



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS

LEADERSHIP IMPACT REPORT





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GLOSSARY

CAMPFIRE

The digital home of the Girl Guide and Girl Scout Movement (www.campfire.waggs.org)

CAPACITY ASSESSMENT TOOL (CAT)

WAGGGS tool to support national Girl Guiding and Girl Scouting associations to understand their own organisational capacity as measured against an organisational capacity model and defined minimum standards of membership.

CAPACITY BUILDING

Activities and initiatives through which we give our members the tools, connections and the global voice they need to keep their organisation thriving, united and growing.

CAPACITY BUILDING FRAMEWORK (CBF)

Comprehensive system through which Member Organisations can access Capacity Building support

COMPONENT ASSOCIATION (CA)

the associations that compose a Member Organisations with Federation status.

CORE MISSION (CM)

The WAGGGS team with a focus on supporting quality Girl Guiding and Girl Scouting, overseeing thinking and best practices around our non-formal educational method, values and leadership model. It works with MOs in three main areas: girl experience, leadership practice (for all ages) and girl-led advocacy

EDUCATIONAL METHOD (THE GIRL GUIDE AND GIRL SCOUT EDUCATIONAL METHOD)

our unique model of non-formal education that supports the development of girls and young women, shaped to work in very different contexts and fit almost any activity or learning need. Its five pillars are my path, my pace; learning by doing; learning in small groups; connecting with others; and connecting with the world. For more in-depth information about the Educational Method please refer to our resource Prepared to Lear, Prepared to Lead.

EDUCATIONAL PROGRAMME

the framework of activities that a youth member experiences in their MO.

FIVE MINDS OF A MANAGER

Model of leadership published by by Jonathan Gosling and Henry Mintzberg

FROM PAPER TO PRACTICE

see Tools & Resources

GIRL EXPERIENCE (GE)

Girl Experience is everything a girl experiences as a Girl Guide or Girl Scout over the time she takes part in the youth programme. It is the sum of what youth members do (the activities), how they do it (the method), why they do it (the outcomes) and the impact (the purpose).

GIRL-LED ADVOCACY (GLA)

WAGGGS defines advocacy as the process that happens when we influence people to take decisions that will improve our lives and the lives of others. Girl-led advocacy happens when girls are the ones choosing the issues they want to advocate on, defining the change they want to see and how to get there.

GLOBAL TEAM

a multi-disciplinary team of staff and volunteers, led by elected volunteers who run both our World Board and our five Regional Committees, who work to deliver all of WAGGGS programmes, resources, events, policy and MO support.

HELEN STORROW SEMINAR (HSS)

see page 26

HER WORLD HER VOICE

The 'Her World, Her Voice' (HWHV) programme supports meaningful youth engagement on a global and national level and aims to bring about an equal world where all girls can thrive. Funded by The UPS Foundation, bringing together insights from young people through UNICEF's U-Report, and working with Generation Unlimited, it's been implemented in 20 countries.

JULIETTE LOW SEMINAR (JLS)

see page 27

LEADERSHIP

For WAGGGS, leadership is a shared journey which empowers us to work together and bring positive change to our lives, the lives of others, and our wider society.

LEADERSHIP DEVELOPMENT FRAMEWORK (LDF)

see Tools & Resources

LEADERSHIP MODEL

see Tools & Resources

LEADERSHIP OUTCOMES

A set of ten outcomes that help monitor, evaluate and demonstrate how Girl Guiding and Girl Scouting around the world is creating good leaders.

LEADERSHIP PRACTICE (LP)

Leadership practice is the daily behaviours you choose to engage in to put your values into action and create positive change.

MAINSTREAMING

the process of making something be considered of common knowledge and/or usage.

MEMBER ORGANISATION (MO)

a national Girl Guiding and Girl Scouting member of WAGGGS

NON-FORMAL EDUCATION (NFE)

planned learning which uses participatory methods, trained leaders, a range of varied activities and space for individual development towards personal targets. Please consult Prepared to Learn, Prepared to Lead for a more in-depth insight into how NFE is used in the Movement.

QUEEN'S GUIDE AWARD

The Queen's Guide Award referenced in this report is the Peak Achievement award for youth members of Girl Guides Australia.

REAL

An acronym that stands for Relevant, Exciting, Accessible and Learner-led and is an assessment tool for quality non-formal learning experiences.

REGIONAL COMMITTEE

Six active volunteers, elected at their respective Regional Conference every 3 years, who work in collaboration with the Regional staff and network of volunteers to steer the work of their WAGGGS Region.

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

also known as the Global Goals, it's a set of 17 goals adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

VOLUNTEER NETWORK

a roster composed of adult members of WAGGGS Member Organisations volunteering their time to support delivering the WAGGGS offer at Global and Regional level.

WAGGGS

The World Association of Girl Guides and Girl Scouts (WAGGGS) is the largest voluntary movement dedicated to educating and empowering girls and young women in the world

WAGGGS REGIONS

Girl Guides and Girl Scouts are changing the world across five regions, through which its MOs are divided: Western Hemisphere Region, Arab Region, Africa Region, Europe Region and Asia-Pacific Region.

WOOD BADGE

the Wood Badge is a Scouting leadership programme and the related award for adult leaders in the programmes of Scout associations throughout the world.

WORLD BUREAU

the secretariat of WAGGGS, currently located at the Olave Centre in North London, UK.

WORLD BOARD

Girl Guiding and Girl Scouting members from around the world who are democratically elected by all Member Organizations at World Conference to lead the organisation. Each region elects a Chair at their Regional Conference every three years and the five Regional Chairs also sit on the World Board.

WORLD CENTRE

The World Centres are safe spaces provided by WAGGGS, where Girl Guides and Girl Scouts from around the world connect, have adventures and build agency. The five World Centres are: Our Chalet, Switzerland; Our Cabana, Mexico; Pax Lodge, UK; Sangam, India; and Kusafri in the Africa Region.

WORLD CONFERENCE

the key decision-making body for the Association which meets triennially. All Member Organisations are invited to send two delegates to the conference who vote on policies and standards for the following three years.

WORLD THINKING DAY (WTD)

Celebrated since 1926, World Thinking Day is the 22nd of February and is a day of international friendship. It is celebrated widely across our movement as an opportunity to speak out on issues that affect young women and fundraise for 10 million Girl Guides and Girl Scouts in 152 countries.

WOSM

A global educational youth movement that contributes to the education of young people through a value system based on the Scout Promise and Law. The co-educational counterpart of WAGGGS.



INTRODUCTION

LEADERSHIP DEVELOPMENT

is identified as the one of the most highly valued service WAGGGS offers its Member Organisations
(Annual Survey 2020)



80%

feel Girl Guiding and Girl Scouting has given them the aspiration to make a difference in society



88%

of young women feel Girl Guiding and Girl Scouting gives them the chance to practise leadership



Only

37%

of women feel that society supports female leaders



46%

of girls and women believe their gender could disadvantage them when seeking leadership opportunities



Leadership development is the heart of Girl Guiding and Girl Scouting. Youth members experience and practise values-based leadership from the day they join the Movement. For adult volunteers, leadership practice empowers them to thrive in challenging volunteer roles, champion girls and women in their personal and professional lives, and be inspiring, empowering role models for young people.

The World Association of Girl Guides and Girl Scouts (WAGGGS) has worked explicitly on leadership development for over ten years and through this work we have seen youth participation in decision making increase, with more Member Organisations engaging in an active dialogue around their leadership development needs.

The leadership offer redesign journey

In 2015, a review of WAGGGS' existing leadership offer concluded that leadership development remained a high priority for the Movement, but that a redesign was required to ensure the continued delivery a high-quality leadership development service. As a result of the review, and based on recommendations from MOs and the Membership Services Working Group, WAGGGS collaborated with the University of Exeter (UK) to produce the [Girl Guide and Girl Scout Leadership Model](#). This is a model of leadership practice, based on the worldly leadership mindset model The Five Minds of a Manager¹ by Jonathan Gosling and Henry Mintzberg², and adapted to fit the specific responsibility of delivering the WAGGGS Mission: *"to enable girls and*

young women to develop their fullest potential as responsible citizens of the world".

Since the official launch of the Girl Guide and Girl Scout leadership model in 2017, and the subsequent release of the WAGGGS Leadership Development Framework in early 2021, the Core Mission Team has worked to mainstream these throughout the Movement, supporting MOs and the Global Team to increase understanding of the Model, champion its inclusion in the everyday culture of organisations, and promote meaningful and accessible leadership development opportunities for all.

