

GROWING AND LEARNING

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

**PART ONE:
POLICY, CONCEPTS AND
CASE STUDIES.**



**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 150 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



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members in their learning journeys. Thank you to all the MOs who have contributed to this tool.

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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, Girl Guides and Girl Scouts in over 150 countries meet in the Movement to develop their values, learn new 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 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 is a force for meaningful change in the world, through every youth and adult member who is prepared to lead towards a more sustainable, equal future. To achieve this, we must be 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.

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

GROWING AND LEARNING IN PRACTICE

Girl Guide and Girl Scout Organisations have been creating meaningful learning and leadership experiences for girls and young women for generations. While Growing and Learning proposes shared definitions for quality learning and development, most of the concepts are already part of Girl Guiding and Girl Scouting practices around the world.

Contextualising the Growing and Learning policy, over 20 organisations from across WAGGGS's Regions shared examples, stories and reflections on how they are already supporting learning and development across the Movement. These real experiences have shaped the case studies featured throughout this resource, demonstrating some of the ways Girl Guiding and Girl Scouting creates brave and participatory spaces, supports lifelong and lifewide learning, strengthens leadership development, and empowers girls and young women to grow into active citizens and changemakers.

The examples reflect the diversity of our Movement and show how the Growing and Learning policy might come to life in different cultures, communities, and organisational contexts. The examples are presented using four editorial approaches:

GROWING AND LEARNING IN PRACTICE

Longer feature examples that explore how a Growing and Learning concept has been intentionally strengthened within a programme, initiative, system, or organisational practice.

LEARNING SNAPSHOT

Illustrative examples that spotlight a specific activity, experience, tool, method, or approach connected to a Growing and Learning concept, showing how it might be brought to life in small ways in different contexts.

WHAT THIS LOOKS LIKE

Practical implementation examples focused on explaining how a concept appeared in practice, including facilitation approaches, participation structures, safeguarding practices, leadership methods, or learning environments.

REFLECTION POINTS

Short reflective questions that encourage readers to connect concepts, examples, and case studies to their own context and practice.

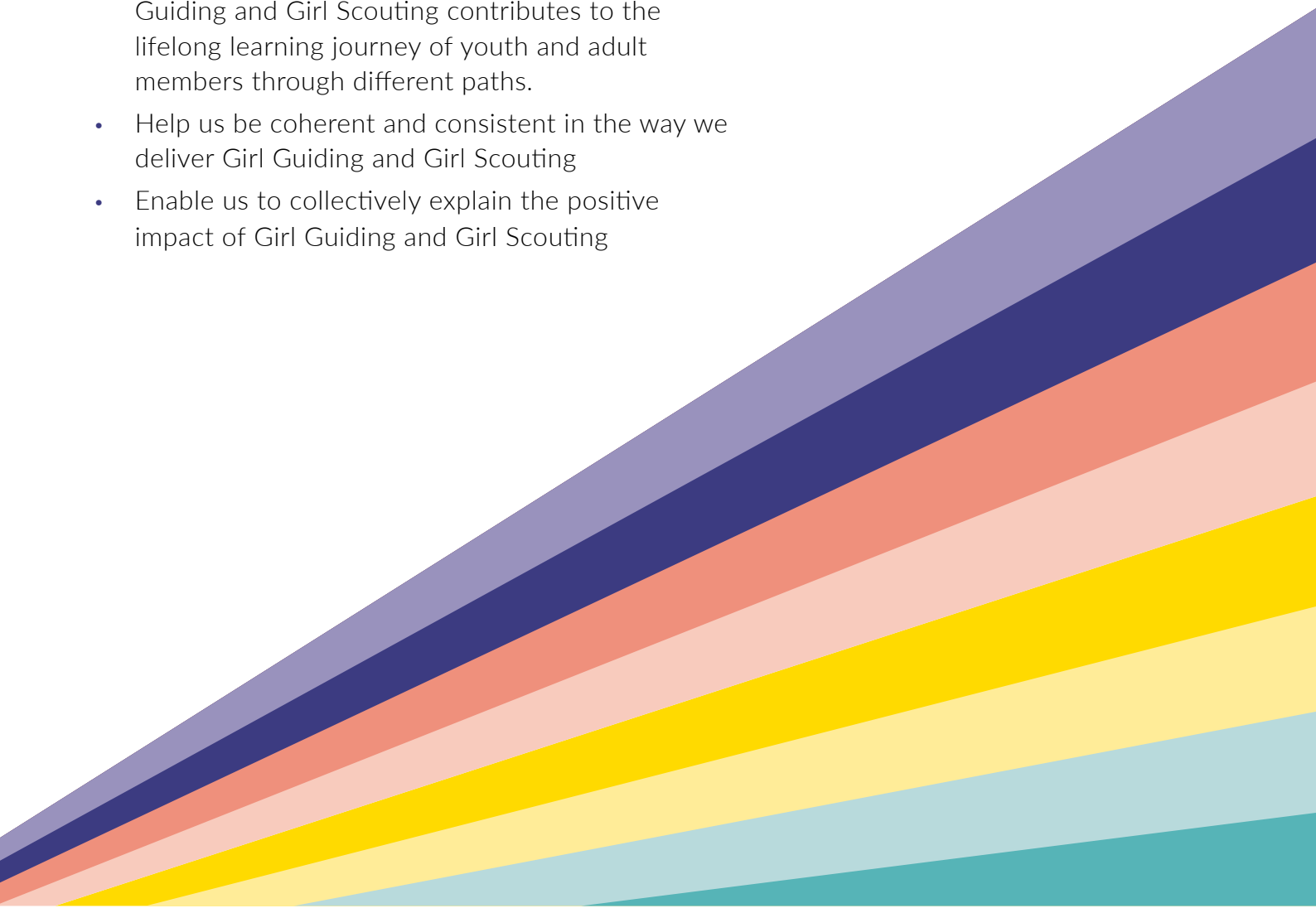
As you move through the document, these stories and examples are intended to help connect the concepts within Growing and Learning to the lived realities of Girl Guiding and Girl Scouting across the world. They are not presented as models to be copied exactly, but as inspiration, reflection points, and illustrations of the many ways our Movement already supports girls, young women, and adults to learn, grow, lead, and thrive together.

