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

GENDER AND DIVERSITY
MAINSTREAMING TOOLKIT

Acknowledgments

Contents

WHY GENDER AND DIVERSITY?

Europe Region WAGGGS (ERW) has a commitment to work on the topic of gender and diversity in all that it does. Guiding and Scouting does not happen in a vacuum: it happens within a wider society, in which we all have different experiences and face different challenges. To ensure that everyone who wants to access Guiding and Scouting can do so, we need to work actively to embrace difference in our movement. This is critical to achieve our goals and our mission to enable girls and young women to develop their fullest potential as responsible citizens of the world. You can read more about these commitments in the ERW strategy on gender and diversity.[1]

Guiding and Scouting impacts the development of young people's identities from an early age and has a unique role in offering our members opportunities to develop. It is our responsibility to create spaces where young people and their leaders can respect and share differences; helping them find a home in the Girl Guiding and Girl Scouting movement.

Embracing inclusion is a matter of well-being. Ensuring the welfare of children and young people in everything that we do is the basis of delivering a good educational programme and having an environment where young people can learn to thrive.[2]

WHAT DO WE MEAN BY 'GENDER'?

UN Women defines gender as:

"...the roles, behaviours, activities and attributes that a given society at a given time considers appropriate for men and women...These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context and time-specific as well as changeable. Gender determines what is expected, allowed and valued in a person in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context, as are other important criteria for socio-cultural analysis including class, race, poverty level, ethnic group, sexual orientation, age, etc."[3]

Stated simply, 'Gender' is the social aspect of our identity as women and as men: the way we dress, the way we behave in public, the way that we interact with members of the same and different biological sexes, the roles we have in our families, the expectations that we have for our lives. It is everything we absorb from our culture, society and experiences that becomes part of our experience of 'being a woman' and 'being a man'. It is important to note that not everybody experiences 'being a woman' or 'being a man' in the way that is most common in their society and many people do not identify with either of these two binary categories.

[1] http://en15egsc.europak-online.net/wp-content/uploads/2015/12/Document-EGC-5_Strategy_EN.pdf
[2] https://www.wagggs.org/en/resources/child-protection-toolkit/
[3] UN Women, http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm

WHAT DO WE MEAN BY 'GENDER'? (Contd)
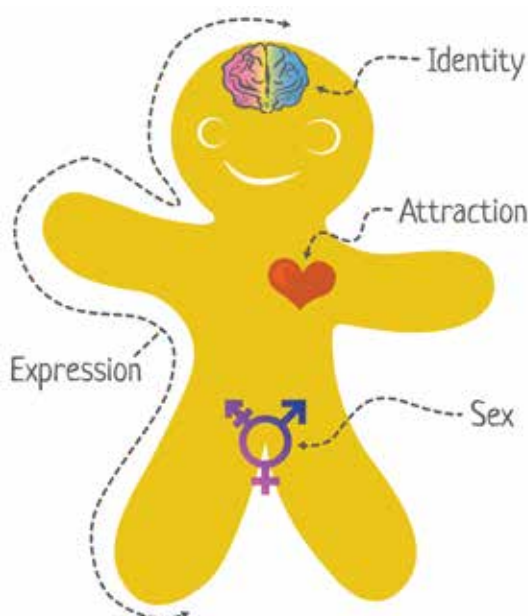
There are norms, appropriate behaviours and traditions surrounding all kinds of gender identities, in all cultures. These impact the way that we feel about ourselves, as well as affecting how other people see us - in our personal relationships, at work and in social contexts like Guiding and Scouting. Our gender identity therefore has an impact on how we experience and perceive everything.
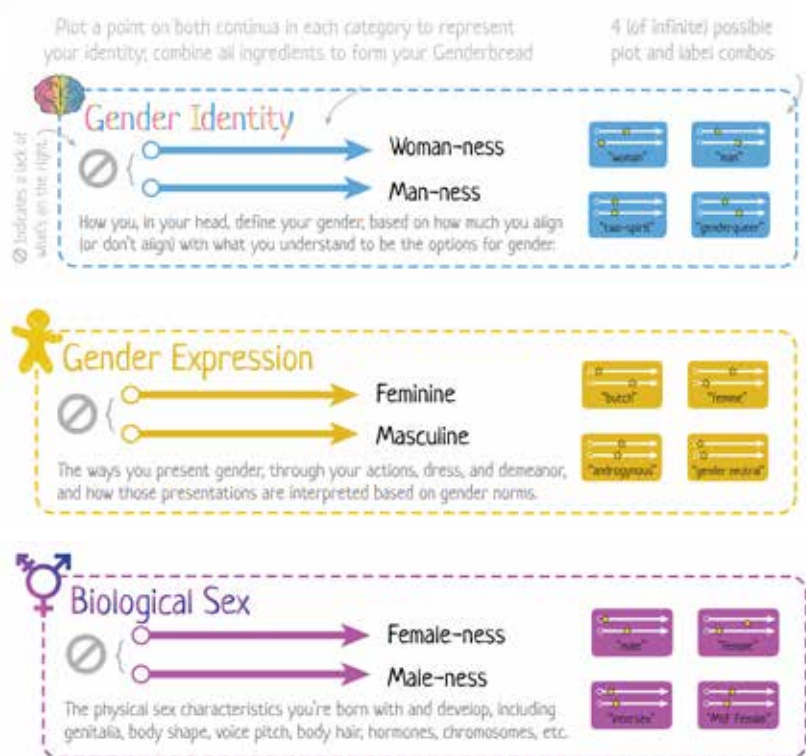
WHAT DO WE MEAN BY 'DIVERSITY'?

'Diversity' in a group of people means that each individual brings unique characteristics that can be used to differentiate between them. In literal terms, this could be anything, from whether they drink alcohol to how many books each of them has in their home.

However, from a social and societal perspective, diversity refers to the kinds of differences that cause people to be treated differently in society. Age, class or caste, economic background, educational background, ethnic background, physical ability, religion, sexuality and linguistic differences are some of the most common differences addressed in diversity projects. These kinds of differences may affect how you are treated by the society in which you live.

Inclusion means being respectful and conscious of such diversities and aware of the impact that they have on a person's interaction with and understanding of, anything in the world - including the event, activity or process you are currently considering when using this toolkit. Every one of us is affected by exclusion at times, it is a common human experience we all share and may even reproduce unconsciously. It is important to actively engage in inclusive practices, so we can demonstrate that our movement embraces variety and makes the world a better place for all.

"But in my workplace/family/Guiding and Scouting organisation, we are gender/race/ability neutral! We treat everyone equally!"

Being 'gender neutral', saying 'I see the person, not the race' or otherwise positioning ourselves as neutral towards difference sounds like it should be a positive thing - an approach that treats all people equally regardless of their personal characteristics.

However, such an approach ignores the fact that our differences impact how we perceive and understand everything in the world, as well as how we act in response. It does not take into account that different people are going to need different support to reach the same goals precisely because of their experiences as a person with a gender, race, set of abilities, economic background, educational attainment level, sexuality or any other of the many diversities. If you haven't had the same advantages and experiences as the person next to you, you may find some things much harder - this needs to be recognized and considered by the leaders/people in charge of the situation or an activity, acknowledging that everyone is starting from a different level.

WHAT DO WE MEAN BY 'DIVERSITY'? (Contd)

People who have experience of multiple kinds of social differences will experience each one of those things differently as a result. Extra differences don't just 'add to the list', they also change each other. For example, two fifteen-year old girls in the same class at school in a majority-Christian country will not have exactly the same experience of being a female teenager if one of them is Catholic and one of them is Muslim. Awareness of this is called an intersectional approach. Intersectionality[4] allows for and considers the complex, cumulative manner in which the effects of different forms of discrimination or oppression combine, overlap or intersect.

Mainstreaming is a more powerful approach than 'neutrality', because it takes into consideration all of these intersecting different experiences, to offer everyone truly individual support.

RECOGNIZING OUR DIVERSITY

It is not about "somebody else", we are all different with equal worth.
When you look at someone, what is visible and not? How fast do you put people into boxes?

WHAT DO YOU SEE WHEN YOU MEET ANOTHER PERSON FOR THE FIRST TIME?

Age
Ability
Colour
Gender
Body

WHAT DON'T YOU SEE?

Health
Identity
Values
Sexual Orientation
Ability
Family
Culture
Gender
Religion
Economic status
Guiding and Scouting background

[4] https://www.wagggs.org/en/our-world/europe-region/

WHAT IS GENDER AND DIVERSITY?

Mainstreaming simply means considering gender and diversity in everything that you do. It is a process through which you can work towards becoming fully inclusive, ensuring that all stakeholders are involved in a safe, open and diverse environment which best meets the needs and reality of your organisation.

When we think about gender and diversity, we sometimes think of targeting particular groups of people: for example, those from a religious or racial minority in our country; those with a physical disability; those from a particular socioeconomic background. This approach can be helpful in certain circumstances. Nonetheless, we are all different in a range of ways. Our identities are made up of many layers and one person can belong to both privileged and underprivileged groups at the same time. Two people may look the same from the outside, but need very different support in order to be able to achieve the same goals.

Instead of thinking about targeting one group, mainstreaming helps you consider these aspects and develop an approach to activities which is flexible and supportive to everyone. It is about creating a mindset in which you are open to adapting your planning, work and evaluation so that you can take into account and embrace the diversity of your members.

But we are already working on gender and diversity...

And that is fantastic! Many Member Organisations (MOs) are already running great projects and undertaking all sorts of new measures to tackle gender inequality and ensure that their membership is as diverse as possible.

The ERW Gender and Diversity Task Forces and the ERW Gender and Diversity Working Group have developed and produced this toolkit to help MOs mainstream gender and diversity across all their work. This resource has been created following several research and pilot projects in the region and is a flexible starting point and reference guide, to be used when considering how to ensure your work, activities and ways of operating are as inclusive and unbiased as possible. It is a continuous journey.

Gender and diversity mainstreaming is to be considered as an approach, understanding, for example, that each activity you run will not tick every box for inclusion. However, with flexibility, variations and forming part of a varied programme, overall, it will ensure Guiding and Scouting are fully inclusive.

INTRODUCTION

EUROPE REGION RESEARCH - WHERE WE ARE NOW

Our research has shown that there is still work to be done, even in MOs who focus and work openly on the topic already. **Mapping projects** have also indicated to us that some MOs would like further support to ensure broader access to information.

The **Gender and Leadership Project** in particular showed that MOs who work on gender and diversity as thematic areas may still benefit from further measures to respond better to every single member's needs as an individual. The project followed both girl-only and co-educational groups and found evidence that the young people were still struggling with the effects of gender biases in both groups.

The Gender and Leadership Project was a research project conducted in 2016 by WAGGGS in partnership with Girlguiding UK (Scotland) and Scouting Nederland (SN), with the consultancy of Oxford Brookes University. Using a Participatory Action Research approach SN (co-educational setting) and Girlguiding Scotland (girl-only setting) investigated how their young members perceived gender norms and whether girls and young women felt they had equal opportunities to pursue leadership roles both within and outside of the movement.

The report, which you can download from the WAGGGS website[5], showed that while individual members may be aware of gender and diversity issues as political or social concepts, they sometimes need help to identify them in their own lives as barriers to fulfilment. It also showed that there is space for greater reflection on the true diversities present in a seemingly equal group.

The Gender and Leadership Project is an example of Participatory Action Research, in which both national-level volunteers and local leaders of an MO worked with a researcher to shape the project. This meant research was only carried out according to what was specifically appropriate to their particular setting and it enabled the participants to begin changing what needed to be changed during the project itself. The local leaders reported finding it an extremely positive and surprisingly easy experience and it was a new way for MOs to gather live information about their current situation. We would definitely recommend that you read the project summary if this appeals to you.

[5] https://www.wagggs.org/en/our-world/europe-region/

RELEVANCE OF THE TOOLKIT FOR BOTH GIRL-ONLY AND CO-EDUCATIONAL ORGANISATIONS

The experience of "being gendered" surrounds us always, even when we are alone, regardless of other genders being present or not. In a girl-only environment, gender expectations can be just as limiting as in co-educational settings. Both educational settings offer a variety of options to work with the topic of gender.

In girl-only environments, we can embrace the unique support that individuals who have been through similar experiences can offer to empower each other. We can consciously design activities where members take on very different roles and attitudes from the ones they usually are in, or the ones that society expects from their gender.

Mainstreaming for both gender and diversity is equally important in both girl-only and co-educational organisations. Regardless of what kind of organisation you are from, you will be able to ask yourself and your fellow members, all of the questions that are in this toolkit.

Sometimes it can be easier to see how focusing on diversity issues, particularly gender, is more necessary in a co-educational environment where young people have to negotiate relationships between the genders within their Guiding and Scouting experience and unit meetings etc. However, research conducted in the ERW Gender and Leadership project showed that it's important to consider the gender identities even in girl-only groups, for several reasons:

- Guiding and Scouting does not happen in a social vacuum. While young people involved in Guiding and Scouting do show less gender bias than young people outside of the movement, they nonetheless carry with them all the prejudices about gender from their wider society and culture.

- This can impact not only the way they treat each other, but the way they view themselves and the confidence that they have in their ability to pursue opportunities within and outside of Guiding and Scouting.

