

GROWING AND LEARNING

Quality Learning and Development for Youth and Adults in Girl Guiding and Girl Scouting

PART ONE:
POLICY AND CONCEPTS



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS

WITH THANKS

Growing and Learning Part One was written by a team of volunteers and staff with expertise in youth and adult learning and development from WAGGGS Member Organisations (MOs) and the Global Team.

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Girl Guiding and Girl Scouting is active today in 153 countries around the world. 43 MOs helped develop Growing and Learning, ensuring it is informed by a diversity of perspectives and defining our shared growth outcomes. By learning from each other, we can find new ways to support our members in their learning journeys. Thank you to all the MOs who have contributed to this tool.



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LANGUAGE NOTES

'Our', 'us' or 'we': used when speaking as the national and global organisations that make up the Girl Guiding and Girl Scouting Movement (both Member Organisations and the WAGGGS global team).

members: the individuals, of all ages, who are part of the Girl Guide and Girl Scout Movement

Member Organisation (MO): the national Girl Guiding and Girl Scouting organisations that are members of WAGGGS. These may operate as single organisations or as a federation of Component Associations in their national context.

Youth members: the children and young people who participate in the Girl Guide and Girl Scout youth programme. This will generally include children, adolescents and early adults, and the specific ages included may vary according to each MO's context. WAGGGS generally defines children as up to 18 years, and young people from 18 to 30 years old, however this may differ in some WAGGGS Regions.

Adult members: Those who play a role in the Girl Guide/Girl Scout organisation but who have completed or are not participating in the youth programme, generally over the age of 18. Mainly volunteers, adult members in the Movement are there to support the learning and development of youth members through a high-quality youth programme. They may do this directly by designing or facilitating the youth programme, or indirectly by supporting other adults or supporting the structures the organisation needs to function¹.

Learner: the person who is doing the learning. In Growing and Learning we use the word learner to refer to both youth and adults, as this framework applies to both.

Facilitator: the person who supports the learning experience for learners and creates the conditions they need to draw meaning from their experiences. Depending on the context, this can be anyone from a local group leader to a trainer of adult members.

¹ NB: In some MOs, 18–30-year-olds may both participate in youth programme and hold a role in the organisation, and in some MOs under 18-year-olds may be regarded as adult members depending on the role they play.

INTRODUCTION

For over a century, the Girl Guide and Girl Scout Movement has been an important part of the lifelong learning and leadership development journey for millions of girls and women. Today, girls, young women and women in 153 countries meet in the Movement to develop their values, learn relevant skills and grow into themselves.

Girl Guide and Girl Scout organisations offer a rich and varied range of non-formal learning opportunities. Our approach is unique; we use the Girl Guide and Girl Scout Method to create effective self-directed learning environments, and the Girl Guide and Girl Scout Leadership Model to support purposeful leadership practice for all ages. From when they join the Movement, girls follow their own path at their own pace. They commit to their personal development by promising to “do their best” and to follow the Guide Law, in an individual journey based on the original aim of the Girl Guide and Girl Scout Movement: “character development towards happy citizenship”² and shaped by the context and approach of their national Member Organisation. Many of our members continue on this journey into adulthood. They keep growing as leaders, role models and active citizens, and some stay in the Movement as volunteers to empower oncoming generations.

This century-old approach to values based personal growth and learning has never been more relevant. Creating a sustainable world will rely on a cultural shift in education towards lifelong and lifewide learning. People who identify as learners at every stage in their lives (lifelong), and who can draw learning from all the dimensions of their life (lifewide), will be better prepared to face the volatile realities of today. By valuing lifelong and lifewide learning, we are creating a better foundation for valuing the unique context, perspective and contribution of each person; essential if we are to harness our diversity towards positive global change. Learning alone is not enough; by prioritising personal growth as rounded human beings, we will not only gain the knowledge and skills we need to sustain us in the future but be better prepared to apply it across our lives and share it with others. This takes reflection, resilience, agency, and a capacity for purposeful leadership.

The Girl Guide and Girl Scout Movement’s vision is **an equal world where all girls can thrive**. Our Movement can be a force for meaningful change in the world through every youth and adult member we have prepared to lead towards a more sustainable, equal future. We can only do this, however, if we are ready to learn and grow as organisations too – so we can offer the most relevant and transformative opportunities to girls and young women, and the adults who support them.

² Education in Love in Place of Fear, Robert Baden-Powell 1922

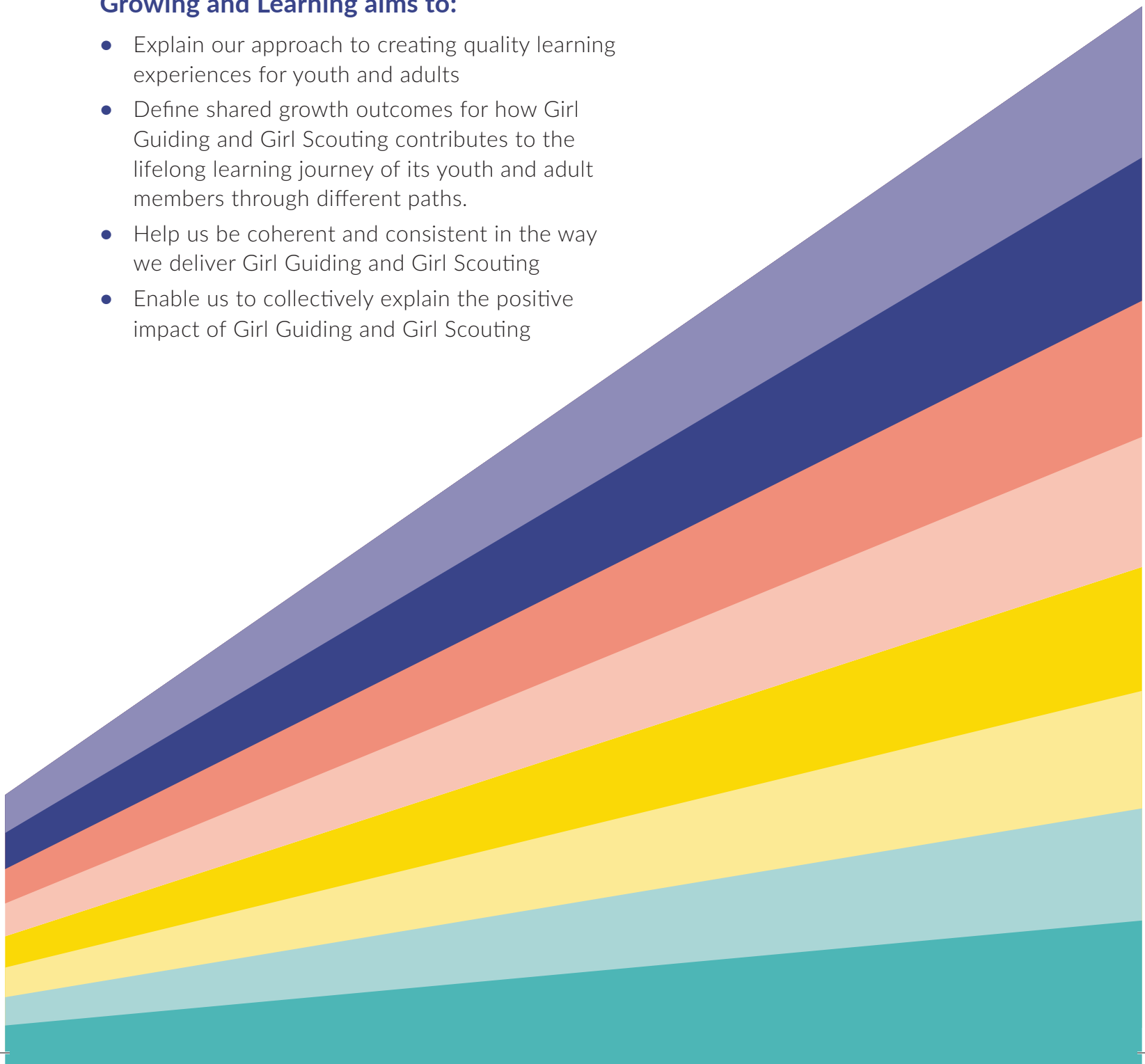
ABOUT GROWING AND LEARNING

Growing and Learning is a Learning and Development Framework for both youth and adults in the Girl Guide and Girl Scout Movement.

It sets out the unifying concepts that define quality learning and development in Girl Guiding and Girl Scouting, connecting us as a Movement working together towards a shared educational purpose.

Growing and Learning aims to:

- Explain our approach to creating quality learning experiences for youth and adults
- Define shared growth outcomes for how Girl Guiding and Girl Scouting contributes to the lifelong learning journey of its youth and adult members through different paths.
- Help us be coherent and consistent in the way we deliver Girl Guiding and Girl Scouting
- Enable us to collectively explain the positive impact of Girl Guiding and Girl Scouting



USING THE GROWING AND LEARNING FRAMEWORK

Growing and Learning is most relevant for decision-makers, specialists and stakeholders supporting the youth programme and/or adult learning and development.

The WAGGGS Constitution and Bye-Laws require MOs to have “a programme using the method of the Girl Guide/Girl Scout Movement and designed to meet the needs of girls and young women of different age groups, adequate leadership and a suitable training programme”. WAGGGS has always offered policies, resources and services to support quality educational programmes for youth, and leadership training for adults. Growing and Learning replaces previous WAGGGS policies related to educational programme and adult training, learning and development.

MOs can use it to review and strengthen their own youth programme and adult learning and development offer. The WAGGGS Global Team will use it to inform development of our international programmes and activities. It will support all our organisations to recognise our strengths, identify areas for improvement, and, through the growth outcomes, describe our collective impact.

THE FRAMEWORK HAS TWO PARTS:

Part One: Policy and Concepts

Growing and Learning Part One describes the characteristics of quality Girl Guiding and Girl Scouting, defines our approach to learning and development and identifies the growth outcomes all learning and development experiences in Girl Guiding and Girl Scouting should contribute to. It includes WAGGGS’s latest thinking about the shared concepts at the heart of our Movement, and extends them to support quality learning and development in a modern context.

Part Two: Guidelines and Pathways

Growing and Learning Part Two explores the growth outcomes in more depth at different stages and roles within Girl Guiding and Girl Scouting. It explains how Member Organisations can adapt and apply the framework appropriately in their work both with youth members and adult members. It also sets the process and checklist for Member Organisations to have their learning and development frameworks accredited by WAGGGS.

Growing and Learning proposes a common framework to unite the educational efforts of Girl Guide and Girl Scout groups and organisations around the world, and to connect our work to what we know today about how human beings learn and grow. Its principles, however, allow for adaptation. They act like “game rules”; there are many ways of achieving the goal, but these are the parameters within which we all play. Each organisation should implement it to fit their context and situation, acknowledging the different roles of youth and adults in their organisation and considering factors that influence their members’ experience such as cultural values and traditions, the socio-economic context and geographical spread of the organisation, as well as organisational strategy and priorities.