ABOUT GROWING AND LEARNING

Growing and Learning is a tool to support quality learning and development for both youth and adults in the Girl Guide and Girl Scout Movement.

It sets out the unifying concepts that define quality personal 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 supporting 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 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 GROWING AND LEARNING

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

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 and guidelines, 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.

GROWING AND LEARNING HAS TWO PARTS:

Part One: Policy and Concepts

Growing and Learning Part One describes the characteristics of quality Girl Guiding and Girl Scouting, 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 how they can support quality learning and development in a modern context.

Part Two: Guidelines and Pathways

Growing and Learning Part Two supports organisations to work with the growth outcomes in different stages and roles within Girl Guiding and Girl Scouting. It explains how Member Organisations can apply the concepts when reviewing and updating their learning and development work. It also sets the process 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: **To enable girls and young women to develop their fullest potential as responsible citizens of the world.**

Girl Guiding and Girl Scouting enables girls and young women to develop their fullest potential as confident leaders and responsible global citizens. United through shared values, **we create a better and more equal world together, where all girls can thrive.**

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. responding to the needs and concerns of girls and young women in society today
- d. supported by a compelling and effective adult learning and development offer.

WAGGGS values the contribution of all young people and adults our Mission and recognises both youth and adult learning experiences in Girl Guiding and Girl Scouting as a meaningful part of their lifelong and lifewide learning journey.

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

1. Contribute appropriately to values-based 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. Girl Guide and Girl Scout organisations commit to regular, review 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 Girl Guide and Girl Scout organisations 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,

