



Girl - Led Action on Climate Change

PHASE 1

January 2021 - February 2023

Report



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS

Acknowledgement

Girl Led Action on Climate Change is a World Association of Girl Guides and Girl Scouts (WAGGGS) programme that uses non-formal education model to respond to an urgent need to educate and engage thousands of girls and young women in climate change action. Tanzania Girl Guides Association (TGGA), one among other WAGGGS member organizations, has been able to implement this project with a number of other stakeholders.

TGGA wishes to register its profound gratitude to WAGGGS for selecting Tanzania among the African countries to implement the GLACC programme in schools and community and with a great and much appreciated support from Pascaline Umulisa (GLACC Global Project Manager), Germaine Umuraza (GLACC Global Advocacy Manager) and Ana Leticia Matos (GLACC Monitoring & Evaluation Officer). Sincere thanks to the AKO Foundation for the financial support.

In the same manner, TGGA extends appreciation to the Government of Tanzania through the Ministry of Education and Vocational Training, Ministry of Community Development, Gender, Women and Special Groups, Regional Administrative Secretary (RAS), Districts Executive Directors (DED) & Municipal Executive Directors (MED), Regional Educational Officers (REO), Districts Pre & Primary Education Officers (DPPEO) & District Secondary Education officers (DSEO), Ward Educational Officers (WEO), Local Government Authority as well as teachers in respective primary and secondary schools for participating in the project.

Similarly, TGGA appreciates both local and international organizations for their contribution in developing the curriculum of the programme to mention a few; the Food and Agriculture Organization (FAO), Tanzania Forest Services (TFS), the United Nations Environment Programme (UNEP) and Forum for Climate Change for their contribution on the curriculum content.

In addition, special gratitude is extended to Adv. Mary Richard (TGGA Chief Commissioner), Adv. Wintapa Luila (TGGA National Secretary), TGGA Board Members, Nyendo Kinyonga (GLACC Country Project Manager), TGGA Staff, officers and volunteers, the TGGA Regional leaders, guiders and girl guides in all the project areas. Last but not the least, sincere gratitude is extended to Mrs. Symphorosa Hangi (Retired Chief Commissioner) and Mr. David Mbumila for the initial ideas, development and launching of the program.

Executive Summary

The **Girl-Led Action on Climate Change (GLACC)** Project Phase I was implemented by the Tanzania Girl Guides Association (TGGGA) with an overall objective of ensuring that girls and young women become more resilient to climate change and lead effective mitigation and adaptation actions on climate change with a gender conscious approach at local, regional, national and international levels. The project was implemented in twelve strategically identified TGGGA regions that included; Kilimanjaro, Bagamoyo, Pwani, Lindi, Mtwara, Tanga, Zanzibar, Ruvuma, Kigamboni, Singida, Shinyanga, and Tabora. The implementation took place effectively from January 2021 to February 2023.

Specifically, the project sought to achieve three objectives and these included; increasing awareness on climate related issues among girls and young women; supporting direct adaptation and mitigation action at community or national level as well as increasing future capacity for women to take leadership roles in climate change response targeting. To realize these objectives, several activities were undertaken.

Hence, the report therefore presents an assessment of the performance of the project towards achieving the project expected results in terms of impact, relevance, efficiency, learning and sustainability for the purpose of assessing and capturing achievements of the project as well as documenting lessons to inform future programming and wider learning.

Impact

The project has had a tremendous impact on the beneficiaries and community members in the project areas through a number of ways. For instance, there has been increased awareness on climate related issues among girls and young women in project areas. These among other noted impacts in the proceeding sections of this report show that the project was successfully implemented in the project areas.

Relevance

The design of the project was relevant as it was based on a participatory approach which enables all intended project beneficiaries to fully participate in the project. This eased the implementation of the project and thus led to realization of the project goal and objectives.

Efficiency

The GLACC project was efficiently implemented and successfully achieved most of its intended results. Hence, there was an increase in girls' resilience to climate change through the climate change curriculum. A total of 40,715 girls completed the climate change curriculum. In addition, girls were equipped with advocacy skills and were also able to share their knowledge with community members and implemented 163 projects addressing important issues.

Sustainability

As a project, a number of initiatives were put in place to ensure the sustainability of the project results. For instance, knowledge that has been provided to girls, young women and community members in the project areas will ensure sustainability of the project results. In addition, advocacy skills equipped among girls and young women will also ensure that these girls and young women continue to advocate for appropriate actions against climate change in their communities.

Learning

In this project two key lessons have been identified. First, the participatory approach employed in the implementation of the project ensured high cooperation among project participants. This led to smooth implementation of the project especially in encouraging girls and young women to be part of the project. Second, girls and women involvement in championing issues of climate change is a critical factor in addressing climate change related issues in our societies. This is because in the course of implementing this project, it was observed that girls and young women have more convincing abilities that if capitalized on, then they can indeed bring a change in a community.

Recommendations

On account of the project results, the following four recommendations are made.

1

Promote partnership initiatives with different stakeholders within the project area to address climate change related matters.

2

In implementation of GLACC Phase II, should ensure that the adaptation aspect of the curriculum is increased and thus include more activities that will help girls and their families adapt to climate change since the examples of resilience, although widespread, were limited to a few actions.

3

Implement appropriate follow-up mechanisms on project achievements. For instance, it will be beneficial to require some sort of proof from girls about their sharing of knowledge by inquiring from persons that they shared their knowledge with. This will assist in revealing if the community gained awareness on climate change.

4

Report writing could be included in the Solution Lab training and advocacy champions as it was the most challenging part on the feedback of their activities.

Introduction

1.1 Project Narrative

Statistically, Girls and Young Women (G&YW) in Sub-Saharan Africa are severely and disproportionately affected by climate change due to inequalities in rights and power, and a culture that undervalues girls & women. Women and girls are disproportionately affected by climate change, but are largely, and wrongly excluded from the discourse around climate change adaptation and mitigation. Noting this situation, the Tanzania Girl Guides association (TGGA) under the umbrella of the World Association of Girl Guides and Girls' Scouts (WAGGGS) initiated this project under the theme: **The Girl-Led Action on Climate Change (GLACC)** Project with an overall objective of ensuring that girls and young women become more resilient to climate change and lead effective mitigation and adaptation actions on climate change with a gender conscious approach at local, regional, national and international levels.

By so doing, the project sought to contribute to the empowering of girls and young women so as to become effective leaders and active global citizens through education programs, advocacy campaigns, and leadership training. This would in return contribute to the achievement of the UN Sustainable Development Goal (SDG) of promoting the value and agency of every girl while inspiring them to make positive impact in their communities and beyond. This project was implemented in twelve strategically identified TGGA regions within Tanzania and these included; Kilimanjaro, Bagamoyo, Pwani, Lindi, Mtwara, Tanga, Zanzibar, Ruvuma, Kigamboni, Singida, Shinyanga, and Tabora.

1.2 Project Overall Objective

G&YW are more resilient to climate change and lead effective mitigation and adaptation actions on climate change with a gender conscious approach at local,

regional, national and international levels.

1.2.1 Specific Objectives

- i. Increase awareness on climate related issues
- ii. Support direct adaptation and mitigation action at community or national levels.
- iii. Increase future capacity for women to take leadership roles in climate change response targeting.

1.3 Project Planned Outcomes

The project had four planned outcomes as presented below;

- i. Outcome 1: G&YW have increased resilience to climate change
- ii. Outcome 2: G&YW are actively engaged in community climate change mitigation and adaptation action
- iii. Outcome 3: G&YW are engaged in climate change advocacy (regionally or nationally) in alignment with a defined regional strategy
- iv. Outcome 4: G&YW are engaged in international climate change advocacy

1.4 Methodology

The project employed a participatory approach which enabled all intended project beneficiaries to take part in all planned project activities. Coordinated by the Project Manager, the project was able to reach all planned project areas that included Kilimanjaro, Bagamoyo, Pwani, Lindi, Mtwara, Tanga, Zanzibar, Ruvuma, Kigamboni, Singida, Shinyanga, and Tabora.

