

Nutrition programme co-designed and implemented by adolescent girls: Lessons learned

Strengthening Global Nutrition Impact Through Collaboration

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OUTLINE

- What is the Girl-Powered Nutrition (GPN) programme?
 - Key players
 - Design & co-creation process
- Key findings from GPN process evaluation
 - Good practices and recommendations for improvement
- Translation of results:
 - How were the results used to strengthen the program?
 - What did we learn about working with adolescents?



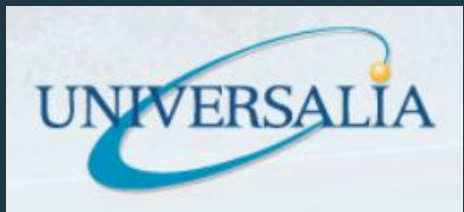
Key players



Nutrition International serves as a technical ally to local governments to deliver proven nutrition interventions at scale.



The World Association of Girl Guides and Girl Scouts (WAGGGS) is the largest voluntary Movement dedicated to girls and young women in the world, representing ten million girls and young women from 150 countries. Through a unique values based non-formal educational approach, WAGGGS creates empowering youth learning experiences.



Universal Management Group (UMG) is a management consulting firm. Universalia has been helping clients improve the performance of their organizations, their programs, and their people since 1980.

Nutrition International & WAGGGS' Girl Powered Nutrition (GPN) Programme

- Nutrition curriculum and badge:
 - Education
 - Community mobilization/ advocacy
- Improve the nutrition knowledge, attitudes, and practices (KAP) of adolescent girls in LMICs
 - 27-month pilot in Sri Lanka, Madagascar, Tanzania, and the Philippines
- Skill building for girls and increased national funding for nutrition
- Ultimate aim: *girls are empowered to take action to break the intergenerational cycle of malnutrition*



GPN Badge



Co-creation process

- Girl-Centered Design
 - A process used to solve a problem that impacts girls
 - Focuses on including girls at every stage of problem-solving
- Involving girls in the design of programs will increase program relevance, acceptability, and potential for impact
- Co-creation teams developed in each GPN pilot country

“Nothing about her, without her”



Process evaluation of GPN

- **What were the objectives of the GPN PE?**
 - Qualify fidelity and implementation; identify any breach; course correction
 - Qualify target populations' level of engagement
 - Understand the perspectives and experiences of the participating girls and community members and make programme recommendations
- **Who are the intended audiences of the results?**
 - GPN Staff (all WAGGGS staff, including country project managers [CPMs], etc.)
 - NI-WAGGGS programme team
 - Girls directly benefiting from the programme

FGDs & KIIs	Total
Adult leaders	61
Advocacy champions	14
Co-creation team members	23
Community members	32
Girls, middle age group	51
Girls, older age group	46
Girls, younger age group	36
Boy Scouts attending GPN activities	3
Regional commissioners	4
Local partners	15
NI/WAGGGS	18
	303



Results of the evaluation



Identified good practices

Girl-led process

Reaching girls with relevant curriculum (age and stage)

Attempt to align curriculum with local context

Involvement of local institutions

Positive early results (increase in KAP + confidence)

Relationship between NI-WAGGGS

Monitoring role creation

Important role of CPM and commitment of volunteers

Recommendations for improvement

Participatory involvement model should be replicated, with suggestions for improvement

Improved tailoring of curriculum for youngest age groups and local contexts

Adequate resources and time for future curriculum development, post curriculum activities

Length of trainings and cascade model quality

Increased focus on reaching most vulnerable

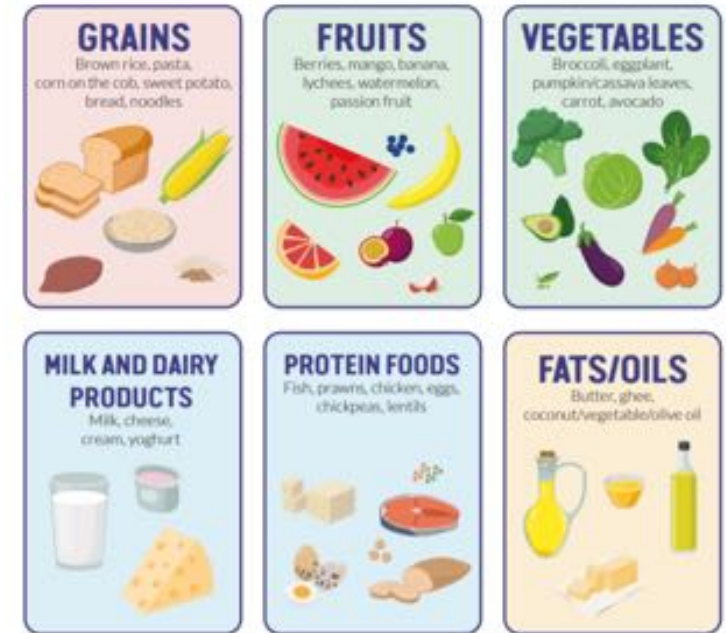
High quality monitoring system should be implemented

Increased focus on gender equality and involving males and parents

Sustainability and scale-up

How were the recommendations used?...or not?

- Co-creation process
 - Feedback loop strengthened
 - More clarity around roles
 - Replicated in other WAGGGS programmes
- Curriculum simplified for younger age groups
- Required time for trainings reduced
 - How will this affect quality?
- Emphasis on gender equality
- Improved accessibility by posting all materials online



From WAGGGS' website – curriculum encourages leaders to swap foods for local examples

- M&E is valuable but difficult to implement
- Timing and budget constraints an issue (CPM role, targets)
 - “Reality is different than paper”

Lessons learned on working with adolescents



Lesson 1: **Co-creation**

Lesson 2: **Adequate time**

Lesson 3: **Structural issues**

Lesson 4: **Suitable timing**

Lesson 5: **Relevance**

Lesson 6: **Improve self confidence**

COMING SOON:

Dyke, Penicaud, Hatchard, Dawson, Munishi, Chowdhury: "Girl-Powered Nutrition Programme: Key Themes from a Formative Evaluation of a Nutrition Programme Co-designed and Implemented by Adolescent Girls in Low- and Middle-Income Countries"

Current Developments in Nutrition Journal

In summary:

- Co-design is extremely valuable
- Implementation research is powerful for programme improvement
- There are unique considerations for working with a unique population (adolescents – not children, not adults)



THANK YOU!