- Young people's intersecting identities mean that they do not all experience their gender in the same way. A girl-only unit will be full of young people who have different ways of living with their gender.

HOW TO USE THIS TOOLKIT?

This toolkit has been created as a tool for reflection and guidance when considering gender and diversity within your own unique environments. It is a tool designed to be flexible and adaptive; it can be used in part and dipped into to consult, rather than as a programme to be completed from beginning to end. This means that you can deep-dive straight into the section and areas most relevant to you and your objectives and/or project.

Gender and diversity mainstreaming is a journey which we as ERW are on together as a team, and with you. This is a continual and evolving process and there is no expectation or pressure to make each and every activity 100% inclusive immediately and from the beginning. This is a process which allows organisations to grow and develop, continually reflecting on the decisions being made and their impacts.

Notes

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TOOLS TO RUN A MAINSTREAMING PROJECT

STEP BY STEP - USING THIS TOOLKIT

This toolkit presents five big questions asked across six core areas. The questions are broken down into smaller practical questions that you can ask yourself to ensure you are considering gender and diversity issues in all areas of your work. The smaller, practical questions are aimed to be answered by people engaged in MOs at national level. If you and your team for any given project consider these five questions as part of your process when you are undertaking any area of work, then you are mainstreaming.

6 CORE AREAS

The toolkit relates to existing WAGGGS materials on developing your MO, i.e. Guidelines for Self-Assessment for Growth and focuses on the Six Core Areas:

- Membership
- Educational programme
- Finance
- Relation to society
- Structure and management and
- Training

Each Core Area has its own chapter.

FIVE KEY QUESTIONS

In each chapter, you will be asked five questions. These are the same questions that appear in the One Pager "Quick Start" mainstreaming tool, also downloadable from the ERW website [6].

The Five questions are:

- Who do we reach?
- Who joins us?
- Who stays?
- Who has influence?
- Who leaves?

These are questions you and your team can ask yourselves regarding any aspect of your work. Specific sub-questions are then suggested in each Core Area chapter and are separately approached and arranged from a gender and then a diversity perspective.

You may find that you cannot answer some of these questions. This may be useful to you, as it can show you where you may consider collecting data on issues that you currently do not investigate.

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[6] https://www.wagggs.org/en/resources/gender-mainstreaming-europe/

TOOLS TO RUN A MAINSTREAMING PROJECT

STEP BY STEP - USING THIS TOOLKIT (Contd)

Data collection is key in gender and diversity mainstreaming. Guiding and Scouting does not happen in a bubble and we bring in our Guiding and Scouting activity biases that are present in society even if we don't want to. Looking at census data and collecting specific data related to gender and diversity can help us to see aspects of our association that were invisible before. If you already are very inclusive and you don't have any data other than the common perception from your MO, then it would be a good opportunity to start data collection. This will also be extremely useful if you are working on growth. (Further information on data collection is available at the end of this toolkit in the annex.)

1. WHO DO WE REACH?
- How and when do we communicate about our activities to others?
- How and when do we communicate with our group?
- Is our external and internal communication (unconsciously) tailored to certain kinds of people?

2. WHO JOINS US?
- How can we make it easier to start being a Guide, Scout or leader?
- When somebody joins us, what role do the take? Is this linked to their gender or identity group?
- Are those who join fully representative of our community and society?

3. WHO STAYS?
- Who becomes long-term members? Is there a pattern for the type of girls and the type of boys who stay?
- Are the basic needs of all genders and other groups being addressed in a fair and impartial manner?
- Are there unequal or discriminatory roles and responsibilities in determining tasks, responsibilities and decision-making?

4. WHO HAS INFLUENCE?
- Who has a voice and who is being listened to at different levels?
- Are strategies used in practice to encourage the participation of the less influential voices?

5. WHO LEAVES?
- Who quits and why? What are you doing to understand the reasons?
- Are inequalities and discrimination challenged constructively?
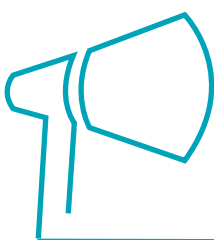
TOOLS TO RUN A MAINSTREAMING PROJECT

RUNNING A PROJECT

When beginning a project, you or your MO may have a preferred structure or procedure which will inform the development of the project. If you do not, you may consider using the following:

IDENTIFICATION
- What is the role of the project? Who is it for, and who will be involved?
- What is the timescale and budget available?
- What are the aims and objectives of the project?

FORMULATION (PLANNING)
- Definition of tasks and responsibilities.
- Creation of schedule and identification of milestones and priorities.
- Identification of risks.

IMPLEMENTATION
- Carrying out the activities as planned.

MONITORING
- Collecting data at defined points.
- Reviewing against milestones budget and use of resource.

EVALUATION & CONCLUSION
- Evaluating against the initial plan; have the objectives been met?
- Learning from success and difficulties, broadcasting success.
- Handover to those who will continue work.

For more information about project management, you could use the WAGGGS resources, *Be The Change* [7] or *WAGGGS Leadership Resources: Management Skills* [8]

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[7] https://www.wagggs.org/en/resources/be-change-community-action-toolkit/
[8] https://www.wagggs.org/documents/1055/Resources_management_skills_FINAL.pdf

RUNNING A PROJECT (Contd)

DATA COLLECTION

1. What do we mean by data collection? Why is it important?

"Data" means facts and statistics collected together for reference or analysis. The possible data which can be collected is limitless, so we should focus on what is relevant to our needs and objectives. Examples of data collection in Guiding and Scouting could refer to the numbers of young people registered in your organisation from particular socioeconomic backgrounds, the amount of money that is spent on training volunteers on diversity, or the answers that your local leaders give in a survey about how satisfied they are with volunteering.

It is very likely that you already work with data in monitoring your membership. The next step is to think about how you collect it and what kinds of questions you would like to answer (or understand) with it. This will help you make the most of mainstreaming and monitor whether it is having the expected or desired impact in your organisation.

2. What kind of data can you collect?

There are two ways you can collect and express data: quantitative and qualitative.

Quantitative data is data that you can measure exactly and express in numbers. For example: the number of young people from migrant backgrounds who stay in your organisation for more than two years. There is no opinion expressed in this data: it is a fixed number whoever is collecting it.

Qualitative data is data is much harder to measure exactly with numbers, but gives deeper understanding of underlying reasons/explanations. It is often data about people's experiences, values, or opinions. For example: the explanation that a member of your movement gives when you ask them to say how well their needs are met.

A benefit of qualitative data is that it can give you deeper insights into people's motivations for their actions, needs and responses. Collecting it can often take more time than quantitative data, as the questions are often more complex; analysis too can be more challenging as it is often not as simple as counting numbers and identifying trends. Humans are also not rational beings and therefore a certain level of interpretation may need to be considered in developing the questions and translating the data findings.

You need to keep in mind three questions when choosing what to collect:

What do I want to know?

What can I collect?

What can I analyse?

RUNNING A PROJECT (Contd)

DATA COLLECTION (Contd)

3. How can you collect data?

Quantitative data can be collected in various ways:

Census: data collection about every unit in a group, e.g. if you collect data about the age of participants in a basic training, that would be considered a "class census".

Sample Survey: only some members are approached for data, e.g. if you collect data from three local groups, that would be considered a "sample survey of the programme" which you might apply regionally.

Administrative data: collected as a result of an organisation's day-to-day operations, e.g. data on volunteer hours or number of members in the organisation.

Tracer studies: usage of a) a regular survey as the core tool b) combining it with in-depth discussions with a sample of those surveyed and c) interviewing key informants on key issues.
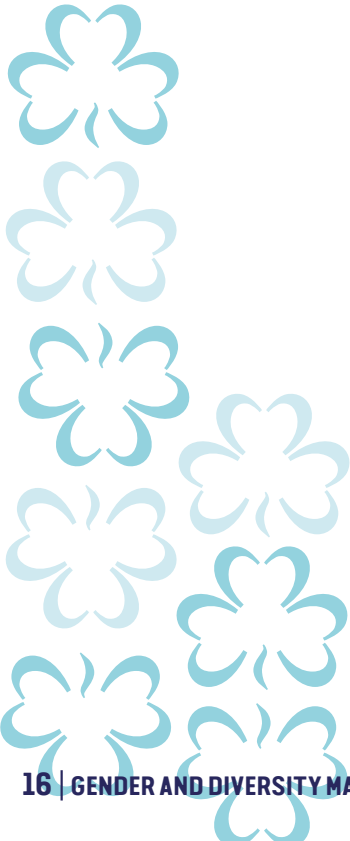
Qualitative data can be collected for example with:

Surveys: Standardized questionnaires that ask the same question of every participant. These can take many different forms - see the example below of the "gendered interruption in meetings" data collection.

Interviews: Structured or unstructured one-on-one directed conversations with key individuals or leaders in a community.

Focus groups: Structured interviews and/or discussions with small groups of individuals using standardized questions, follow-up questions and exploration of other topics that arise.

Observations: A group or single Guides or Scouts are asked to perform a specific task or action. Observations are then made of behaviours, processes, workflows etc, in a real-life situation (e.g. at the General Assembly)

When deciding between types of data collection, these questions may be useful:

- Are the methods of data collection suitable for the target groups and the issues being assessed?

- How reliable is the measuring instrument, i.e. will it provide the same answers to the same questions if administered at different times or in different places? Does that affect the conclusions that you draw?

- What are the advantages and disadvantages of each one of the available types of data collection for your project?

RUNNING A PROJECT (Contd)

DATA COLLECTION (Contd)

You can consider ways of making use of existing data collection that you are already engaged in. What information do you collect nationally for new member registrations? How do you map the geographic spread of your members? Do you already monitor the amount of time spent on different activities by the leadership of your organisation? Did any similar organisation as yours already collect data on what you are interested in and you can use some of that?

As you begin a mainstreaming project, you may only need to adapt some of the data collection that you already do to find the answer to the key question you are asking: is mainstreaming making Guiding and Scouting better and more accessible?

4. Designing good data collection tools

It is important, from the beginning, to think about how the data collected will be analysed and shared. What kind of evaluation will be taking place? Who should be involved in defining the questions and determining the indicators? You want to be sure that indicators are recognized by decision makers in the organisation, to avoid the results of the research being refused at a later stage.

It is important to **be consistent** so that you can see how the indicator that you are monitoring (e.g. number of participants, satisfaction) is changing over time. You can only compare data if you are collecting it in exactly the same way each time.

Try to not **anticipate or mislead**. If you are creating a survey and you ask "do you think this policy is good?", you are asking a different question from "what do you think about our policy?". Leading questions will influence the responses and could impact on the authenticity of the answers and overall results.

Ask yourself if your data needs to be updated on a regular basis to stay relevant and provide an accurate picture and/or needs to adapt over time to follow progress. Data collection procedures may need to be routine and occur on a regular schedule, such as biweekly, monthly or annually, depending on the purpose of the data being collected. To establish a schedule for data collection, build upon any existing timings or sources of routine data collection, such as feedback at the end of training programmes.

Standardising data collection can facilitate ease-of-use as well as data quality. A good method of standardization is, for example, to add selection menus or multiple choice responses or checkboxes as response options, rather than requiring the respondent to create their own response. **Ease of response** will encourage more people to take part.

This form of standardisation may be useful to collect certain types of data, but can also be used in conjunction with open-ended questions. These types of questions can be rich in qualitative insight and hold their own advantages, though may reduce participation and take longer to analyse. It is important to choose and experiment with designing the data collection approach to get the insight you're trying to understand from your target audience.

Forms are used most in data collection, but don't limit your thinking to paper forms. Web- or mobile-based forms are easy for participants to complete in their own time and you will get your information faster.

RUNNING A PROJECT (Contd)
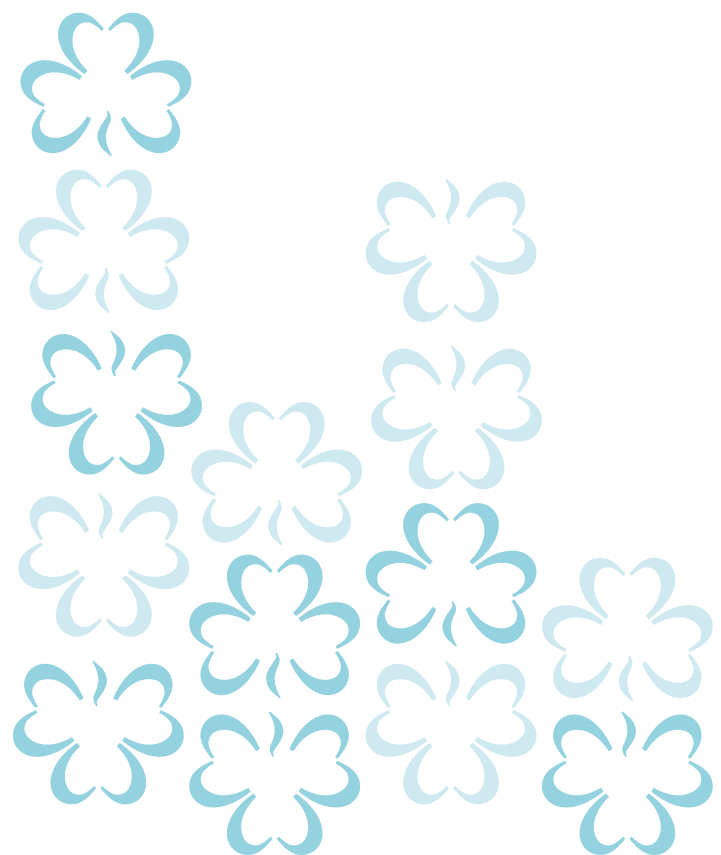
DATA COLLECTION (Contd)

Critically consider form design to eliminate confusion and errors. Each field on the form should meet a specific goal. When designing a data collection form, **ask yourself why you are asking each question**. If there is no good reason, consider removing the question. This will also result in a simpler form that is easier for respondents to complete, which may increase the number of forms returned.