Structure of the Report

The report has been structured into five sections. Section one introduces the project including its objectives, planned outcomes and methodology. Section two details project implementation process while section three presents detailed project achievements. Lessons, impact, relevance, efficiency and project sustainability are presented under section four whereas section five presents the conclusion and recommendations based on project implementation results.

Project Implementation Process

2.1 Project Implementation Process

The implementation process of the project of the Girl-Led Action on Climate Change (GLACC) in the project areas of Kilimanjaro, Bagamoyo, Pwani, Lindi, Mtwara, Tanga, Zanzibar, Ruvuma, Kigamboni, Singida, Shinyanga, and Tabora was based on a participatory approach. Project beneficiaries were involved in every stage of the project implementation as expected. The project observed that the participatory approach

was a better approach that would help in ensuring that intended project beneficiaries appreciate the contribution of the project. Hence, during the implementation process, TAGG employed various participatory strategies that ensured meaningful involvement of project intended beneficiaries. To this regard, several activities were executed as detailed below.

2.2 Project Implemented Activities

All project activities were implemented in line with the intended

project outcome to be achieved. Hence, each intended project outcome had its activities as presented below.

2.2.1 Outcome one Activities for increased resilience to climate change among Girls and Young Women

Realization of this outcome involved implementing the following activities;

- Providing girls and young women with knowledge on climate change applied to their context, so that they

improved their attitudes related to climate change.

- Requiring them to apply their learning through specific tasks aimed at developing their skills.

- Asking them to share their knowledge with their family members and implement tasks at home that contribute to their resilience (“Bring it home” tasks)

- Mainstreaming the gender dimension of climate change in all activities so that they understood this aspect and were more inspired and empowered to take action on climate change Providing space for G&YW to practice their learning and how to bring and demand change.

2.2.2 Outcome Two Activities for Engaging in community climate change mitigation and adaptation action by Girls and Young Women

Realization of this outcome involved implementing the following activities;

- Instil girls’ inspiration to start taking action on climate change through the curriculum.

- “Take Action” project: as part of the curriculum activities, and a prerequisite for them to earn the badge, girls were asked to share the knowledge they gained on climate change with two community members outside of their nuclear family. This is a form to not only spread the information but also to encourage girls to take their first action on climate change.

- “Community Action” project (CA): guiding units were invited to take further action by developing and implementing community projects:

- Representatives of the units participated in the Solutions Lab training (the leader and one girl) and received coaching so they could design and implement a community project.

- Units whose application was successful received micro-grants to implement their community projects.

2.2.3 Outcome Three Activities for Engaging in climate change advocacy (regionally or nationally) in alignment with a defined regional strategy

Realization of this outcome involved implementing the following activities;

- Provide training and support for girls to take advocacy action on climate change on issues that are important to them.

- Provide coaching to girls on their advocacy actions.

- Train girls in M&E report writing.

- Train advocacy champions in designing a regional advocacy strategy

- Link the girls to relevant authorities and platforms where they could have visibility.

2.2.4 Outcome Four Activities for Engaging in international climate change advocacy.



Realization of this outcome involved implementing the following activities;

- ➔ Training of delegates for the 66th session of the United Nations Commission on the Status of Women (CSW66).
- ➔ Training for delegates for the 27th Conference of the Parties to the United Nations Framework Convention on Climate Change (COP27), also offered by WAGGGS and attended by 1 young woman
- ➔ UNICEF's Youth Advocacy Champion Training: supporting youth advocates on their journey towards influencing change in eastern & southern Africa – WAGGGS facilitated the participation of one girl from GLACC in this training

Project Achievements

3.1 Project Achievements

Overall, the project has succeeded in reaching its primary targeted beneficiaries relating to increasing awareness on climate related issues, supporting direct adaptation and mitigation action at community or national levels and increasing future capacity for women to take leadership roles in climate change response targeting.

3.2 Summary of Project Achievements

3.2.1 Outcome 1: G&YW have increased resilience to climate change

- i. 40,715 girls completed the curriculum
- ii. Girls demonstrated increased awareness about climate change
- iii. Girls feel inspired to look for more information on climate change since their participation at GLACC
- iv. 56% of the girls demonstrated knowledge about the main climate change concepts
- v. 88% of the girls said they used what they learned about climate change in this badge to make changes in their lives
- vi. 87% of the girls completed climate change tasks with their families 4 in

every 5 girls shared with their family some of what they learned through the curriculum

- vii. Girls improved many attitudes related to climate change
- viii. 90% of the middle aged and older girls said that they feel better prepared for the effects of climate change in their lives.



3.2.2 Outcome 2: G&YW are actively engaged in community climate change mitigation and adaptation action

- i. Feel inspired to take action on climate change
- ii. 40,715 girls shared their knowledge with at least 2 community members
- iii. 88% of girls said that they had ideas of solutions for climate

change problems in their community, city or country

- iv. 313 girls and leaders participated in the Solutions Lab training
- v. 163 units received micro-grants and implemented CA projects
- vi. 163 units demonstrated knowledge and skills in implementing a CA project

3.2.3 Outcome 3: G&YW are engaged in climate change advocacy (regionally or nationally) in alignment with a defined regional strategy

- i. 20 girls participated in the advocacy training
- ii. 46% of the girls demonstrated knowledge to deliver an advocacy action
- iii. 76% of the girls demonstrated skills in conducting advocacy
- iv. 78% of the champions feel that they have skills and understanding about the 10 key topics in carrying out advocacy.



3.2.4 Outcome 4: G&YW are engaged in international climate change advocacy



Tanzania Girl Guides representative with other Stakeholder at CoP 27 SHARM EL-SHEICK EGYPT 2022 with the President of Tanzania **Hon. Dr. Samia Suluhu Hassan.**

- i. 1 young woman was selected to participate in important global events and received training to attend them
- ii. 1 young woman advocated in two of the main international events where climate change and its gender dimension are discussed, CSW66 and COP27
- iii. Girls' advocacy actions showed the main qualities that were expected from them

3.3 Details of Project Achievements

3.3.1 Outcome 1: G&YW have increased resilience to climate change

Under this outcome, 40 leaders were trained during national training and trained 432 guilders at regional training in 12 regions, who implemented the curriculum with 40,715 girls. The curriculum aimed at promoting behavioural change in girls, using behavioural change theory.