GROWING AND LEARNING POLICY



The Growing and Learning Policy supports the fulfilment of the Girl Guide and Girl Scout Movement's educational purpose as expressed through our Mission and Vision (Compass 2032):

| COMPASS 2032 VISION | | MISSION |
|--|--|--|
| Our vision is an equal world where all girls can thrive. | By 2032 we will be a girl-led Movement where every and any girl feels confident to lead and empowered to create a better world together. | To enable girls and young women to reach their fullest potential as responsible citizens of the world. |

Girl Guiding and Girl Scouting enables girls and young women to reach their fullest potential as confident leaders and responsible global citizens, creating a better and more equal world together.

We do this through a relevant, exciting, accessible and learner-led youth programme that is:

- a. created and implemented in partnership between learners and facilitators
- b. based on the purpose, values and method of the Girl Guide and Girl Scout Movement, and
- c. supported by a compelling and effective adult learning and development offer.

WAGGGS values the contribution of all young people and adults to the furtherance of our Mission and recognises each person's learning journey in the Movement.

Girl Guiding and Girl Scouting learning and development experiences for youth and adults should:

1. Contribute appropriately to the educational purpose of Girl Guiding and Girl Scouting as articulated by the eight growth outcomes
2. Be designed and facilitated using the Girl Guide and Girl Scout Approach, as reflected in our method and leadership model.
3. Take place in a brave, participatory and girl-centred space.
4. Include a varied, progressive range of relevant, exciting, accessible and learner-led experiences, appropriate to the learner's stage and role.

As a result, girls and young women will be better prepared to take the lead in their own lives and, with empowering intergenerational support, act as purposeful leaders and global citizens who can shape the world they want to see.

RESPONSIBILITIES

Implementing Growing and Learning is a shared and ongoing responsibility at all levels within the Girl Guide and Girl Scout Movement, requiring regular and systematic evaluation and update cycles to ensure both the youth programme and adult learning and development offer are relevant for youth and adults today, and are designed and facilitated in accordance with the characteristics of quality learning and development as defined in this framework.

WAGGGS will provide guidance, training, supporting tools and recognition systems to enable each MO to implement Growing and Learning in their context, supporting youth and adult members to reach their fullest potential at each stage of their journey in Girl Guiding and Girl Scouting.

Growing and Learning should be implemented in accordance with other relevant WAGGGS and MO Policies.



THE JOURNEY

At its best Girl Guiding and Girl Scouting makes a transformational contribution to a learner’s lifelong learning journey. So how do we construct meaningful learning experiences for all learners in Girl Guiding and Girl Scouting? Growing and Learning will explore the characteristics of quality learning and development, and how they fit together to support our members to reach their fullest potential.

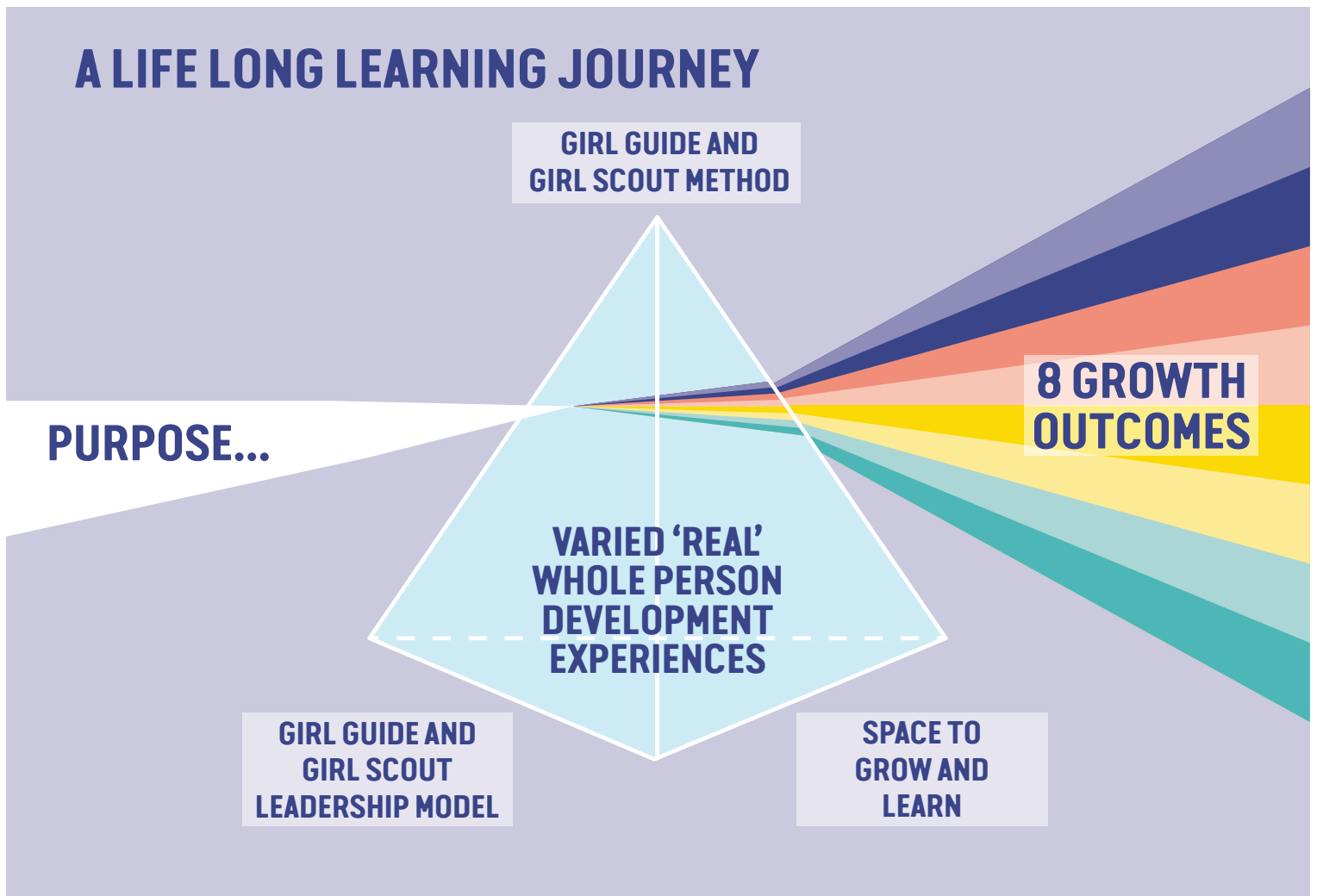
CONNECTED BY A SHARED PURPOSE,

WE USE THE GIRL GUIDE AND GIRL SCOUT APPROACH

TO CREATE SPACE TO GROW AND LEARN

AND OFFER R.E.A.L. LEARNING EXPERIENCES

SO LEARNERS CAN REACH THEIR FULLEST POTENTIAL



A LIFELONG LEARNING JOURNEY

Every member of our Movement is on a learning journey.

Youth and adult members are on a continuous journey that spans a person's lifetime (lifelong) and is impacted by all parts of their life:

- home and family,
- education,
- faith,
- relationships,
- work etc (lifewide).

Girl Guiding and Girl Scouting contributes to each member's learning journey by offering varied and connected learning experiences at each age and stage.

- A **learning experience** is a personal experience, interaction, session, training or programme in which learning takes place.
- A **learning journey** is the pathway that individuals take when growing and learning. A learning journey is made from many connected learning experiences, has long-term outcomes and is personal to each learner.

How we contribute to our members' learning journeys is different for youth and adults. Youth members participate in the youth programme; the educational expression of our purpose in action. Delivering the youth programme is the reason Girl Guide and Girl Scout organisations exist, and everything we do should, directly or indirectly, contribute to our youth member's learning journeys.

However, supporting adult learning and development is an essential foundation to this. By working with adults as whole people and recognising and supporting their personal learning journey alongside the technical training they need to perform their roles, we can support positive role modelling, improved intergenerational collaboration, better teamwork and more motivated and committed volunteer resources.

Youth programme

the totality of learning experiences children and young people can access in Girl Guiding and Girl Scouting.

Adult learning and development

the support we provide for adults to develop the knowledge, skills and behaviours to be positive role models for young people and carry out their roles in the organisation.

Youth and adult members also have different experiences of learning and development:

Youth members are constantly learning and developing; their bodies noticeably grow, their ability to express themselves and interact with their surroundings develops, and their understanding of the world around them is changing as they experience new things.

Adult members have reached a more stable state of being - they continue to grow and learn but more gradually and with more focus, not with the same developmental leaps that youth experience.

Learning is always a choice. To be a lifelong learner, a person needs to be able to create meaning from their own experiences, both across their lifetime (**lifelong**) and from the different spaces of their life (**lifewide**).

How this meaning is created changes at different stages:

Youth members need more support to discover themselves and the world; they are still rapidly gaining knowledge and skills, their sense of self is emerging and being tested by each stage in their development.

Adult members who are more physically and cognitively developed are better able to consciously draw on their life experiences when learning new things, but only if they have a strong foundation from their youth and retain openness to learning.