By 2032, we want our leadership development framework, supported by the leadership model, to be widely mainstreamed throughout the Movement and used by all MOs in a contextually appropriate way. Achieving this will enable as many people as possible to experience leadership as a lifelong learning process, with access to resources and opportunities to practise leadership that support their development of our ten leadership outcomes.

¹ The original model has been used for over 20 years in programmes such as the International Masters Program for Managers

² Gosling, J. and Mintzberg, H. (2003). The five minds of a manager. Harvard Business Review, 81(11): 54-63.

What's WAGGGS' role in leadership development?

Leadership development is a lifelong journey, and one on which we never stop learning. By really thinking about the opportunities and resources we have in the Movement, our hope is that we will enable more WAGGGS members to have the tools and confidence they need to be able to shape their personal leadership journeys. WAGGGS' approach to leadership development includes three main areas of focus:

- 1. Empowering leaders of all ages:**
By producing tools and resources for use by MOs, we hope more girls and young women will be empowered leaders as a result of their Girl Guiding and Girl Scouting experiences.
- 2. Promoting time and space for leadership:**
We encourage MOs to ensure girls and young women are consistently given chances to practise leadership from the moment they join the Movement.
- 3. Increasing access to opportunities:**
By evolving the way we deliver key leadership development events (such as the Juliette Low Seminar, see page 27 for further information) we strive to give more girls and young women access to global opportunities.

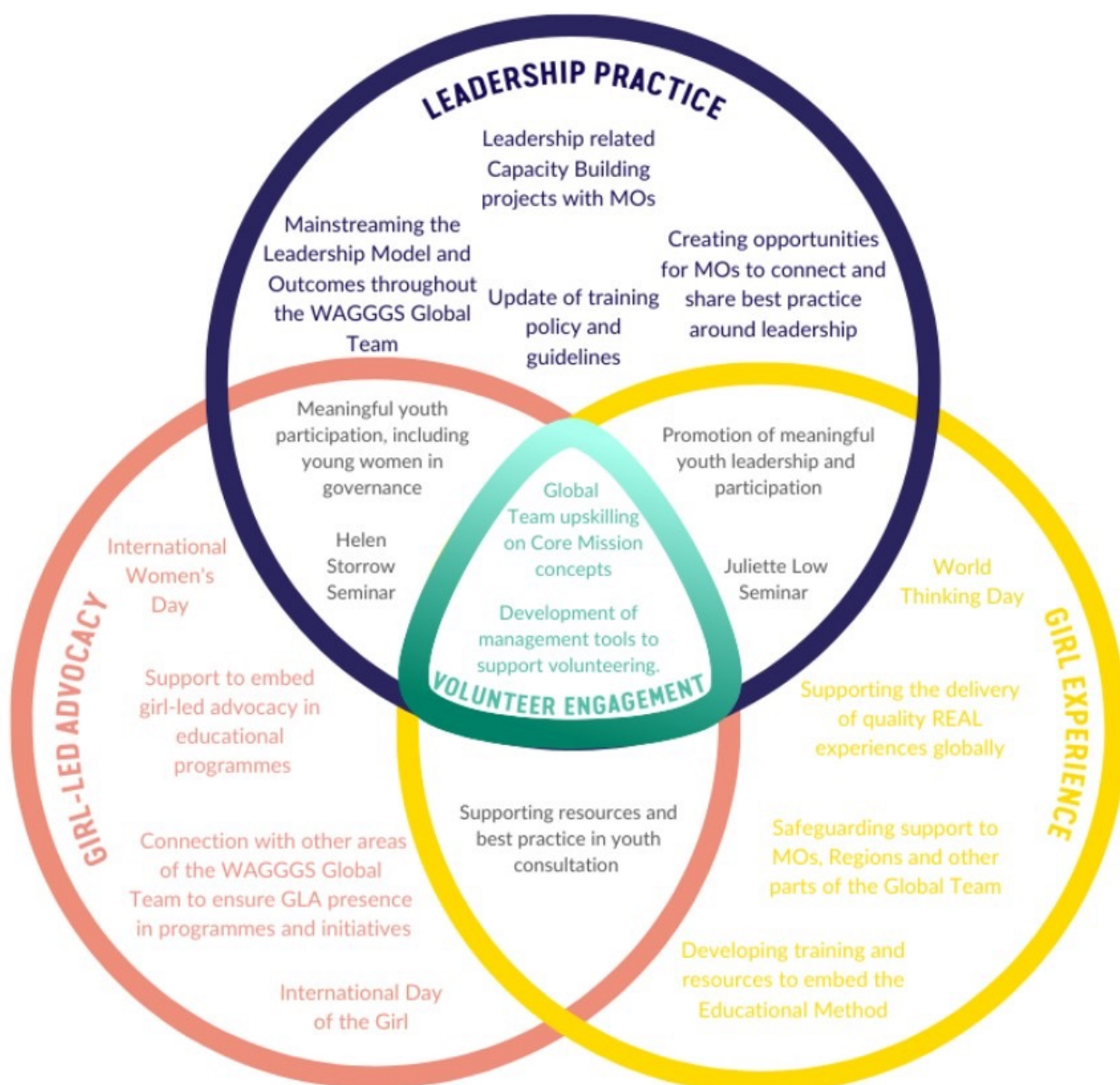


The WAGGGS Core Mission Team

The promotion of leadership development within the Movement is carried out by the WAGGGS Core Mission Team, along with the mainstreaming of the leadership model and its supporting structures.

The Core Mission Team is a worldwide group of approximately 15 staff and 100+ volunteer members who work in partnership to produce resources and promote initiatives that support quality Girl Guiding and Girl Scouting experiences in MOs.

The Core Mission Team consists of four elements: Girl Experience, Leadership Practice, Girl-Led Advocacy and Volunteer Engagement. All four are considered essential – we know that the Girl Guide and Girl Scout Method works best when these elements are part of one cohesive approach - advocacy and leadership embedded into all our non-formal education work to deliver social impact through volunteers. You can see some of the Core Mission Team’s main projects and areas of work below:



The Leadership Practice team

Much of the work in this report has been carried out by the Leadership Practice team, a group of global volunteers, co-ordinated by a Lead Volunteer and staff member partnership, who dedicate their time and expertise in the WAGGGS leadership model to support capacity building in our MOs and the Global Team.

The Leadership Practice team develops innovative ways for high quality leadership development opportunities to be accessed by more girls, young women, and other volunteers around the world and its work is varied, with projects including:



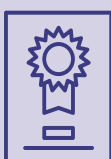
providing individual support to MOs, using mentoring and coaching skills to help them work towards specific priorities identified through completion of the WAGGGS Capacity Assessment Tool (CAT).



working in small groups to produce and deliver online workshops, webinars, and e-learning content for members of MOs, Regional volunteer and event planning teams, and other members of the WAGGGS Global Team.



collaborating in larger, cross-team groups to support projects directly related to WAGGGS' global strategy and motions from World Conferences.

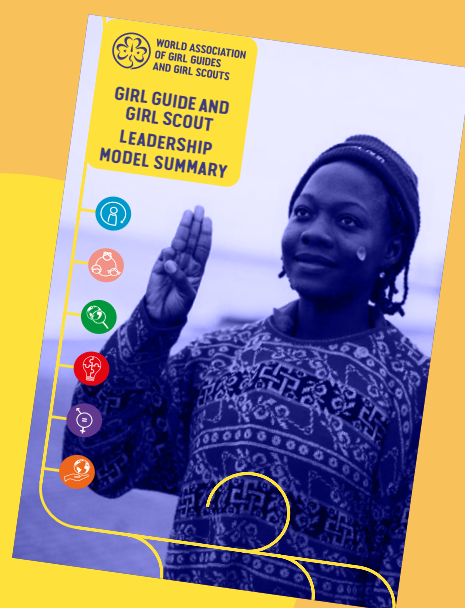


Supporting MOs towards the review and WAGGGS accreditation of their adult training qualifications

Additionally, the Core Mission Team works with MOs on projects that aim to embed the leadership model in educational programmes, adult development processes, and ad hoc collaborations in specific leadership projects or badge programmes.



THE LEADERSHIP MODEL AND LEADERSHIP DEVELOPMENT FRAMEWORK AT A GLANCE



What is leadership?

For WAGGGS, leadership is a shared journey that empowers us to work together and bring positive change to our lives, the lives of others, and our wider society

A good leader is a lifelong learner who consciously deepens their understanding of different contexts, draws on different wisdoms, and uses that learning to collaborate with others to make a difference whilst recognising that holding a position of power doesn't automatically make anyone a good leader.