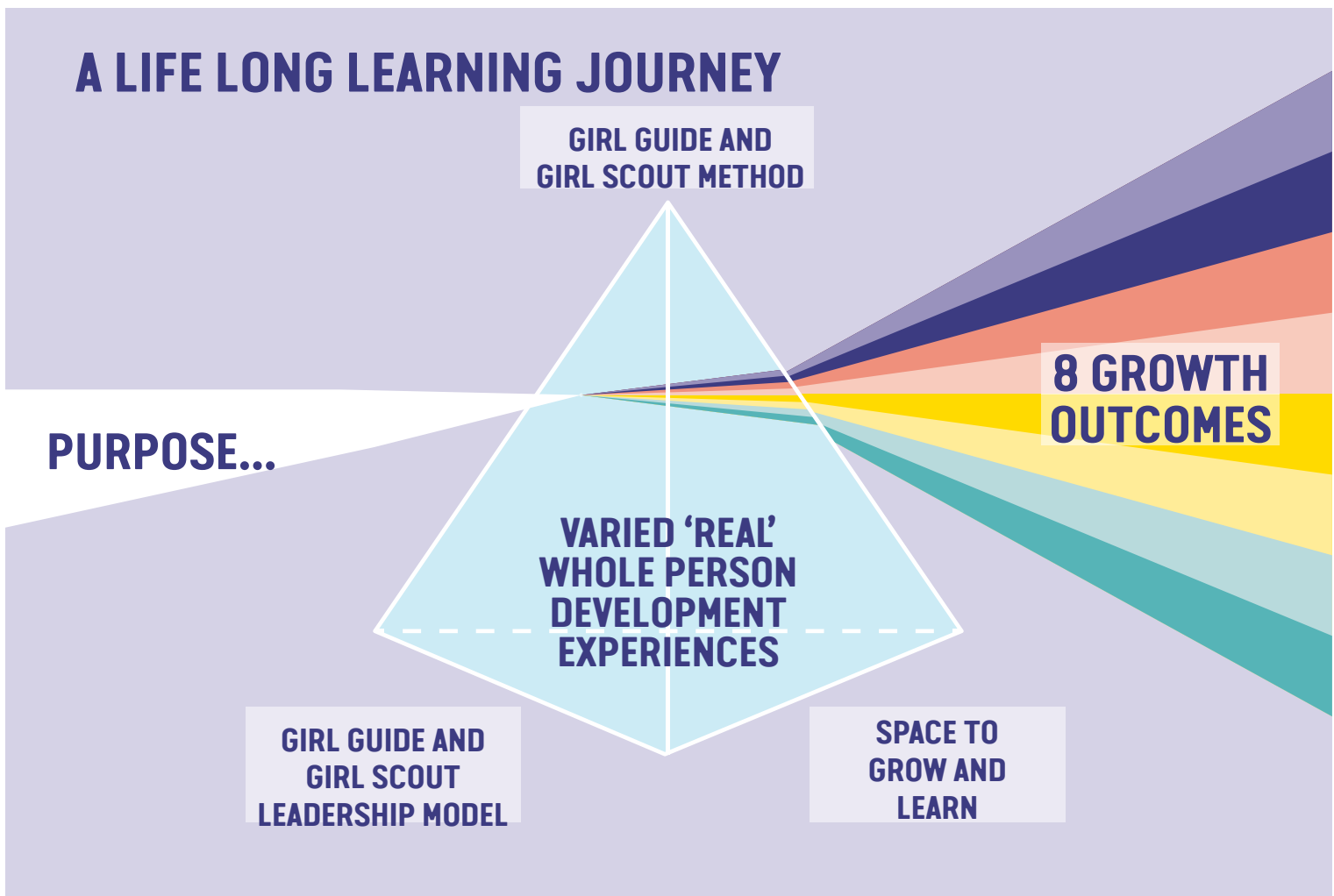
WE USE THE GIRL GUIDE AND GIRL SCOUT APPROACH

TO CREATE SPACE TO GROW AND LEARN

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

SO LEARNERS CAN DEVELOP THEIR FULLEST POTENTIAL

Imagine this journey as light passing through a prism. The light is focused by our shared purpose. The prism represents the learning experience in Girl Guiding and Girl Scouting we offer, shaped by the spaces we create and our approach to supporting learning and development. Inside the prism, the light is changed and we see the eight growth outcomes as a result.



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
- hobbies, etc

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

- A **learning experience** is a personal experience, interaction opportunity 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. It's why Girl Guide and Girl Scout organisations exist, and everything we do should, directly or indirectly, contribute to our youth member's learning journeys. If it is to contribute meaningfully to a young person's learning journey, the youth programme cannot be a static set of activities that are imposed upon young people. It must be co-created between youth and adults, so young people can draw meaning from the opportunities offered, turning them into learning experiences. 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 planned learning opportunities children and young people can access in Girl Guiding and Girl Scouting.

Adult learning and development

offer 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.

To be a lifelong learner, a person needs to “learn to learn” to be able to take responsibility for their personal development and 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 sees 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?



GROWING AND LEARNING IN PRACTICE

Lifelong and Lifewide Learning in the Argentine Guides Association



Learning is approached as a continuous path of growth that takes place across every stage of life and through many different experiences, relationships, and environments.

Learning is not limited to formal training or youth participation, they see development as a permanent and multidimensional process shaped through Guiding, community life, spirituality, outdoor experiences, leadership, work, relationships, and everyday life.

Their educational approach intentionally creates learning journeys that are:

- **Varied** — offering experiences through camps, games, service, creativity, outdoor life, reflection, projects, patrol life, and leadership opportunities.
- **Progressive** — allowing each experience to build on the previous one, moving from participation to proposing ideas to eventually leading others.
- **Learner-led** — encouraging each person to shape her own path according to her interests, pace, and stage of life.
- **Holistic** — supporting growth across physical, emotional, intellectual, social, spiritual, and moral dimensions.

The Association organizes learning across four interconnected Fields of Action:

- **Guiding**
- **Culture**
- **Outdoors**
- **Community Life**

These areas work together to ensure that learning experiences are connected rather than isolated. A single activity may simultaneously include outdoor learning, teamwork, creativity, reflection, and community engagement.

Learning progression is intentionally woven throughout the Movement journey. Girls move through branches such as Saplings, Wings, Caravan Guides, Sun Guides, and Senior Guides, with each stage building naturally on previous experiences while preparing members for new responsibilities, challenges, and forms of leadership.

Transitions between branches are important learning moments seen through the inter-branch activities, symbolic ceremonies, reflection opportunities, and shared experiences helping girls and young women feel supported as they move into new stages of their journey.