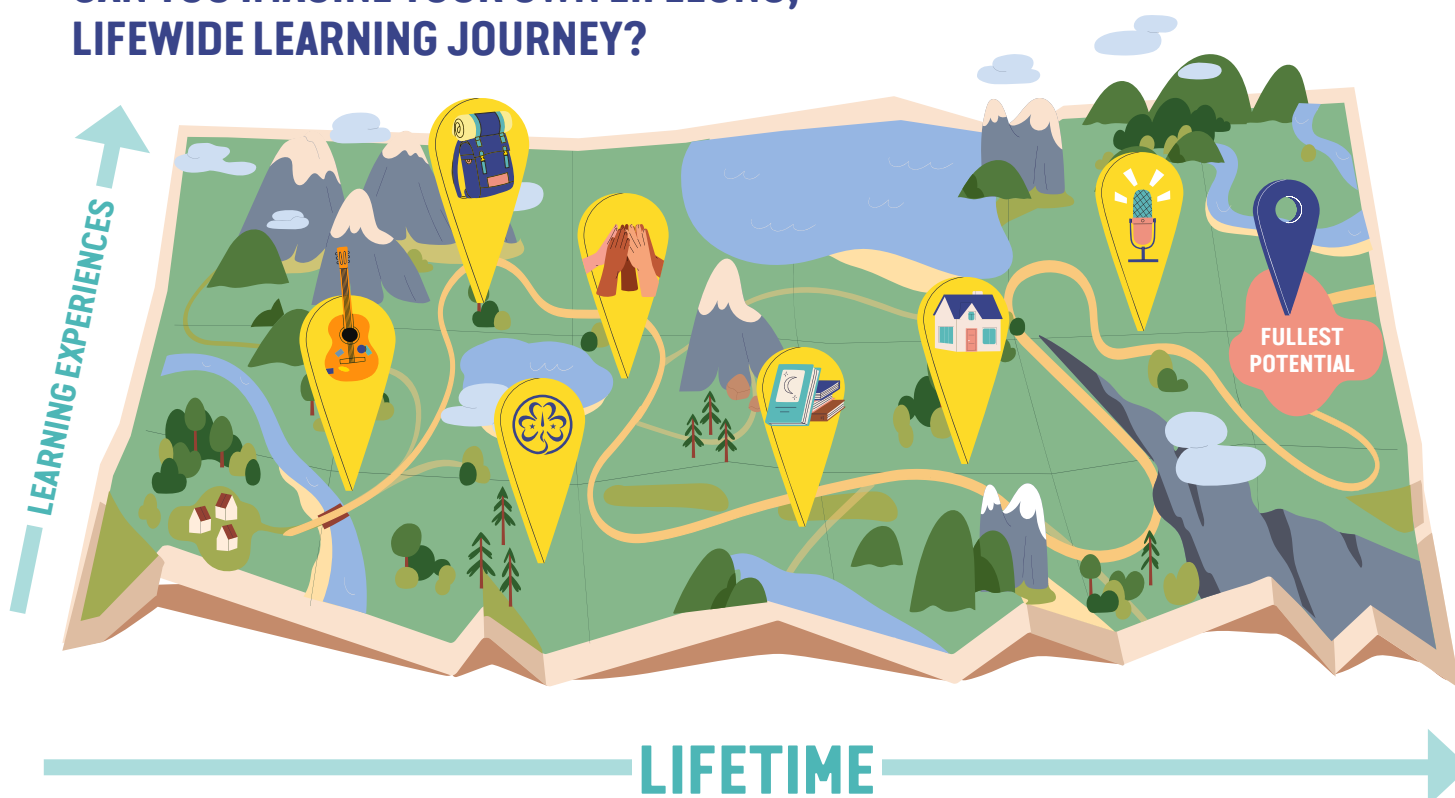
The transition from youth to adulthood is not the end of one journey and the start of another but a continuous process. Individuals travel their own path, at their own pace, with huge diversity of experience and development. For our members, Girl Guiding and Girl Scouting is one space among many that impacts their development over time. Our challenge is to be able to identify the specific ways Girl Guiding and Girl Scouting made a difference.

Growing and Learning recognises and acknowledges youth and adult experiences in Girl Guiding and Girl Scouting as part of one learning journey.

This enables us to:

- Make the connection between different learning experiences stronger.
- Promote and role model lifelong learning, and the benefits it brings for inclusion.
- See adult members as learners who are prioritising their personal development through their roles. This helps them not only to fulfil their roles but bring their whole selves to their work with, and in support of, young people.
- Put a greater focus on modelling the attitudes and behaviours that will support meaningful and supportive intergenerational leadership across the journey.
- Make it easier for different people to be part of the Movement at different stages of their lives.
- Be more aware of gaps and barriers that can “break the journey” for our members.

CAN YOU IMAGINE YOUR OWN LIFELONG, LIFEWIDE LEARNING JOURNEY?



THE GIRL GUIDING & GIRL SCOUTING JOURNEY

Young people and adults join and leave the Movement at different points in their own lifelong journey. Some join as youth members and stay involved for the rest of their lives – but many more join for a brief time because it fits a certain stage in their lives.

Both our youth programmes and adult learning and development should be designed with this in mind, so each stage is within itself complete and as meaningful as it can be, having the greatest possible positive impact on a learner who may only stay involved for a short time. The majority of youth members who leave the Movement do so at transition points between sections, especially around the ages of 14-16. Some members also leave then rejoin later, as their lives change.

Everyone should be welcome and able to join the Girl Guiding and Girl Scouting learning journey and move in and out of it according to their situation. We can support this by making each stage of the journey, and the roles and learning experiences on offer, clear to everyone. Creating clear pathways and connections between stages of the journey can help members stay engaged, and flexible opportunities that can fit with complex lives help people feel welcome and valued. Recognising that Girl Guiding and Girl Scouting is part of not only a lifelong but lifewide learning journey, we should also construct our learning and development opportunities to value, and build on, the knowledge, skills and behaviours members have gained outside the Movement.

“CONNECTED BY A
SHARED PURPOSE...”

OUR PURPOSE

Why does Girl Guiding and Girl Scouting exist?

To fulfil the shared educational purpose which unites our Movement. But how do we talk about and respond to our purpose today? How do we bring our purpose to life for people both inside and outside the Movement and use it to demonstrate our relevance and impact?

OUR PURPOSE

Our mission is to enable girls and young women to develop their fullest potential as responsible citizens of the world. Our mission sets our educational purpose with two dimensions; the development of an individual's unique potential as an actor in their own life and, going beyond that, how reaching this potential enables them to create a better world as active global citizens.

Whole person development is the lifelong process of learning and growing in all aspects of ourselves as human beings. It relies on a foundation of wellness; we cannot learn and grow if we do not feel safe or strong. In Girl Guiding and Girl Scouting, we contribute to the development of "fullest potential" by ensuring our learning and development work responds to all the areas where we learn and grow as human beings.

We recognise seven dimensions of wellbeing and development:

- **Spiritual:** we explore our personal beliefs, reflect on our purpose in life, and feel connection beyond time and space.
- **Moral:** we strengthen our values and personal idea of what is right and wrong, to give us confidence in our decisions and behaviours.
- **Intellectual:** we grow our ability to think and reason by understanding, processing, and applying information, feelings and ideas.
- **Emotional:** we recognise, express and manage our emotions whilst empathising with others' emotions.
- **Physical:** we use our bodies in a way that feels comfortable to us, discovering what they can do, how they work and how they change.
- **Social:** we build our relationships with others to form friendships, understanding and respect, and find our sense of belonging.
- **Environmental:** we grow in relation to our physical environment, develop understand of our interdependence, and can adapt to thrive in it. (When talking about the physical environment we mean both the natural and built world).

Why environmental development?

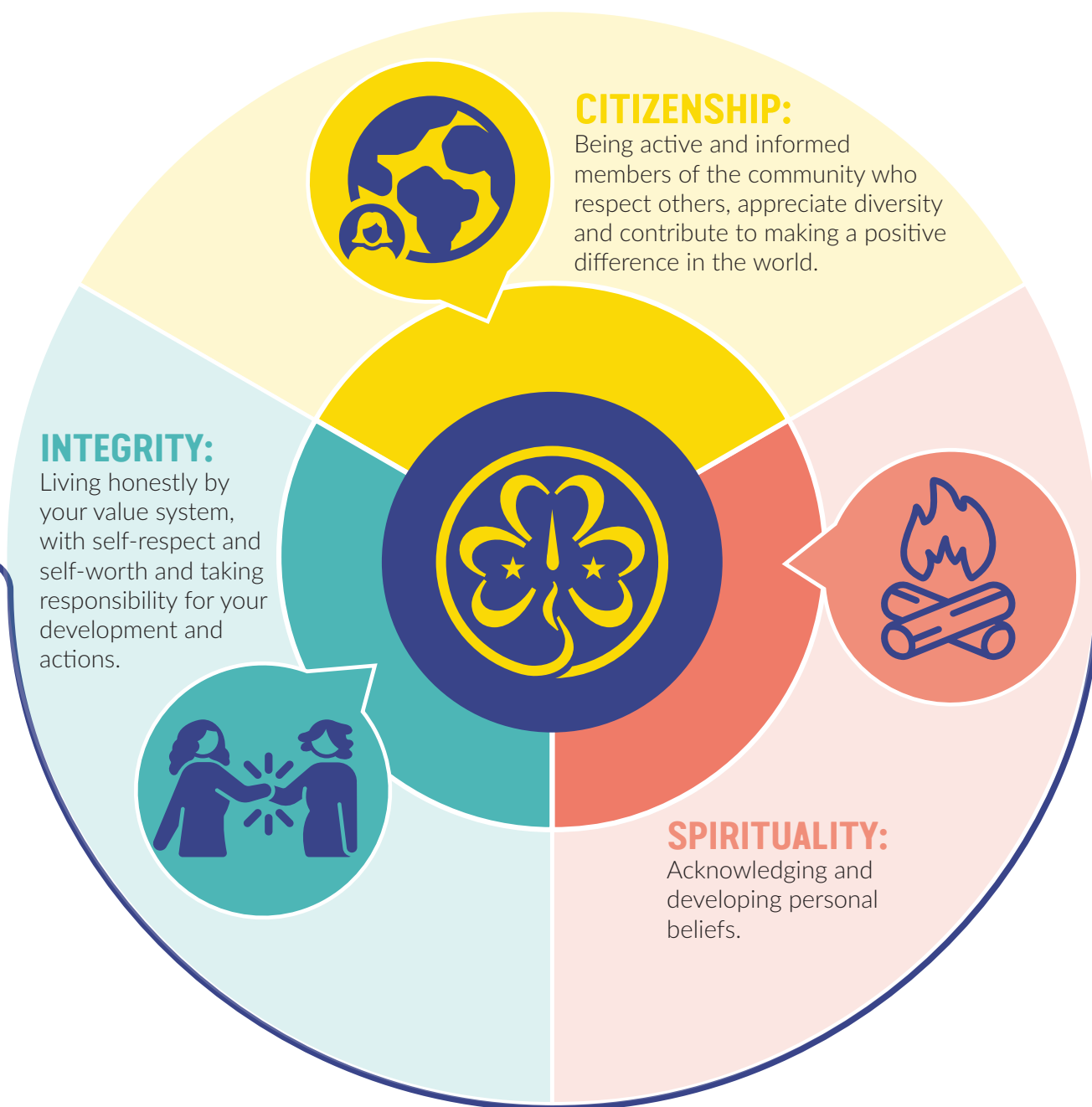
We understand better today that we grow as whole people in connection with our environment, and this aspect of our development has a significant impact on our wellbeing and capacity to thrive in a turbulent world. So we are proposing a seventh area of whole person development as relevant to consider, that focuses on our interconnectedness with the environment around us.



OUR VALUES

Our approach to personal growth is rooted in our values, or “fundamental principles”.

These were laid down in the original Promise and Law and are the values of coexistence, which Baden Powell felt would support “the education of the oncoming generation to international goodwill”³. Every member in Girl Guiding and Girl Scouting is encouraged and supported to develop their own value system, based on our shared values as a Movement, and to make a promise to express their active commitment to these values:



³ Education in Love in Place of Fear, Robert Baden-Powell 1922

VALUES IN ACTION

Our values are the golden thread woven through Girl Guiding and Girl Scouting. They speak to the different spheres in which we support development:

- development of resilient, purposeful individuals through self-esteem and self-actualisation.
- development of active citizens with the agency to act as changemakers and work together to build better, more equal communities.
- development of human beings through their personal quest for meaning, connecting them to a deeper sense of wellness, purpose and belonging and supporting them to develop their beliefs.

Another way of describing our educational purpose would be to equip young people to live these values both for themselves and for the benefit of their world. The early commitment to shared values through reflecting on and making a promise is the foundation to this values base, and the experiences of both youth and adults should be an expression of this promise in action. Our approach, in particular the Girl Guide and Girl Scout Leadership Model, supports this by nurturing worldly leadership practice.