Our leadership model draws on the idea of worldly leadership, which rejects the “one size fits all” approach to leadership and challenges the idea that there can be a specific, predefined set of competences that improve leadership performance.

What is leadership practice?

WAGGGS believes that leadership practice is a whole person process accessible to anyone in their everyday lives. Our approach to leadership practice considers your “ways of being and thinking about the world” as the foundation to who you are as a leader, acknowledging that our values and behaviours have a greater impact than the skills and competencies we have.

The best way to work on this foundation is by consciously and actively practising leadership, focussing on the daily behaviours you choose to engage in to put your values into action and

create positive change. Whilst we can all take ownership of our personal leadership practice development; it is also the responsibility of adults supporting girls and young women to create spaces for them to practise their leadership too.

The Girl Guide and Girl Scout leadership model places a high value on locally appropriate leadership, rooted in context; by learning to respond to the complexities of the wider world through how we behave as leaders, we are building a strong foundation of leadership practice to use across our lives, in any role.

The six leadership mindsets

The Girl Guide and Girl Scout leadership model uses a system of six mindsets as the main tool to make leadership practice conscious. Each mindset is like a window that we can look through to get different perspectives that can consciously influence our reactions, reflections, choices and behaviours. By using the six leadership mindsets to draw meaning from our experiences, we become more aware of our leadership practice and can “internalise” leadership behaviours until they become a habit, part of who we are as leaders.

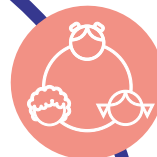


UNDERSTANDING WAGGGS' LEADERSHIP MINDSETS

LEADING YOURSELF
Reflective mindset



LEADING RELATIONSHIPS
Collaborative mindset



LEADING IN CONTEXT
Worldly mindset

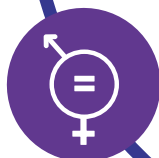


SIX LEADERSHIP MINDSETS

LEADING FOR INNOVATION
Creative & critical thinking mindset



LEADING FOR GIRLS' EMPOWERMENT
Gender equality mindset



LEADING FOR IMPACT
Responsible action mindset



To know more about how to use the Girl Guide and Girl Scout Leadership Model, read the [leadership model summary online](#).



The ten leadership outcomes

WAGGGS has developed a set of ten outcomes that will help monitor, evaluate and demonstrate how Girl Guiding and Girl Scouting around the world is creating good leaders. If every leader, at every level of Girl Guiding and Girl Scouting, practises the leadership mindsets, we believe they will be developing the ten leadership outcomes and be more prepared to achieve the purpose of the Movement. WAGGGS will use the ten outcomes to measure the success of our leadership work and to improve it.

1

**TREAT HERSELF
KINDLY**

2

**CHALLENGE HERSELF
TO UNDERSTAND, AND
TAKE INTO ACCOUNT
DIFFERENT PERSPECTIVES**

3

**LEARN FROM HER
OWN FEELINGS AND
EXPERIENCES**

4

**WORK WITH OTHERS TO
CREATE SPACES WHERE
EVERYONE CAN FULLY
PARTICIPATE**

5

**EMPOWER ANY AND
EVERY GIRL TO
PRACTISE LEADERSHIP**

THE 10 LEADERSHIP OUTCOMES

6

**CHALLENGE GENDER
EXPECTATIONS**

7

**SEEK THE INFORMATION SHE
NEED TO UNDERSTAND THE
FULL PICTURE**

8

**ADAPT HER BEHAVIOUR TO
THE CONTEXT**

9

**INNOVATE TO CREATE
POSITIVE IMPACT**

10

**MAKE CHOICES ROOTED
IN HER VALUES**

The four audience groups

Leadership will look different in different contexts, but the Girl Guide and Girl Scout leadership model supports leadership development for everyone in their context regardless of role, experience or status. There are four audience groups in our leadership development framework, which correspond to four different roles members can have within the Movement. Many people will relate to more than one audience group at a time, and we will all be part of different audience groups at different times of our lives.

The work and projects in this report are listed according to the audience group they best connect with. However, if you see an example in the leaders of organisations section, for example, but feel it could be adapted to suit leaders of girls in your organisation then this is absolutely fine!

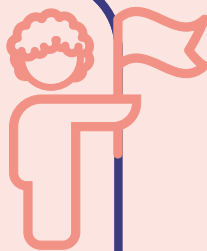


GIRL GUIDES AND GIRL SCOUTS

This audience group refers to any member of Girl Guiding and Girl Scouting, whatever their gender, from the moment they join the Movement. It represents those at the earliest stages of their leadership development, but also reflects that this journey continues throughout our lives.

LEADERS OF GIRLS

Anyone who is a leader of a unit or a Girl Guiding/Girl Scouting group is part of this audience group, as well as the Girl Guides and Girl Scouts group! It focusses on strengthening the leadership practice of those who are designing and delivering the Girl Guide and Girl Scout experience.

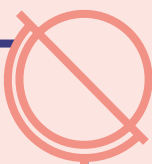


LEADERS OF ORGANISATIONS

This audience group is for leaders of MOs (volunteers and staff), and leaders of WAGGGS as an organisation. It focusses on how the leadership development of these people will make their leadership girl-led and girl focussed, ultimately supporting healthy and thriving organisations.

LEADERS OF THE MOVEMENT

This audience group is for everyone that is leading the Movement as part of the WAGGGS Global Team, including all WAGGGS volunteers (facilitators, working group and committee members, World Centre volunteers, World Board members, etc.) and WAGGGS staff (whether based in the World Centres, World Bureau, Brussels Office, or working from home all over the world).



How to read this report

Whilst it is important to us that we share the work that has been done so far, the main value we see in this report is for you - as Member Organisations, Component Associations, leaders of girls, or anyone else involved in supporting the development and learning of others in WAGGGS - to see the diverse ways in which opportunities for girls and women to practise leadership can be created. We hope you take this as a collection of examples of how you can adopt and mainstream the leadership model in your work, to support leadership development at all levels.

As you read through the report, why not make use of the worldly, reflective, and creative and critical thinking mindsets and ask yourself:

- could a similar idea be implemented in my MO/CA, team or group?
- how could this be adapted to suit the context of my MO/CA?
- does my MO/CA already have an existing programme, initiative or project that could link to, and embed, the WAGGGS leadership model in some way?
- in the context of my MO/CA, who would benefit from implementing a similar idea?
- what could be the long-term impact of implementing such an idea?
- who would need to be involved to make it happen?

To find out more about how the Core Mission Team can support your MO/CA with leadership development, or to share with us work you have already done in your organisations, contact us by emailing leadingforherworld@waggggs.org.



EXECUTIVE SUMMARY

Through over **150 distinct activities and initiatives**, the WAGGGS Global Team has introduced the leadership model directly to girls and leaders from **131 countries**, who use it for their leadership development as well as for creating leadership practice opportunities for other girls and women.

143 WAGGGS FACILITATORS

trained in the leadership model through dedicated sessions run in collaboration with Regional teams and who are now crucial for the dissemination of leadership practice in the Regions, covering all our official languages:



23 facilitating in **Spanish**

42 facilitating in **Arabic**

73 facilitating in **English**

14 facilitating in **French**

Through WAGGGS initiatives and tools, often in co-operation with MOs or Regions,

170,543 GIRLS AND WOMEN

were introduced to leadership practice as participants or facilitators of our leadership practice trainings:



168,617

Girl Guides and Girl Scouts



842

Leaders of Girls



657

Leaders of Organisations



426

Leaders of the Movement

65% of MOs that responded to the 2021 Annual Survey said they are already using the Model in their Associations and, of those not using it,

84% are interested in starting to.

Overall, **95%** of MOs that responded find the Model useful and hope to embed it in various parts of their offer, including:



for training of trainers and leaders, development events for young women, and the training of new volunteers.



as nomination criteria for members to take part in WAGGGS events and activities.



to increase the number of young women involved in decision making processes and advocacy projects.



to support programmes of girl-led activities, where girls conceptualise, plan, design, manage and implement activities.



within country-wide 100 Girls Projects (see page 29)



in meetings with members and external groups.



to support the development of strategic plans.



Through creating opportunities for young women to practise leadership, we build their confidence and have seen an increase in the number of young women in leadership and in WAGGGS governance positions:

2 JLS alumni standing for World Board election since 2019

3 JLS alumni successfully elected to Regional Committee roles since 2019

10 Core Mission Volunteers standing for election to World Board and Regional Committees since 2019.

The introduction of the Girl Guide and Girl Scout leadership model to the Movement started in 2017, when the **Core Mission Team** (known then as Innovation and Leadership Development) used each interaction with a Member Organisation, Regional project or global event, as an opportunity to mainstream the Model and implement leadership activities with one or more audience groups.