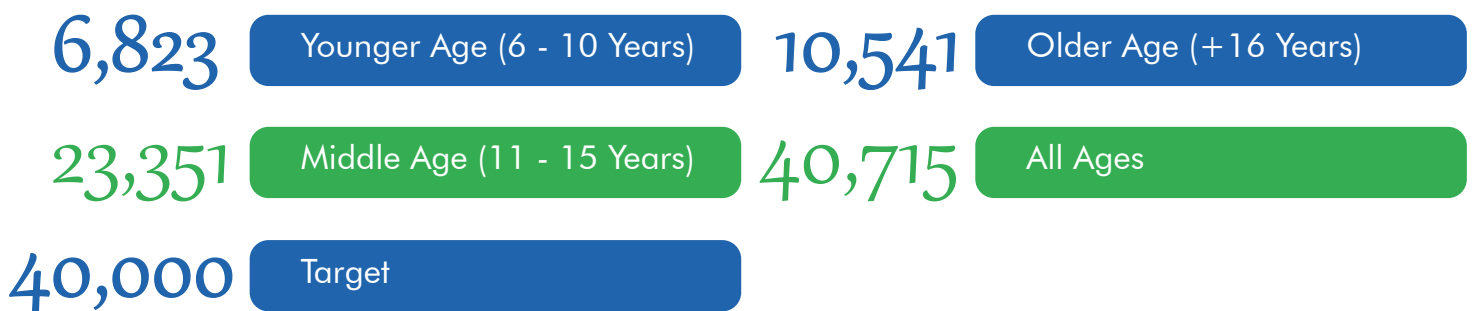


First, girls get knowledge and change their attitudes; secondly, they practise and acquire skills; when they practise for a long enough time they get a habit, which with a favourable environment, makes a new behaviour. The results presented below refer mostly to knowledge and attitude, with some evidence of behavioural change. We didn't access behavioural change in more detail as, with the short space of time between the curriculum implementation and the final evaluation, most girls didn't have sufficient time for behavioural change.

A total of 40,715 completed the climate change curriculum and received the badge answered a survey in the end. Besides that, 150 girls, from diverse backgrounds, were interviewed about some specific points of the curriculum.

The number of girls who completed the curriculum by age and country is below:(install the graph/pie chart)

TANZANIA



i. Girls gained knowledge on climate change

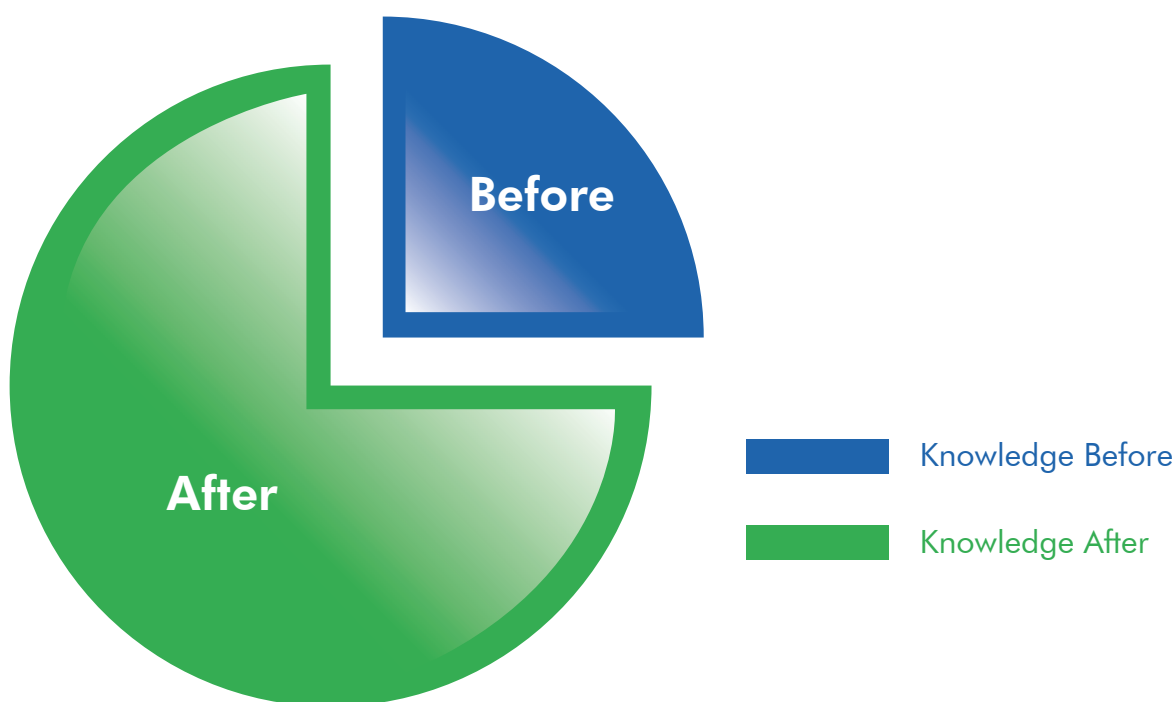
During the baseline FGDs, it was observed that girls didn't link many of the problems that were happening in their lives to climate change. When prompted by the FGD facilitators, they talked about many problems that they faced due to the specific climate change effects listed but weren't aware of the link nor of a causal relation.

In the final FGDs, girls showed awareness of the link between climate change and the impact on their lives. They also showed awareness of some of their actions that contributed to climate change and of other people's actions, both in their community and in other places and countries. The curriculum was successful in helping them to make that link and was very relatable to their lives.

Their knowledge about climate change concepts was assessed through the final survey, when they were asked to mark whether 7 statements read by their leader were true or false (yes or no for younger years). The table below shows the percentage of girls who answered at least 5 out of 7 correctly.

To understand how much girls felt they learned, we included in the middle aged and older years' survey, a question on their perceived increase in knowledge. Girls were asked to rate their knowledge, on a scale of 1 to 10, before and after they took the curriculum. Almost all girls felt that they increased their knowledge from before to after the curriculum (98%) and the great majority (81%) felt that they knew a lot by the end, rating their knowledge 7 to 10, compared to only a few girls initially (2%). The chart below shows how girls rated their knowledge on climate change before and after the curriculum, on average.

GIRLS KNOWLEDGE ON CLIMATE CHANGE



The FGDs also showed that girls’ knowledge on climate change was gained through their participation in GLACC. Girls were asked if they had gained their knowledge on climate change through GLACC or somewhere else and all girls said that either most or all of their climate change knowledge was gained through GLACC. This means that their increase in knowledge can be attributed to the programme.

“I grew up not knowing the importance of gardening, even planting trees, but after taking part in GLACC, I know the importance of all that.” Girl in FGD.

“Yes, because currently I know different adaptation mechanisms compared to what I knew before, I didn’t know anything” Girl in FGD

In summary, it was evident from the evaluation that girls were able to link climate change issues

to their lives, despite their difficulty with the conceptual part of the curriculum, felt that they gained a lot of knowledge with the curriculum and felt inspired to learn more.

ii. Girls learned about the gender dimension of climate change

An important aspect of GLACC was the gender dimension of climate change. This subject was included in all GLACC activities since it was identified in the Theory of Change as key for why girls and women are severely and disproportionately affected by climate change. Girls' reports in the FGDs showed that this subject was covered comprehensively and they demonstrated knowledge about it.

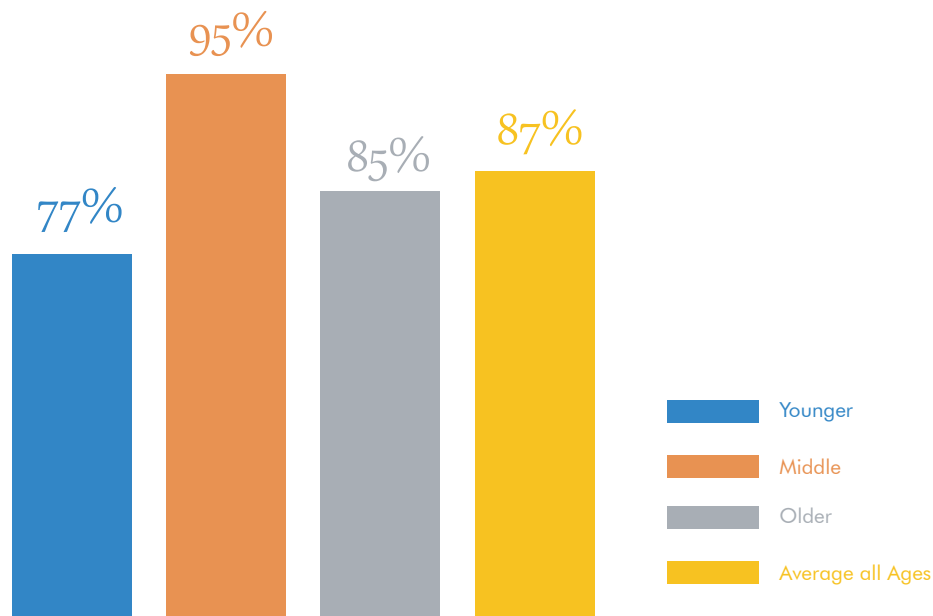
“Cases of rape can occur when a girl or woman goes to fetch water early in the morning or at night.”