For **adults**, lifelong learning is supported through the **Association's New Training and Development Framework**, which recognises that adults bring previous experiences, knowledge, values, and perspectives into their learning. Adult volunteers are encouraged to continue growing through:

- experiential learning opportunities
- workshops and conferences
- camps and virtual learning spaces
- reflection and self-training
- peer learning through Adult Patrols
- personalized accompaniment through Tutor Trainers

What can we see in this example?

For the Argentine Guides Association, life-wide and life-long learning can be seen practically through:

- Progression through branches such as **Saplings, Wings, Caravan Guides, Sun Guides, and Senior Guides**, with each stage introducing new forms of responsibility, leadership, and learning.
- **Transition experiences** such as “Towards the World of Adventure,” “Path to the Sun,” and “Towards the Departure” help girls prepare emotionally, socially, and practically for their next stage in the Movement.
- **Progression Records** support girls to reflect on their experiences, growth, values, relationships, and learning journeys through projects, camps, patrol life, and service activities.
- **Adult Patrols** enable collaborative learning for adults through friendship, reflection, shared leadership, and peer support.
- A **Tutor Trainer** supports each volunteer's learning journey through trust-based accompaniment, dialogue, and personalized guidance rather than evaluation or judgment.
- Learning opportunities are intentionally flexible and varied, including experiential courses, conferences, workshops, camps, virtual learning, and personalized exchanges that adapt to different life stages and realities.
- **Adults and young people regularly learn together** through intergenerational leadership spaces where both groups contribute perspectives, experiences, and ideas.
- Learning is connected to life beyond Guiding and Scouting by recognizing the value of experiences gained through family life, school, work, spirituality, relationships, and community participation.

Learning is not treated as an individual process, but as something built in relationships with others. **Adults and young people regularly learn together** through intergenerational leadership spaces where experiences, responsibilities, and perspectives are shared collaboratively.

Across all these experiences, the focus remains on helping each person continue growing throughout their life as members of the Movement, active citizens, reflective learners, and leaders within their communities.

What This Looks Like

Contributing to a Lifelong Learning Journey

In Libya’s Sustainable Training Programme, leaders aged 22 to 55 come together to learn, share experiences and continue developing their leadership skills. Some participants are relatively new leaders building confidence in their roles, while others bring years of experience from Guiding, Scouting, work and community life. Despite being at different stages of life, each person is continuing their learning journey.



The programme recognises that learning does not happen through a single session or training course. Participants engage in discussions, practical activities, leadership opportunities, digital learning and peer learning experiences that build on one another over time. Younger and more experienced leaders learn side by side, drawing on different experiences and perspectives.

Learning Journey	What this looked like in Libya
Learning happens across different stages of life	Leaders from different age groups and levels of experience learn together, recognising that growth continues throughout adulthood.
Learning is connected	Each day's learning builds on previous experiences rather than standing alone.
Learning is shaped by different life experiences	Participants bring knowledge and perspectives from their families, communities, professions and leadership roles.
Learning continues beyond a single experience	Participants apply their learning in local groups, maintain professional networks and continue their development through future phases of the programme.

The experience illustrates that a learning journey is a collection of connected experiences that contribute to growth over time. Girl Guiding and Girl Scouting becomes one of the many spaces where this lifelong and lifewide learning takes place.

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 the youth programmes and adult learning and development offer should be shaped 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, whilst also planning for progression between stages to encourage young people to stay on. Most youth members who leave the Movement do so at transition points between. Some members also leave then rejoin later, as their lives change.

Girl Guide and Girl Scout organisations should strive to make everyone feel welcome, able to join the Girl Guiding and Girl Scouting learning journey at any time in their lives 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 value, and build on, the knowledge, skills and behaviours members have gained outside the Movement.

LEARNING SNAPSHOT

From Participant to Leader: Maryam's Lifelong Journey in Girl Guiding and Girl Scouting

Maryam Al-Hadri from Oman journey began with a global learning experience at the Juliet Low Seminar in India, where she learned alongside peers from around the world through dialogue, teamwork, and shared experiences. To her, learning was not just about attending sessions, but about living the Guiding method in all its dimensions.

Since 2010, she has supported leaders by translating resources into Arabic to make learning more accessible across the region. She later became involved in programme and training committees, served on the Arab Regional Committee, and became a certified facilitator for the WAGGGS Leadership Development Programme.

In 2019, when the Juliet Low Seminar was hosted in Oman, she served as Head of the Logistics Support Team. Reflecting on the experience, she shared:

"This moment was a true reflection of my journey, from being a young participant in the seminar to leading its organizing team. It directly reflects the strength of the Guiding method, which builds leaders through experience."

As she describes it, her journey has not simply been a transition between stages, but a continuous process of learning, growing, and applying the Guiding method at every step.

Girl Guide and Girl Scout organisations should strive to make everyone feel welcome, able to join the Girl Guiding and Girl Scouting learning journey at any time in their lives 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 value, and build on, the knowledge, skills and behaviours members have gained outside the Movement.