By using existing opportunities to promote the leadership model, WAGGGS supported the leadership development of over

170,000 girls and women across **131** countries between 2017 and 2022.



OUR WORK SO FAR: BY AUDIENCE GROUP

The following examples show some of the ways the leadership model has been mainstreamed in WAGGGS' work since 2017, and reflects projects, programmes and initiatives from across all five WAGGGS Regions. It is a journey that not only maps our experiences from the last few years, but one that takes us all over the world, hopefully leaving you with energy and new ideas for how you can work on leadership development in your context!

OUR WORK SO FAR: BY AUDIENCE GROUP

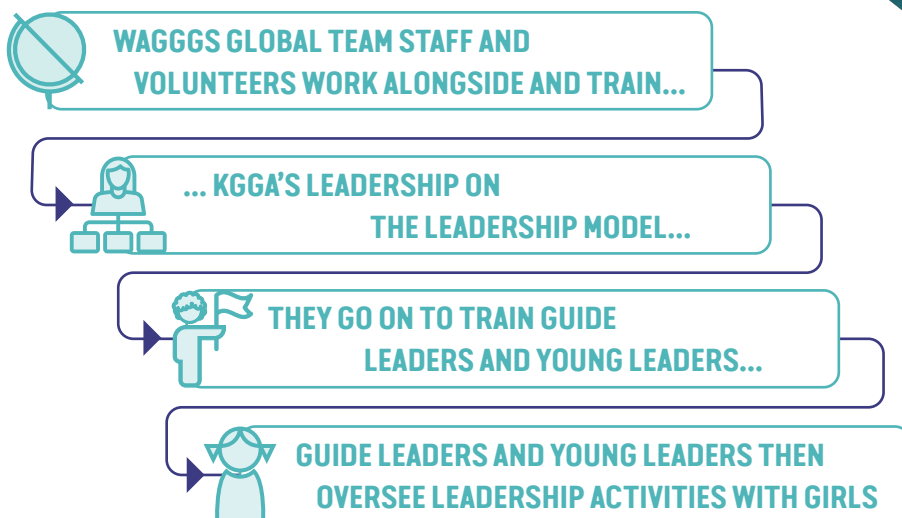


GIRL GUIDES AND GIRL SCOUTS

Mainstreaming the leadership model and leadership development framework in Kenya Girl Guides Association

The WAGGGS leadership development framework was released in 2021 and is a tool MOs can use to help integrate the leadership model into their work. Thanks to generous funding from the Barrett Family Foundation and the Erik Frank Trust, the framework was tested through a pilot project with Kenya Girl Guides Association (KGGGA), which aimed to integrate the leadership model into their girl experience. After a baseline study to understand how the existing Girl Guide programme in Kenya supported the development of the ten leadership outcomes, the Core Mission Team worked with a team from KGGGA to update their programme resources, also creating a supplementary leadership activity pack and leadership training tailored to KGGGA's context.

A series of training events were delivered, followed by the use of a cascading model to implement updates and resources across the organisation:



OUR WORK SO FAR: GIRL GUIDES AND GIRL SCOUTS

As well as training events focused on the leadership model, additional support was given around impact measurement and safeguarding, upskilling KGGGA leadership in key areas of organisational development and girl experience in ways that were complementary to leadership development.

In summary, through the implementation of this pilot project we have so far:

1. supported **15 leaders of the organisation, 168 guide leaders,** and **39 young leaders** in KGGGA to understand how to practise leadership in their lives using the WAGGGS leadership model, and therefore be better prepared to role model empowering leadership and create more space for girls to practise leadership at all levels.
2. supported **1,890 girls** to understand how to practise leadership in their lives using the WAGGGS leadership model.
3. created an activity pack for the mainstreaming of the leadership model in an educational programme, specifically tailored to the context of KGGGA.
4. brought KGGGA members into the Core Mission Team as volunteers, contributing to widening their international experience.
5. enabled KGGGA to better measure and articulate the leadership impact of their work and strengthen leadership practice at every level within the Association.

The training was really mind engaging. We had to really think of feasible ideas and how best they can work.

AN ORGANISATIONAL LEADER ON THEIR LEADERSHIP MODEL TRAINING



Wider leadership work in Africa Region

As the Kenya pilot project developed, learnings from this have been applied to other Africa Region MOs through co-operation with the Her World Her Voice project in Rwanda, Nigeria and South Africa. The leadership offers in these three MOs was evaluated by analysing challenges and identifying new ways the leadership model can be used to support the development of more girls and young women.

167 participants from these MOs were trained in the leadership model from July-September 2022.

OUR WORK SO FAR: GIRL GUIDES AND GIRL SCOUTS

Queen's Guide Award Review

Core Mission Volunteers provided information and guidance to Girl Guides Australia during an update of their Queen's Guide Award syllabus (QGA). Approximately 60 group leaders, State Programme, and Queen's Guide Co-ordinators attended a webinar on the leadership model, which then enabled them to embed concepts from this into the updated Queen's Guide Award syllabus for girls aged 14 to 18.

Beyond its impact on the Queen's Guide Award update, the webinar also supported the process of rolling out the leadership model nationally, leading to its use at various levels in the MO – from developing resources for girls, to discussions at National Board level.

Approximately

60

group leaders, State Programme, and Queen's Guide Co-ordinators attended a webinar on the leadership model



If your MO is in the process of reviewing an educational programme, badge, or award resource, Core Mission Volunteers can also provide you with training and support in mainstreaming the leadership model!

Contact leadingforherworld@waggs.org for more information.

Tags: **Volunteer-driven** **MO-initiative**

OUR WORK SO FAR: GIRL GUIDES AND GIRL SCOUTS

Throughout the four iterations of the Helen Storrow Seminar since 2017, it has introduced the leadership model to

2,095

girls and leaders across
60 countries.

Helen Storrow Seminar (HSS)

The annual Helen Storrow Seminar is a unique international opportunity for leadership development as it addresses one of the most relevant issues in contemporary society - environmental sustainability.

In 2017, two major changes were introduced to the HSS: the increase in access to the event through the use of 'pop-up' seminar locations, and the use of the then newly launched Girl Guide and Girl Scout Leadership Model as the foundation for leadership development.

Throughout the four iterations of the Helen Storrow Seminar since 2017, it has introduced the leadership model to 2,095 girls and leaders across 60 countries. HSS participants develop environmental sustainability projects to deliver after the seminar, and continue to use the Model in their personal leadership development journey, resulting in a wider impact through the projects they implement in their communities. Additionally, we have seen that MOs that engage with the HSS have a higher level of participation in other WAGGGS international events and activities, particularly those related to the leadership model.



(The leadership model) made me see leadership as a more holistic concept as opposed to simply leadership in the context of unit leadership or trainer leadership. They have made me feel more confident as a leader as I saw different concepts within the different mindsets that I do possess and have helped me identify specific areas that I can improve on and seek assistance to develop.

**HELEN STORROW LEADERSHIP
SEMINAR PARTICIPANT, 2018**

OUR WORK SO FAR: GIRL GUIDES AND GIRL SCOUTS

Juliette Low Seminar (JLS)

The Juliette Low Seminar is WAGGGS' flagship leadership development event and has been growing leaders since 1932. In 2019, feedback from across the Movement was led to a change in the way the JLS was delivered, using technology to deliver one event programme across 18 different 'hub' countries in parallel! Delivered by a team of global facilitators, and in line with WAGGGS' global strategy for 2018 – 2020, this new approach brought 'more opportunities, for more girls' as, for the first time, places were available for up to 1,000 young people to participate in the JLS.

By involving the facilitators in the programme design and delivering the programme using innovative techniques, we not only grew the leadership capacity of both JLS participants and facilitators, but also supported the fulfilment of another key element of WAGGGS' global strategy for 2018 – 2020 connected to developing a 'strong and vibrant Movement'.

The JLS encourages young people from different backgrounds and cultures to work together to explore complex issues affecting them all, and then gives them the tools to respond to issues affecting girls in their communities. In 2019, the event programme was made up of a series of sessions spanning six and a half days. Sessions were a balance of international connections between hub locations, interactive workshops, adventurous activities, guest speakers, virtual events, simulation activities and community connections. Alongside the JLS learning journey, a set of common learning outcomes were used as a framework to support all JLS hubs to fully deliver a high-quality programme.