GIRL GUIDE AND GIRL SCOUT FUNDAMENTALS

The fundamentals of Girl Guiding and Girl Scouting are generally defined as our purpose, values (or fundamental principles) and method. These are the characteristics of Girl Guiding and Girl Scouting shared by all Member Organisations, and they are the foundation of who we are, why we exist, how we work and what we do. They remain as relevant today as over 100 years ago, if we keep their intention in mind and are ready to bring them to life in our organisations in new ways that are relevant for girls today.

In the early days of the Movement, Robert Baden-Powell described the aim of the Movement as “character with a purpose”. We can see from the outset the dual dimensions of our educational purpose – not only the development of “character”, but of “character with a purpose”. That purpose was active (global) citizenship; developing “healthy, happy, helpful citizens...and thus to develop mutual goodwill and co-operation not only within our own country but abroad, between all countries.”

GROWTH OUTCOMES

Girl Guiding and Girl Scouting’s desired long-term outcome is for our members to reach their fullest potential as responsible citizens of the world.

A person’s “fullest potential” is strongly linked to their whole person development. Across the Movement, we have a shared approach to contributing to whole person development, adapted to our different contexts. We do this through our fundamentals (our purpose, values and method) as well as newer ways of expanding on the fundamentals (using the Girl Guide and Girl Scout Leadership Model and a brave, participatory and girl-focused learning environment).

By reflecting on the strengths of our approach, on girls’ and young women’s needs and aspirations today and on what helps adult members thrive in their roles, we have developed eight growth outcomes to capture the positive difference our Movement can make for the individual, and propose a framework for learner-led whole person development and empowerment towards our purpose:

**In Girl Guiding and Girl Scouting,
we support any and every
member to ...**

-
1. Be confident to be herself
 2. Have integrity and make choices rooted in her values
 3. Be curious and creative
 4. Be prepared to adapt to change
 5. Respect and feel part of nature
 6. Be able to form meaningful connections with all
 7. Care about the world and know how she can make a difference
 8. Feel connected with something bigger than herself

The growth outcomes look simple, yet they weave together the key aspects of what we stand for as a Movement. They keep our purpose firmly in mind, integrate our fundamental principles as expressed in the original Promise and Law, and respond to the seven areas of whole person development. They also connect to our ten Girl Guide and Girl Scout leadership outcomes.

How the growth outcomes are used to support quality learning and development will be different in the youth programme and adult learning and development offer:

Youth members' personal development is our driving educational purpose so the growth outcomes should be the heart of the youth programme, addressed progressively across the totality of experiences offered.

The growth outcomes can be used to support **adult members** to bring their whole selves in support of our educational purpose and feel motivated to continue contributing to the Movement. Adult members will develop the growth outcomes through reflective practice to draw meaning from their experiences supporting the organisation, as well as specific adult learning and development opportunities.

How we apply them will be different depending upon the age, roles, and needs of our members. Each Girl Guide and Girl Scout organisation can respond to the growth outcomes in a way which is true to their context. Adaptability is essential. By working towards the growth outcomes using our method, we can find a balance between having clear outcomes to aim for and ensuring the learning experience remains self-directed. Personal life experiences mean that each learner can draw what is most relevant to them from shared learning experiences. For example, taking part in a camp might allow one child to better understand the natural environment and the outdoors, but the same camp might mean more to another child by helping them learn how to better connect with others.

We must remain aware that differences in learning, life experience and access to opportunity will affect how far members of all ages can learn, unlearn and relearn, and draw meaning from their experiences. Discrimination and inequity in opportunity has a big effect on an individuals' learning journey. By taking a lifelong perspective on the learning journey we offer, and by recognising and valuing lifewide learning from a diversity of experiences and learning contexts, we can make learning in Girl Guiding and Girl Scouting a more inclusive and equitable experience.

Where Girl Guiding and Girl Scouting supports learners to develop the growth outcomes appropriately in each stage and role in the organisation, we make a meaningful contribution to each learner reaching their fullest potential. If the whole Movement works together towards these growth outcomes, it will give us the language and evidence we need to prove how what we do makes such a difference. will be able to tell the story of our collective global impact more clearly and effectively than ever before.



“...WE USE THE GIRL
GUIDE AND GIRL
SCOUT APPROACH...”

OUR APPROACH

So, how can we offer learning experiences that support the lifelong learning of our members and develop the eight growth outcomes? By facilitating non-formal learning using the Girl Guide and Girl Scout Method and the Girl Guide and Girl Scout Leadership Model.

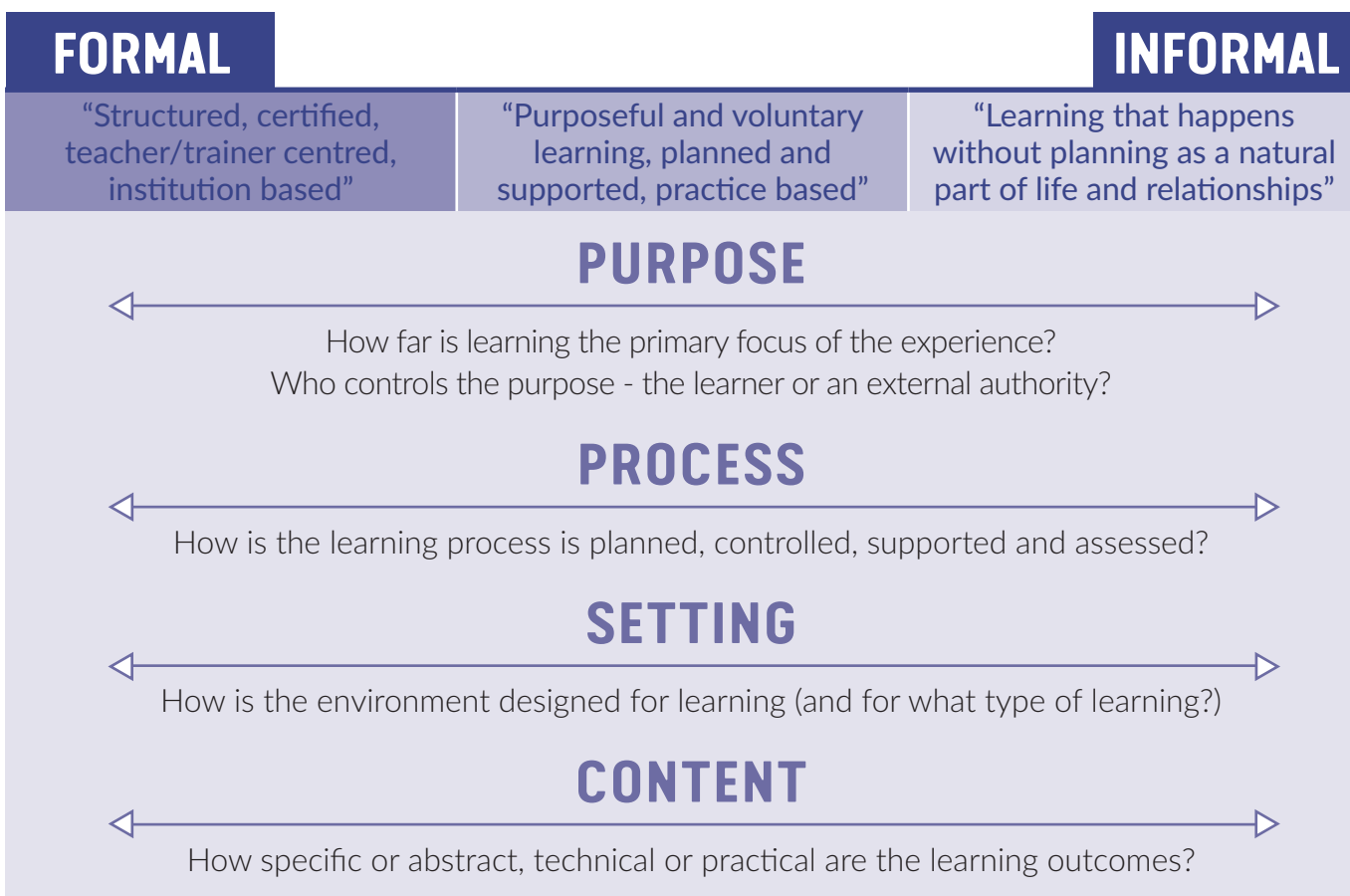
Our approach supports our members to “learn to learn” and to see themselves as lifelong learners and leaders. How can we make sure every person who facilitates Girl Guiding and Girl Scouting has a deep and active understanding of our approach, and how to weave the elements together to create meaningful learning experiences for all?

NON-FORMAL LEARNING

Girl Guiding and Girl Scouting is a non-formal education Movement. WAGGGS previously defined non-formal education as “a planned programme of personal and social education designed to improve a range of competencies, outside formal educational structures.”⁴

Whilst this speaks to much of the Girl Guide and Girl Scout experience especially for young people, there is increasing recognition that more focus is needed on the learner’s intrinsic motivation, ownership of what and how they learn, to make sure it is relevant to their lives and needs. The term “education” still places a stronger emphasis on the role of the educator and education system, while “learning” focuses on the learner’s role in the process. Learning in Girl Guiding and Girl Scouting is strongly supported by relationships, both between young people and adults, and within both youth and adult peer groups. These relationships support learners to take responsibility for how and what they learn.

To understand non-formal learning, it can be helpful to imagine different dimensions of learning situations on a continuum, or a line, from formality to informality.



At different stages and in different spheres of the lifelong and lifewide learning journey, learning experiences will take place at different points on this continuum. The learner will connect these experiences and draw meaning from them – and reflective practice can greatly help with this.

⁴ Prepared to Learn, Prepared to Lead, WAGGGS 2012

In Girl Guiding and Girl Scouting, non-formal learning should be:

- **Intentional:** Have identified learning objectives
- **Relational:** Draw learning from planned interactions with others, including identified facilitators
- **Experiential:** Engage the learner through a varied range of practical activities
- **Reflective:** Allow learners to draw their own meanings out of their experiences
- **Self-directed:** Promote voluntary and learner-centred participation
- **Personal:** Support each individual's learning journey and learning styles
- **Accessible:** All members feel included and able to participate

In the context of lifelong and lifewide learning, it is helpful to remember that all learning situations are valuable and complementary, and where possible we can support learners to make connections between their learning in different parts of their life through Girl Guiding and Girl Scouting.

We facilitate non-formal learning using the Girl Guide and Girl Scout Method and Leadership Model.

“

Connection to the purpose raises awareness of the wider world and nurtures active citizenship. Connection to the method creates self-directed learning spaces and empowers the small group and the individual. Youth members develop leadership skills and a sense of personal responsibility. It doesn't matter what topic or activity youth members are participating in; if the educational method is being applied effectively, they will be developing these skills and values.

By creating a self-directed, youth owned learning space that inspires young people to develop and act on shared values, Girl Guiding and Girl Scouting doesn't just tell young people they can make a difference - they learn it by experiencing it. Across the world, the shared purpose and educational method of Girl Guiding and Girl Scouting is what creates the shared identity of the Movement.