Before distributing forms on a large scale, pilot-test the forms, asking one or more people who have not previously seen the forms to complete them. This can help identify any issues with the form and allow you to update it before it goes out to everyone.

5. Further considerations when planning your data collection

- Various data has already been collected from your membership pool and subscription about who is attending your training and programme events. This is an existing data source - how could it be repurposed to serve your needs?

- Once you have collected data, you can compare it to other data, such as national statistics. Does your membership reflect your national or local population statistics in a balanced way? For example you could find the percentage of your members who have a particular faith and compare this to the percentage of the population who have that faith. This could show how much you appeal to members of that faith or identify the potential opportunity for growth.

- What information already exists or is being collected to assist in tracking changes? What relevant research and reports on your selected focus area already exist? If there is no data, what does that tell you? You may consider whether it is worthwhile to collect it yourself.

- How can you ensure small changes will be measured? There is increasing pressure from stakeholders to demonstrate significant changes in a fixed period. It is important to consider which indicators can be used to measure short term change and how will you capture the often small, nuanced shifts in behaviour that tend to happen over time.

TOOLS TO RUN A MAINSTREAMING PROJECT

RUNNING A PROJECT (Contd)

"You have a legal and moral duty to protect this data so that it cannot be accessed by anyone else without the consent of the person who gave it to you."

DATA PROTECTION

When you are collecting data, you will possibly be collecting sensitive personal information tied to people's identity, such as their names, dates of birth and contact information. You have a legal and moral duty to protect this data so that it cannot be accessed by anyone else without the consent of the person who gave it to you. Every country has their own laws around data protection and you should make sure that your organisation is complying with them. Generally, good data protection practice means

- Thinking critically about the kind of information you are collecting. Do you really need people's names/date of birth/city of residence etc.?

- Storing this data in a secure way. Paper forms with personally identifiable information should be locked away. Passwords and encryption should be used on digital storage methods.

- Limiting the number of people (if more than one), that can access the raw data. Recruiting a 'data protection/information officer' who keeps the data safe is good practice as well as mapping out a plan of who has access and to which data files.

- With new legislation came into place across European Union in May 2018, all participants who provide data must have a right to be forgotten and removed from any database. You must consider and put processes in place so that this can be actioned within a given time frame ie 24hrs/48hrs by the person responsible for data protection.

- New legislation also dictates that any person may request 'subject access' and has a right to access any personal data you may have on them. Again, the processes and procedures should be considered and put in place to action this request if made.

RUNNING A PROJECT (Contd)

PARTICIPATORY ACTION RESEARCH

Participatory Action Research (PAR) is a research process that has proven to be effective in assessing attitudes and the impact of activities on individuals in Europe Region WAGGGS' Guiding and Scouting contexts. The ERW Gender and Leadership research project, which results were presented at the Europe Conference in 2016, used PAR to investigate how gender was connected to attitudes to leadership among its young members. It is a collaborative approach to research that emphasizes the engagement of participants and personal reflection and so it suits our movement's youth-led model. It also strongly emphasizes action: the goal is to research a need and test ways of responding to that need. It could therefore be useful to your organisation to measure the effects of any changes, new activities or new ways of working that you implement when engaging in this mainstreaming project.

How does it work in a Guiding and Scouting context?

PAR's action-focused research cycle works as follows, with concrete examples from the Gender and Leadership project:

- **Consultation - deciding as a community what the issues are**

  A meeting was held between local leaders and members of the national teams of both MOs. A trained university researcher led discussions to define the issues they wanted to investigate. She also trained them in data collection methods and facilitated discussions around relevant activity design.

- **First analysis - data collection on the issues**

  The researcher designed an online survey to measure the attitudes of individual young members, which they all completed to find a baseline measurement. Then, each local leader developed an audit activity suitable for their own group, carried out during their regular meeting time, to pinpoint what the most important issues were for their local context.

- **Collaborative design of action - coming together to devise actions**

  The local leaders met in their respective countries and shared the results of their first analysis. Together they designed a range of actions that would tackle the issues identified in step 2.

- **Implementation of action**

  The local leaders carried out several actions with their local groups as activities in their regular meetings.

- **Second analysis - measuring the impact of the action**

  The local leaders repeated the audit activity from step 2. The online questionnaire was then repeated, to see if attitudes in the local groups had been affected by participation in the project.

- **Evaluation**

  The local leaders, steering committee and researcher met to discuss results and reflect on the process. The researcher produced a full report based on all findings.

RUNNING A PROJECT (Contd)

PARTICIPATORY ACTION RESEARCH (Contd)

Reflections on PAR from Scouting Nederland and Girlguiding Scotland

- PAR can be a really useful way of engaging members of your MO to reflect on their practice and improve ways of working.

- After some initial training on the methods, you do not necessarily need to involve an external academic all the way through…

- …but there can be value in inviting an external observer in. This project showed the benefit of an external viewpoint, someone who could ask new questions that had not yet been tested. As an academic, the researcher had additional capacity to do "desk research" to supplement the active research, which the MOs might not have been able to do

- Some local leaders were initially concerned that it was going to be a lot of work, but were pleasantly surprised at how easily the research fit into their usual meetings with their groups.

- It was also a chance for local leaders to connect with each other within their own country and they gave positive feedback about the benefits to their development that this offered. This kind of research does not have to be undertaken internationally: it could be used to investigate different conditions in contrasting areas of one country, such as urban/rural.

- Local leaders responded positively to a short timespan for this research, which was completed within a six month period – it felt doable.

CORE AREA: MEMBERSHIP

INTRODUCTION

Membership should reflect the composition of our society; therefore, it has a key role in achieving diversity and gender equality. If we can bring in members representing the entire local community and support everyone fully, we can trust that our diverse and empowered membership will initiate an inside-out change throughout the whole of the organisation.

In Guiding and Scouting we have many traditions and ceremonies. These traditions and ceremonies make us feel like we belong to a strong group and this makes us feel safe. They mark us as distinct from the world outside our unit, group or team.

But to become inclusive, we need to think about how these practices might feel and what they might signify, for someone new to our community. Maybe these are exactly the practices that make potential members feel excluded and prevent them from staying long enough to participate fully in the movement.
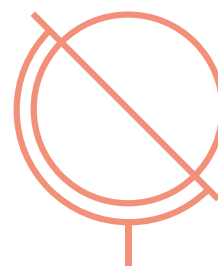
'Membership should reflect the composition of our society; therefore, it has a key role in achieving diversity and gender equality."

QUESTIONS
FOCUS ON GENDER

WHO DO WE REACH?

- In our language, do we use gender in grammar? How? Do we always use gendered language or certain terms in a single gender form i.e. leader? What message could this convey?
- How do we represent the balance between all genders in photos and advertising?
- Do we have an inclusive policy for LGBT+ members?
- When signing up as a new member, can members freely choose how to label their gender?
- How do we speak about people of different genders to ourselves? Do we categorize individuals?

WHO JOINS US?

- Are we running activities for specific "characters" only, such as adventurous girls or creative boys?
- Do we recruit a balanced number of members from all genders in every age-group?
- Do we have more leaders of one gender? At which age sections?
- Focus for girl-only MOs: Is there a typical image of a Girl Guide that we recruit, or are we open for non-typical characters who don't fit a certain stereotype of how girls or women should be?

WHO STAYS?

- As they become older, are members of one gender more likely to stay than others?
- How are local groups structured? Do we have diverse and balanced teams, of different sexes and genders, in units?

- Do you compile membership statistics on the numbers of males and females in your organisation and the positions they hold?
- Focus for girl-only MOs: How do you communicate to your members that Girl Guiding/Girl Scouting is not only meant for "adventurous" or stereotypically "girly" girls? Do you make conscious effort to show openness to a range of personalities?

WHO HAS INFLUENCE?

- Are the representatives of each age group gender-balanced in decision-making structures? Do all genders have an equal share of voice in expressing their views?
- How do you ensure opportunities for girls and young women to feel empowered?
- Do all leaders have the same opportunities to be heard? Do you have an equal number of influential leaders of each gender?
- Girl-only MOs: do you include varying gender perspectives in your decision-making process?

WHO LEAVES?

- Do you keep statistics about the dropout rate and reasons for leaving across each gender within each age group?
- Do you think about gender stereotypes as a possible reason for members leaving?
- Girl-only MOs: do girls who don't fit traditional images of a girl feel welcome, or do they leave over time?

EXAMPLES
GENDER

EXAMPLE 1

In a local group, leaders of the older section are envied by leaders for the younger ages, because they do not have to face the struggle with young Guides and Scouts who are afraid in the forest and have difficulties with some aspects of camping. In this older group, they proudly say, "By age 14, we got rid of the Hello Kitty girls," meaning that there are only girls left who enjoy getting dirty in outdoor activities. A neighbouring group has a different approach to its young members. Asking the question "who leaves?", they realised that in order to keep older girls in the group, they needed to offer optional programmes and keep a balance between indoor and outdoor activities.

EXAMPLE 2

Leaders noticed that in their local group when playing physical games outside, if there was a decisive female leader in charge, she did not fit everyone's understanding of proper roles for girls and women. To gain a deeper insight into what exactly the main challenges were, they invited conversations with group members and their families about expectations towards females in leadership. They also strived to educate members and their families on the range of opportunities Girl Guiding and Girl Scouting offers for self-development through trying new roles. They adjusted the program to take smaller steps when trying unfamiliar roles and encouraged members to reflect on their experiences to enhance learning. These steps were more accessible and brought more members with them in exploring gender roles. Leaders also put in place various moments to evaluate the program and uncover any frustrations, so that they could keep their program challenging and educational, while keeping their diverse members engaged and happy.

EXAMPLES GENDER

EXAMPLE 3

A local group started losing their teenage girl members. After speaking to girls who had quit, leaders learnt that many girls stopped coming to camp when they started their periods. Leaders found that the wild camping conditions (nowhere to dispose of sanitary products, lack of easy showers) were an obstacle to their teenage girl members, especially when girls did not feel comfortable to discuss this with their leaders. By providing information about sanitary disposal as part of the standard camp briefing, one barrier was removed. Leaders who were preparing to take youth members camping discussed how to approach this during their training. The issue of showers was harder to solve, but leaders asked their girls to come forward and speak to them if they needed more regular or easier access to showers.

EXAMPLE 4

A few years ago, social scientists at the University of Waterloo and Duke University coded a long list of adjectives and verbs as masculine or feminine then scanned a popular job site to look for those words and look for gendered language. They found that job ads in male-dominated fields (like software programming) tended to use masculine-coded words such as "competitive" and "dominate" much more than job ads in female-dominated fields. Follow-up research confirmed such words made those job listings less appealing to women. [9]

Have you considered the language you use to advertise your programme?

[9] https://www.forbes.com/sites/hbsworkingknowledge/2016/12/14/how-to-take-gender-bias-out-of-your-job-ads/#7db9f9d11024
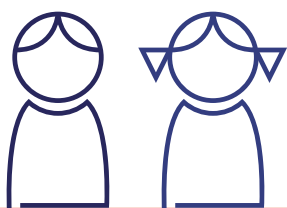
QUESTIONS
FOCUS ON DIVERSITY

WHO DO WE REACH?

- Who recognizes themselves in Guiding and Scouting and who is attracted to become a member?

- Who fits your profile of an ideal Guide or Scout? Who is represented in images used to promote Guiding and Scouting?

- Whose attention do you lose by saying you are girl-only/co-educational? Would you like to attract members of this group, if you knew how to reach out to them?

WHO JOINS US?

- Do people need specific skills, abilities or resources to become a participant or leader? How can these be attained? Can they be acquired on joining? And how is this communicated?

- Will new members be able to participate in activities with members of the same age?

- How are individuals who have no context or knowledge about Guiding and Scouting communicated with/attracted to join?

- Do people need to travel far to join us?

- Is there a minimum or set time commitment required to join? Is there flexibility in how people can join and participate?

- Girl-only MOs: how can you attract those not familiar with girl-only environments to try our activities?

WHO STAYS?

- Who will thrive and excel in Guiding and Scouting?

- Will everybody meet the same opportunities?

- Are some ways of participating considered to be of higher value than others?

- Girl-only MOs: do our members experience peer pressure against staying in a girl/women-only environment from outside of our movement?

WHO HAS INFLUENCE?

- Who is heard and who takes decisions?

- What information do you monitor about people in decision-making positions?

- What happens if someone is not feeling heard? What happens if it is noted that someone is not contributing? Would your organisation notice that some groups are not contributing?

- Girl-only MOs: do you promote certain stereotypical attitudes over ones that are "outside of the box" when taking decisions?