REFLECTION POINT

Mapping the Journey

As you reflect on your own context, consider:

1. How clear and accessible are the learning and development pathways within your Member Organisation?
2. How do you support members as they move between different stages, roles, and learning opportunities, both within and beyond the Movement?
3. What could help make your learning journey more flexible, relevant, and meaningful for every member?

There is no single pathway through Girl Guiding and Girl Scouting. What matters is creating opportunities that support members to continue learning and growing throughout their lives.

“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 a values-based approach to developing 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 identity and personal ideas of right and wrong, to give us confidence in our decisions and behaviours.
- **Intellectual:** we grow our ability to think creatively 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 an **understanding** of our connectedness and 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. We are proposing a seventh area of whole person development as relevant to consider, that focuses on our interconnectedness with the environment around us.



GROWING AND LEARNING IN PRACTICE

Growing into Our Fullest Potential

The 21st Arab Guides Camp in Tunisia brought together girls and young women aged 12 to 24 from across the Arab Region for a shared learning experience centred on leadership, participation, and personal growth.

Designed around the principle that girls learn best by actively shaping their own experiences, participants planned, implemented and evaluated camp activities. From leading educational and cultural sessions to managing teams and reflecting on outcomes, girls led from the centre of the learning process.

Participants developed confidence, leadership, communication, teamwork, critical thinking, and problem-solving skills while exploring their role in community development and environmental responsibility. Activities were adapted to different stages of development and encouraged girls to connect learning with real-life action.

While also bringing together participants from different Arab countries strengthened intercultural understanding, built lasting connections, and created opportunities for girls to learn from one another's experiences and perspectives.

Through their active participation in shaping the camp experience, girls were not only developing their own potential, but also learning how to contribute to their communities, work collaboratively with others, and create positive change.

What can we see in this example?

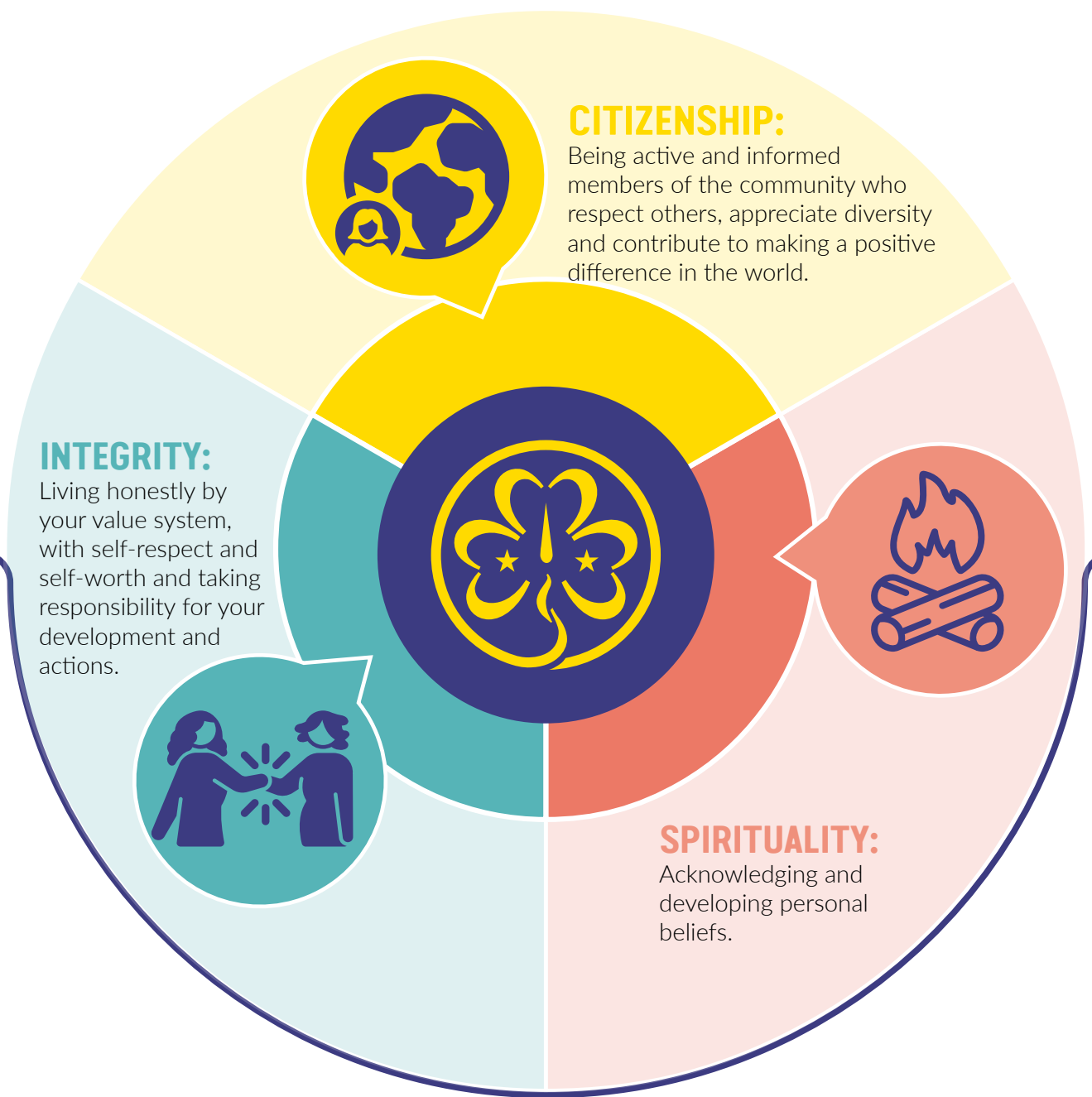
- **Developing fullest potential:** Girls strengthened confidence, leadership, communication, and decision-making skills through real responsibility and participation.
- **Active citizenship:** Participants explored community engagement, environmental responsibility, and how they can contribute to positive change.
- **Whole person development:** Activities supported personal, social, intellectual, and environmental growth across different age groups.
- **Learning through experience:** Girls learned by planning, leading, implementing, and evaluating activities themselves.
- **Global citizenship and belonging:** Participants built understanding, friendships, and networks across cultures while recognising their place within a wider Movement.