iii. Girls improved their attitudes with regards to climate change

The evaluation also provided us with evidence of improvement in girls’ attitudes regarding climate change. In the survey, we asked the following regarding girls’ use of the knowledge they acquired:

Age Group	Statement or question	Answer Options
Younger	I have used my knowledge about climate change from the badge to change things in my life or in the lives of others.	No Yes
Middle	Have you used what you learned about climate change in this badge to make changes in your life?	No A little bit Some of it Yes, most of it

The positive answers (including “Yes” and “Some of it”) according to girl’s response



“Yes, because from the information I received in the GLACC program, I have been able to establish a small garden at home”

In the survey, 89% confirmed that they had made the promise. A higher percentage of the interview respondents made that promise: 95%. Between the ones who made a promise, 65% said in the interview that they kept their promise and 31% said they partly kept their promise. This indicates that the great majority of girls had some change in attitudes linked to climate change.

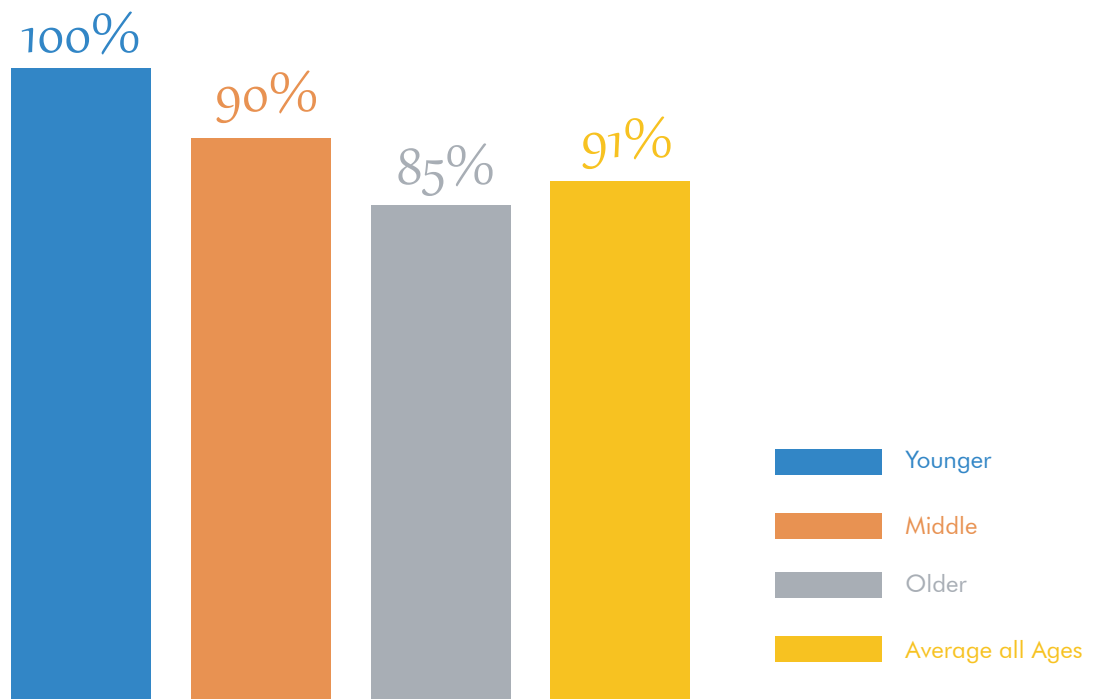
family activities, called “Bring it home”, and asked girls to share their knowledge with their family.

families, which were tasks that they had to involve their family. The answers were as below: We asked girls if they had completed the “Bring it home” activities with their families, which were tasks that they had to involve their family. The answers were as below:

Below are some examples of the promises that they made and kept or partly kept, many of which were mentioned by girls in the FGDs as new attitudes they acquired since the curriculum.

- ➔ “Establish an Environment Club providing education for industrialists to build away from residential neighborhoods”
- ➔ Establish a seedling within our school

For girls to increase their resilience, they need to discuss climate change with their family as most girls will not be able to implement changes without the involvement of their families. With this understanding, the curriculum also included We also asked girls whether they had made a promise for their daily lives to help them prepare for climate change, or to reduce climate change. This was one of the tasks from the curriculum aimed at encouraging girls to make changes in their daily lives.



When asked if they had shared some of what they learned about climate change since they started the curriculum with their family, 4 in every 5 girls said that they did, an estimation of 37,923 girls shared. The results according to age group were as follows:

- ➔ Younger: 86%
- ➔ Middle age: 79%
- ➔ Older: 66%

“They never collected rainwater before in my family, but after telling them about what I had learned in GLACC, we now have one [a tank to collect water]”

their families and were able to participate more than before.

“Through my behavior after attending the GLACC program, my parents involve me in many decisions.”

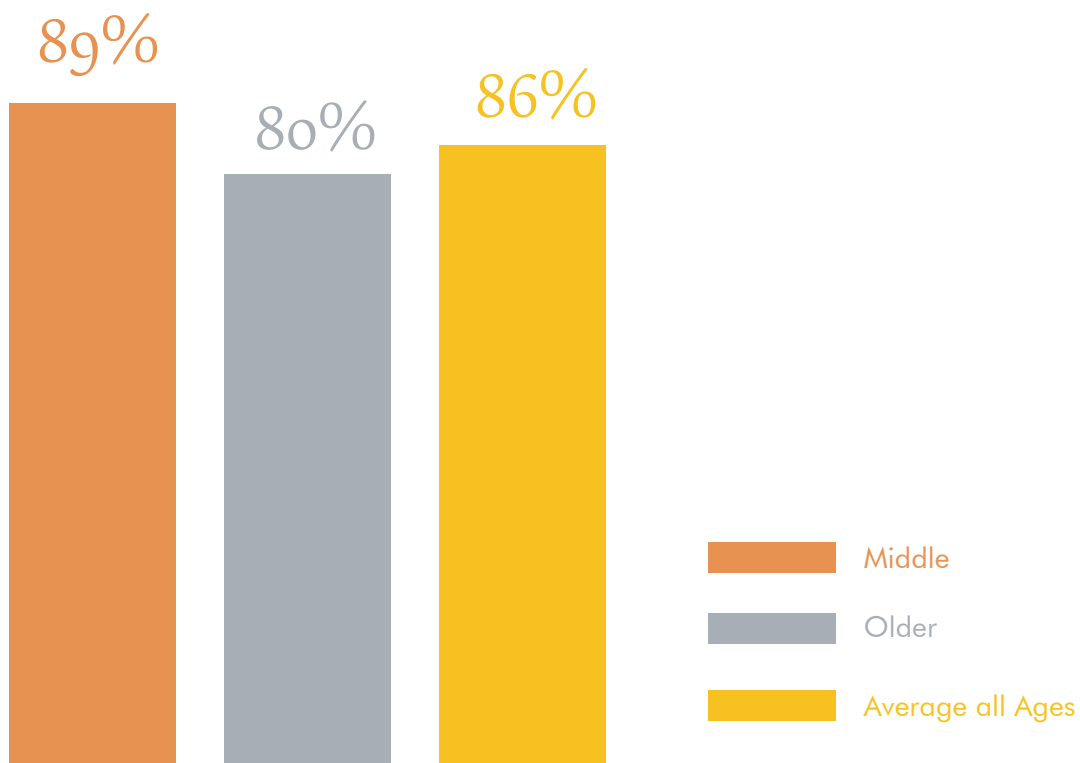
When asked if these changes in attitude were due to their participation in GLACC or because of something else, girls confirmed that they were because of GLACC, also confirming that these changes can be attributed to the programme.