WHO LEAVES?

- Does it make a difference who leaves and why they do so?

- Do we have sufficient knowledge about who leaves and why?

- Is it okay that someone leaves in certain circumstances?

- Is it part of our culture to uncover the true reasons for leaving, even if it brings about confronting opposing opinions?

CORE AREA: MEMBERSHIP

EXAMPLES DIVERSITY

EXAMPLE 1

An MO whose membership is not based on faith asks "who joins us?" and finds that young Muslim people are underrepresented in the organisation when compared to the general population. The MO arranges for advertising materials to be distributed in several towns with large Muslim populations and organises meetings where new families could meet local units. However only a few families show up to these meetings and there is no significant increase in young people signing up to the movement. Asking "who has influence" reveals to the MO that no decision makers of Muslim backgrounds were invited to contribute to the discussion about how to cooperate with other social institutions to attract a wider membership base. In their future work, the MO ensured they had representative working groups leading the effort to reach out to a wider membership.

EXAMPLE 2

In many organisations, the main way for members to join a unit is through their parent finding their local unit and speaking to the leader. If a potential member who is new to the country would like to join but their parents do not speak the local language and do not feel confident coming to the meeting place, they may find it difficult to become involved. Asking themselves "who joins us", one MO examined the information given to parents and began to provide information leaflets in multiple languages. The MO also worked to create links with minority communities, to find community leaders who would be able to support face-to-face communication. Another MO offered training to leaders about non-verbal communication methods to support dialogue.

EDUCATIONAL PROGRAMME

WHY IS THIS RELEVANT FOR YOU?

The context may slightly differ between girl-only organisations and co-educational settings, but gender and diversity mainstreaming is relevant to both. We know from Europe Region's Gender and Leadership project (referred to in introduction) that all organisations can benefit from reviewing these themes in their educational programmes. The benefits of doing so may be experienced as growth, a better programme, keeping your members etc.

In girl-only organisations it might be worth considering whether your educational programme respects all the different interests among diverse members and is not designed and based on stereotypical thinking on what girls "should" like or dislike, or a single version of a girl.

In co-educational organisations it might be reasonable to review the educational programme to ensure it gives all members equal opportunity to enjoy activities, take action and participate in different events. The programme should enable everyone to engage to an equal extent.

WHAT IS GOOD PROGRAMMING?

Make your programme REAL: Relevant, Exciting, Accessible and Learner-led

→ ACCESSIBLE

Inclusion and participation is inherently what Guiding and Scouting stands for at its core. It is part of our mission 'to enable girls and young women to develop their fullest potential' without limiting or questioning which girls and what type of girls.

By creating an educational programme that is inclusive you're promoting community connection, intercultural learning and equal opportunities for all young people regardless of differences. This can be achieved by organising specific activities on these topics but also ensuring that all programmes are inclusive, irrespective of gender, ability, geographical or socioeconomic background.

→ RELEVANT

To engage our young members, the educational programme needs to be relevant and reflect an understanding of our young members' needs and what matters to them. Recognising stereotypes and prejudices surrounding them, their expectations, opportunities and challenges faced is vital to engage and keep members.

→ EXCITING

Guiding and Scouting methods adopt a holistic approach to education, ensuring that all young members have the opportunity to thrive and step out of their comfort zone in a safe environment. Providing the space for them to explore areas of personal development they would not explore otherwise is an exciting opportunity to challenge stereotypes. Making sure that we take full advantage of this approach is a responsibility for each of us, from national to local level. Design your programmes in a way that youth members can't wait to take part in! Activities should be innovative, fun, active and challenging.

→ LEARNER-LED

Use the Girl Guide & Girl Scout programme effectively so youth members can take the lead in their learning and have the chance to develop the 21st century skills (communication, collaboration, creativity, character, citizenship and commitment) that our method develops best.

Our goal is to ensure that the educational framework and programmes are used by our MOs to encourage young people to recognise and challenge the stereotypes they themselves may hold, as well as equipping them with the confidence to thrive in the wider world where these may exist.

EDUCATIONAL PROGRAMME

WHY IS THIS RELEVANT FOR YOU? (Contd)

WANT TO KNOW MORE BOX

Looking at the specific Girl Guiding and Girl Scouting (GGGS) educational framework, educational method and programme it is worth focusing on three specific aspects of our learning framework and of the method:

WHY, HOW and WHAT?

WHY - we do what we do?

This can be looked at on a macro level, going back to our mission, or at a micro level, thinking about specific educational objectives related to specific needs of one specific member. Of course there is a continuum between the two. The idea is that the first question we ask ourselves when designing the programme for our association, or the educational activities at local level, is 'why?' and 'what do I want to reach?' As non-formal educators, we want to be sure that our activities are inclusive and are aligned with our purpose and goals for all members to be citizens of the world.

HOW – this question directly links to the
GGGS educational method and its five areas, these are; Learning in Small Groups, My Path My Pace, Learning by Doing, Connecting with Others, Connecting with my World. If we include all these areas in our programme and consider these from a gender and diversity perspective, we will be more likely to ensure a holistic approach that will enable us to welcome people with different backgrounds and identities.

WHAT – this relates to our activities (camping, games, volunteering, advocacy, etc...). We want to ensure that what we do is reflective of our purpose and uses GGGS educational method. If we plan a set of activities, we must ensure that there is a varied and inclusive programme, understanding, however, that some activities may not be fully inclusive to some of our members, eg. a very physical activity. The important thing is to ensure there's an overall holistic approach and we continuously aim to create the most inclusive programme possible.

We learn in different ways and are passionate about different things. We have to keep in mind that the majority of people – including our leaders - might have unconscious bias*. It is our work as an association to support local leaders in acknowledging and understanding these biases and to provide tools (training, programmes, support etc.) to celebrate differences. Having an educational framework that encourages everyone to be valued will create a safe, inclusive and welcoming space where people with different background can thrive.

? QUESTIONS
FOCUS ON GENDER

WHO DO WE REACH?

- Are some activities lacking participation because of a gender-related reason? For example, do some people feel that an event/activity is not suitable for their gender or is based on stereotypes?
- How do you assess the educational needs of your members? How can they provide feedback and how do you ensure everyone's voice is heard?
- How can you make equal participation in different educational activities accessible to everyone?
- Do you use a balance of gender terms in your educational programme and use female and male forms in language? Do you use one more often and how does this reflect the power balance?

WHO JOINS US?

- Do all individual members of your organisation have an equal opportunity to join with different activities, take action and participate in different events irrespective of gender?
- Are all leaders, regardless of gender, equally active in all types of educational activities and for all age groups?

WHO STAYS?

- Does every young member feel adequately challenged and enriched?
- How do you ensure that the programme is not defined based on gender, e.g. leaders expecting less of either girls or boys in a particular activity?
- How do you ensure that the programme is not informed by and created on gender stereotypes?

- Considering your programme, where are there stereotypes within your educational programme and can you identify them? What are the existing gender biases? Does this influence who feels motivated to stay?

WHO HAS INFLUENCE?

- Who develops the activities for young members? Who writes/creates your educational programmes?
- How do you ensure you collect feedback on the programme from young people and leaders of all genders? Who makes the final decisions on which feedback to take on board and any changes made?
- Who holds the responsibility for ensuring that the programme is not promoting stereotypical gender roles?

WHO LEAVES?

- What information do you capture about the impact and relevance of programme when someone leaves a local unit?
- Do you ask about which activities people who leave liked and did not like and if particular activities impacted on their decision to leave?
- How do you find out which activities those who quit the movement choose to do instead? Are there any trends? Are the trends gender-specific?
- Can who leaves be impacted and reversed by reviewing your educational programme?

EDUCATIONAL PROGRAMME

EXAMPLES GENERAL

EXAMPLE 1

An MO has a strong and continuous emphasis on outdoor and adventure activities. The group decided to go on a 2-day excursion and have a full programme of only physical activities. This programme might be perfect for some members, but may not consider the needs of all members, for example those who likes to play computer games, loves numbers, or like to perform in front of an audience and be creative etc. These members might feel less included in the outdoor activities if they are always physically demanding and may have less opportunity of mastering an activity and/or developing and showing personal and social skills in this context.

Some members felt uncomfortable during the excursion and they decided not to attend the camp in the end of the year, thinking that if the excursion was that "hard" for them, then camp life will be worse. Having this in mind, the leaders asking "who stays?" reconsidered their programme and developed a planning meeting every three months, asking the members to suggest activities. Everyone felt more included in the participatory process and all their ideas were considered and respected equally, with some implemented.

When trying to counter or avoid gender stereotypes within a programme/unit/troop, it is important not to exclusively create experiences which are traditionally the complete opposite.

"When trying to counter or avoid gender stereotypes within a programme/unit/troop, it is important not to exclusively create experiences which are traditionally the complete opposite."

EXAMPLES
GENDER

EXAMPLE 2

Language has a gendered aspect and this can be both within the foundations of many languages as well as in how we refer to positions/leaders. An MO decided to facilitate a voting process to elect a different patrol leader every two months. The word they used for leader had a male gender term and the characteristics identified for a leader were also 'male'. When they asked who wants to be a candidate, girls felt excluded because they did not identify with the words - none of them had a female gender term or both terms. This resulted in all of the patrols having male leaders.

We can often choose which forms of male and female gender terms we use and the order in which we use them. These have an impact on how the power balance is interpreted between sexes. The group reflected upon the result: Do we always say 'men and women' in this order? Is there a generic term for a leader, male or female? If our language has gendered expressions for female and male leaders, are they interchangeable or is one used more often?

In German (and many other languages), the word for leader is in both feminine and masculine, Leiterinnen and Leiter, but commonly leaders of all genders will be referred to in the male form in spoken and written language. When the leaders of the group discussed the above, they came up with the idea to have a symbol in the end of each word, forgetting the word termination, so that the word will look like this: Leiter@, responsible@,pilot@ etc.

EXAMPLE 3

An MO from Belgium was planning its national Brownie Camp and intended to use a classical fairy tale with powerful dragons defeated by a prince to save a princess. After using the toolkit and reflecting on the questions - in particular "Who do we reach?" and "Who stays?" - the MO facilitated a discussion and exchange among members. Some questioned whether traditional fairy tales are suitable for an inclusive organisation, whereas others felt that these stories are part of the national culture and do not need to be changed. The members considered this in light of gender norms and jointly decided on next steps. The decision was to "translate" some of these traditional stories so that they reflected the organisation's diverse society and showed a variety of possible roles for all genders.

EDUCATIONAL PROGRAMME

? QUESTIONS
FOCUS ON DIVERSITY

WHO DO WE REACH?
- Where and how do you share information about your educational programme? What do the current advertising targets and target audience have in common and which aspects of your educational programme do you promote?
- How do you adapt different activities to allow a range of people to achieve the same educational goals?
- Which leaders are you reaching with your programme materials? Who moves away from the national MO programme and runs their own regional/local programme? What values, methods and ideals will those leaders connect with or focus on instead?
- Does your communication about educational methods and programme reach all members and potential members, ensuring that they receive the information?

WHO JOINS US?
- How do you work to identify what currently interests young people?
- How do you communicate the values, methods and ideals behind your educational programme to young members and their parents?
- How do you create an inclusive space, where all can develop their sense of identity?
- Does your programme allow for religious and spiritual diversity?

WHO STAYS?
- How do you identify possible barriers for current members to access certain activities?
- Who recognizes the educational value of Guiding and Scouting?
- Who recognizes themselves in Guiding and Scouting?

WHO HAS INFLUENCE?
- Who has responsibility for reviewing your educational programme? How do you ensure that you have as wide a range of views from across your organisation as possible?
- Do you involve your young members in the decision-making process regarding activities?
- Do you invite external opinions from other social actors on your educational programme?

WHO LEAVES?
- What information do you capture about the impact and relevance of programme when someone leaves a local unit?
- Do you ask about which activities people who leave liked and did not like and if particular activities impacted their decision to leave?
- Can everyone see meaning in the things you do? Does the educational programme you are offering enable everyone to develop and feel competent?

EXAMPLES DIVERSITY

EXAMPLE 1

An MO decided to include an activity about enriching the educational program as a fixed part of a leadership training course to develop the program in use. In this training activity, the participants are asked to come up with as many different ways as possible to carry out one educational activity. The facilitator leads the participants to consider whether the diversity of the target group has an impact on how the activity is carried out. Usually the outcome is much more creative ways of carrying out the educational program and its activities. For example the facilitator first divides the participants into small groups and gives each group a different activity from the educational program to work with. One group´s task may for example be to read the "camp cooking" activity from the brownies program and make a plan how to arrange the activity for the brownies. On the second round facilitator asks how the participants would adjust their plan if the target brownie group consisted of e.g. kids from different ethnic backgrounds or disabled children. All the findings are documented and included to the hints and tips part of the educational program. This way the ideas are shared with all leaders nationwide.