This example illustrates how Girl Guiding and Girl Scouting supports girls and young women to develop their fullest potential through meaningful learning experiences. By combining personal growth with opportunities to lead, collaborate, and contribute to their communities, girls are empowered not only to shape their own lives, but also to play an active role in creating a better world around them.

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”². 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 makes a promise to express their active commitment to these values:



² 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 members to develop their identity:

- 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 is 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.”

What This Looks Like

Bringing Our Shared Values to Life in Different Contexts

Member Organisations bring shared values to life in ways that are meaningful to their own context. While the expression of these values may differ across cultures and communities, they remain a common thread running throughout Girl Guiding and Girl Scouting.

Integrity

In VCP Germany, integrity is strengthened through child rights and safeguarding initiatives that encourage girls and young women to understand their rights, respect the rights of others, and take responsibility for creating safe and supportive environments. By learning to speak up, seek support, and act with accountability, members develop confidence in their values and actions.

Citizenship

In Egypt, the National Girl Guides Conference creates opportunities for girls and young women to participate in discussions, share perspectives, and contribute to decision-making processes. Through active participation and shared responsibility, girls experience citizenship as something they practise, not simply learn about.

In Grenada, community service activities such as environmental clean-ups and outreach to elderly community members help girls demonstrate care, compassion, responsibility, and service. These experiences reinforce that citizenship involves contributing positively to communities and creating change through action.

Spirituality

In Italy, CNGEI, values come to life through programmes such as the Progetto di Formazione Spirituale (PFS), including pluralism, tolerance, and respect are connected to the Scout Law as a framework for personal commitment. In this context, spirituality is approached as a personal search for meaning, expressed through relationships, service, and a sense of belonging. This reflects how the organisation's approach to values connects with those expressed across the WAGGGS Movement.

These examples demonstrate how shared values can be expressed in different ways while remaining rooted in the same purpose: supporting girls and young women to grow as individuals, contribute to their communities, and develop a deeper sense of meaning, responsibility, and belonging.

GROWTH OUTCOMES

Girl Guiding and Girl Scouting's desired long-term outcome is for our members to develop 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 planned opportunities 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. learning and development opportunities. They can also support the attitudes and behaviours required in different roles that support the organisation.

Both youth and adult members will develop the growth outcomes through reflective practice to draw meaning from the totality of their experiences in the Movement. Whilst the nature of this will vary at different stages, organisations can facilitate this by embedding appropriate opportunities to develop reflective practice across the learning journey.

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 keeping learning 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, a 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 have 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.



Voices from the Movement

“At first I was afraid to speak because there were so many people and I thought they might laugh at me. In the end, it was wonderful. I spoke, and everyone listened and applauded.”

— Young Delegate, Brownie Conference, Greece

GROWING AND LEARNING IN PRACTICE

Connecting Learning to the Growth Outcomes

During the Rwanda Girl Guides Association’s Ecological Camp, girls and young women from all 30 districts of Rwanda came together to explore environmental protection, climate action, leadership, and community responsibility through a programme designed around participation, learning by doing, and shared leadership utilising the eight growth outcomes.

Working in patrol groups, girls were placed at the centre of the experience. They selected leaders, facilitated discussions, shared experiences from their districts, and contributed ideas for environmental action. Adults supported the process as facilitators and mentors, creating space for girls to learn from one another, express their voices confidently, and take ownership of their learning journey.

Activities such as tree planting, climate education, waste management practices, peer-led sessions, and community projects, supported girls to develop knowledge and practical skills while also growing in confidence, responsibility, creativity, adaptability, and leadership. The Association intentionally connected these experiences to the eight growth outcomes, recognising that each activity could contribute to different aspects of personal growth and development.