**Prepared to Learn,
Prepared to Lead**

”

THE GIRL GUIDE AND GIRL SCOUT METHOD

What is the Girl Guide and Girl Scout Method?

The Girl Guide and Girl Scout Method is Girl Guiding and Girl Scouting's way of facilitating non-formal learning and achieving our purpose. The method works as a balanced system to support self-directed learning. Its five interdependent elements interact with each other designed to support the learner to take the lead in their learning and to draw meaning from their experiences. Used well, it creates a learning environment where learners can take the lead, which ensures the learning is relevant to their needs, interests and context. It also creates the conditions for whole person development in a social context, stimulating peer exchange and group decision making, developing teamwork and giving the experience of positive co-existence.

Why is the Girl Guide and Girl Scout Method important?

Along with our purpose and values, the Girl Guide and Girl Scout Method is the unifying foundation of our educational Movement. Using our method well makes Girl Guiding and Girl Scouting unique, not just in the quality of the experiences we offer but in the transformational and lifelong impact those experiences can have. It creates a learning environment that lets learners orient themselves for life both in and beyond the group; to explore and construct learning and ideas together, to collectively mobilise, to learn to live in a common world, and learning to attend and care for ourselves and for others.

What does the Girl Guide and Girl Scout Method look like?

As a non-formal education Movement, all learning experiences in Girl Guiding and Girl Scouting should use our method. Traditionally, this may be most associated with a Member Organisation's youth programme however our method works because it makes the learning process relevant and accessible to different learners, engaging with them in a rounded way – and this applies to learners of all ages. Adults should also experience the method in all learning opportunities they have in the Movement – at local, national and global level. Powerful and transformative learning experiences can motivate adult members to stay active in the Movement and pass on their learning to youth members.



**LEARNING
IN SMALL
GROUPS**



Learning to work effectively with others, and to be empowered in a group situation, creates a sense of belonging and helps us to reach our potential.

We learn to: support each other, negotiate, make decisions by consulting each other, assert our needs, solve problems together and take the lead.

What it looks like...

- Regular small group time and space
- Facilitate peer exchange
- The individual is well cared for within the group
- Planned spaces for democratic decision making in and between groups
- Leadership is shared
- Taking ownership for planning

**MY PATH,
MY PACE**



Taking the lead in our own learning journeys encourages us to celebrate our personal development over time and to set our own personal targets.

We learn to: respect individuals, make our own choices, learn in the best way for us, value our achievements, collaborate not compete.

What it looks like...

- Individuals choose their own learning targets to fit their interests and needs
- Supportive relationships between adult leader and youth members
- Encourage individual challenges and celebrate achievements
- A range of learning styles used so that everyone can participate
- Badges are awarded based on individual achievement
- Express individuality and share opinions

**LEARNING
BY DOING**



Learning through real experiences enables us to connect our learning to our own lives and builds our confidence.

We learn to: face challenges, learn through experience, take risks, make mistakes, get involved and pay attention.

What it looks like...

- Members experience learning first hand
- Take part in challenges, problem solving activities and projects
- Reflection and discussion after activities to process learning
- Share learning and put it into practice
- Outdoor challenges to build confidence
- Encourage group members to teach each other new skills

CONNECTING WITH OTHERS



Learning with and from different people helps us build meaningful relationships and expands or challenges our worldview.

We learn to: value others, appreciate diversity, listen, connect, make friends, develop empathy and communicate.

What it looks like...

- Active cooperation between youth and adults
- Encourage positive and meaningful relationships with peers and leaders
- Create opportunities to inspire each other
- Mixed groups of ages and interests
- Hold meetings with different groups (age, location, community)
- Share stories and learn from the local community
- Bond through shared experiences (i.e. camp and events)
- Opportunities for different generations to learn from each other
- Connect with different cultures

CONNECTING WITH MY WORLD



Learning from the world around us deepens our understanding of what matters to us and helps us understand the impact we want to have in the world.

We learn to: be active citizens, make a difference, connect with nature, get involved in our community, speak out for change and pay attention to the wider world.

What it looks like...

- Connect with nature
- Stimulate the search for meaning and connection beyond the self
- Learn about the wider world
- Develop awareness and solidarity for community and global causes
- Connect with other youth organisations and charities
- Learn about different environments and how to navigate and thrive in them
- Take action in the community
- Trips and activities in different locations including international experiences
- Embrace technology to explore new areas of interest
- Regular and varied outdoor learning experiences and adventures

THE GIRL GUIDE AND GIRL SCOUT LEADERSHIP MODEL

What is the Girl Guide and Girl Scout Leadership Model?

The Girl Guide and Girl Scout Leadership Model is the foundation for how we practice leadership at all stages of our journey in Girl Guiding and Girl Scouting.

The model uses a system of six mindsets as the main tool to make leadership practice conscious and to influence reactions, reflections, choices and behaviours. The more we reflect on our daily behaviours using the six leadership mindsets, the more we can make our leadership conscious and lead with purpose. Over time, leadership practice becomes part of who we are. It helps us grow as leaders in any role, both inside and outside the Movement.

Why is the Girl Guide and Girl Scout Leadership Model important?

Offering space to practice leadership using the Girl Guide and Girl Scout Leadership Model is key to our approach to supporting personal growth, particularly considering our vision of a Movement **where every and any girl feels confident to lead and empowered to create a better world together.**

Leadership practice contributes to learners developing the eight growth outcomes and is an essential foundation for active global citizenship. Our leadership model recognises that an individual's ways of being and thinking about the world are the foundation of who they are as a leader. Through active reflective practice, it helps learners navigate complex situations and diverse environments with greater understanding and empathy, and be prepared to lead with purpose towards a better world.

Leadership practice is relevant for everyone, from the youngest youth member to the most senior adult volunteer. Our model challenges the traditional and limiting definitions of leadership as skills acquired over time, through special training, or being restricted to a special position, role or title. By making leadership practice accessible to all, empowering everyone to feel more confident to see themselves as leaders, and seeing leadership as a shared journey, it creates the conditions for meaningful youth participation and supports us towards becoming **a girl and young women-led Movement.**

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.

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.



What does the Girl Guide and Girl Scout Leadership Model look like?

Leadership practice using the Girl Guide and Girl Scout leadership model is part of our approach to delivering quality learning and development experiences today.

Youth members should have space to practice leadership through all age stages of the youth programme, and benefit from the empowering leadership behaviours of adults who have internalised the leadership model.

Adult members should have opportunities to understand and practice the leadership model so they can apply it in their different roles, and use it for their own personal development

When learning experiences are facilitated by good leaders, who are on the journey of self-improvement and practise leadership using the six mindsets, they have a deeper impact on learners, who can identify and be inspired by positive leadership behaviours. When the same learning experiences also give opportunities to learners to practise leadership themselves using the six mindsets, it contributes to learners developing the eight growth outcomes.

WAGGGS' Leadership Mindsets



REFLECTIVE MINDSET

Leading Yourself



Draw meaning from your past experiences and think about your behaviour and its impact.

Practise this mindset to:

- Be aware of ourselves and of others.
- Explore and develop our values.
- Draw meaning out of past experiences.
- Analyse our mistakes and recognise our successes.
- Build emotional resilience.

WORLDLY MINDSET

Leading In Context



Get inside the worlds of others, understand their needs and concerns more deeply.

Practise this mindset to:

- Understand other people's needs and concerns.
- Develop and demonstrate empathy.
- Adapt our leadership to the environment we're in.
- Avoid generalising and stereotyping.
- Consistently champion diversity and inclusivity.

COLLABORATIVE MINDSET

Leading Relationships



Bring together different perspectives and inspire consensus around a shared vision.

Practise this mindset to:

- Be a team player, share positive energy and be supportive of others.
- Establish the conditions people need to thrive.
- Create a safe and positive environment.
- Be attentive to potential conflicts and try to resolve them.
- Give and ask for help.

CREATIVE AND CRITICAL THINKING MINDSET

Leading For Innovation



Create an environment where both innovation and enquiry are valued.

Practise this mindset to:

- Explore complex situations and make decisions.
- Think for ourselves and not give in to group thought.
- Learn to prioritise what is important and what can be dealt with later.
- Be open to changing our mind.
- Encourage ourselves to innovate and take informed risks.

GENDER EQUALITY MINDSET

Leading For Girls' Empowerment



Take gender into account when practising leadership, and challenge gender stereotypes.

Practise this mindset to:

- Research and learn more about gender equality.
- Reflect on what inequalities we can see in our own lives.
- Adapt our leadership practice to take gender into consideration.
- Empower ourselves and others to become overcome gender barriers.
- Actively seek gender equality.

RESPONSIBLE ACTION MINDSET

Leading For Impact



Mobilise energy around what needs changing, and what needs to be protected.

Practise this mindset to:

- Mobilise energy to create change, or to protect continuity.
- Influence and nurture change-friendly environments.
- Learn how to advocate for the things that are important to us.
- Inspire and mobilise others to be responsible citizens.
- Consider how our actions may impact ourselves, others and our community

“...TO CREATE
SPACE TO GROW
AND LEARN...”

SPACE TO GROW AND LEARN

Today, we are far more aware of how the construction of a learning environment can affect learners. When learning experiences are designed to support whole person development, using our method and facilitated by people who consciously practise leadership using our model, it goes a long way to creating a space where everyone can fully participate in learning and decision-making.

Yet is there more we can do to ensure individual learners can access the space they need to grow and learn in Girl Guiding and Girl Scouting? How far can considering the learning ecology – the physical, social and cultural context in which learning occurs – help make sure Girl Guiding and Girl Scouting is truly open to every and any girl, and offers what girls and young women need to thrive?

SPACE TO GROW AND LEARN

There are three aspects of the learning space we create that it's important to consider very consciously to ensure our youth programme and adult learning and development offer support our mission and vision; Girl Guiding and Girl Scouting should offer **brave, participatory and girl-focused spaces**.

BRAVE SPACE

What are brave spaces?

A 'brave space' is a safe, inclusive and empowering environment in which every and any individual can feel confident to step out of their comfort zones and challenge themselves to learn and grow. Creating and holding a brave space is a shared responsibility of facilitators and learners.

Why are brave spaces important?

We know that people learn better in a space where they can fully participate - free of harm, risks, biases, discrimination and violence in any form. As a Movement for every and any girl working towards an equal world where all girls can thrive, we want learners to feel not only safe but also encouraged to speak out and share their experiences, concerns and points of view.

What do brave spaces look like?

A brave space is:

SAFE

everyone is valued, respected and free from violence, discrimination, and harm.

INCLUSIVE

everyone can meaningfully participate and feels an equal part of the space.

EMPOWERING

everyone has the confidence to be themselves.

SAFE: THE FOUNDATION OF A BRAVE SPACE IS GOOD SAFEGUARDING PRACTICE

Safeguarding means the actions we take to prevent harm and promote the welfare of the young people we work with and for.

