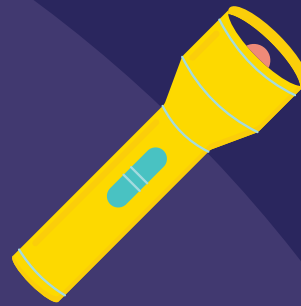




WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS



GLOSSARY

GROWING
AND LEARNING



Glossary

Movement & Organisational Terms

WAGGGS	World Association of Girl Guides and Girl Scouts; the global Movement of over 150 countries that issues the Growing and Learning Policy and accreditation.
Member Organisation (MO)	A national Girl Guide and/or Girl Scout organisation that is a member of WAGGGS. MOs may operate as single organisations or as a federation of Component Associations in their national context.
'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).
Component Association (CA)	A national-level Girl Guide / Girl Scout organisation that forms part of a federated WAGGGS member organisation.
Members	The individuals, of all ages, who are part of the Girl Guide and Girl Scout Movement.
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 function ¹ .
Girl Guide and Girl Scout Movement	The shared global community of MOs and CAs working toward a common educational purpose.
WOSM	World Organisation of the Scout Movement; the parallel Scouting body often referenced as a partner.
SAGNO	Scout and Guide National Organisation; a national organisation that is co-educational, offering Girl Guiding and Girl Scouting within a broader Scout and Guide structure.
Campfire	The WAGGGS online learning hub where supporting tools (including the GAL Hub) are hosted.

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.

Movement & Organisational Terms

GAL Hub	The dedicated section of the WAGGGS Campfire platform where Growing and Learning resources, tools, templates, and community spaces are hosted for Member Organisations.
School-based Setting	A context in which Girl Guiding and Girl Scouting is delivered mainly or entirely through schools, often led by teacher-leaders and in partnership with Ministries of Education.
Community-based Setting	: A context in which Girl Guiding and Girl Scouting is delivered through units organised outside formal school structures, based in communities.

Growing and Learning (GAL) Framework

Growing and Learning (GAL)	WAGGGS' shared framework for quality learning and development for both youth and adults.
Growing and Learning Part One	The Policy and Concepts document that defines the standard.
Growing and Learning Part Two	The Guidelines and Pathways document that translates Part One into practice for national organisations.
Learning and Development Framework (L&D Framework)	A guiding document each MO/CA develops to show how it will live the Growing and Learning Policy; describing the organisation's commitment to the Movement's educational purpose and how it will deliver on that commitment.
Learning and Development Statement:	A statement within the L&D Framework that describes how the organisation's learning and development offer impacts the development of young people and of wider society. It should connect vision, mission and values to concrete impact, not just activities.
Educational Purpose	The Movement's intent to help girls and young women develop their fullest potential as responsible citizens of the world.
Characteristics of Quality Girl Guiding and Girl Scouting	The interconnected qualities (purpose, approach, space, R.E.A.L. experiences, growth outcomes) that define quality learning in GG&GS.
Fundamental Values	The three core values of Girl Guiding and Girl Scouting: Integrity (living honestly by your value system, with self-respect and responsibility for your actions); Citizenship (being an active, informed community member who respects others and contributes to positive change); and Spirituality (acknowledging and developing personal beliefs).

Core Learning Concepts

Learner	The person who is doing the learning. In Growing and Learning, 'learner' refers to both youth and adult members, as the 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.
Learning Experience	A personal experience, interaction, or opportunity in which learning takes place.
Learning Journey	The pathway 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.
Reflective Practice	The ongoing habit of consciously drawing meaning from experiences – both inside and outside of Girl Guiding and Girl Scouting – to support personal growth and self-directed learning.