The JLS took place from 14 - 20 November 2019. With 18 parallel hub events in all five of our World Centres and 13 other locations, the 2019 JLS pilot project was WAGGGS' largest ever international leadership event. 107 countries and territories and 104 Member Organisations were represented across the 18 hub locations.

AFRICA REGION:
118 participants
from 22 MOs

ARAB REGION:
31 participants
from 6 MOs

ASIA PACIFIC REGION:
111 participants
from 19 MOs

EUROPE REGION:
111 participants
from 33 MOs

WESTERN HEMISPHERE REGION:
96 participants
from 24 MOs

OUR WORK SO FAR: GIRL GUIDES AND GIRL SCOUTS

Over 600 WAGGGS members took part in the JLS:

467 participants, 106 facilitators, a core team of 12 volunteers and staff, and in-country service and logistics teams. Thanks to the generosity of our donors, we were able to offer grants to participants who would otherwise have been unable to take part in the Juliette Low Seminar, thus amplifying its accessibility on yet another dimension. 329 participants were awarded full or partial programme scholarships. 334 participants were given full or partial travel grants. All facilitators were offered a full travel scholarship.

After the JLS, 75% of post-surveying respondents said they feel “extremely confident” that they have a firm plan on how they can use the leadership model in their lives, and in how they can implement what they have learned through their 100 Girls Projects. Furthermore, 80% of the participants feel confident calling themselves a change maker after the event, against 42% before attending the JLS.



329

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80%

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Check the full
JLS 2019
Event report [here](#).

OUR WORK SO FAR: GIRL GUIDES AND GIRL SCOUTS

100 Girls Project

The 2019 JLS was divided into two parts. First, participants attended the residential event to develop their leadership and learn from peers around the world. Then, using this new knowledge and network, participants were tasked with creating an opportunity for at least 100 girls aged 12+ to practise their leadership: the 100 Girls Project.

100 Girls Project Outcomes

Through the 100 Girls Project, girls will:



Have an increased awareness of what leadership means within WAGGGS



Understand the WAGGGS leadership model, and be inspired to adopt this leadership approach



Have an increased awareness and understanding of gender equality and sustainable development Goal 5: Gender Equality



Feel connected (or more connected) with WAGGGS as a global movement

As the world reacted to the COVID-19 pandemic, Girl Guides, Girl Scouts, and their leaders mobilised to safeguard girls and young women, support their communities, and respond on the front lines. As a natural consequence of this, 100 Girls Projects had to change with the evolving global situation and a number of participants adapted their projects to deliver their original objectives digitally or remotely. Some decided to alter their projects completely in response to the pandemic but still managed to achieve their new planned outcomes.

Despite the challenges, the ability of WAGGGS and JLS participants to adapt to often rapidly changing circumstances resulted in 89% of planned 100 Girls Projects being delivered. This figure only reflects those projects reported to WAGGGS through evaluation surveys sent out to participants, so we believe the actual number of completed projects to be higher!

89%

of planned

100 Girls Projects

were delivered

Based on the data of completed projects that were reported to us, we can say that 18 months after the 2019 JLS:

60,958 girls and young women were reached through 414 projects.

Original target: The **100 Girls Projects** reach **50,000** girls who, as a direct result, feel more confident to call themselves leaders and can identify ways they can act for gender equality.

57% of JLS alumni positively impacted their communities beyond their 100 Girls' Project.

Original target: **25% of 100 Girls Projects** can show evidence of wider positive social impact beyond the **100 direct beneficiaries.**

95% of alumni are actively using the Girl Guide and Girl Scout Leadership Model in their daily lives.

Original target: **75%** of participants can identify how they are practising the **Girl Guide and Girl Scout Leadership Model** in their daily lives.

100% of alumni agreed that the Girl Guide and Girl Scout Leadership Model has enabled them to practise better leadership.

Original target: **50%** of participants can articulate how the **Girl Guide and Girl Scout Leadership Model** is enabling them to practise better leadership.

52% of JLS alumni hold a leadership or governance, or senior decision-making operational roles, at Association level as commissioners, board members, trainers, advisers, etc.

Original target: **10%** of participants have applied for or hold national governance roles.

The impact of the JLS extends beyond the 100 Girl Projects, as participants, facilitators, and logistic leads have also since run for governance and leadership positions at national and global level within the Movement and their careers.

It was not apparent at the time that the digital connection skills developed throughout the JLS would become so essential in the months to follow. Hub locations were able to use the experience of their remote learning and digital connections to deliver great Girl Guiding and Girl Scouting online when restrictions prevented groups from meeting in person.

To know more about, and be inspired by, the 100 Girls Projects developed by young women from all over the world read the full 100 Girls Project report.

World Thinking Day (WTD)

The 2019 World Thinking Day resource tested the WAGGGS Leadership Model with younger Girl Guides and Girl Scouts in a self-directed context for the first time. The leadership activity pack was used in WTD activities across 102 countries and supported the leadership practice of over 100k girls and women involved in the celebrations (with over 94,000 badges and 2,000 pins sold).

A team of young women helped to write the World Thinking Day activity pack for the first time in 2019, thereby increasing the opportunities for leadership development available to WAGGGS volunteers.



Positivity Patrol

In a time when staying positive was extremely hard, the Positivity Patrol resource was produced by the Core Mission Team to challenge Girl Guides and Girl Scouts around the world to form groups to see through the negativity in the world. An activity pack containing ten challenges was designed, in line with the leadership model, to give every and any girl the opportunity to feel empowered, learn and develop. This pack was disseminated to the Movement and over 1000 girls and young women took on the ten challenges, which allowed them to practise leadership, collaborate with others, and continue to live their Promise by being a **#PositivityPatrol**; whether through self-care or random acts of kindness.

In addition to the Positivity Patrols around the world, members of the Leadership Practice team offered live workshops, connecting members of the WAGGGS Volunteer Network from multiple countries, to work through the Positivity Patrol resource. Many participants from these live workshops went on to deliver Positivity Patrol sessions in their own MOs, leading to this being a real success for WAGGGS in terms of virtual delivery of Girl Guiding and Girl Scouting activities.

Positivity Patrol is still available and continues to be an excellent resource for long-distance online engagement. Examples of how girls and young women around the world worked on these challenges can be seen on social media by searching for the hashtag **#PositivityPatrol**.

Tags: **At-home engagement** **Volunteer-driven**

Accessible resources for leaders and girls

Although the leadership model resources are available in WAGGGS' four official languages, we know it is easier for members to engage with them if there is a version available in their preferred language. Many countries, including Japan, Sri Lanka, and Italy, have already translated these resources, seeing an increase in interest and usage of the leadership model as a result.



This is one of many ways MOs can start mainstreaming the Model in their work.

For more support, take a look at [From Paper to Practice](#).

MOs can also email leadingforherworld@waggggs.org to receive editable files of key leadership resources that can be translated into other languages.

Re-Acciona!: A Board Game

Inspired by the leadership model and the Sustainable Development Goals (SDGs), volunteers from Asociación de Guías y Scouts de Chile (AGSCh) created an interactive tool that supports players to practise leadership and take action in line with SDGs. From an idea sparked during World Thinking Day 2021, and after almost eight months of work, the board game was presented as a gift to the Scout and Guide community in Chile, and the Western Hemisphere Region as many countries supported the creation process by piloting it with their members.

The game is currently only available in Spanish, but is available for public download from the MOs website and on Campfire!

Tag: **MO initiative**

OUR WORK SO FAR: BY AUDIENCE GROUP



LEADERS OF GIRLS

Learn, Lead, Inspire! - Asia Pacific conference for leaders of girls 2018

The leadership model was introduced during an Asia Pacific conference for leaders of girls, an event aimed at leaders who work directly with girls and young women. Over the course of four days, 42 leaders from 15 MOs engaged in taster sessions for new programme ideas from around the Region and from WAGGGS, workshops on the Girl Guide and Girl Scout Method and leadership model, personal leadership development activities, and international sharing and networking spaces.

Tag: **Regional event**

Core Mission support to Mexico

Core Mission Volunteers from Leadership Practice, Girl Experience, and Girl-Led Advocacy worked in partnership to deliver workshops on these themes to members of Guías de México. The workshops were delivered to support ongoing UPS project work in the MO, and covered the leadership model, leadership development framework, our non-formal educational method, and how to integrate girl-led advocacy into all of these. The workshops were developed and delivered entirely in Spanish, further strengthening our capacity to support MOs and volunteers in languages beyond English.