When facilitating learning, it is important to be mindful of any intentional or accidental harm that may be caused, put in place measures to reduce any risks and have a process to respond to safety or welfare concerns. An important aspect of safeguarding is to provide the best environment, not just to minimise harm but to nurture growth. A safe space is one where all risks are managed and where learning is supported by positive relationships between all learners and facilitators.

It is created through:

- Safeguarding training and awareness for all adults in the organisation (both volunteers and staff)
- A Code of Conduct which sets expectations for behaviour and which everyone is aware of
- Actively listening to all members, and taking them seriously regardless of their age
- Recognising and responding to individual needs to create a safe learning environment

INCLUSIVE: A BRAVE SPACE IS BUILT FOR EVERY AND ANY INDIVIDUAL, VALUING WHO THEY ARE AND WHAT THEY BRING

Every one of us comes from a different background and our lives are impacted by many different factors (such as gender, age, socioeconomic status, race, mental/physical ability...). To support every and any member to have equal opportunities to grow and learn, we need to apply an equitable approach to how we deliver learning experiences. This means giving more support to those who need it, according to each member's personal circumstances.

We create an inclusive environment by:

- Create an environment where every and any member can follow their journey at their own pace
- Value their members and strive to ensure each of them has the best learning experience
- Include diverse perspectives in the design of learning experiences and be ready to adapt the learning experiences when needed.
- Have clear and supportive policies that support everyone and enable us to recognise and respond decisively to discrimination

EMPOWERING: GROWING AND LEARNING IN A BRAVE SPACE SUPPORTS LEARNERS TO REACH THEIR FULLEST POTENTIAL.

When building our learning environments, it is part of our duty as Girl Guide and Girl Scout organisations to make these environments empowering spaces - where children, young people and adult members are comfortable to express their identity and where they feel included, respected and empowered to make decisions.

We can all participate in creating an empowering space by being:

- Supportive to others, helping them grow their confidence
- Brave to raise our own voices and encouraging others to raise theirs
- Open to being challenged and to collaborating with others who think differently to us
- Lifelong learners who actively seek opportunities to learn and grow

PARTICIPATORY SPACES

What are participatory spaces?

In Girl Guiding and Girl Scouting we aim to promote meaningful youth participation at all levels - from making big or small decisions, from local group to national level and to regional and global governance of the Movement.

Youth Participation means actively and continuously engaging young people in making decisions that affect their lives and communities.

Meaningful youth participation means that young people are considered the experts in their own lives, and are informed, empowered, safe and valued when they participate.

Therefore a participatory spaces in Girl Guiding and Girl Scouting enable and encourage young people to participate in shaping their own learning experiences in a way that works for every individual.

Why are participatory spaces important?

Youth participation within the Movement will help us stay relevant to young people everywhere, but it is also a tool for learning and development. When we recognise and value the leadership of young people, and create spaces where they can make decisions, we are supporting them to develop their full potential. More, and more meaningful, participatory spaces are essential to support our Compass 2032 vision of a girl-and-young-women-led Movement.

What do participatory spaces look like?

For meaningful youth participation to take place there needs to be:

CULTURE

that supports youth participation

OPPORTUNITIES

for young people to participate

PRINCIPLES

that ensure opportunities are meaningful.



CULTURE: AN ENABLING ENVIRONMENT THAT SUPPORTS YOUTH PARTICIPATION.

The foundation of supporting youth participation is to have a brave space that is safe, inclusive and empowering. **To then enable youth participation to take place we need:**

- Adults to value and respect girls and young women's perspectives, opinions and decisions, adopting positive behaviours and attitudes towards girls and young women making decisions.
- Adults to create a flexible and youth-friendly environment through policies, planning and financial resources.
- Adults to have a good understanding of what meaningful participation is, and the skills and resources to support girls and young women effectively.
- Girls and young women to be supported and trained where necessary so they can make informed decisions.

OPPORTUNITIES: THE SPACES WE INTENTIONALLY CREATE FOR YOUTH PARTICIPATION.

Youth participation can take place in different forms, which will be relevant and appropriate to different settings and ages. Consultation, collaboration and youth-led are the three forms of youth participation we see most commonly across our Movement.

Youth-Led: Initiative and decisions come from youth members, with the support of adult members.

Collaboration: Youth and adult members work together in partnership. Decisions are made jointly between youth and adult members.

Consultation: Youth members know what is happening in the organisation/group and why. Input and ideas are gathered from youth members to support and inform decisions made by adult members.

PRINCIPLES: HOW WE MAKE SURE YOUTH PARTICIPATION IS MEANINGFUL FOR EVERY AND ANY MEMBER.

For youth participation to be meaningful, it is important to...

- Check young people know how they will participate, why they have been given the opportunity to participate, what their participation involves, and the potential impact their participation could have.
- Allow youth members to choose their level of engagement and give them the option to withdraw their participation whenever they wish to.
- Create a brave space for youth members to participate in safely and comfortably. The risks of manipulation and tokenism should be minimised, and participants should be able to express themselves freely without fear of judgement.
- Make sure roles and activities are relevant and age appropriate for youth members, building on their knowledge, abilities and interests.
- Be inclusive and respectful of all youth members. Opportunities for participation should directly address any barriers someone may have to taking part, and those supporting youth participation should understand the context of participants' lives.

INTERGENERATIONAL LEADERSHIP IN LEARNING AND DEVELOPMENT

Intergenerational leadership is when older and younger generations work together to bring about positive change in our own and others' lives. This is shared leadership in action! By valuing and drawing on the knowledge, resources and perspectives of different generations we can empower and inspire each other. For intergenerational leadership to be successful, space must be created for everyone to practise leadership, regardless of their age.

For meaningful youth participation to happen in learning and development, we need to create space for **intergenerational leadership**. Youth and adult members create youth learning experiences through **active cooperation**, working in partnership – you can see this in our Method as a key aspect of “connecting with others”.

Young people are supported by adults to take active responsibility for their learning and draw meaning from their experiences through the youth programme. Adult learning experiences often support the competences adults need to carry out their roles, and these experiences will not generally be directly youth-driven in practice. However, as a Movement of, by and for young people, all aspects of our organisation can benefit from a youth-driven perspective, and we can seek creative ways to strengthen adult learning and development in all roles and structures through intergenerational leadership.

Participatory Learning in a Global Movement

Supporting learning and development in multiple cultural contexts across the world requires the adaptation of learning experiences so they are relevant and appropriate to the learners. The cultural values, beliefs and practices people experience in their everyday lives influence how they understand and interact with the world, for example their perception of power and hierarchy, their body language, the traditions they engage in and their preferred ways of work. It is necessary to include diverse perspectives in learning experiences to promote cross-cultural understanding and respect whilst addressing any barriers or challenges related to cultural differences.



GIRL-FOCUSED SPACES

What are girl-focused spaces?

A girl-focused space is a space that is built for and by girls and designed with their specific needs in mind, aiming for gender equality.

Why are girl-focused spaces important?

Girls and young women have expressed⁵ that having a space designed specifically for them and led by them gives them freedom and safety, meaning they feel less judged. As the world's largest voluntary Movement dedicated to empowering girls and young women, Girl Guiding and Girl Scouting should be a space free from the bias, gender expectations and judgement girls can find in society, at school, or in their family. Creating girl-focused spaces for youth and adult members is essential to achieving the Girl Guide and Girl Scout Movement's vision and mission.

A world where all girls can thrive is a better world for everyone, and a world that everyone can actively working towards, regardless of their gender. Boys and men are also influenced by gender norms and expectations, and this is why the statements above are gender neutral. All genders can contribute to building a girl-focused space, and this is relevant and needed in both co-educational and girl-only settings.

What do girl-focused spaces look like?

We use our method and leadership model to create spaces for girls to try new things, to be brave and bold, and to speak out in ways they might not be able to do elsewhere.

We create a space where youth and adult members:

- consciously plan activities that don't conform to gender norms and we don't assume what young people enjoy doing or are interested in based on their gender.
- openly discuss and learn about gender equality, reflecting on the influence gender has on our experience of the world.
- champion gender equality in our words and actions, and we challenge gender expectations, norms and stereotypes.
- make sure that everyone knows their value is not attached to their gender – and support them to feel confident to be themselves regardless of gender stereotypes.
- Recognise that systemic gender inequality exists in all societies, and has an impact inside as well as outside the Movement

⁵ Listen to Girls Report 2021, WAGGGS

Across our global Movement, learning experiences take place in both girl-only and co-educational settings. Some of our Member Organisations only admit girls and some are co-educational. What brings us together as the Girl Guide and Girl Scout Movement is that we are first and foremost For Her World: both girls-only and co-educational organisations have a role to play in fulfilling our mission and creating a space for girls in their context and organisational structure.

- In **girl-only spaces**, girls and young women can feel free to be themselves away from a world of gender inequality, more confident to talk openly about issues that matter to them, take risks, and have adventures, free of judgement.
- In **co-educational spaces**, members of all genders can learn from each other, how to support each other and challenge gender stereotypes – making sure everyone is on the journey to an equal world together.

Creating an empowering space for girls to grow and learn will look different in a girl-only or co-educational space, and it is important that we take this into account when designing and delivering learning experiences.

Our responsibility as Girl Guide and Girl Scout organisations is to role model what an equal world could and should be. Youth and adult members of all genders can be girl-centred in their reflections, decisions and action. This is especially critical for leaders at organisational level, to enable critical assessment of how far their organisation actively counters the effects of systemic gender inequality in its own systems, processes, structures and attitudes.

We contribute towards our vision, “an equal world where all girls can thrive”, by tackling gender equality in society as a Movement, and tackling the impact of inequality on girls by consciously creating an equitable environment where girls and young women can thrive and take the lead, and a brave girl-centred space where they can explore these issues.

A person's gender should not impact their rights or access to opportunities. However harmful stereotypes, expectations and assumed norms of how a person should be and act because of their gender continue to exist. Gender also intersects with other characteristics that can negatively affect a person's chances to thrive and access their human rights in the world. When we talk about gender equality and creating an equal world, we mean a reality where everyone has equitable opportunities and benefits from equitable treatment, resources and support.



**“ ...AND OFFER
REAL LEARNING
EXPERIENCES... ”**

R.E.A.L. LEARNING EXPERIENCES

So, what does this all look like in action? How do we design learning experiences that work on all the areas of whole person development within a varied, progressive youth programme and compelling adult learning and development offer? What can we do to make sure the experiences we offer are both fun and meaningful for learners?

VARIED AND PROGRESSIVE LEARNING OPPORTUNITIES

To contribute effectively to whole person development, we must be very aware of how multiple experiences, offered over time, work together to support each individual to grow as a whole person.

This requires us to be aware of the different realms where development occurs, whilst also recognising that these areas are not separate within a person, but deeply interconnected and interdependent. In practice, there are two characteristics of a high-quality learning and development offer that have particular influence on how effectively it can support whole person development:

1. Is it **progressive**, supporting the development of the self over a meaningful period of time during their learning journey, and do the opportunities offered connect and build on each other at each stage?
2. Is it **varied**, offering a wide range of learning experiences (both considering their content and the application of the different elements of the method) so that different learners can benefit from them through different learning styles, and at different times in their life and phases of their development, and still draw meaning from them?