EXAMPLE 2

A national camp was to be organized for brownies and the leaders were enthusiastic because they found a special and memorable location to hold the camp - a real castle. Three out of 30 groups invited had members who used wheelchairs and the castle wasn't accessible for them. "Should we change the location when the castle feels ideal for our camp and only 3 groups cannot participate?" some voices asked, but considering the reality from a different perspective, the planning team saw this as an opportunity to ask themselves "what kind of Organisation do we want to promote and to be?". They agreed their objective was to create an inclusive and accessible camp, for everyone and so they partnered with another organisation who had expertise in adapting and providing facilities and ramps for wheelchair users. This way they could include and invite everyone and also educate all members and leaders to accept their diversity and show some of the practicalities that can be put in place to create an inclusive event. Disabilities are not an obstacle, but just a way to open your horizons and, why not build new partnerships?

EXAMPLES DIVERSITY

EXAMPLE 3

A group is visiting a new, travelling exhibition, about dinosaurs. Leaders have already asked the young members to bring money if they want to buy souvenirs or gifts from the museum shop and they have planned some extra time for visiting the store. Some of the children don't have enough money for this, so they have to spend this time sitting on a bench waiting for the others to finish their shopping. The leaders thought that it would only last 10 minutes, so this wouldn't be a problem if some of the group didn't want to buy anything. After reflecting on what happened, they reconsidered and asked, is it fair and the best approach to allow a dedicated time within our meetings/activities for buying things and what can we do (instead) if some people are financially not able to or do not want to? Also, considering the question "who leaves", it was decided to have a common budget as a team and to organise extra funding activities to make every member of the group feel comfortable.

EXAMPLE 4

To be inclusive, an MO considered the assumptions being made about the family backgrounds of members. They reviewed and updated their educational programme materials and forms to ensure that there are references to 'parent, care giver and/or guardian' rather than only use mother and father.

Where units carry out activities to celebrate national holidays such as mother's day or father's day - is your programme sensitive to the idea that members may not have mothers or fathers? Instead they may wish to celebrate other family members or friends.

Key to the ethos of Guiding and Scouting is the relationship its members have with their community. This is included in many organisations' promise and values. In many countries, our organisations are a valuable part of and make a significant contribution to the work of the society around them.

Being aware of the topics and issues that young people face today, but also what is happening in the reality of the citizens of your country, will help you build strong relations within the social context you are addressing. Having a deeper understanding will enhance these connections but also give you access to parts of the society that are usually neglected.

Forming partnerships with other organisations at a national level can help your organisation to achieve its aims and improve the way you provide these experiences for your members.

Establishing relationships with organisations representing minorities or specific groups can help you to reach new members, but also help you to obtain knowledge on how to welcome members with specific needs and to create a safe space for everyone. This knowledge will then help you retain members from the groups you are trying to attract.

The right partners can be powerful allies in building a more diverse and inclusive organisation by helping us reach communities and groups of people who do not usually join Guiding and Scouting. Advantages may include:

- They will already have deep insights in to the group/community, so use this pool of knowledge to your advantage.

- They are likely to already be trusted by people from that group/community, so again use this to your advantage.

- They may be able to help you understand why children from that group/community are not already engaging with your MO, for example the venue of troop meetings, the type of activities undertaken etc.

Though powerful, when considering new partnerships, we need to be mindful of the values and type of partners we form partnerships with and in turn, which voices in society we are supporting and are being supported through them. If we want to be more diverse, we need to make sure that we have partners who share our values of inclusion and commitment to diversity. We also need to be aware of our profile and image within society*, who is attracted to it and what impact any new partnership may have.

Our concept of 'our society' includes interacting with families, teachers, peer groups, the media, civil society organisations and businesses.

"CONNECTING WITH MY WORLD"

The Guiding and Scouting educational methods have a strong link with the core area 'relation to society'. Considering the WAGGGS mission "to enable girls and young women to develop their fullest potential as responsible citizens of the world" we have to think about what being a responsible citizen of the world means and how we enable girls and young women to achieve this. The area of the educational method of GGGS that relates the best with this is what we call 'Connecting with my world'. "Youth members reflect on what it means to be a global citizen by undertaking community projects and speaking out on issues they care about [...] Youth members are challenged to adapt their learning so they can thrive in different environments and to nurture the communities and environments they care about". It is likely that in activities related to this area of the method GGGS will be in contact and collaborate with external partners. When doing community service, groups will establish partnerships with other NGOs and organisations and when exploring urban environments they will be visible to the wider population. Even when exploring nature through outdoor adventure their activities will influence an environment in which multiple stakeholders are involved - not only the flora and fauna – but also park administration, other youth movements or simply people enjoying nature. When thinking about mainstreaming gender and diversity in 'relation to society' it is important to keep in mind that this area is also part of the programme and the two influence each other.

DEVELOPING EXTERNAL PARTNERSHIPS

To build a successful partnership with an external partner first start with assessing your needs. Think about where you want your organisation to be in the future. How will forming a/this partnership help you to achieve these goals?

Then move on to finding suitable partners. Make sure they share the same values as you, especially when it comes to your gender and diversity policies.

To attract a potential partner present yourself well and showcase your organisation's skills. Develop a "pitch" which addresses what you stand for and the joint opportunity. Make sure the way you communicate and act reflects your principles and values.

When approaching potential partner organisations, use the appropriate channels to contact them, alongside connecting with the right individuals and decision makers. Always retaining the scope of your proposed project and goals front of mind.

Once you have found a good partner organisation it is time to work together and co-create the opportunity, parameters and project framework. It is important to define roles, responsibilities and expectations. Try to have a team as diverse as your organisation working on this, making sure that everyone's voice is heard.

Always monitor and evaluate your partnership and potential projects that you have with the partner organisation. Look back at your original objectives and motivation for pursuing a partnership - are you reaching these goals?

If you have achieved your objectives, this could be the time to form a new partnership, or additional partnership with a different organisation. Evaluate, take your lessons learned from your partnerships, adapt where need be and restart the process.

To learn more about forming good partnerships make sure to look at the WAGGGS toolkit *"Strategic Partnerships - How to build successful partnerships"* [10]

RELATION TO SOCIETY

? QUESTIONS
FOCUS ON GENDER

WHO DO WE REACH ?

- Are you conscious about the gender roles you represent in the eyes of society?
- What do other organisations working on gender equality think of your organisation?
- What are the dominant ideas of girl-only/co-educational organisations in your society? What does the public think about them?

WHO JOINS US? (IN THIS WORK TOWARDS GENDER EQUALITY)

- What is the role of gender in your partnerships? How do you express publicly the importance of work on gender in your organisation? Do you share policies?
- Are you an acknowledged expert in the eyes of our community when it comes to issues that affect girls and young women and issues that relate to gender?

WHO STAYS?

- What role does your organisation play in the wider community and the development of ideas of gender identity within that community?
- Has your organisation evolved as gender roles within society have evolved? Is this replicated in the partnerships you make?

WHO HAS INFLUENCE?

- Are you active in communicating concrete messages regarding gender-related themes in society?
- Who represents your MO in External Relations? Do you confirm stereotypes when splitting up practical tasks?
- Girl-only MOs: Do you use your position as a girl-only youth organisation to influence discussions in your community on gender?
- Co-ed MOs: Do you use your position as an organisation knowledgeable on gender mainstreaming to influence discussions in your community on gender?

WHO LEAVES?

- Does your position on gender increase or decrease your influence on society? How does this change over time?
- Is gender a topic that you can equally discuss with the media, partner organisations and parents of your members?
- To what extent is gender a politicised topic in your community? Is your engagement with it affecting your relationships with social partners, for examples local businesses, government or other NGOs?

RELATION TO SOCIETY

EXAMPLES GENDER

EXAMPLE **1**

A co-educational local group participates in their town's Christmas market with a spectacular stand where visitors can sit at a campfire, cook their own sausage, apples with cinnamon and marshmallows and chat with others. This is both an important fundraiser activity and a chance for the group to promote themselves in their community. Year by year, leaders and older members evaluate together the success of the event and realize that they miss a chance to communicate the wider, more educational aspects of their group's programme, such as community action in the local hospital and their popular spiritual education events. They make plans for coming years to offer some activities that visitors can try while sitting at the campfire and waiting for their goodies to bake, so that the community can develop a fuller and more accurate image about the group and Guiding or Scouting.

EXAMPLE **2**

Girlguiding UK is a girl-only MO and in order to understand their members' needs and interests, there is an annual survey of its members and external young women about the issues that matter most to them. The results are published in a public report and findings then form the basis for future programmes and campaigns. The report is both launched to the public through the media and internally to the organisation. It can be accessed and downloaded online by anyone. It may be that there is such a response to a particular issue that an organisation decides to lobby external organisations or government. By conducting this survey, it ensures that the Girlguiding UK can develop and plan programme that reflects girls' needs today and doesn't use stereotypes or assumptions. [11]

[11] https://www.girlguiding.org.uk/social-action-advocacy-and-campaigns/research/girls-attitudes-survey/

QUESTIONS
FOCUS ON DIVERSITY

WHO DO WE REACH?

- Who do you think of as the ideal partner for Guiding and Scouting and who do you reach out to? Do they look like you or are they different from you? Are you prioritising partners according to specific parameters, e.g. finances or influence? Could other potential partners be relevant?

- Is your communication aimed at all young people in your society including the most disadvantaged and disempowered youth?

- What profile of Guiding and Scouting are you reflecting to society? What stories are you telling? Will some parts of society connect more to your image, values and storytelling than others?

WHO JOINS?

- Who are you able to form partnerships with? Is it the same as always or are you able to form new and different partnerships?

- Do you reflect the society your members live in? What do you look like to external partners and future members? How do you share your policies and views on matters like diversity?

WHO STAYS?

- Does your organisation grow, evolve and change to reflect your society?

- What assumptions are you making about your young members, local leaders and national level volunteers in terms of their relationships and position in society? What do you assume about their households, educational and work background and financial situation?

WHO HAS INFLUENCE?

- Which voices in society are you supporting by your choice of partners and by the actions you take?

- What influence do your external partners have on your organisation, values and the way you work? Do you let them influence your membership structure?

- Do you represent the views and voice of your members in the press and with external organisations?

- Who represents your organisation in External Relations? Does it reflect your understanding of diversity within your MO?

WHO LEAVES?

- Who stands back from cooperating with you and why? Do you have sufficient knowledge about who and why?

- Is it okay to terminate partnerships in certain circumstances?

- Could you be losing members because of who you partner with?

EXAMPLES
DIVERSITY

EXAMPLE 1

A statistic of a large MO shows that the members are not as ethnically diverse as the society they are in. In recent years they have had individual groups from cities with large immigrant populations start advertising to these communities. Some of those attempts were successful, some less successful. Groups already approached the national office for help. The MO decides to form partnerships with outside organisations that work within these immigrant groups to find out more about their needs and to get help in translating advertising material for their groups. Most documents of the MO that are meant for the parents of members now exist in multiple languages that can be accessed by all groups to use. This has increased their diversity and also made it easier for existing groups to advertise and work with their new members.

FINANCE

Gender and diversity mainstreaming can be applied to finances and this can be seen by the creation of inclusive financial structures. We will be focusing on three key areas that can help this happen: allocation of funds; decision-making about budgets; and ensuring equal access to resources.

The financial decisions made by your MO regarding the support of and provision for different activities and groups of people have a great impact on who is able to participate and how. In order to incorporate gender and diversity mainstreaming, you will need to think about how you allocate your financial resources (ie through your budget) on an individual member level, on the level of support for local groups and on a wider level.

To be more inclusive, paying attention to how resources are allocated is necessary but not sufficient. Right from the beginning of budgeting, inclusivity can be at the heart by ensuring that decision making bodies are diverse and actively represent all needs. To do this, you need transparent selection processes to appoint the members of the budgeting group and to provide them with relevant training on inclusive financial practices.

Allocated resources are sometimes not used by people who need them. This might be due to practical or perceived barriers, alongside lack of knowledge and awareness. To practically access resources, individuals might need information, technical facilities (postal address, bank accounts, email and internet access, etc.) and skills (application forms etc.).

Another barrier to accessing resources can be symbolic. Confidentiality and discreet handling of applications for financial support is a vital requirement to assure individuals, making them feel invited and comfortable to use opportunities. Access to resources and awareness is therefore important to take into account for decision makers and to communicate to their members.

Finally, to be inclusive in your finances, it is important that you are flexible, fair and attentive.

QUESTIONS
FOCUS ON GENDER

WHO DO WE REACH?

- Do you allocate equal resources for reaching all genders?
- Do you allocate resources for reaching out to potential members with atypical gender roles?
- Is there a relationship between gender and financial stance in your association? For example, do you attract the financially stable segment of the population, but are not as popular with or known by less affluent groups and individuals?

WHO JOINS US?

- Is the participation of the different genders affected differently by your fees? Could it be that parents are more willing to pay for their sons as opposed to their daughters, or the other way around?
- Is there a correlation between the ability of members to pay and their preferred gender roles? Are the members with better financial access to your activities also those members who better fit societal norms?
- Is there a correlation or connection between members with better financial access and their expectations of a 'traditional' Guiding and Scouting programme and activities? Or traditional gender-led activities?

WHO STAYS?

- Are you aware of and discuss the power that money represents in society and how this resource is decided on in your organisational culture?
- Is the handling of money traditionally done by one gender in your society or your association? Are there similarities in who is/are making the significant financial decisions?

WHO HAS INFLUENCE?

- Is it possible for a member to openly ask financial decision makers about considering the gender perspective in the budget?
- Is a gender perspective considered when deciding the budget?
- Do you demonstrate an awareness that money represents power and therefore is a source of conflict, especially when disagreements around gender salary also play a role?