It was interesting to notice that the family involvement decreased as the age increased. This might be due to girls decreasing their self-esteem as they become teenagers. It has been revealed that younger girls have higher self-esteem and feel more confident to share what they learn, while older girls need more approval or support from their peers to bring something new. In the FGDs, many girls expressed that they are not allowed to participate in family decisions or even discussions. However, many also expressed that through GLACC, they gained more respect from *“Girls were afraid to speak up, to raise their voices even at home, school. With the help of the*

project, they’re more willing to share their opinions and feelings about anything they have something to say about. They’re not afraid to express themselves.”

Girls increased their resilience to climate change

One of the main objectives of the curriculum was to increase girls’ resilience to climate change. Through the final survey, 90% of the middle aged and older girls said that they feel better prepared for the effects of climate change in their lives (younger girls weren’t asked this question). Their answers were as below:



Some examples of actions that may increase girls' resilience to climate change were mentioned in the FGDs. For this aspect, however, it's important to consider that girls didn't have much time from when they finished the curriculum to when the data was collected. Increase in resilience would be best measured after a longer period from the end of the curriculum implementation. Still, some examples give strong indication that girls' resilience has indeed increased and others that it will likely increase in a moment of crisis (such as a drought). *"We have changed from depending on water taps as now my parents have built a water harvesting infrastructure in our house. All of this was done after getting knowledge from GLACC."* Tanzanian girl, FGD Tanzania

The curriculum had some ideas of adaptation techniques which were really connected to girls' reality and widely implemented. Proof of that is how many girls mentioned having implemented the techniques mentioned in the curriculum. This kind of activities could be expanded in the curriculum, strengthening the adaptation aspect of the curriculum, which is key in the in Tanzania and African context.

3.3.2 Outcome 2: G&YW are actively engaged in community climate change mitigation and adaptation action



A total of 313 girls and leaders participated in the Solutions Lab training and 163 units received micro-grants and implemented their projects.



The community action pillar of the programme was assessed through the curriculum survey, FGDs, a pre- and a post-CA training survey (the training evaluation report can be assessed here), CA visits by the project teams and the GLACC M&E Manager, two CA reports with open questions to be filled by the unit carrying out the action and interviews with some of the community action leaders. Results on this outcome were as follows;



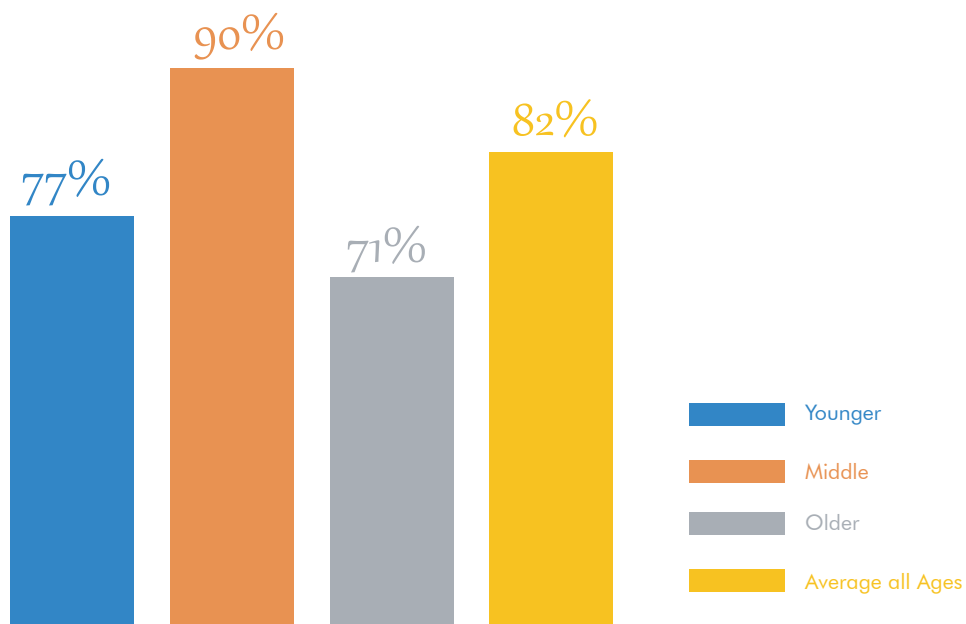
i. Girls feel inspired to act on climate change

A key component of the GLACC programme is that girls felt inspired to act on climate change and started taking some kind of action.

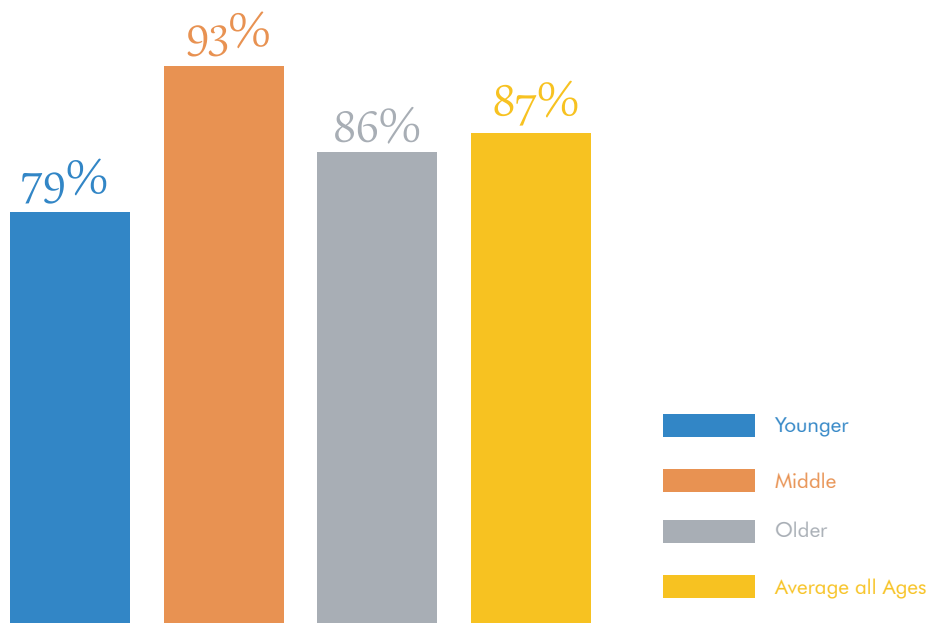
“My participation in community activities has largely changed after participation in GLACC, before when someone told me to go and participate for-example planting trees I thought it was not my job

but now we are the ones who have become motivators.” Tanzania girl, FGD Tanzania

In the final curriculum survey, girls were asked two questions to understand whether they felt inspired or not to act: 88% of girls said that they had ideas of solutions for climate change problems in their community, city or country.



While 90% said that they will take action on climate change as presented below.



The lower percentage for younger girls in might be due to a culture that does not give space for young girls to take action. This is something that is being challenged by the programme and with this in view, a result of 79% is very positive.