It is especially important to consider how **the youth programme** addresses all these areas, in a balanced, interconnected and progressive way across its stages. This will help us create a varied and well-rounded experience that grows with youth members and will best them to develop the eight growth outcomes.

When facilitating **adult learning and development**, using our method alongside staying aware of how training and learning opportunities can connect with the whole person, and recognising and acknowledging these dimensions of personal growth, will help make learning relevant to adult members, and motivate them to engage.

WHOLE PERSON DEVELOPMENT IN ACTION

Consider how the learning and development experiences your organisation offers relates to each area of personal development. do you see this in action in your organisation? Are some areas more emphasised than others? How can we use the Girl Guide and Girl Scout Method – especially considering the aspect of “my path, my pace”, to support varied and progressive learning opportunities?

What will you see when learners have opportunities to experience and explore the seven dimensions of whole person development?

Leadership development is a part of whole person development, and considering how to integrate leadership practice into learning and development opportunities can be an effective way to support whole person development. The text in bold in the following pages is taken directly from the WAGGGS Leadership Model and Leadership Development Framework to demonstrate this connection.

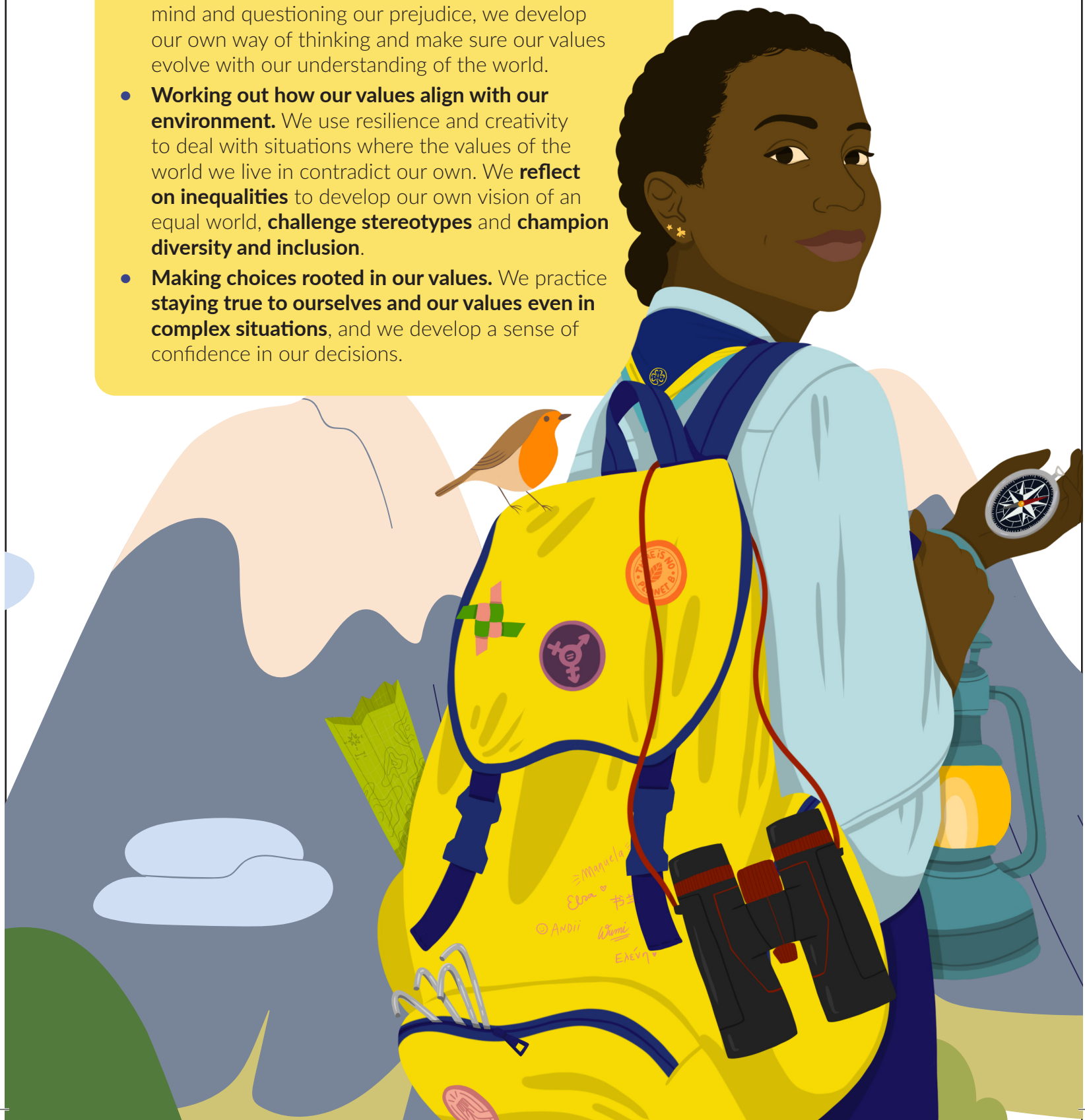
IN GIRL GUIDING AND GIRL SCOUTING WHEN DEVELOPING SPIRITUALLY, WE ARE...

- Exploring our personal beliefs. We reflect on, and discuss, our thoughts, opinions and experiences to shape our evolving understanding of the world.
- Searching for our purpose. **We engage in reflection and dialogue with people who are different to us** to explore different perspectives on life. We also identify what brings us joy and connection, to understand our place in the world.
- **Curious about the world.** We feel part of something bigger than ourselves and are amazed by nature, human achievement and mystery. This motivates us to be kind and do good around us.



IN GIRL GUIDING AND GIRL SCOUTING WHEN DEVELOPING MORALLY, WE ARE...

- **Exploring what our values are and how we can be true to them.** By being open to changing our mind and questioning our prejudice, we develop our own way of thinking and make sure our values evolve with our understanding of the world.
- **Working out how our values align with our environment.** We use resilience and creativity to deal with situations where the values of the world we live in contradict our own. We **reflect on inequalities** to develop our own vision of an equal world, **challenge stereotypes** and **champion diversity and inclusion**.
- **Making choices rooted in our values.** We practice **staying true to ourselves and our values even in complex situations**, and we develop a sense of confidence in our decisions.



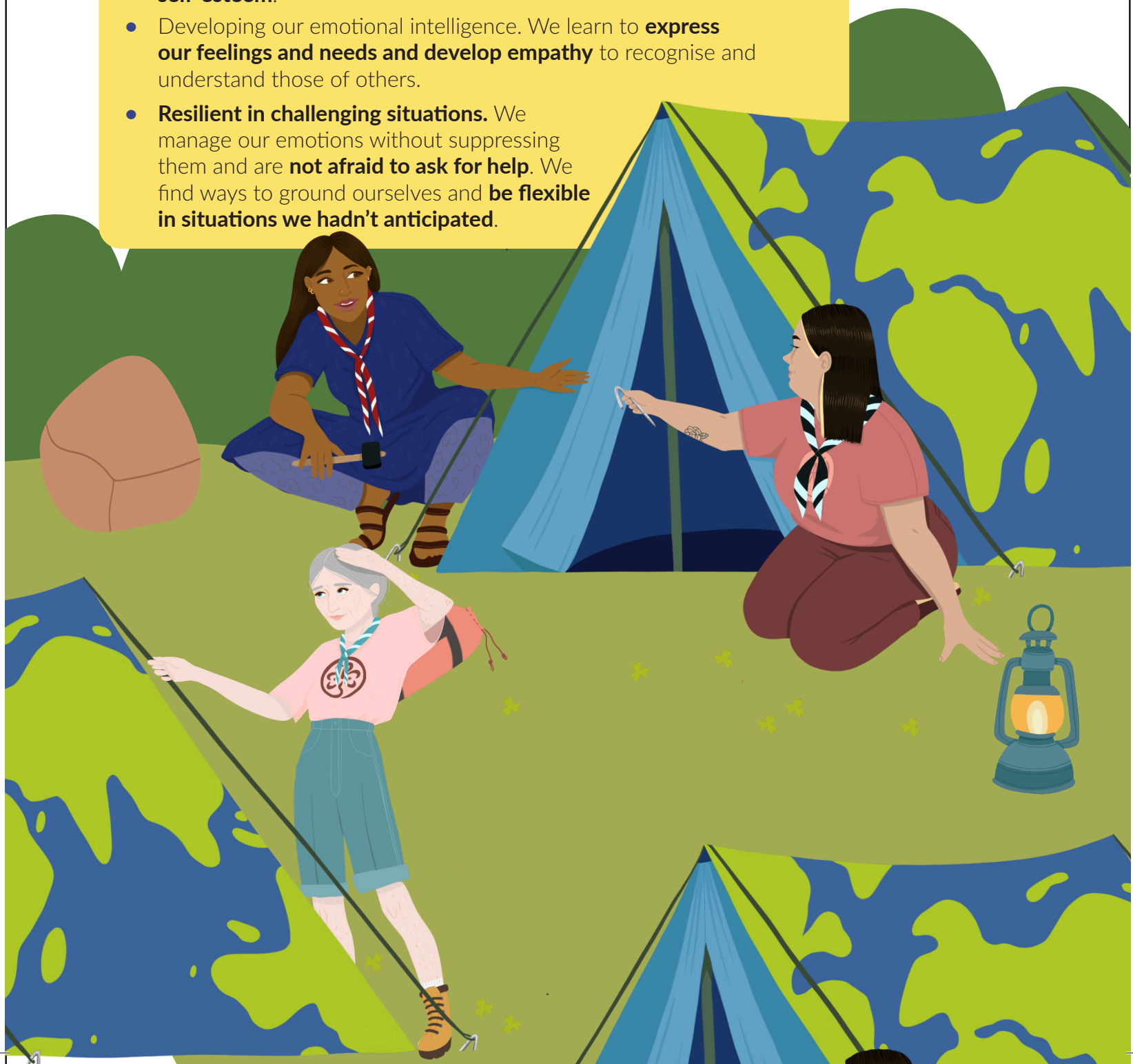
IN GIRL GUIDING AND GIRL SCOUTING WHEN DEVELOPING INTELLECTUALLY, WE ARE...

- **Seeking the information we need to understand the world around us. We ask questions**, engage with multiple ideas and organise our thoughts before making decisions. We **bring together different perspectives** to draw connections between ideas and to develop nuance in our thinking.
- Cultivating curiosity and creativity. We use **our imagination to make things more exciting and to consider different solutions** to personal, collective or global issues.
- Learning to express our ideas. We use analytical and critical thinking to explain complex ideas with simple words, and to develop simple thoughts into deeper reflections.
- Taking an active role in our learning. **We regularly reflect, welcome feedback from others to grow and recognise mistakes as learning opportunities.** We **recognise the conditions we need** to learn well, enjoy learning and overcome challenges in our learning.