Tags: **Volunteer-driven** **WAGGGS programme coop**

Women's Leadership Circle - Girl Guides of Canada (GGC)

The Women's Leadership Circle is an event aimed at inspiring women from across Canada to explore the nature of women's leadership, the kind of leaders our world needs right now, and how they can serve as catalysts for positive change. The WAGGGS leadership model played a significant role in the 2019 edition of this programme, and GGC are also rebuilding their all-member leadership training programme, which will incorporate the leadership mindsets and outcomes.

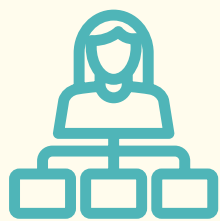
Tag: **MO initiative**

Mindset Webinars

During their confinement period, and in an effort to offer engaging online activities for leaders, Girl Guides Association Malaysia created a webinar to introduce the leadership model and support leaders of girls in their leadership practice. With the help of six young facilitators – one per mindset – the webinar was attended by over 200 participants who undertook a deep dive in to each of the mindsets through curated videos, activities and reflection questions that supported their conscious use.

Tag: **MO initiative**

OUR WORK SO FAR: BY AUDIENCE GROUP



LEADERS OF ORGANISATIONS

We collaborated several times with the WAGGGS Regions to bring learning and integration of the leadership model into existing events, as well as supporting tailor-made events designed to upskill others on the leadership model and Leadership Development Framework.



A teal-colored map of the world is centered on the page. Three callout boxes, each containing a location name and a date, are connected to the map by dotted lines and a dark blue location pin icon. The callouts are: '2019 REGIONAL CONFERENCES' in the upper right, 'ARAB REGION CORE MISSION WORKSHOP' in the lower left, and 'ASIA PACIFIC REGION "LEAD FOR HER FUTURE NOW!" EVENT' in the lower right. A dark blue banner with white text is located in the upper left, partially overlapping the map.

**2019
REGIONAL
CONFERENCES**

**USE OF THE WAGGGS LEADERSHIP MODELS
IN CO-EDUCATIONAL SETTINGS**

**ARAB REGION
CORE MISSION
WORKSHOP**

**ASIA PACIFIC
REGION "LEAD
FOR HER FUTURE
NOW!" EVENT**

200+

leaders and MO staff, from each of the five Regions, during workshops at the Regional Conferences in 2019

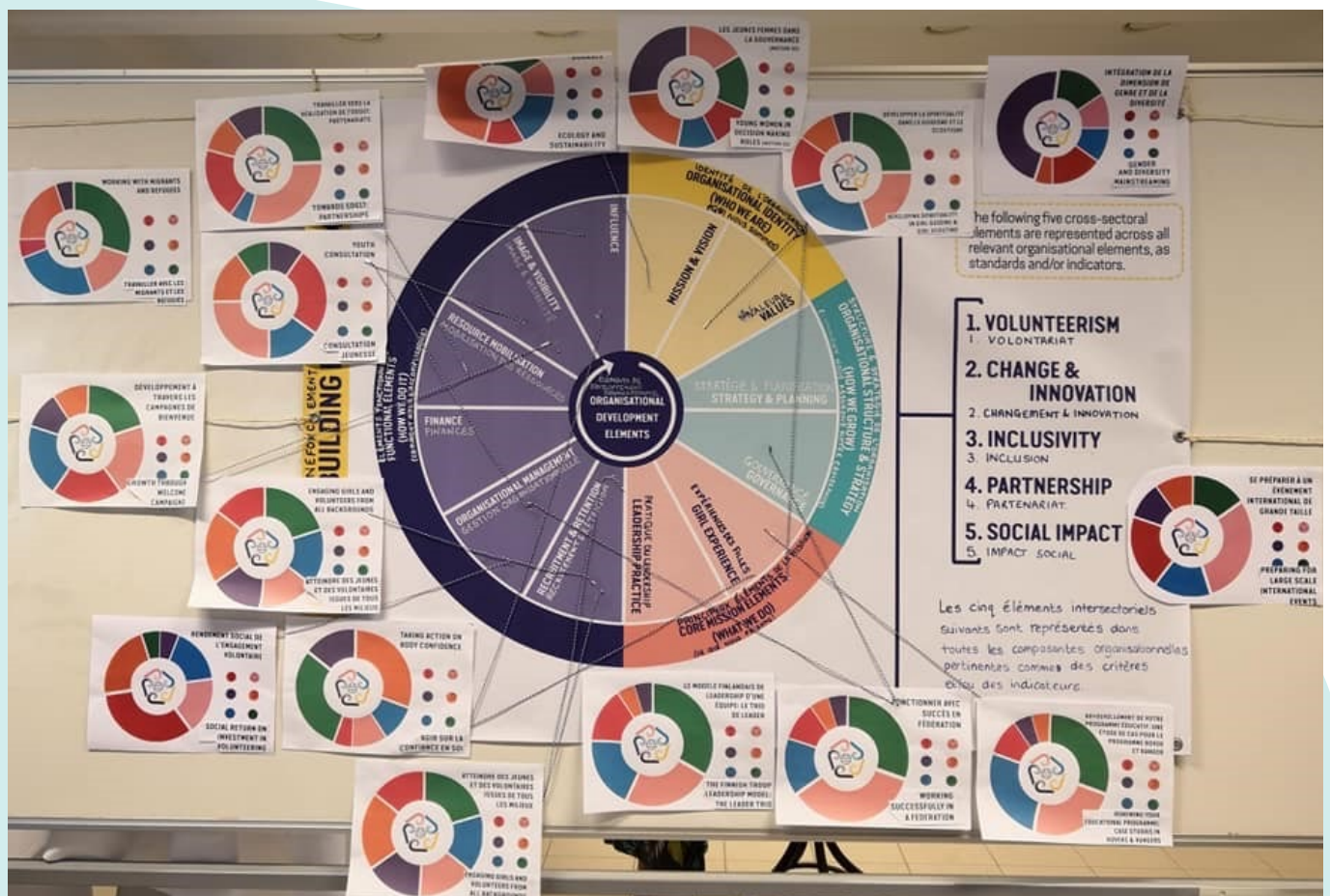
2019 Regional Conferences

The WAGGGS leadership model was introduced to 200+ leaders and MO staff, from each of the five Regions, during workshops at the Regional Conferences in 2019. These sessions, delivered by Core Mission Volunteers and staff, presented the leadership model and illustrated to leaders of organisations how embedding it in their activities can contribute to enhanced leadership development for girls and volunteers. It also advertised to MOs the option of reaching out to our Leadership

Practice team to get further support in mainstreaming the Model through their organisation.

At the 2019 Europe Region Conference in Split, each Forum workshop was matched against the six leadership mindsets, to show how every and any topic can be linked to the leadership model.

Tags: **Regional event**



Mapping of Forum sessions at the 2019 Europe Region Conference against the six leadership mindsets and the WAGGGS Capacity Building Framework.

Nigerian Girl Guides (NGGA) national board induction

Upon request from NGGA, Core Mission Volunteers delivered an induction session on the WAGGGS leadership model for the MOs national board and staff members. This session was an important step in supporting NGGA leadership to review their educational programme, so that the ten leadership outcomes could be integrated into their girl experience.

Tags: **Volunteer-driven** **MO initiative**

Africa Region Chief Commissioners Gathering

The Africa Region Chief Commissioners Gathering was one of the first events at which the WAGGGS leadership model was introduced to Member Organisations. The Core Mission Team co-operated with the Africa Region team to design and deliver induction sessions to the 12 Chief Commissioners present, which included sessions on how to use the six leadership mindsets in the context of girl experience and leadership development.

Tags: **Regional event**

Delivery of leadership model upskilling using WhatsApp

Core Mission Volunteers supported the Asociación de Guías Scouts de Venezuela to increase awareness of the leadership model amongst its volunteers, using the ten leadership outcomes as a basis to improve their volunteer experience. Acknowledging the substantial internet connectivity issues that participants face in the MO, this project adapted to the context and innovated by delivering a full learning experience through WhatsApp to 38 leaders of the organisation.

Tags: **Volunteer-driven** **CAT CB project**

Arab Region Core Mission Workshop

In co-operation with the Arab Region Committee, Core Mission Volunteers delivered a workshop for 55 leaders involved in programme design in 12 Arab MOs (Jordan, UAE, Bahrain, Kuwait, Libya, Egypt, Mauritania, Tunisia, Qatar, Yemen, Palestine, Lebanon and Oman). Over two days, they were introduced to the WAGGGS leadership model and Leadership Development Framework, and experienced applying the concepts of both to creating activities in line with our non-formal educational method.