WHO LEAVES?

- Does one gender have more opportunity for personal income and a higher income, due to the type of work and therefore more able to continue paying membership fees, camp fees, etc?
- In a possible exit interview, do they mention issues such as difficulties in balancing a work-family-volunteering life that could be solved with the MO offering access to services? Or do they mention lack of safety on their way back home, if meetings are held in the evening, or other gender-specific concerns?

EXAMPLES
GENDER

EXAMPLE 1

In a girl-only association, finance is seen as something women typically do not do or have interest in. Setting the budget therefore falls on senior leaders and is seen as a "necessary evil" among tasks. Young women leaders have little say on money allocations and start to become frustrated. They realize that they need to be involved in financial decision-making if they want to influence how money is allocated.

In this association, senior and junior leaders decide to work jointly on the budget to ensure greater access and influence for the younger generations to where the common money is spent. This helps young women gain experience in finance, promoting broader views on what women can do, encouraging the expansion of limiting gender roles and opening up new opportunities for self-development and taking responsibility.

EXAMPLE 2

Leaders in a local group notice that in some families, money is more likely to be spent funding the activities of male rather than female members. To participate in the group's activities, participants need to own a uniform, a sleeping bag and other costly equipment. Leaders brainstorm options to solve this issue and come up with the following ideas:

- relax their uniform requirements
- operate a second hand uniform programme
- the group purchases camping equipment for members to borrow
- provide free initial meetings for members to establish if they want to stay
- check if there are options to relax the membership fee and to provide grants to cover camp fees

After a year, more girls have stayed as members and leaders discover that new members from a low income neighbourhood have also been able to join.

QUESTIONS
FOCUS ON DIVERSITY

WHO DO WE REACH?

- Is the amount of money you ask from your members appropriate for their socioeconomic backgrounds? Do you offer any sliding scales for fees?

- Do you look like an organisation that your potential members can afford?

- How do you prioritise different local units in your budgeting? Are specific aspects taken into consideration, or are the same groups always privileged, e.g. in relation to geography?

- How do your ways of prioritising reflect or contribute to socioeconomic structures in society?

- Where do you get your money from? Does this affect equal possibilities for all or carry any restrictions or guidelines?

- What types of activities are you prioritising in your budget? Will these activities reach groups who are not traditionally your core members?

WHO JOINS US?

- Who can afford to participate? How much equipment is needed to participate? Is it okay to borrow equipment from others, or do you need to buy your own?

- Do you have ways of making all activities affordable for all members?

- How do leaders fund their activities? Are you putting pressure on leaders to self-fund any aspect of their activities?

- If leaders are initially self-funding - is there a delay in reimbursement? Could this be putting pressure on leaders?

- Do you have partners at the local level who can sponsor individual members if needed? What position does this give sponsored members?

WHO STAYS?

- How do leaders report on their group finances? Do leaders have the resources and the support to do so?

- Who can afford to continue as a member? If they have another family member looking to join, can they both afford to attend?

- Are you aware of economic changes in your country and local area to ensure you adapt with your budgets?

- In areas where financial resources are invested in decreasing the barriers to access, can you see a notable increase or statistics to prove that diverse membership is retained?

QUESTIONS
FOCUS ON DIVERSITY (Contd)

WHO HAS INFLUENCE?

- If there are specific support mechanisms to support individual members with low financial resources, who makes decisions on who will get support and who does not?

- Do you take action to develop autonomy of your members in taking financial decisions?

- Who decides on the budget? What interests are they representing?

- Will some positions in the association include specific privileges such as refund of costs? Are these opportunities equally distributed and available?

- Do you allow external institutions and partners to influence your programmes in order to obtain funding from them?

- Do those with personal wealth have more influence or is it easier for them to reach positions of influence?

WHO LEAVES?

- Do some members leave because it is too expensive to participate? Does peer pressure for purchasing equipment, clothes etc. play a role in making staying harder for some than others?

- Are you sure that your volunteers do not lose money because they help in your organisation?

- Which groups struggle to continue and are financially weaker?

- Which partnered institutions and organisations begin or end financing Guiding and Scouting and why?

- Do members leave as a consequence of economic changes in their household? Where they able to share information about their financial struggle with you? If not, why not?

FINANCE

EXAMPLES
DIVERSITY

EXAMPLE 1

Unfortunately, in our current economic climate, the cost of a hobby influences a member's or their responsible adult's decision to join the organisation. Consider the cost of being a member of the organisation, for adults as well as participants. Funded places are often given to those from certain backgrounds or areas. Perhaps the model which you use for paying your membership fee could be adapted, giving local groups the flexibility to allow payments in instalments.

Due to the nature of how groups are run many leaders are required to purchase resources. Although any expenses incurred by leaders should be refunded, a delay in refunding can put some leaders into difficulty and may be a barrier. Providing a float and upfront payments for future expenses can ease this pressure.

EXAMPLE 2

In a local group, budgets are decided by a majority vote of group members. However, this way minorities, such as a member using a wheelchair and other members from ethnic minorities never get to do the activities they truly are interested in. How would you deal with this dilemma in your local group?

Ensuring you have an inclusive organisation will require budgeting for additional needs. The organisation may need to budget for supporting these groups i.e. funding places for those from deprived backgrounds; adapting or moving meeting places to be accessible to members; or developing new programmes and activities which are more inclusive. These aspects will be individual to each MO and should be considered when budgeting, providing grants and looking for external grants and support.

EXAMPLE 3

One local group struggles to receive money from some external funders. They know that these partners look at all aspects of the organisation and particularly support diversity. External funding can be a valuable resource for many MOs, who should consider critically what external funding they attract and what external funding they want to attract. It is important that these organisations reflect our values.

The local group then decided to look at external partners and institutions which provide funding and consider: do they have inclusive gender and diversity profiles? Are they active in promoting gender equality and diversity? After searching their profile, they created a list with the funders that could be our partners, respecting our Guiding and Scouting values. Equally, they reflected on what their organisation says to those partners they wish to attract funding from. They compared their approach to inclusion against those funding bodies. They found out that many things could be improved. Furthermore, to make their identity clearer, the members of the local group added a special paragraph on their website about diversity and inclusion. That way the funders would also know that the group openly supports diversity. If an organisation has clear message it can build stronger partnerships.

STRUCTURE AND MANAGEMENT

The structure of an MO determines how individuals and groups relate to one another within it. It defines who makes the decisions and how finite resources are allocated.

The way your association is organised also influences the way your members act and the kinds of people who will be able to fulfil senior leadership roles. Decision makers who only meet in person twice a year must be very confident in expressing their views whilst working remotely (calls, email, skype etc.).. A working group that only meets in the country's capital city is going to be harder to join for people who live a long way away and don't drive or have access to public transport.

It is therefore very important to ensure that your structures are safe, diverse and open. An open structure that aims to invite and represent everyone in your MO's community helps achieve this.

Equally important as attracting members from diverse backgrounds, is ensuring that your MO represents a welcoming and safe space for people from all backgrounds so that they choose to stay as members.

Your MO should already have a mission and a vision, but do you have a statement that provides the basis for how all members are treated?

This might be called a statement of inclusion, a statement of principles, etc. Whatever you decide to call it, it refers to the standard to which all members are held and the basis for how we treat one another. At its core, the statement should lay out how you will create a space where all are welcome and those who are marginalized in the wider world can feel free from stigma, discrimination and oppression based on their identity.

> In order to be most effective, the statement should be created by a diverse group and shared with all members.

STRUCTURE AND MANAGEMENT

QUESTIONS
FOCUS ON GENDER

WHO DO WE REACH?
- Do you have a quota for male/female representation in any of your structures e.g. staff, board, committees? Have you considered whether a quota could be needed or useful?
- How do you describe the ideal candidate for your leadership positions? Is it gender-based? Does the role description include gendered language?
- Who chooses the rules you use for deciding how to deal with gender in your language, if applicable? Who feels comfortable with these rules?

WHO JOINS US?
- What allowance do you make for family or other existing responsibilities?
- How do you define responsibilities and roles in your projects? Do you only consider skills and experience gained in formal roles, or are there any other criteria your MO treats as important?

WHO STAYS?
- How do you ensure everybody can be who they want to be?
- How do you deal with different leadership styles? How do you ensure various styles are recognised?
- How does the personal life of your members have an impact on their leading position in your association? Is there space for flexibility within the structures and is this publicly known rather than considered on case-by-case basis?

WHO HAS INFLUENCE?
- What characteristics do people in leadership positions have in common?
- Who raises their voice during important meetings? How do you manage respect and equal opportunity to speak during these meetings?
- What influence do your partners and donors have regarding your structure and your values? Are they connected to any other association's strategy regarding gender? Do they have a power to change your structure/management and values?

WHO LEAVES?
- Who stays longest in high-level positions? Which roles are usually filled only briefly?
- If someone leaves before the end of their term, or if people won't stay in a particular post, what can you find out from those who leave?

EXAMPLES
GENDER

EXAMPLE 1

In a coeducational MO, two men hold two of the most senior positions, one in his forties, the other in his sixties. At a quarterly leadership team meeting, the two men speak most of the time and are rarely convinced by anything any younger members of the team have to say. The meetings pass with fewer and fewer people daring to propose new ideas. New leaders feel unsure and inadequate, they tend to overwork to prove their worth, but then give up and leave after two or three years. A dedicated group in the MO asks itself "who has influence" and "who leaves" and realizes that it needs to take steps to ensure that more young people and more women are involved in the decision-making processes.

EXAMPLE 2

Establishing a "gender watch group" can be a great tool to monitor your organisation from the angle of diversity and gender. The mission of such a group is to regularly report on relations and balance in representation between individuals and groups (different genders, minorities/majority heteronormative/LGBT).

The aim of gender watch group can be defined as mapping the situation on gender in the organisation. The group contributes to gender equality by providing current data based on analysis. A core task of the gender watch is to collect numbers (e.g. representation of genders in decision-making bodies), analyse and interpret these to reveal whether gender relations are balanced in the organisation. They can also be a point of contact for members at any level in the organisation who have concerns or ideas regarding the way gender is approached by the MO.

? QUESTIONS
FOCUS ON DIVERSITY

WHO DO WE REACH?

- Which core values do you promote? How are they inclusive regarding both members/non members and volunteers/staff members?
- Who do you address in your volunteer recruitment? Who do you include and exclude in your selection criteria?
- Who is offered participation in annual meetings and general assemblies?
- Who feels included by the language used by the top leadership level in the association?
- How are the people in positions of authority in your MO different from one another? How are they similar? How well does this represent your membership?

WHO JOINS US?

- Who can identify with different positions in the association?
- How do you define responsibilities and roles in your projects? What are the most common characteristics of your current project teams/ working groups?
- How do you consider your core values in the recruitment process?

WHO STAYS?

- Do you have a policy on accessibility for all venues used by the MO?
- Do you review accessibility as a whole across a given period of time, i.e. month, term, year etc.?
- Which criteria do you consider when setting responsibilities, organisation, deadlines etc.?
- Whose cultural calendars do you use when thinking about annual organisation?

WHO HAS INFLUENCE?

- Who is able to create a network and status within the association management structure?
- Are the people responsible for governance representative of geography, gender, age, educational level, social status etc.? Or is everyone in leadership positions similar in some way or the other?
- How well do people move between local and national level in the association?
- Who decides who the project leaders are?
- How do you know you are truly led by your members?

WHO LEAVES?

- Who does not have resources to commit to a leadership position?
- How is a healthy rate of volunteer and staff turnover ensured in order to balance both change and continuity? When is it a good thing that someone is leaving their position? How is succession planning approached to ensure diversity?

STRUCTURE AND MANAGEMENT

EXAMPLES DIVERSITY

EXAMPLE 1

Glass ceilings are invisible filters that only allow a certain type of individual to rise in a hierarchy.

At the start of a career, most individuals get a chance to develop into a more senior position. But as individuals take steps up the hierarchal ladder, glass ceilings sometimes make sure that only those favoured by the organisational culture manage to rise to the most important positions. As a result, it is always the same type of individuals with a similar mindset who are involved in key decisions and who have the most influence within the organisation. How do you make sure in your organisation that everybody gets a chance to advance and come to decision-making positions? With internal training we often work with many individuals for leaderships positions or we equip them with leadership skills but once the training is complete they can't practice those skills or reach position because of invisible barriers.

EXAMPLE 2

It is a common phenomenon that instead of taking the time and effort to truly transform into a more diverse organisation, where authentic paths of access are created and incorporated, only a few positive examples for diversity will be created, so-called "tokens" or "trophies".

In reality, it is not possible to achieve diversity simply by electing a few individuals who are representing a more diverse community or just making sure you always have different genders working together on certain projects. This only solves the problem temporarily and on a surface level. To be inclusive at an organisational level, a deep change over a period of time is required, in a joint effort from all members.

WANT TO KNOW MORE BOX

QUOTAS: BENEFITS; LIMITS AND ALTERNATIVES?