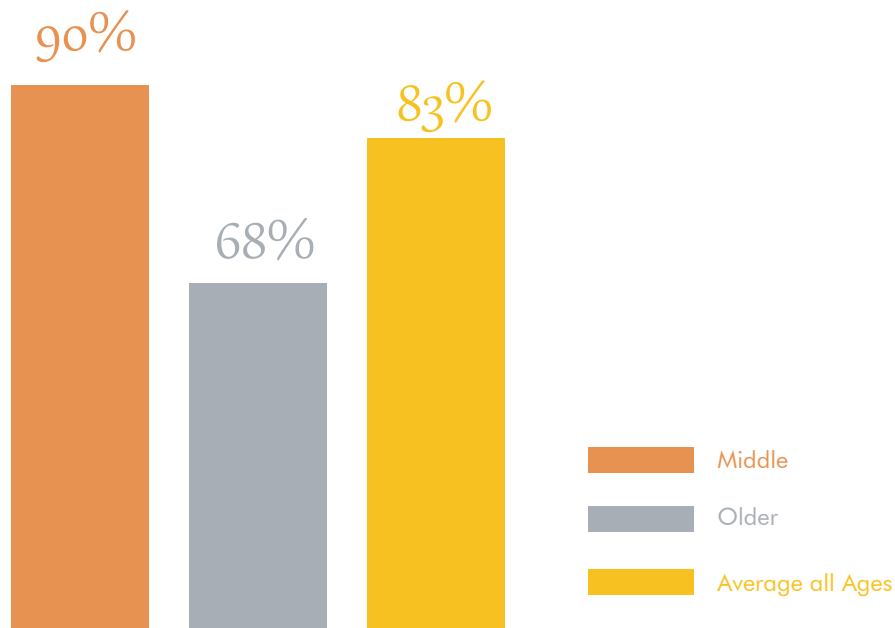
The FGD and the visit by the GLACC M&E Manager showed that in Tanzania girls felt inspired to act. They also demonstrated that they understand the importance of their involvement in climate change action.

“With the new knowledge I gained during the GLACC program, I’ve realised that climate change is much more serious than I thought and that we will have to act quickly and well.”

In Tanzania, girls creatively challenged this culture by using songs and drama to raise awareness about climate change in their communities. There’s also reports of girls attending community meetings and talking about climate change, despite the cultural barriers.

ii. Girl shared their knowledge on climate change

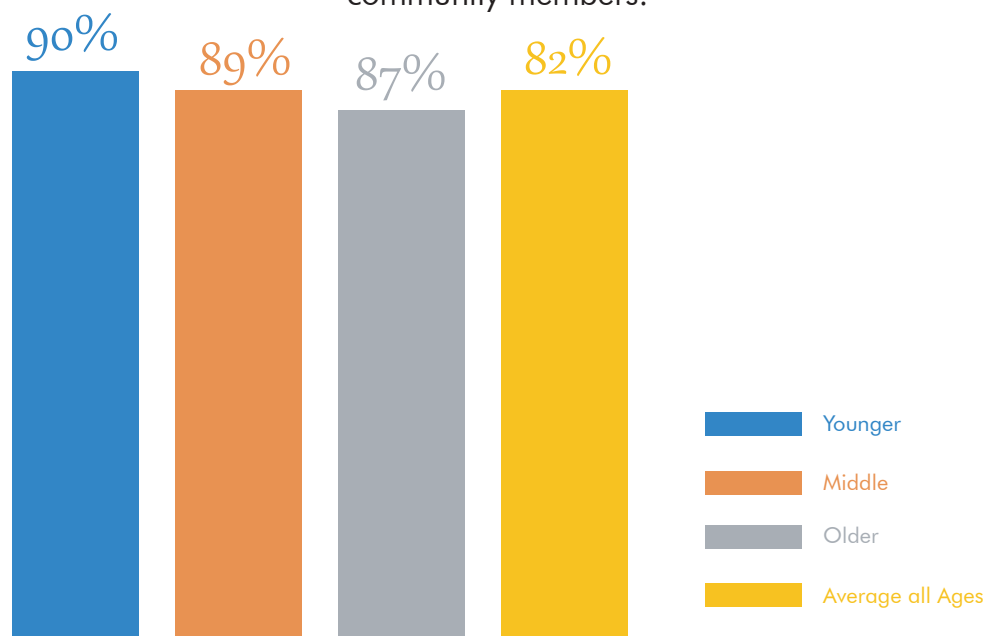
Girls were asked to complete their Take Action project, which consisted in sharing their knowledge with two people outside their nuclear family. First, we want to understand if girls felt prepared to influence people to take action on climate change. When asked that question, 88% of the middle aged and older girls said they did. The results are below.



An estimation of 40,715 girls shared their knowledge with at least 2 community members. The average number of people that each girl shared with was 3.8 community members in the survey and 4.9 in the interview. We estimate that more than 80,000 community members were reached by girls’ sharing of knowledge (based on the survey average), significantly more than the target of 90,000. However, we were unable to track repetition of community members, so this number might be lower. The estimated number of community members reached in Tanzania was 139,995 community members.

“Most of time we are talking to other people in the community and we are explaining about climate change, most of this information I learn through GLACC.” Tanzania girl, FGD Tanzania.

Below are the percentage of survey respondents who shared their knowledge with at least 2 community members:



For the girls sharing, our target was that they spent at least 15 minutes with each person sharing what they learned through the curriculum and included the gender dimension of climate change. Through the interview, we also found that 82% of the girls spent at least 15 minutes sharing information on climate.

change that they learned through the curriculum and almost all girls (95%) included the gender dimension of climate change in their sharing. Those who spent at least 15 minutes sharing, spent an average of 1:17 sharing with the first person.

These results are very positive. Even though not all girls shared their knowledge, the great majority of them did and many spent a long time sharing. This data, together with the FGDs data, shows us that girls are inspired to act and willing to talk about climate change with their community. *“I talked to the local leader to improve infrastructure like construction of drainage systems to reduce flooding.” Tanzania girl, FGD Tanzania.*

iii. Girls implemented community action projects

The GLACC programme offered

raining to units so that girls gained skills to design and implement a community action project. A total of 313 girls and young women were trained in developing and implementing a Community Action project. During the training, girls were asked to reflect on the most serious climate change issues that they and their community faced and were guided to think of their own solutions to these problems. *“During the Solutions Lab training, most of the ideas came from the girls and not the leaders. They discussed a lot of ideas and decided on one. The solution lab teacher or mentor helped them*

with questions to better define their ideas.” Tanzania team

Some examples of projects that were implemented are:

Providing training to girls and women on how to make ecological charcoal made

- with waste or recycled materials, resulting in fewer trees being cut

- Water tank for rainwater harvesting

- A vegetable garden in a school in an underprivileged area, training and seeds for girls to start their own at home. Also, girls started a vegetable garden at home.

- Planting of trees that provide different uses for the community or are helpful for drought

- Providing training to young women on how to make energy saving stoves, helping them to cut fewer trees for energy for cooking and also generating them income through the sales of those stoves.

One of the main challenges faced by the country teams was on ensuring the receipt of financial reports from the units. 163 projects were implementing, it was difficult for the team to check receipts and financial reports from

so many units. The team suggested that in the next phase, bigger grants are offered fewer groups. For example, different units in one school can coordinate to address one problem in the community together. This should help projects to have a bigger impact and can also be beneficial to move towards GLACC’s expect impact.

Also, girls were disappointed with the low amount of the project funding, which limited their actions. Here are some possibilities of addressing this:

- By implementing Tanzania’s suggestion to have fewer projects, encouraging units to work together. This can also promote community engagement, by bringing different units together in one project.

- Providing training in fundraising as part of the Solutions Lab training. Girls could be thought some basic forms of fundraising locally, like preparing a project proposal and taking to local business to ask for support, and also fundraising with community members through a campaign.