For the Rwanda Girl Guides Association, the growth outcomes practically recognised and nurtured the impact of Girl Guiding and Girl Scouting. By intentionally linking learning experiences to personal, social, environmental, and leadership development, they help girls understand not only what they are learning, but who they are becoming through the process.

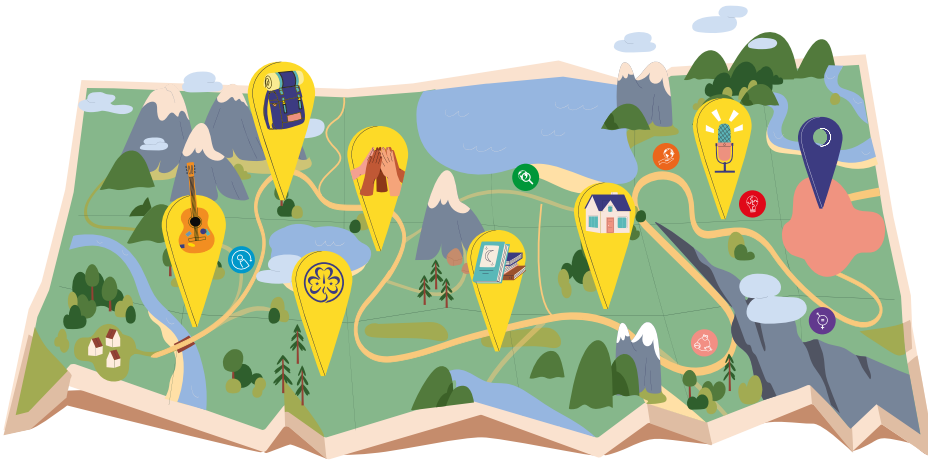
What can we see in this example?

- **Be confident to be herself:** Girls built confidence by leading group activities, sharing ideas, and presenting their work.
- **Have integrity and make choices rooted in her values:** Environmental discussions encouraged girls to make choices rooted in responsibility and care for their communities.
- **Be curious and creative:** Problem-solving activities and awareness campaigns supported girls to explore creative solutions to environmental challenges.
- **Be prepared to adapt to change:** Outdoor and group-based experiences required girls to adapt to new situations, ideas, and ways of working.
- **Respect and feel part of nature:** Tree planting and climate education strengthened girls' connection to nature and their responsibility to protect it.
- **Be able to form meaningful connections with all:** Working with participants from all 30 districts helped girls build friendships, teamwork, and mutual understanding.
- **Care about the world and know how she can make a difference:** Community-focused environmental action empowered girls to take action and contribute positively to their communities.
- **Feel connected with something bigger than herself:** Collective action for sustainability helped girls feel part of a wider movement working towards climate action and environmental stewardship.

This example shows how meaningful experiences can support multiple growth outcomes simultaneously, helping girls develop as confident leaders, active citizens, and changemakers within their communities.



CAN YOU IMAGINE YOUR OWN LIFELONG, LIFEWIDE LEARNING JOURNEY?



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

Reflection Point

Seeing Growth

As you reflect on your own context, consider:

1. How do your programmes help girls and young women grow in confidence, leadership, citizenship, and purpose?
2. Where do you see your values and the growth outcomes coming to life through the experiences you offer?
3. Which areas of growth are strongest, and where might there be opportunities to grow further?

Growth can look different for every learner and every context. Taking the time to recognise growth can help us better understand the impact of what we do.

“...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 support those facilitating Girl Guiding and Girl Scouting to have a deep and active understanding of our approach, and how to weave the elements together to create meaningful learning experiences for all?