Quotas are a method of ensuring representation of a particular group, who suffer discrimination, within a larger population. They are implemented by ensuring that a certain number of people from the discriminated group have access to positions or opportunities. For example, several European countries, such as France and Norway, have quotas that say a minimum number of board members of any publicly listed company must be female. Many countries around the world reserve seats in their parliaments for women, from Argentina to Bangladesh to Rwanda. The South African national cricket teams have a minimum quota for black sportspeople. In a Guiding and Scouting context, quotas might say that a minimum number of national level positions have to be occupied by people under the age of 30, or that there must always be a man and a woman in the most senior roles.

Reserving a specific number of positions for specific (underrepresented) groups in elections; in high schools, boards and so on is making a quota policy. Quotas are part of positive actions which are "action[s] to make education, employment, etc. available to members of groups who have traditionally been treated unfairly, for example because of their race or sex." (Cambridge dictionary).

Why are quotas so often used and documented?
Because it is a quantitative approach which is directly usable and very explicit. It can bring fast change and it's a powerful signal of the willingness to change the structure. Quotas can also create role models, which may encourage people who would not otherwise apply to consider a role. However, quotas define a desired result, not a preferred process. It means that you only define "how much" but not "how well". This can lead to an apparent parity; however it may not lead to long term cultural change. Having more people with the desired characteristic can slowly legitimise their place.

But at the beginning nothing will allow those people to do the job effortlessly. In fact, quotas can sometimes reinforce cultural issues by creating a new stigma for underrepresented people: their abilities are questioned and criticized; they are seen as illegitimate due to the special quota process. However, studies show that quotas don't impact the quality of recruitment. People are not incompetent because of positive discrimination but they can have a lack of experience because of the former discriminative recruitment.

Quota policies are often used, therefore alternatives are not considered, but quotas themselves will not bring the magical solution! Few studies are analysing other inclusion processes; therefore less communication is given to complementary actions. This is a big issue because of the qualitative shortfall of quota policies: quotas can only be really efficient on a long-term perspective in connection with other actions.

Those alternatives are characterized by changes to the way we work. Below are three examples:

- Supporting underrepresented population(s) to be confident candidates, through training; coaching; funding; etc.
- Changing structures and habits for example the scheduling and timing of a meeting; internal rules; objectives and evaluation etc.
- Bringing cultural change by education and training (explaining the aim(s) of positive discrimination; condemning discrimination; etc.).

After using this toolkit to assess your current situation, you may find that there are inequalities in your organisation that a quota could help to relieve. When deciding whether or not to implement quotas, you should consult carefully with all of your stakeholders. This should involve the group of people for whom you are considering creating the quota e.g. minority religion young members, or people currently in junior leadership positions under the age of 30.[12]

[12] https://doi.org/10.1111/1467-9248.12116

TRAINING

INTRODUCTION

Mainstreaming for gender and diversity in your training programme is important for two reasons.

Firstly, your training scheme is an important arena in which the values and priorities of your attitudes are transmitted and reinforced. Just as with the educational programme, your training scheme can be a way of communicating a culture of openness, diversity and care for all individuals. Trainers who learn this from your scheme will continue this good work in whatever area they are assigned in the organisation, spreading these positive values to more people. Therefore, it is important to get it right!

Secondly, it is also important to consider barriers to accessing training. If there are certain people in your society who can benefit from your training, while others find it harder to do so, then that disadvantages both the individuals and your MO. Building and maintaining a vibrant and diverse organisation relies on ensuring everyone can participate in all areas where they wish to. Anyone should be able to access good training and you may discover that there are certain groups who need more help than others to do so.

Training aims to empower people mentally, socially, physically, emotionally and spiritually to take responsibility in carrying out their tasks in life. Training must enable an individual to realise their full potential in personal growth and development, ensure job satisfaction and further develop leadership skills. Specifically, gender or diversity training provides participants with the relevant knowledge, skills and values that allow them to contribute to the effective implementation of the gender and diversity mainstreaming strategy in their organisation or country as a whole.

Inclusion is a continuous journey. We always need to adapt to changes in society - inclusion is never complete. That is why we constantly need to train ourselves and others about developments in the field. Gender and diversity training is not a goal in itself, or a single tool to implement gender and diversity mainstreaming. It is part of a wider set of tools and strategies. Gender and diversity training should be incorporated into a continuous and long-term process. The mainstreaming tool that WAGGGS developed is one of the tools that can give us directions on how to be more inclusive and can help us with the process on this continuous journey.

"Training must enable an individual to realise their full potential in personal growth and development, ensure job satisfaction and further develop leadership skills."

TRAINING

QUESTIONS
FOCUS ON GENDER

WHO DO WE REACH?
- Are the training descriptions neutral in terms of gender?
- Focus on girl-only MOs: are the trainings planned thinking that certain activities are more "suitable" and appropriate for girls?

WHO JOINS US?
- Are there any trainings aimed specifically at one gender or another?
- Are there any gender quotas for trainings on particular areas of work? Would there need to be?

WHO STAYS?
- What specific training do you offer on working with gender issues?
- Do you include training on gender as a regular component of trainings on all other areas?
- Do all genders/both genders find your trainings equally relevant?

WHO HAS INFLUENCE?
- Do leadership trainings discuss the stereotypes linked to all genders and leadership?

WHO LEAVES?
- Do you monitor how much training all genders respectively receive in your organisation?

? QUESTIONS
FOCUS ON DIVERSITY

WHO DO WE REACH?

- What criteria are used to select who can access training? Is age privileged? Particular skills?
- Who decides which individuals can access training?
- How do you decide which trainings to run? Can individuals request certain training for themselves or for whole groups of volunteers/ staff?

WHO JOINS US?

- Do individuals, or their local groups, have to pay for training themselves? What is the impact of this?
- Does training assume specific experience or previous education?
- How do you ensure the logistical aspects of your training events meet the participants' needs?
- How do you provide for participants who are also care givers?

WHO STAYS?

- What support is offered for participants who find they are struggling with the content of a training?
- What are the common characteristics of your trainers? What makes them different? How do they reflect the overall population of your country and of your MO?
- Who stays to become a trainer?

WHO HAS INFLUENCE?

- Who is trained to be a trainer and therefore is able to define the training?
- How are decisions taken about what training to offer? Who can request training for themselves or for others?
- Who designs the training modules? Is the planning process transparent?
- Do the trainees provide a feedback after each training? Does this feedback affect the future trainings? How?

WHO LEAVES?

- How long do your trainers stay in their roles? How often are they themselves retrained?

EXAMPLES DIVERSITY

EXAMPLE 1

The MO conducts an assessment of the people who have attended different types of training within the course of one year. The MO then considers whether they represent equally all membership categories (where appropriate) (gender, geographic areas, age groups, language background, ethnic background, religious background, disability etc.). The MO also considers whether the representation is balanced and representative considering the potential membership target groups (for example, are migrant groups and different languages represented proportionally to their representation in society, is membership and representation in trainings proportional to population shares of the different regions or are some regions underrepresented).The MO may then consider, if it is found that some groups are underrepresented or have less uptake of training, what are the factors that cause this and how they might be tackled.

EXAMPLE 2

All members/trainers attend training on diversity/all training modules include a diversity part.

The composition of a group of trainers may send a strong message about what kind of participants are expected to take part in a training. Not seeing anyone like yourself among the trainers may make a participant feel an outsider or different in a "wrong" way. It is therefore important to pay close attention to the recruitment of trainers and attempt to ensure that there is a balanced mix of people who become trainers.

Members of minority groups are not treated as representatives of their background only but instead as individuals with varied backgrounds and competencies. For example, someone with a physical handicap is not limited to being a specialist on Guiding and Scouting with a disability if she is more interested in some other aspects of Guiding and Scouting.

The MO cooperates with and takes advantage of other organisations' expertise on promoting diversity when organising new training or creating a bigger training module.

EXAMPLE 3

An MO faces difficulty in attracting migrant youth to its membership. The MO is aware that its training has not been addressing the issues of how to open up local groups to include a more diverse membership. Therefore, they set up a working group to develop a training module for unit leaders on diversity. They are careful that the working group has members from diverse backgrounds, as they realise that it is not the same to be experienced in working with diversity and actually coming from diverse backgrounds and that both perspectives are key to learning new ways of work.

TIPS

FOR ACCESSIBLE TRAINING

- To maximise inclusiveness in a training it may be ideal to teach in such a way that all different styles of learning can be addressed in some way.

- Encourage participants to assess how they learn best. You can get at this by means of a survey about how they like to have material presented.

- Switching between different modes may offer multiple ways of expressing difficult concepts to participants i.e. person who prefers to think visually may have trouble following a concept by simply hearing a session. Encouraging them to try to "sketch out" the idea on paper may help them visualize the concept and make sense of it. Have training where concepts are explained verbally and by use of a chart/graph demonstrating the logic of a concept. Use sound and video clips.

- Setting up a classroom to be welcoming for all and create a safe space.

- When using cultural, historical or social references, explain the context first and then go into the example. Not all participants who are in your training come from the same background. Explaining the context of a reference/example will help promote diversity by keeping everyone on the same page, thus avoiding excluding some people from the start.

- Minimize economic constraints as much as possible. Guides and Scouts may come to a training under restrained resources, but may be too embarrassed to say that they cannot afford the material or photocopies or just a normal notebook. Having course packs on reserve or printed for such participants will ensure that they can participate without having to worry. Make it clear that in case of special concerns or problems that they can feel comfortable discussing those with you as a trainer so you can aid.

- Announce all participants by name and ensure that they receive credit or recognition of the suggestions or contributions they make. Doing this helps ensure that all feel welcome and relevant members of the training by communicating that they are being taken seriously. This is especially helpful in situations where some may feel uncomfortable as minority participants (based on race, gender, class background, etc.) or who may have an unpopular or dissecting point of view.

TRAINING

Notes

EVENTS

USING THE TOOLKIT TO MAINSTREAM AN EVENT

Gender and diversity mainstreaming is relevant to many areas of activity within MOs across all levels; National, regional and local.

In this chapter we want to show you, step by step, how the whole toolkit can be used as a reference tool and how the chapters can be used together and overlap.

We will illustrate this by working through the process of developing and creating a potential event. From the initial event idea to analyzing and evaluating the event after it has taken place, we will take you along the whole journey.

IDEA CONCEPT

DESIGNING THE EVENT

COMMUNICATION & PARTICIPATION

WELCOME & EVENT EXPERIENCE

EVALUATION

This event approach can also be used and correlates with the project cycle which can be found in Chapter 3 of this toolkit.

① IDENTIFICATION - YOU WANT TO ORGANIZE AN EVENT

You've had a brilliant idea for an event, it's just a seed, but it's an idea that has stuck.

Whilst in the early stages of development, be sure to explore the full parameters and potential of the event. Consider the different ways you could deliver the event whilst working towards your event objectives. A good way to do this could be brainstorm with a diverse group of people, or a group reflective of your target audience.

By allowing time and space for this type of consultation and for different people to input, you will have a more accessible event.

Example questions you may ask:

- Why are we holding an event, what is the objective?
- Who do we want to reach? Are they a set group (your unit/troop), or can we expand on the people invited or participating?
- What do we want them to feel/achieve/experience?
- Why would they be interested?
- Have we organized this type of event before? Who did it attract?
- Are there any fixed parameters or requirements/learnings which we need to consider, i.e. is this a seasonal event? Does it have to be held in the summer?
- How can we ensure that members can contribute and input into shaping the event?

To answer these questions, the gender and diversity perspective can be applied by referring to the below toolkit chapters

STRUCTURE AND MANAGEMENT

EDUCATIONAL PROGRAMME

RELATION TO SOCIETY

- **Structure and Management** - make sure you bring diversity into this stage and that different voices are consulted and brought into the development team.
- **Education Programme** - If you're thinking of an educational event, how will it relate to the Programme? Will it attract a diverse range of members? What type of objectives will you be trying to achieve?
- **Relation to Society** - Will there be an impact to members or the public? What kind of message will be understood by society by this event about your organization?

This part of the process focuses on defining the concept is all about identifying the need for the event. Really investigating and understanding why you're proposing to do something and the objectives behind it.

EVENTS

② FORMULATION - WHAT WILL THE EVENT LOOK LIKE?

You've now agreed a concept for the event, next steps are to design the event and bring it to life.

A) RECRUITING AND MANAGING VOLUNTEERS

STRUCTURE AND MANAGEMENT

Make sure your planning teams are gender balanced and diverse, this does not only mean in terms of numbers but by ensuring that they are accessible and welcoming for everyone - existing and new members.

TRAINING

If you require and offer training to your volunteers, make sure it's accessible to everyone in your team/future team.

FINANCE

Your team of volunteers may have differing economic needs to fully participate. Make sure you have the resources set aside to accommodate everyone with their individual needs and options for reimbursement/handling logistics in advance.

B) THINK BIG: THINK INCLUSIVE - PROGRAMME PLANNING

EDUCATIONAL PROGRAMME

While planning the programme of the event make sure it is relevant, accessible and attractive to all participants, offering a broad range of activities.
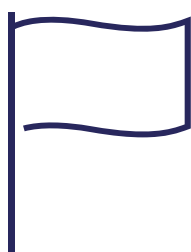
MEMBERSHIP

How will you involve your members in this planning stage and allow for feedback? Consider the appeal and attraction of this event for all genders and diverse groups.

FINANCE

When planning the budget of the event and costs for participants, consider the different economic needs of individual participants and volunteering leaders/members.