Tags: **Volunteer-driven**

Europe Region's Academy and Roverway

The WAGGGS leadership model has been consistently present at The Academy since 2018. Each year, volunteers from global and regional volunteer teams have delivered sessions, curated resources, and highlighted best practice from MOs to showcase the Model to leaders of organisations within Europe Region. Roverway 2018 is another international event where leadership model activities were disseminated to over 3000 Guides and Scouts using the World Thinking Day activity pack "100 Years of Leadership". Both The Academy and Roverway are events delivered jointly by WAGGGS and WOSM.

Tags: **Regional event**



Use of the WAGGGS leadership models in co-educational settings

As a co-educational MO, the Guides and Scouts of Finland have incorporated both the [WOSM](#) and [WAGGGS leadership models](#) into their leader training. They have adapted these to their needs through context-appropriate translation and also through creating visuals that draw connections between the two models, making it easy for their Guides and Scouts to see them as complementary instead of competing.

The WAGGGS leadership model is introduced to leaders through [self-reflection checklists](#) about each mindset, and [question cards](#) that can be paired with outdoor activities such as canoeing. It's also included in the Trefoil-Gillwell training for scout leaders and their advanced leadership training to achieve the wood badge.

Tags: **MO initiative**

Asia Pacific Region “Lead For Her Future Now!” Event

In late 2021, the Leadership Practice team provided sessions on the leadership model, and WAGGGS' approach to facilitation and learning design, to the team organising the *Lead For Her Future Now!* event for young women in Asia Pacific Region. Two online workshops were developed and delivered to help planning team members consider how their event could incorporate REAL and support development towards the ten leadership outcomes.

Tags: **Regional event**

Caribbean Champions for Change

In co-operation with the Western Hemisphere Region, Core Mission Volunteers and staff delivered two sets of workshops aimed at empowering leaders from the Caribbean area with the knowledge to update and improve their organisation's girl experience.

The workshops focused on all things Core Mission, including:

- exploring the Girl Guide and Girl Scout Method, identifying new ways to apply it in their context
- applying the WAGGGS leadership model to their personal leadership practice
- analysing how far Girl Guide and Girl Scout programmes in the Caribbean are REAL and how to enable girls to develop the ten leadership outcomes
- identifying opportunities to strengthen the girl experience in their MO
- recognising how global trends affect girls' lives today and suggesting ways Girl Guiding and Girl Scouting can respond to these.

Tags: **Volunteer-driven** **Regional event**

YESS Girls' Movement

The Youth Exchange South to South (YESS) Girls' Movement is WAGGGS' international exchange programme, and the leadership model has become a fundamental cross-cutting tool to support the leadership development of the young women participating in it. Over 250 Task Force members have been trained on the leadership model since 2019, enabling them to consistently include leadership model content in the preparatory courses they deliver to YESS participants each year. Those reached through these preparatory sessions then use the Model to guide their leadership practice during and beyond their exchange period.



Tag: **WAGGGS programme**

In the YESS Girls' Movement we used the WAGGGS leadership model a lot. It helped us reflect before and after every action that we took. Not only that, but it also made me realise, through the use of the Worldly mindset, why it is important to put yourself into the shoes of others and look through their lens.

ROJI TAMANG, YESS GIRLS' MOVEMENT NATIONAL TASK FORCE TEAM LEADER 2021

World Centres' volunteer programme

World Centres are fundamental spaces for girls and women of the Movement to meet our WAGGGS programmes, as well as the Girl Guide and Girl Scout Method and leadership model. The Model was mainstreamed through the volunteer and intern programme in the World Centres by updating procedures and documents to reflect the leadership mindsets. The exercise of aligning these with the Model helped identify moments in the volunteer and intern programmes that connect with each of the mindsets and make them more intentional by introducing conscious reflection.

There is now an intentional categorisation of all World Centre programmes and events (e.g. leadership, wellness, culture, etc.), and in those designed specifically for leadership development, the WAGGGS leadership model is used as a central tool.

Tags: **World Centres**



Learning about the leadership mindsets during my time as a volunteer allowed me to broaden my knowledge of what it means to be a leader and commit to conscientiously practicing this in my everyday life. As a volunteer during both HSS and JLS I was also fortunate enough to see the implementation and the impacts of the GG/GS Method and Leadership model first-hand.

**ANNA, AUSTRALIA
(OUR CHALET, WINTER 2018-19)**

Learning about the leadership mindsets in a setting such as a World Centre is a very rewarding experience; you get to apply exactly what you are learning and this experience makes it stick. My mind was opened to more of the things I overlooked in my journey to becoming a great leader and I became more aware of everything going on around me.

**GRACE, UGANDA
(SANGAM, MONSOON SEASON 2019)**

World Board and Regional Committee recruitment

Our World Board members are leaders and representatives of the Movement as well as role models of leadership practice for girls and women. They are not only experienced members of the Movement but should also highly identify with the Leaders of the Movement indicators in the WAGGGS Leadership Development Framework. Knowing this, the Core Mission Team worked together with the WAGGGS events team to update the nominations pack for World Board candidates standing for election at the 37th World Conference, creating a space where each candidate could reflect on how they demonstrate each of the ten leadership outcomes.

Along with their personal statement and details of relevant skills and experience, their leadership reflection was included in the World Board Election Booklet for help delegates get to know each candidate. The inclusion of the leadership model in this way continued as part of the Regional Committee nominations and election procedure in 2022.

This form of reflection on the ten leadership outcomes could also be embedded in your own national or local nomination procedures, giving candidates an opportunity to demonstrate their leadership path when standing for elections.

See the [37th WoCo World Board Election Booklet 2021](#) for reference.



Leadership Offer for the WAGGGS Global Team

Volunteers

The WAGGGS Volunteer Network is usually the first group to test ways of mainstreaming the leadership model, as they are who the Core Mission Team works in collaboration with most frequently. The development of the leadership model happened alongside the creation of new volunteer management policies and processes, allowing for the integration of the Model in these, shaping the WAGGGS volunteer experience, monitoring and evaluation around the ten leadership outcomes.

Although Core Mission Volunteers work regularly with the Model, the wider Global Team does not have this level of exposure to it and are therefore, generally, are not as familiar with it. During 2021, all WAGGGS volunteers were invited to attend a series of workshops with the aim of supporting them to learn more about the leadership model, and explore how using it could improve their own leadership practice.

The Core Mission Team has also worked with the five WAGGGS Regions to upskill Regional volunteers and event planning teams in the leadership model and WAGGGS approach to learning design and facilitation.

Staff

The Model has been introduced to members of WAGGGS staff through dedicated webinars and the creation of a reflection on leadership behaviours in the annual appraisal form. In January each year, staff members go through a process of reflection about their performance and learning over the past year, together with their line manager and team, which also helps plan for the upcoming year on a personal and professional level.

This was identified as a good way of encouraging staff members to consider their leadership behaviours and how they practise these, and their development, in their ways of working, whether with colleagues, MOs, or other stakeholders. In collaboration with WAGGGS' Human Resources team, annual review forms have been updated to include a section where staff can exemplify occasions when they have used the six leadership mindsets, or opportunities they have identified for the development of these.

Encourage your members to join the WAGGGS Volunteer Network where they can support existing WAGGGS work, develop themselves, and practise leadership!

If your MO employs staff, how can you support them to embody the values of Girl Guiding and Girl Scouting and develop their leadership practice?

Outcome of the month

In 2022, an initiative that encourages WAGGGS staff and volunteers to reflect on the ten leadership outcomes was introduced; one outcome is spotlighted each month, with questions designed to inspire and encourage people to consider small steps they can take to embed that outcome in their working habits.

By taking 10-15 minutes each month to reflect on small actions, leaders of the Movement can make steady progress towards improving both their conscious leadership practice and the way they create spaces for others to practise leadership. This will ultimately improve their leadership behaviours and support them in become better leadership role models for the Movement.



If you are interested in implementing a similar initiative with your members, reach out to us via leadingforherworld@waggs.org and we will share the resources with you!



4

THE WAGGGS LEADERSHIP
MODEL BEYOND
THE MOVEMENT

The development of the Girl Guide and Girl Scout leadership model was a process that built on over a century of learning about girls' and women's journeys into leadership. It set out to capture these in a holistic yet accessible model of practice that could be used by girls and women of all ages and roles. However, as well as supporting the leadership development of individuals, the Model can also be a reference and inspiration for other organisations working with leadership development.