GLACC could also offer a second round of funding, with a higher amount, to a few units which have successfully implemented a project in the previous phase. This higher amount would be provided to units that already have a positive track record and have presented a strong proposal. This could serve as an extra encouragement for them in the first round.

3.3.3 Outcome 3: G&YW are engaged in climate change advocacy (regionally or nationally) in alignment with a defined regional

Data for this pillar was collected through a pre- and post-training survey to assess girls’ learning, a monthly monitoring questionnaire filled by each Champion, the Final Advocacy Action Report answered in group for each regional action and the Advocacy Champions Final Survey to assess girls’ skills in advocacy. The data gathered in the training surveys and monthly questionnaire allowed project teams to better support girls by knowing the topics that they had more difficult and the support they needed.



Advocacy Champion attended the Parliamentary session during the Key Demand Presentation

Detailed results on this outcome were as presented below;

i. Girls gain knowledge and skills to carry out advocacy

“It is important for girls and women to be involved in decision-making because women are the primary victims of climate change.”

A total of 20 girls participated in the advocacy training.

During the training, they were guided to complete some tasks to help them identify the area that they wanted to campaign and plan their advocacy campaign.

The evaluation provided us with evidence of increase in knowledge for 17 girls.

Because of a limitation of the data collection method, it wasn't possible to confirm for the other girls but there's strong indication, through their participation in the tasks, that all girls gained knowledge.

* all four are an average of the 7 topics

Girls expressed:	Before the Training	After the Training
Having a lot of knowledge about the topics	38%	84%
Having a lot of confidence to put the advocacy topics into practice	39%	72%

Seventeen (17) Advocacy Champions provided evidence of their knowledge and skills through their advocacy action report (written in group). An assessment of their reports showed that:

- 46% of the girls demonstrated knowledge to deliver an advocacy action, while 52% partly demonstrated it.
- 76% of the girls demonstrated skills in conducting advocacy and 24% partly demonstrated.

Finally, an individual survey about their skills in advocacy was answered by 9 girls. The results were very positive, showing that 78% of the champions feel that they have skills and understanding about the 10 key topics in carrying out advocacy. The skills that girls most mentioned included the following:

- How to communicate with people at different levels
- Communicating a clear message
- Public speaking
- Teamwork
- Leadership skills

Other skills that girls would still like to develop to be able to continue carrying out climate change advocacy are:

- Influencing and negotiation skills
- Report writing

questionnaire answered by the one champion who attended the COP27 and through an International Advocacy Champions (IAC) skills assessment answered by GLACC's Advocacy Manager.

Tanzania

Advocacy Champions in 12 regions were grouped according to 4 zones, and as a team they implemented their actions. Advocacy champions attended meetings with, and organised events attended by decision makers at local, national and international level.

A highlight was the Champions' attendance to a meeting with almost 30 members of the Parliament Committee for Investment, Industries and Environment during the government's parliamentary meeting. The Champions presented their key demands and their concerns were heard. This activity was posted in the Parliament's social media page which has 186,000 followers.

ii. Girls carry out climate change advocacy

In the four groups, each group had their advocacy strategy. Below is a summary of the actions

3.3.4 Outcome 4: G&YW are engaged in international climate change

The international advocacy was evaluated through a

The focus of this evaluation was the young women's learning and experience. A report focusing on the advocacy achievements was produced by GLACC's Advocacy Manager and results were as follows;

i. Young women advocated for change in international events where climate change is discussed

The CSW66 took place in March 2022, online. One GLACC delegates attended prepared a side event posing the central question: "How can the international community support the emerging girl-led action on climate change and how do we ensure if girls from diverse backgrounds can exercise agency and have a seat at the table?" During this girl-led event, the young women presented important insights into the status of girl's activism and agency in climate change and their perceptions of its gendered impact.

The other international event attended by the IAC was COP27, where the United Nations Framework Convention on Climate Change (UNFCCC) parties meet to assess progress in dealing with climate change. The 27th session of this meeting took place in Sharm El-Sheikh, Egypt, in November 2022. GLACC took one young woman represent TGGGA of which from GLACC Africa very country supposed to be presented by one young woman. This was a unique opportunity for them to speak out, to share their concerns

and their key demands on climate change to the international community.

ii. Young women practiced advocacy

The Advocacy champions participation in these international events gave them the opportunity to meet with different stakeholders and decision makers from their countries. for example, the Tanzania Advocacy Champion who attended COP27 met the President of the United Republic of Tanzania (URT), H.E. Dr. Samia Suluhu Hassan, The Tanzanian Minister for Environment, other youth representatives, and other stakeholders such as UN Women representatives and NGO representatives from Tanzania. This led to opportunities at the national level to attend meetings and present their demands.

3.4 Other project results

i. TGGGA increased their knowledge on climate change and their membership. Also, they increased their capacity in areas that were identified by them as priority, for which resources were provided. Finally, they gained a lot of

visibility in the field, allowing them to start new partnerships and become more respected in their countries. Below are some reports from the MO leadership about how they benefited from the programme.

ii. 90% of the programme's outcome targets were achieved

iii. GLACC has a high-quality curriculum, which is adaptable to other contexts and already being used in other countries

iv. TGGGA increased their capacity in M&E

v. Increase of the organization visibility

3.5 Girls' voices

3.5.1 Climate Action promises

Examples of promises made by girls for their daily lives to help them prepare for climate change, or to reduce climate change:

- Stop cutting trees
- Plant 200 trees each year
- Grow a vegetable garden
- Educate the community to combat climate change.
- Direct communities to make natural fertilizers with food residues, grass and animal manure.

- Stop using plastic and provide education to others on the effects of plastic use.

- Create an environmental club

3.5.2 Girls' knowledge about climate change

- "I have understood the importance of the conservation of trees, such as obtaining fruit and shade to moderate temperature due to increase in temperature."

- "Before participating in GLACC, I would watch general things on TV, but now I'm interested in environmental news. I get information through news, reports on television, radio I also get information through books in the community library. This has increased after participating in GLACC."

- "I often get information about climate change on YouTube. This has happened after getting GLACC education."

3.5.3 Girls' attitudes with regards to climate change

Family involvement

- "I educated my mother on how cutting down trees for burning will impact our lives, and now we use less of it."

- "I use what I learn in GLACC to advise my family

and relatives about how to deal with climate change. For example, people living in flood-prone areas and how we can reduce the impact of climate change by planting trees." girl in FGD

3.5.4 Girls' resilience to climate change

- "GLACC has helped me to know how I can take action such as how to plant vegetables because due to the drought there has been a shortage of food." Tanzanian girl, FGD Tanzania

- "To plant trees for my family: I've started establishing a seedling nursery so that we can have a lot of fruit trees in our house to get fresh air and also to reduce emission." Tanzanian girl, FGD Tanzania

3.5.5 Girls' inspiration to act on climate change

- "To educate the community on irrigation agriculture and not depend on rainfed agriculture." Tanzania girl, FGD Tanzania

- "Create awareness in my community about taking care of the environment, because before there were people who grew up cutting trees for firewood but now

many have stopped and others have started planting trees." Tanzania girl, FGD Tanzania, this was not like before learning about climate change issues." Tanzania girl, FGD Tanzania

- "I talked to local leaders on the issue to improve infrastructure like construction of drainage systems to reduce the flood occurrence. I hope that in the near future they will implement it." Tanzania girl, FGD Tanzania

3.5.6 Girls' sharing of knowledge

- "Yes, it has made me able to educate the community about the effects of various human activities such as cutting down trees that can affect the climate." Tanzania girl, FGD Tanzania

- "I helped my community to be aware of climate change issues and how to adapt or mitigate; example I always tell people nearby to establish the small garden." Tanzania girl.