The Approach

Girl Guide and Girl Scout Approach	The combined application of the method and leadership model.
Girl Guide and Girl Scout Method	The five interdependent elements that interact with each other designed to support the learner to take the lead in their learning and to draw meaning from their experiences: Learning in small groups · My path, my pace · Learning by doing · Connecting with others · Connecting with my world.
Leadership Model	The foundational concept that underpins WAGGGS' leadership development work, based on current leadership theories and thinking.
Six Leadership Mindsets	The six mindsets through which the Girl Guide and Girl Scout Leadership Model is practised: (1) Reflective Mindset – drawing meaning from past experiences and examining one's own behaviour and impact (Leading Yourself); (2) Worldly Mindset – understanding the needs and concerns of others and adapting leadership to context (Leading in Context); (3) Collaborative Mindset – bringing together different perspectives and creating the conditions for people to thrive (Leading Relationships); (4) Creative and Critical Thinking Mindset – fostering innovation, enquiry and informed decision-making (Leading for Innovation); (5) Gender Equality Mindset – taking gender into account when practising leadership and challenging gender stereotypes (Leading for Girls' Empowerment); (6) Responsible Action Mindset – mobilising energy around what needs changing and what needs protecting (Leading for Impact).
Gender Equality Mindset	One of the six leadership mindsets; explicit focus on advancing gender equality through behaviour and decisions.

The Approach

Non-formal Learning	Structured but flexible learning outside formal education, central to the GG&GS approach. In GG&GS it is intentional, relational, experiential, reflective, self-directed, personal, and accessible.
Formal Learning	Structured, certified, teacher/trainer-controlled, institution-based learning. Sits at the formal end of the learning continuum.
Informal Learning	Learning that happens without planning as a natural part of life and relationships. Sits at the informal end of the learning continuum.
Self-directed Learning	Learner-led growth where the individual sets pace, direction and meaning.
Lifelong and Lifewide Learning	Learning that continues across the life course (lifelong) and across all areas of life (lifewide).
Intergenerational Leadership	When older and younger generations work together to bring about positive change in their own and others' lives. Requires creating space for everyone – regardless of age – to practise leadership.

Space to Grow and Learn

Brave Space	A learning environment that is safe, inclusive and empowering, where learners can take risks, try new things and make mistakes.
Participatory Space	A space where learners are actively and continuously engaged in decisions that affect them.
Girl-centred Space	A space designed for and by girls with their specific needs in mind, aiming for gender equality (not necessarily girl-only).
Meaningful Youth Participation (MYP):	Young people being informed, empowered, safe and valued when they participate; expressed through youth-led, collaborative or consultative approaches.
Safeguarding	Policies and practices that protect children and adults from harm; a foundational element of brave space.
Diversity, Equity and Inclusion (DEI)	Practices ensuring everyone can meaningfully participate as an equal part of the space.

Learning Experiences and Outcomes

R.E.A.L Learning Experiences	Learning that is Relevant, Exciting, Accessible and Learner-led.
Whole Person Development	Balanced growth across the seven recognised areas of personal development.
Seven Dimensions of Whole Person Development:	The seven interconnected areas in which Girl Guiding and Girl Scouting supports learners to grow: (1) Spiritual – exploring personal beliefs, purpose and connection beyond time and space; (2) Moral – developing values, personal identity and confidence in decisions; (3) Intellectual – growing creative thinking and reasoning; (4) Emotional – recognising, expressing and managing emotions; (5) Physical – using and understanding the body; (6) Social – building relationships, belonging and empathy; (7) Environmental – understanding and growing in relation to the natural and built world.
Eight Growth Outcomes	The Movement's shared expression of the meaningful difference GG&GS makes in a learner's life.
Indicators	Simple, observable signs that a growth outcome is developing at a given stage or role.
Stages (of the Learning Journey)	Age- or development-based phases of the youth programme (e.g. early childhood through young adulthood).
Personal Progression	A learner's individual journey of growth; distinct from hierarchical advancement, especially for adults.
Promise and Law	The fundamental principles of the Movement, integrated into the eight growth outcomes.