WAGGGS was present at several international events focussed on non-formal education, including the AFS Global Conference on Active Global Citizenship and the NFE Forum in Brazil, both in 2019. WAGGGS presented the Model and leadership development framework to other youth education organisations at these events and the reaction to these was very supportive, with many showing interest in the research work, applications of the Model, and exploration of its possible application in their work. Furthermore, these events were key in establishing contact with donors interested in funding WAGGGS' work with the leadership model.

What is next for WAGGGS leadership development work?

To support our commitment to WAGGGS' current global strategy, Compass 2032, we want the leadership model, its mindsets, outcomes and indicators, widely mainstreamed throughout the Movement and all four audience groups.

The Core Mission Team continues to champion high quality leadership development opportunities for all with the start of the Quality Learning and Development Project, which will see the current WAGGGS Policy on Adult Training, Learning and Development updated, with resources connecting girl experience and adult development for use by MOs and the Global Team. This work is complemented by the

Non-Formal Education Hub on Campfire, which brings together those working in the areas of youth and adult learning to explore trends and challenges MOs are facing in these areas.

We look forward to continuing our support to MOs towards achieving their leadership priorities, working in partnership with Region teams to support event planning, and championing volunteers as the leading force in our work!





5 TOOLS & RESOURCES

The Girl Guide and Girl Scout Leadership Model Summary

The Girl Guide and Girl Scout leadership model is the foundational concept that underpins WAGGGS' leadership development work, based on current leadership theories and thinking.

This document - the Girl Guide and Girl Scout Leadership Model Summary - defines leadership for WAGGGS, introduces our model of leadership practice and describes how to practise leadership in your everyday life using the six leadership mindsets: reflective, collaborative, worldly, creative and critical thinking, gender equality, and responsible action.



Resource available at:



Leadership Development Framework

Used in conjunction with the Girl Guide and Girl Scout Leadership Model, the leadership development framework defines the ten leadership outcomes MOs should work towards in their girl experience and leadership development work for their youth members, leaders, and national role holders.

At global level, it supports the embedding of the leadership model into WAGGGS' programmes, practices, and ways of working, to deliver on the outcomes for leaders of the Movement.

We hope all WAGGGS Member Organisations will consider using the leadership development framework to support their application of the Girl Guide and Girl Scout leadership model, and

to evaluate and strengthen their own leadership development work.

Over time, by using the Girl Guide and Girl Scout leadership model to work towards the ten leadership outcomes, the Movement will be able to collectively evidence and articulate the leadership impact we have on generations of girls and young women.



Resource available at:



From Paper to Practice - Guidance on how to use the leadership model in MOs

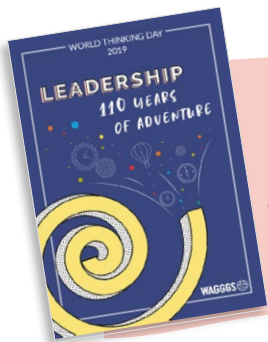
Although Girl Guiding and Girl Scouting gives us much in common, each of our organisations is unique. From Paper to Practice gives ideas on how to apply the Girl Guide and Girl Scout leadership model in different contexts, and how it can be used to meet an organisation's leadership development needs.

This resource is aimed at those in decision making roles related to programme, training, and any other volunteers and staff who support the design and delivery of quality experiences for both youth and adult members in your Member Organisation or Component Association (MO/CA). It should be read alongside the [Girl Guide and Girl Scout Leadership Development Framework](#) and [Girl Guide and Girl Scout Leadership Model Summary](#) and will help you evaluate and articulate your impact on girls' and women's leadership development in your society.

WTD 2019 Activity pack

The World Thinking Day 2019 activity pack was designed to create a fun space where Girl Guides and Girl Scouts use the six leadership mindsets without having to learn about them explicitly.

Leadership: 110 years of adventure will take you on a journey through time by combining experiences of the past with the chances and choices of our present and future. This World Thinking Day 2019 game invites participants, as time travellers, to set out on an exciting adventure and practise leadership together.



Resource available at:



Audio recordings of the Girl Guide and Girl Scout Leadership Model Summary

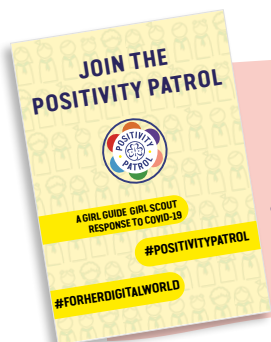
To increase accessibility for those who struggle with large amounts of reading, audio recordings of the Girl Guide and Girl Scout leadership model summary document were created in the four official WAGGGS languages. There are separate recordings for each section of the document so you can pick and choose the specific information you want.

If you would like to make a recording of your own, and add to our bank of WAGGGS voices on the leadership model, email leadingforherworld@waggs.org for more information on how you can contribute.

Positivity Patrol

This activity pack contains ten challenges designed to give every and any girl the opportunity to feel empowered, learn and develop. Completing all ten challenges will allow you to practise leadership and collaborate with others from around the world, and at a distance.

Share the results of your challenges on your social media channels with the hashtag **#PositivityPatrol**, along with the specific hashtag of each challenge.



Resource available at:



Podcasts

Developed by the Core Mission Team and produced for members of the WAGGGS Volunteer Network, the leadership model podcasts explore how we can link the Model to decisions and situations we face in everyday life. Two episodes have been released so far, with more planned for the future.

Resource available at:



Leadership reflection journal

This resource is a supporting tool to help you practise the Girl Guide and Girl Scout leadership model in your daily life.

Reflection is an essential part of the experiential learning process, which is the core of our non-formal educational method. Learning by doing only really works when we have the chance to reflect on what has happened and internalise what we have learned as a result. It also helps us take ownership of our learning and identify our internal power and resources. The more we know ourselves, the more aware we can be of how our actions and reactions affect others, and the more we can relate our learning to our lives.



Resource available at:



Campfire courses

If you have access WAGGGS' digital home – [Campfire](#) – you can find two online courses that can help you understand the leadership model and support you in starting your leadership development journey:



- **[Introduction to the Girl Guide & Girl Scout Leadership Model:](#)** This is an introductory course to help you learn about the Girl Guide and Girl Scout Leadership Model and how it can be applied in your personal, professional and Girl Guide/Girl Scout lives.
- **[More about Leadership Practice:](#)** This course has information and activities that will introduce you to the leadership development framework, showcase the work of the Leadership Practice team, and help you explore some of the specific projects that MOs and the Core Mission Team have been involved in.

More courses will be developed and added to Campfire, so make sure you keep an eye out for new leadership related content!



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The mainstreaming of WAGGGS' redesigned leadership offer has involved many people, all driven by the desire to help girls and young women become confident and empowered leaders. We are grateful to the Barrett Foundation, the Erik Frank Trust, the UPS Foundation, the Olave Baden Powell Society, and many others for their financial support, and to all those who have championed recent leadership related projects. There are too many people to name individually, but special thanks go to the following staff and volunteers from the Global Team, past and present, for their contributions to WAGGGS' work on leadership development:

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Alyssa Meredith	Eunice Obath	Kartin Machanja	Nadia Skeete
Andrea Chakma	Fer Cerda	Korrapin Lertkittisuk	Naouel Ghali
Annabelle Némorin	Fiona Dalziel	Laura Marmolejo	Ninuri Siriwardena
Annina Kainu	Fliss Callanan	Requiz	Peris Kinyanjui
Ayowunmi Nuga	Francesca Northcott	Linda Amoako	Robyn Gibbs
Bárbara Muñoz	Helen Beecher-Bryant	Lucía Scándalo	Roji Tamang
Madariaga	Huey Yi Lee	Lorena Obando	Sandrine Delgado
Becca Drane	Imen Ben Hamed	Magdalene Thomas	Sarah Johnson
Brianna Ernest	Jasmine Cheong	MaLau Navarro	Sarah Ledjou
Catalina Vargas	Jemma Lee	Maria Jose Gallardo	Signe Marie Obel
Charlotte Wong	Jeny Gaillard	Perez	Silvana Somoza
Chelsea Teodoro	Joe Tyler-Cole	Maria Pazo	Tamara Mesman
Christiane Rouhana	Joey Cham Yok Lee	Mari Soto	Tanya Tulloch
Collette Stone	Joey Rosenburg	Maryam Al-Hadhri	Ursula Früh
Dharshini Mugunam	Josephine Davies	Mary-May Hubert	Virginia Miller
Elise Haltz	Josmar Tello	Mel Reoch	Zuzana Vaněčková
Erin Wicking	Juliana Barclay	Micaela Lagoria	
Esraa Gamal Mohey	June Chirinos	Miguel Camacho	