RELATION TO SOCIETY

Use your event to build ties within your society, reach out to other organizations that might be able to support you in delivering a more diverse program, or who have the same values or objectives.

EVENTS

3 COMMUNICATION AND PARTICIPATION

MEMBERSHIP

How will you reach all your desired target group to achieve the [best] participation?

FINANCE

How will you put in place procedures to ensure that participation is possible   for your target group without finance acting as a barrier to participation?

How will you communicate about possible to financial assistance to ensure participants have access to (and feel comfortable applying) for assistance to your event.

RELATION TO SOCIETY

How can you communicate your events to the wider community (i) to invite the community to join and (ii) as an awareness raising and marketing opportunity, ensuring you present a diverse and inclusive organisation?

TRAINING

If there are specific skills or competencies required to participate successfully in an event, where, when and how will training opportunities be presented?

4 IMPLEMENTATION AND MONITORING – AN INCLUSIVE EVENT THROUGH AN INCLUSIVE WELCOME

EDUCATIONAL PROGRAMME

During the event you must be sure that your programme is running as planned and is REAL, to allow for full participation. Flexibility is key if it becomes clear that something is not working.

STRUCTURE AND MANAGEMENT

The event may need people to fulfill roles such as welcoming participants; ensuring their needs are met and monitoring throughout the event; and there may need to be flexibility if needs are not explained or known in advance. How are these people selected and supported?
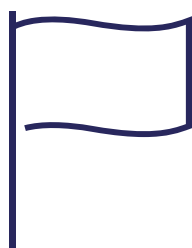
5 EVALUATION - OPEN AND FAIR PROCEDURES

MEMBERSHIP

This is the right moment to see whether both members and non-members have felt comfortable attending the event.

EDUCATIONAL PROGRAMME

In the evaluation we have the chance to check if our educational programme fits the needs of the participants and the objectives set.

RELATION TO SOCIETY

Did we work with the right partners, with it the best fit? Was our cooperation with external partners fulfilled and our expectations and needs met?

Reflect on how the event engaged with society and if their perceptions of the organisation have changed?

Did the event have an impact?

FINANCE

A chance to check whether the exact funds used by and/or for the groups we intended to support and whether our priorities in our budget reflect the actual needs of the event.

STRUCTURE AND MANAGEMENT

What has been the opinion of the organizers (staff, volunteer and supporters) who were involved in the event?

How are they able to feedback and will there be any communication/results shared back to them?

What will their influence be?

TRAINING

Has our training included the relevant items for our leaders to confidently run an inclusive event?

EVENTS

Notes

At WAGGGS we use our educational method, which is a unique model of non-formal education. By using the method, you can create a learning environment where young people can take the lead and make choices about what they do. You can help your members to empower and develop their full potential.

The toolkit has been developed for use by boards and / or committees working at national or regional levels of an organisation. If you are interested in using it on a local level, the 5 key questions (as discussed in Chapter 1) and the project cycle and other tools (in Chapter 3) can be used in exactly the same way. For all of the other questions you can translate and apply to the situation of your group or unit and get important help to develop your Guiding and Scouting environment.

For example, instead of asking *"Who is offered participation at our annual meetings and general assemblies?"* (structure and management, gender question) at a local level you may ask *"Who is invited to speak at planning meetings".* Further examples, including their links to the 5 key questions are shown in the want to know more box.

WANT TO KNOW MORE BOX

FOCUS ON GENDER:

WHO DO WE REACH?

- Are the photos in our advertising and on our website a balance of all genders? What are people doing in the photos?

- Is the information we communicate about our program gender-equal? Do we always use the male form, share male examples etc.?

WHO JOINS US?

- Are our activities specifically targeted to a particular gender of participant, do we offer participants an opportunity to try a variety of activities?

- Do we have significantly more leaders of one gender?

- Focus for girl-only groups: Is there a typical image of a Girl Guide that we recruit, or are we open for non-typical characters who don't fit a certain stereotype of how girls or women should be?

WHO STAYS?

- Co-ed MOs: Do you have gender-separated sleeping arrangements for overnight stays?

- As they become older, are members of one gender more likely to stay than others?

- How do we communicate to our members, that Girl Guiding/Girl Scouting is not only meant for «adventurous» or «girly» girls? Do we make conscious effort to show openness to a range of personalities?

WHO HAS INFLUENCE?

- Are there rules in your MO that certain functions and roles should be held by certain genders? Have you considered this is actually helpful or not? They may or may not be successful in aiding the balance of power and influence.

- Who is appointed to be leader, who is not? Why? How do we decide if a leader can attend a training course?

- Who regularly attends publicity or recruitment events? What message does that give?

- When asking for participants' opinions, are you more likely to hear more from a specific gender?

WHO LEAVES?

- Do you know who leaves the group, are there higher numbers from a specific gender?

- Are you considering the reasons why someone leaves your group?

- Girl-only MOs: Do girls who don't fit 'traditional' images/single type of girl feel welcome or do they leave with time?

WANT TO KNOW MORE BOX

FOCUS ON DIVERSITY:

WHO DO WE REACH?

- How do we communicate externally that we do not want to be a "closed" group? Do we convey e.g. to all walks of life that Guiding and Scouting is open to them?

- Do we have information material in different languages?

- Do we openly communicate that LGBT participants are also welcome?

- Does our publicity/recruitment material show variety of participants and leaders?

WHO JOINS US?

- How can we be more open to address other children (who have so far not joined us)?

- Do the children have to travel far to join us?

- Have you ever considered what demands you make of a leader? Is this communicated openly within the group?

- What does it cost to join us, consider fees and other 'hidden' costs such as uniform? Is there support for children or leaders who might otherwise not be able to afford it?

WHO STAYS?

- Where do we communicate? Do all children in the group have the same information (be careful with group chats, digital media, etc.)?

- Do we communicate in such a way that even families with little educational background have access to our information and understand what we communicate?

- Is it possible for families on a small budget to get funding for the equipment of their children for guiding activities? Do we look for and inform about such opportunities?

- Do we know the family situation of the children? Are we considerate when asking about family circumstances since we do not know if this could embarrass the family or the child?

- Do we support each other in making all leaders experience personal progress?

WHO HAS INFLUENCE?

- Do we give an open picture of what activities we offer? Do we convey the impression that we are adaptable to feedback or questions?

- If leaders do not behave in an open and equal way or don't communicate like this - who gives them feedback or who discusses this with them?

- Do all children have an opportunity to give ideas about events and activities?

WHO LEAVES?

- Are you thinking about the reasons when someone leaves your group?

- Do you have procedures for dealing with difficult situations when someone wants to quit?

In a leadership team, it makes sense to focus on some points that you want to change. If you've recently had many children leave, you have other reasons to think about gender and diversity than if e.g. less and less girls attend the activities but more and more boys. It is also important to think about having more diversity in leaders at all levels.

Even if you have a lot of members and a good mix it still makes sense and is profitable if you take the following questions and discuss them, for example in your leadership team. You can only win from the experience and develop an even better and balanced Guiding or Scouting programme.

A big topic is always traditions. It is our job as a Guide or Scout to keep questioning our traditions, rituals and ceremonies. These make up an important part of Guiding or Scouting culture and help us feel like we belong as a group. But they also separate us from others, which can also be problematic. As leaders, you should take care and critically consider whether certain traditions and rituals might exclude certain children or leaders from the group.

We've created a "checklist" that can help you start and/or continue your mainstreaming journey.

Working on gender and diversity topics includes many different areas that can be Group-specific and may require adaptation.

Below there are two checklists, for the planning and for the implementation. They are short and easy to apply. They help to keep your mind open when thinking about the content and ideas for the planned activity. With time and practice your leader team will grow into checking these questions almost automatically when planning your programs.

CHECKLIST: DURING YOUR PLANNING

✓ Consider how teams are composed for your activities.

✓ Plan the activities in such a way that each child has the opportunity to show their strengths.

✓ Plan your activities holistically and use the Guide and Scout methods.

✓ Use different methods in a balanced way during the year.

✓ Ensure that program planning is done jointly and equally.

✓ Consider offering typical 'girl' or 'boy' activities, sometimes in gender separated groups, to provide safe spaces

✓ In mixed groups: If there are significantly more girls/boys in the group or in the units, try to question the programme and leadership structure as to why they are more likely to address one gender or another.

CHECKLIST: DURING THE ACTIVITY

✓ Does everyone have chance to be leader at some time?

✓ When we communicate with the children and parents, do we give an equal picture - female and male leaders have equal opportunities and equally valued skills. For example, male and female leaders can both lead craft activities and more adventurous games.

✓ Do people of all genders prepare snacks during the activity?

✓ Is our attitude towards children always positive, supportive, appreciative and solution-oriented?

WHAT IS GENDER?

Gender refers to the roles, behaviors, activities and attributes that a given society at a given time considers appropriate for men and women...These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context, as are other important criteria for socio-cultural analysis including class, race, poverty level, ethnic group, sexual orientation, age, etc.[13]

While many references to gender and diversity only refer to men and women, it is important to note that some individuals do not identify with either gender.

WHAT IS DIVERSITY?

"Diversity is what differentiates each one of us – a mix of many different dimensions including: ethnicity, gender, how we think, what we value, backgrounds and experiences that shape our perspectives." [14]

WHAT IS MAINSTREAMING?

Mainstreaming is the process of assessing the implications of any planned action on all intended beneficiaries, including policies and programmes at all levels. It is a strategy for making the concerns and experiences of all individuals an integral part of the design, implementation, monitoring and evaluation of policies and programmes so that everyone can benefit equally. The ultimate goal is to achieve equality.[15]

WHAT IS INTERSECTIONALITY?

This is related to the interconnected nature of social and cultural categorizations. These can include things such as race, class, health, gender and sexuality. Intersectionality is how each of these categories applies to a given individual or group and the experience created from the overlapping identities and in turn creating interdependent systems of discrimination or disadvantage.

For more on intersectionality watch Kimberle Crenshaw, pioneer on critical race theory and creator of the term, intersectionality, explore the reality of race and gender bias here:
https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

WHAT IS GENDER NEUTRAL?

Gender –neutral means that it (item, activity, experience) is suitable for, applicable to, or common to all genders equally.

WHAT DOES LGBT MEAN?

LGBT is an acronym used to refer to persons who are Lesbian, Gay, Bisexual and Transgender.

Lesbian is a term used to describe women identified persons who are attracted emotionally, spiritually, romantically and erotically towards other women identified persons.

Gay is the adjective used to describe people whose enduring physical, romantic, and/ or emotional attractions are to people of the same sex (e.g., gay man, gay people). Sometimes lesbian (n. or adj.) is the preferred term for women.

Bisexual refers to a person who has the capacity to form enduring physical, romantic, and/ or emotional attractions to those of the same gender or to those of another gender. People may experience this attraction in differing ways and degrees over their lifetime.

A transgender person has a gender identity that is different from his or her assigned sex at birth. Transgender people may be male to female (female appearance) or female to male (male appearance). It is preferable to describe them as 'he' or 'she' according to their gender identity, i.e. the gender that they are presenting, not their sex at birth.[16]

WHAT IS SEXUAL ORIENTATION?

It refers to a person's physical, romantic and/or emotional attraction towards other people. Everyone has a sexual orientation, which is part of their identity.

WHAT IS GENDER IDENTITY?

It's a person's innate sense of their own gender, whether male, female or something else, which may or may not correspond to the sex assigned at birth.

WHAT IS GENDER EXPRESSION?

Gender expression is how a person chooses to outwardly express their gender, within the context of societal expectations of gender. A person who does not conform to societal expectations of gender may not, however, identify as transgender.

[13] http://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm
[14] Canadian Centre for Diversity and Inclusion
[15] Adapted from Mainstreaming definition in ECOSOC agreed conclusions, 1997, http://www.un.org/womenwatch/osagi/pdf/e65237.pdf
[16] https://www.glaad.org/reference/lgbtq
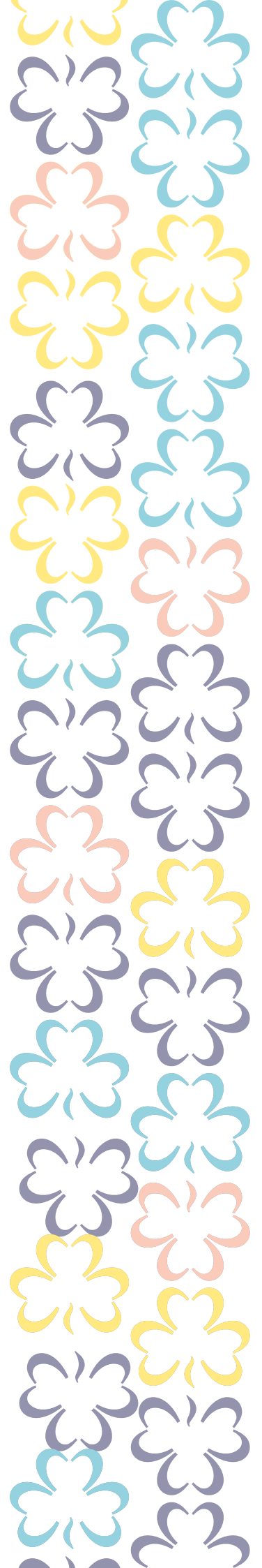
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