IN GIRL GUIDING AND GIRL SCOUTING WHEN DEVELOPING EMOTIONALLY, WE ARE...

- **Learning from our feelings.** Feelings are an essential part of how we experience the world around us and guide us in expressing ourselves. We reflect on our feelings to become **more aware of ourselves and others.**
- **Treating ourselves kindly. We look at ourselves critically but without judgement.** We know, accept and value ourselves and **develop our self-esteem.**
- Developing our emotional intelligence. We learn to **express our feelings and needs and develop empathy** to recognise and understand those of others.
- **Resilient in challenging situations.** We manage our emotions without suppressing them and are **not afraid to ask for help.** We find ways to ground ourselves and **be flexible in situations we hadn't anticipated.**



IN GIRL GUIDING AND GIRL SCOUTING WHEN DEVELOPING PHYSICALLY, WE ARE...

- Learning what our bodies can do. We use our bodies to move, interact and explore the world around us.
- **Making choices for our health and well-being.** We recognise our bodies have limits, so we respect them, keep good hygiene and **create positive self-care habits.** We also understand our health is influenced by multiple factors and is not always in our control.
- On the journey of body confidence. We appreciate our bodies and feel comfortable in them. We know our bodies change in both expected and unexpected ways and we manage how that impacts our sense of self.
- Connecting our bodies and our feelings. We build our resilience, emotional strength and confidence through physical and outdoors activity. We recognise that our physical and mental health influence each other.



IN GIRL GUIDING AND GIRL SCOUTING WHEN DEVELOPING SOCIALLY, WE ARE...

- **Building meaningful connections.** We form friendships with our peers and intergenerational relationships. The people we connect with help us find our sense of belonging in the world. We care about the well-being of others.
- **Working with others to create spaces where everyone can fully participate.** We champion diversity and connect with people who have different perspectives and skills to us. We try to understand their needs and concerns more deeply so we can create brave spaces for all.
- **Adapting our behaviour to the social context.** We consider how our words and actions will be perceived by others. We are attentive to potential conflicts between people around us and try to resolve them before they escalate.
- Learning to be **active citizens.** We know our rights, we stand up for them and we exercise our duties. We are prepared to make a difference in society according to our values. In order to create an equal world, we **empower any and every girl to practise leadership.**





IN GIRL GUIDING AND GIRL SCOUTING WHEN DEVELOPING IN RELATION TO OUR ENVIRONMENT, WE ARE...

- Exploring and building knowledge of the world around us – our natural and built surroundings. We discover how the environment influences our happiness and well-being and cultivate a sense of wonder.
- Growing our awareness of how our surroundings connect to each other and how objects fit together. Helping us visualise and find our way around different places.
- Adapting our behaviour to our physical context. We understand how our environment affects our experiences, perceptions and emotions and develop the ability to react when our surroundings impact our well-being.
- Discovering how we impact nature and how nature affects us. We have direct experiences with nature, we learn from it and apply that learning to explore how things could work better in our lives and communities.
- Learning to respect the environment around us and use it to increase individual and collective happiness and resilience. Consider the ripple effects of our actions on the environment from a local to a global level.



QUALITY IN ACTION

An easy way to plan and monitor quality learning experiences is checking if they are “REAL”. That is:

- **Relevant** to the needs and interests of the learner according to their age and role, developed and refined through continuous dialogue with learners.
- **Exciting** and engaging, offering varied learning experiences and embracing new developments in learning and development and society more generally.
- **Accessible**, prioritising inclusive learning environments for every and any learner, taking their needs and context into account and making the learning journey accessible for all learners.
- **Learner-led**, ensuring a meaningful learning process for each learner as agents of their own development.

If you observe REAL in practice during the learning experience, you can feel more confident that learners are having a quality experience. You can use REAL at any level, from individual learning experiences through to reviewing your youth programme and/or adult learning and development offer as a whole.

RELEVANT

We learn best when we care.

The learning experience:

- Explores topics that learners care about
- Uses tools learners are interested in
- Gives learners the chance to practise skills that are relevant to their lives today

What it looks like in action:

Learners can see how what they learn will build on what they already know, offer skills and knowledge they really want, and make a difference in their lives today. It feels modern and responds to trends in the wider world. It empowers them to live the life they want to live.

EXCITING

We learn best when we have fun.

The learning experience:

- Provides activities that are innovative, fun, active and challenging
- Is varied, and takes place in different settings
- Gives learners an opportunity to do something they've never done before

What it looks like in action:

Learners have fun and can't wait to take part in activities! They get to challenge themselves, take risks and have adventures they can't have anywhere else. There is high energy and engagement. They are doing lots of different things as part of the experience, and getting out and about into different locations.

ACCESSIBLE

We learn best when we feel welcome.

The learning experience:

- Uses different approaches to fit the diverse needs of learners
- Is accessible for learners with disabilities
- Takes local context into account

What it looks like in action:

Learners feel welcome in Girl Guides and Girl Scouts, whatever their background and needs. Whatever kind of life they live, or barriers they face, Girl Guiding/Girl Scouting encourages them to take part, adapts the experience to their needs and shows them they are valued.

LEARNER-LED

We learn best when we decide what and how we learn.

The learning experience:

- Is participatory and experiential
- Offers learners choices in what to learn and how
- Provides opportunities for learners to lead activities, guided by facilitators as needed

What it looks like in action:

The Girl Guide and Girl Scout method is used fully, enabling learners to take the lead and plan their own learning journey. Their voice is valued, and they're encouraged to make decisions however young they are and whatever their role. They feel that Girl Guiding and Girl Scouting is a truly youth-led organisation that values intergenerational leadership.

The knowledge and skills I have acquired throughout my life are recognised and valued in the Movement. I can choose how I give my time and what I learn so I learn new skills that I am really interested in and that are useful to me in my professional and personal life.

I know Girl Guiding/Girl Scouting will support me to stay in the Movement as my life changes and the way I give my time and energy needs to change.

I like dedicating time to the Movement because I have a good time and I get to do things I don't do in other areas of my life!

I like being involved in the Movement because I meet people who are different to me.



**“...SO LEARNERS CAN
REACH THEIR FULLEST
POTENTIAL”**

CONCLUSION

Girl Guiding and Girl Scouting contributes to the development of the eight growth outcomes by offering relevant, exciting, accessible and learner-led non-formal learning experiences that and respond to the seven areas of whole person development., facilitated through the Girl Guide and Girl Scout method and leadership model in a brave, participatory and girl-centred space.

As a result, learners grow in confidence, resilience and agency. They have the knowledge, skills and behaviours they need to take the lead in the Movement and in their lives and communities, especially if they work together.

Girl Guiding and Girl Scouting helps create generations of girls and women who care, and who can. Together, they change the world.

TAKE IT FURTHER

Other WAGGGS resources related to quality learning and development include:

- The Girl Guide and Girl Scout Leadership Framework (2021)
- From Paper to Practice: How to apply the Girl Guide and Girl Scout Leadership Model in your organisation (2021)
- Statement on Girls' Leadership (2021)
- Finding Our Path Toolkit (2020)
- Young Women in Governance Research (2020)
- The Big Six Youth Organisations: Joint Position Statement on Non-formal Education (2019)
- The Girl Guide and Girl Scout Leadership Model (2018)
- Prepared to Learn, Prepared to Lead (2014)

Quality Girl Guiding and Girl Scouting is already a topic being worked on across the Movement. We invite you to be join the conversation at our Growing and Learning Community of Practice on Campfire: campfire.waggs.org/organization/growing-and-learning

REFERENCES AND FURTHER READING

- Embracing a Culture of Lifelong Learning Report: a transdisciplinary expert consultation, 2020, UNESCO Institute for lifelong Learning
- Formal, non-formal and informal learning: What are they, and how can we research them? Research Report, Martin Johnon and Dominika Majewska, September 2022, Cambridge University Press
- Noah W. Sobe (2022) The future and the past are unevenly distributed: COVID's educational disruptions and UNESCO's global reports on education, Paedagogica Historica, 58:5
- Six Dimensions of Wellness Model, Bill Hettler, MD, National Wellness Institute, Inc., 1980
- Learning frameworks: tools for building a better educational experience, Nan L. Travers, Natasha Jankowski, Deborah J. Bushway, and Amber Garrison Duncan, Lumina Foundation, 2019
- Teaching and Learning Frameworks, Yale Poorvu Center for Teaching and Learning, 2021
- Non-formal and informal programs and activities that promote the acquisition of knowledge and skills in areas of Global Citizenship Education (GCED) and Education for Sustainable Development (ESD), Background paper prepared for the 2016 Global Education Monitoring Report, Stepanek Lockhart, Ashley, 2016
- Seven Dimensions of Wellness, Grand Rapids Community College
- From Safe Spaces to Brave Spaces, A New Way to Frame Dialogue Around Diversity and Social Justice, Brian Arao, Kristi Clemens, 2013
- The Five Minds of a Manager, Jonathan Gosling and Henry Mintzberg, Harvard Business Review, November 2003

A LIFE LONG LEARNING JOURNEY

GIRL GUIDE AND GIRL SCOUT METHOD

PURPOSE...



GIRL GUIDE AND GIRL SCOUT LEADERSHIP MODEL

SPACE TO GROW AND LEARN

Be confident to be herself

Have integrity and make choices rooted in her values

Be curious and Creative

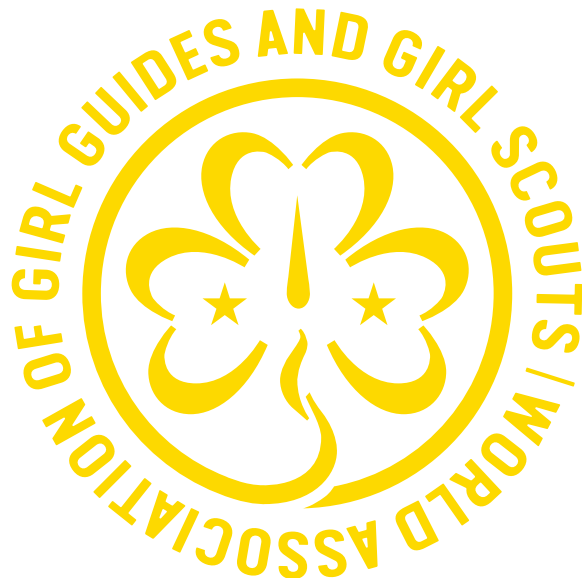
Be prepared to adapt to change

Respect and feel part of nature

Be able to form meaningful connections with all

Care about the world and know how she can make a difference

Feel connected with something bigger than herself



Girl Guiding and Girl Scouting is the largest voluntary Movement dedicated to girls and young women in the world.

Our diverse Movement represents over ten million girls, young women and women from 153 countries. For more than 100 years Girl Guiding and Girl Scouting has transformed the lives of girls and young women worldwide, supporting and empowering them to develop their fullest potential and become responsible citizens of the world.

The World Association of Girl Guides and Girl Scouts gives our 153 national Member Organisations tools, connections and the global voice they need to keep their organisations thriving, united and growing.