Programmes and Roles

Youth Programme	The totality of learning experiences children and young people can access in GG&GS.
Adult Learning and Development Offer	The structured opportunities through which adult volunteers and staff learn, grow and gain competence.
Volunteer Lifecycle	The sequence of stages a volunteer moves through (onboarding, performing a role, learning conversations, role change, exit).
Competences	The combination of skills, knowledge, experience, attitudes and values needed to carry out a role effectively.
Competency Framework	A structured document that defines the competences required across roles in the organisation, including indicators of knowledge, skills and behaviours, and levels of progression.

Programmes and Roles

Competency Matrix	A summary tool that maps the level of each competency required for each role in the organisation, enabling training design and individual development planning.
Role Description	A document that sets out the tasks, responsibilities, and minimum competencies required for a given role in the organisation.
Personal Learning and Development Plan	A volunteer's individual plan for the competences and growth they want to pursue in a role, encompassing both leadership development and role-specific competency growth.
Leaders of Girls	Adults who directly facilitate the youth programme at unit/group level.
Trainers / Trainers of Trainers	Adults who deliver and develop the adult learning offer.
Commissioner	A leadership/coordination role (e.g. Programme Commissioner, Training Commissioner, International Commissioner).
Teacher-leader	In school-based units, an adult who holds both teaching and Girl Guide/Girl Scout leadership roles.
Co-educational Setting	A unit or activity that includes both boys/young men and girls/young women.
Learning Conversation	A structured, periodic reflection between a volunteer and the organisation on growth, role and next steps.
Personal Development Plan	A volunteer's individual plan for the competences and growth they want to pursue in a role.

Pathways and Process

Pathway One: Starting the Journey	Building the team, reflecting on GAL, considering context and planning.
Pathway Two: Developing Your Framework	Translating GAL concepts into the organisation's own L&D Framework.
Pathway Three: Implementing Your Framework	Reviewing, prioritising, planning, integrating, monitoring and learning.
Growing and Learning Team (GAL Team)	The cross-functional team an MO/CA forms to lead its GAL journey.
Growing and Learning Consultant (GAL Consultant)	A WAGGGS regional team volunteer or staff member assigned to support an MO/CA through the journey and accreditation.
Context Analysis / Needs Assessment	The process carried out in Pathway One, Step Three, of gathering evidence from four dimensions – voices of girls and young women, voices of adults, societal trends and barriers, and external/peer perspectives – to inform the development of an organisation's learning and development framework.
Learning Organisation	An organisation that embeds learning into its purpose, culture and practices, using it to adapt and improve continually.
Change Management	The structured approach to leading the organisational shifts required to adopt the framework.

Monitoring, Evaluation and Quality

PMEL	Planning, Monitoring, Evaluation and Learning; the light-touch cycle used to test whether the framework is landing in practice.
Capacity Assessment Tool (CAT)	WAGGGS' self-assessment instrument; the "Essential" indicators in three sections are required for accreditation.
Theory of Change	The articulated logic linking the framework's activities to its intended outcomes and impact.
Implementation Plan	The written plan produced in Pathway Three, Step Three, that specifies what changes will be made, who is responsible, in what timeframe, with what resources, and how progress will be checked.

Accreditation and Recognition

Accreditation	WAGGGS' formal recognition that an organisation's L&D Framework and offer align with the Growing and Learning Policy.
Provisional Accreditation	A one-year accreditation status awarded when the framework is aligned but full implementation is still in progress.
Review (6-year)	A check-in six years after accreditation to confirm continued alignment and extend accreditation.
Renewal (12-year)	Full re-accreditation cycle, ideally informed by a fresh pass through the GAL pathways.
Organisational Recognition	A WAGGGS-issued certificate and stamp signalling the MO/CA meets an internationally recognised standard.
Personal Recognition / Recognition Objects	Items WAGGGS provides to acknowledge the competences of leaders of girls and adult facilitators.
WAGGGS International Facilitator Accreditation	A separate, internal WAGGGS qualification for facilitating in international contexts; distinct from MO-level recognition.