3.5.7 Advocacy Champions key demands to Decision makers

1

We call upon decision-makers to lower the tariff set on equipment related to renewable energy such as Gas, gas stoves, and other electrical equipment so that every citizen can afford to purchase them. This will reduce deforestation due to the energy demand like firewood and charcoal, and likewise will reduce the long distance walking for the girl and young women in search of energy for domestic use.

2

We call on the decision makers to include regulations/laws for building permits at the residential level as well as institutions to set up infrastructure for rainwater harvesting as well as storage areas including dams to reduce water shortages and the challenge related to drought

3

We call on the decision-makers to include/set policies, rules/laws for planting trees for every family and institution. This will increase carbon storage (Carbon sink) and protect biodiversity as a result of deforestation.

4

We call upon decision-makers to ensure gender issues are mainstreamed in all levels of decision-making to allow a 50/50 ratio and to allocate a budget for projects related to Girls and women.

5

We call on the decision-makers to make climate change education compulsory and part of the formal curriculum so that every child especially Girls and young women will increase resilience to climate change impacts.

Impact, Relevance, Efficiency, Sustainability And Lessons

4.1 Introduction

This section of the report presents impact, relevance, sustainability and lessons from the project.

4.1.1 Impact

The project has had tremendous impact on the beneficiaries and community members in the project areas through a number of ways. For instance, there has been increased awareness on climate related issues among girls and young women in project areas. These among other noted impacts in the proceeding sections of this report show that the project was successfully implemented in the project areas.

4.1.2 Relevance

The design of the project was relevant because it was based on a participatory approach which enable all intended project beneficiaries to fully participate in the project. This eased the implementation of the project and thus led to realization of the project goal and objectives.

4.1.3 Efficiency

The GLACC project was efficiently implemented and successful in achieving most of its intended results. Hence, there was an increase in girls' resilience to climate change through the climatechange curriculum. A total of 40,715 girls completed the climate change curriculum.

In addition, girls were equipped with advocacy skills and were also able to share their knowledge with community members and implemented 163 projects addressing important issues.

4.1.4 Sustainability

As a project, a number of initiatives have been put in place to ensure the sustainability of the project results. For instance, knowledge that has been provided to girls, young women and community members in the project areas will ensure sustainability of the project results. In addition, advocacy skills equipped among girls and young women will also ensure that these girls and young women continue to advocate for appropriate actions against climate change in their communities.

4.1.5 Learning

In this project two key lessons have been identified. First, the participatory approach employed in the implementation of the project ensured high cooperation among project participants. This led to smooth implementation of the project especially in encouraging girls and young women to be part of the project. Second, girls and women involvement in championing issues of climate change is a critical factor in addressing climate change related issues in our societies.

This is because in the course of implementing this project, it was observed that girls and young women have more convincing

abilities that if capitalized on, then they can indeed bring a change in a community.

Conclusion, Recommendations And Areas For Further Intervention

5.1 Conclusion

As Tanzania Girl Guides Association (TGGGA), we aim at making Girls and young women empowered and take active roles in sustaining climate conscious and resilient communities. It is our desire to see to it that Girls and young women take part in wider action on climate change in their communities, countries and internationally. This will increase the diversity of voices in the climate debate thus contribute to better responses to climate related issues. Results of this project have demonstrated that it is possible to deal with climate issues and involve girls and young women in climate related matters. Hence, we call upon partners and stakeholders to join efforts so as to work collectively in responding to climate related matters for greater impact

5.2 Recommendations

On account of the project results, the following four recommendations are made.

- Promote partnership initiatives with different stakeholders within the project area to address climate change related matters.
- The next GLACC Phase II of the project should ensure that the adaptation aspect of the curriculum is increased and thus include more activities that

will help girls and their families adapt to climate change since the examples of resilience, although widespread, were limited to a few actions.

- The next GLACC Phase II of the project should ensure that the adaptation aspect of the curriculum is increased and thus include more activities that will help girls and their families adapt to climate change since the examples of resilience, although widespread, were limited to a few actions.
- Report writing could be included in the Solution Lab training and advocacy champions as it was the most challenging part on the feedback of their activities.

5.3 Area for further intervention

On account of the project results, two areas for further intervention are suggested as follows;

- i. Reach out of more community groups in addressing the challenges of CC because most part of our project was based on youth and young women awareness of climate change where community member where not directly reach out.
- ii. There is a need to implement the project on waste management value chain like recycling and reusable plastic and organic manure.

TANZANIA GIRL GUIDES ASSOCIATION

Organization Profile

Who we are

Tanzania Girl Guides Association is a non-profit and non-discriminatory membership Association, registered under the Societies Act Cap 337; dedicated to the social and economic advancement of girls and women in Tanzania. We are focused on empowering girls and women to be self-reliant, resourceful, and loyal citizens by providing them with non-formal educational programs and camping

Vision

To see a society with empowered girls and women attaining their fullest potential as resourceful and responsible citizens.

Mission

Empowering girls and women to become responsible and resourceful members of the society through provision of non-formal education, including; guiding skills, peer to peer dialogue and mentorship, advocacy, awareness raising, girls-friendly service delivery and media engagement.

Culture & Value

Professionalism and integrity, Sisterhood, Learn from challenges and readiness to adaptation, Helpful and time conscious, Respectful, Politeness and Consideration & Do no harm.

Our History

The Girl Guide Movement in Tanganyika was founded in 1928, in the Northern Region (Kilimanjaro). They had a Local Association with the Governor's wife as president and were duly registered in London. Following the union of Tanganyika and Zanzibar and renaming to Tanzania, the Association name was also renamed "Tanzania Girl Guides Association". It is fulfilling and encouraging to see what TGGA has achieved so far, the positive impact it has made on the girls and young women of Tanzania and looking forward to touching more lives. So far in Tanzania, we are operating in fifteen (15) regions of mainland and Zanzibar".

Our Program

The Tanzania Girl Guides Association endeavors to empower girls and young women to become effective leaders and active global citizens by providing education programs, advocacy campaigns, and leadership training. Our ultimate goal is to contribute to the achievement of the Sustainable Development Goals (SDGs) by promoting the value and agency of every girl and inspiring them to make a positive impact in their communities and beyond. With a commitment to leave no one behind, our projects and initiatives align with several of the SDGs.

2 ZERO HUNGER



Zero Hunger At TGGGA, we empower girls to be agents of change towards zero hunger. Through girl-led education and advocacy, we aim to create a world where every girl has access to adequate and nutritious food, and where girls are catalysts for sustainable progress at the local, national, and global levels.

13 CLIMATE ACTION



Climate Action Through our Girl-Led Action on Climate Change project, we empower girls and women to learn, take action and speak out about climate change-related issues that impact them. We provide mentorship to support them in developing the skills and knowledge necessary to advocate for climate action both regionally and nationally. By amplifying the voices of girls and women in the climate debate, we aim to promote diversity and drive more effective responses to this global challenge.

5 GENDER EQUALITY



Gender Equality We are committed to SDG No. 5, which aims to end violence against women and girls. Our Stop the Violence campaign's non-formal and co-educational curriculum, Voices Against Violence, tackles seven forms of violence against girls. TGGGA empowers girls and women to recognize and challenge harmful behaviors and attitudes, and to create safer communities for everyone.

3 GOOD HEALTH AND WELL-BEING



Good health and well-being GGA understands that, limited access to affordable and hygienic menstrual products can cause health problems for women and girls. That's why we integrate menstrual hygiene management into our sexual and reproductive health initiatives. We empower girls and women by providing education, resources, and access to safe and affordable menstrual products.



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