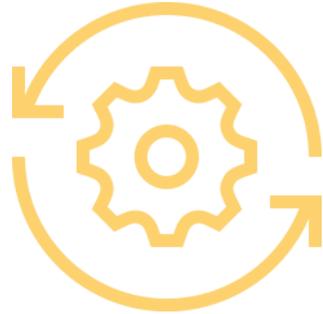
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# KEY LEARNINGS



**Replicate good practices in the programme.**

This includes girl-led (co-creation) processes, Advocacy Champion model, integrated M&E system, results-based planning, regular learning activities, CPM model, and stakeholder engagement. Adequate human and financial resources should be allocated both at WAGGGS and MO level.



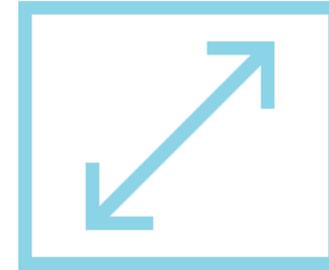
**Apply results-based management to WAGGGS programmes.**

Results-based planning, monitoring and evaluation have been valuable to the decision-making and learning of the team. A landscape study and problem analysis help understand the issue being addressed. Country roll-out plan should also be developed at the early stage to review budget and targets; ideally before these are set and agreed in MO contracts.



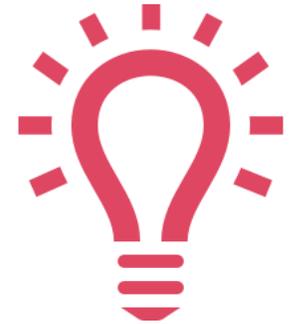
**Allocate enough time needed for meaningful girl-led programming.**

Adequate time for co-creation should be factored for future proposals and programme timeline, whilst ensuring buy-in from donors on the value and importance of time for effective girl-led processes. A clear engagement plan for the co-creation team should be developed along with effective feedback loop to the girls/co-creation team.



**Strike a balance between programme scope and time.**

Future multi-layer programmes like GPN should either reduce programme components or prolong the project timeline as agreed with the donor. This will help the team and volunteers manage expectations and workload.



**Strengthen MO capacity for effective programme delivery.**

Capacity of the MOs on programme processes (planning, M&E, coordination, etc.) and WAGGGS core mission activities (non-formal education, leadership mindset) should be strengthened to ensure effective and efficient delivery of programmes.



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