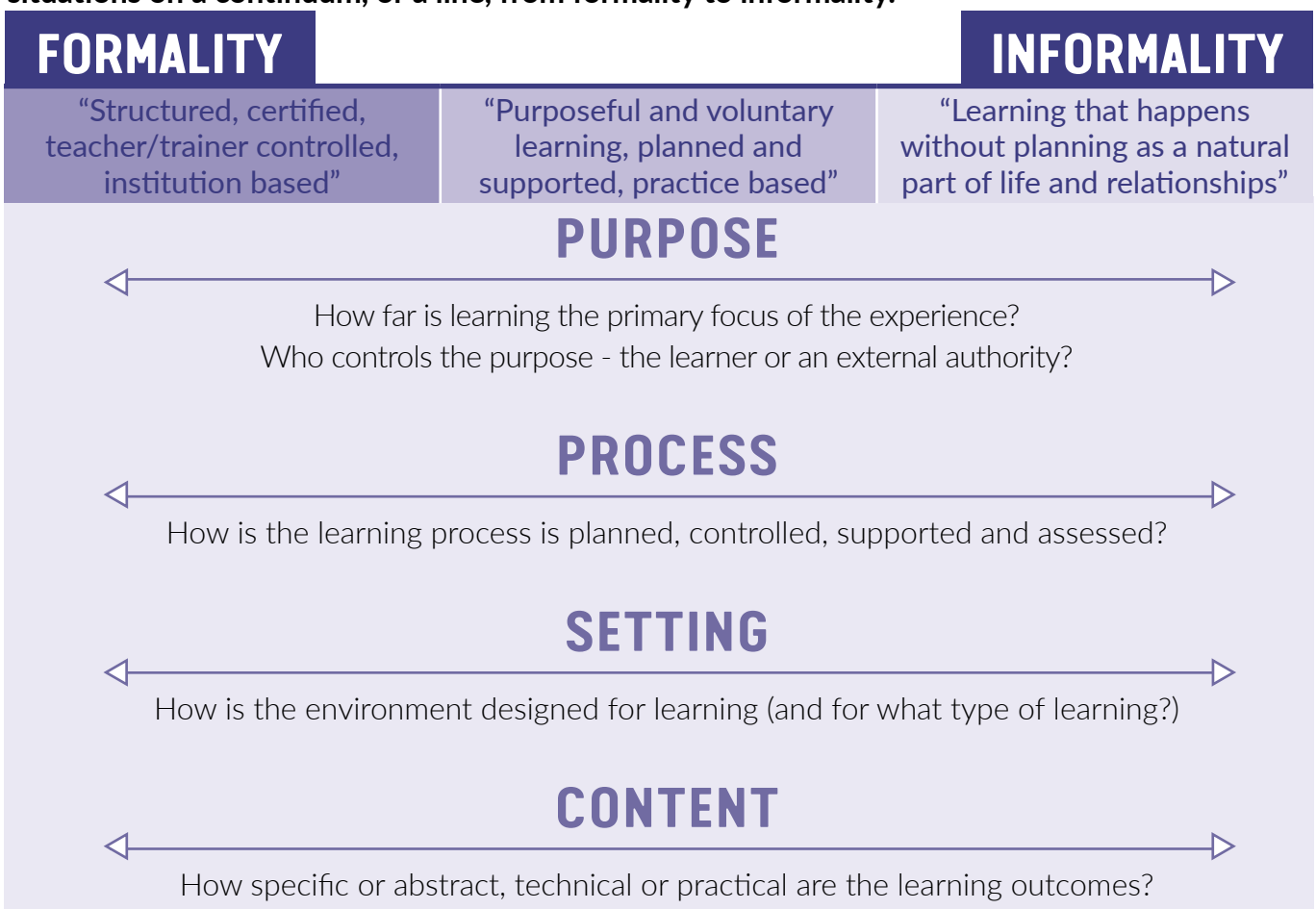
NON-FORMAL LEARNING

From “education” to “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.”³

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.

³ 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 facilitators
- **Experiential:** Engage the learner through a varied range of practical activities, hands on experiences and active reflections.
- **Reflective:** Support learners to draw their own meanings out of their experiences both inside and outside of Girl Guiding and Girl Scouting
- **Self-directed:** Promote voluntary and learner-centred participation
- **Personal:** Support each individual's learning journey and learning styles
- **Accessible:** All members feel included and can 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**



Learning Snapshot

Learning Beyond the Classroom

The Explorer Belt in the **Irish Girl Guides (IGG)** demonstrates how non-formal learning can take place through real-life experiences. Senior Branch members aged 18–30 hiked 180km over 10 days in teams of two, carrying their own equipment, managing a limited budget, and completing projects focused on local culture, history, and geography. Participants keep a logbook, learn without relying on smartphones, and discover their destination only on the day of departure. Throughout the experience, they are supported by mentors and leaders while taking responsibility for their own learning journey.

Non-formal learning in action

- **Intentional:** Learning objectives are built into projects, challenges, and personal development goals.
- **Relational:** Participants learn through teamwork, mentoring, and engagement with local communities.
- **Experiential:** Learning happens through exploration, challenge, and real-world experiences.
- **Reflective:** Logbooks encourage participants to reflect on and learn from their experiences.
- **Self-directed:** Participants make decisions, solve problems, and take ownership of their learning.
- **Personal:** Each participant draws their own meaning and learning from the journey.
- **Accessible:** Mentoring, planning, and safety measures provide support throughout the experience.

Reflection Point

Designing Meaningful Learning Experiences

As you reflect on your own context, consider:

1. How learner-centred are the experiences you currently offer?
2. Where do participants have opportunities to make choices, take ownership, and learn through experience?
3. Which characteristics of non-formal learning are most visible in your programmes, and which could be strengthened further?

Non-formal learning is about more than activities. It is about creating experiences that encourage participation, reflection, responsibility, and personal growth.

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 our peers, and to be empowered in a group situation, creates a sense of belonging and helps us to reach our potential.

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

What it might look like...

- Regular small group time and space with minimal direct adult facilitation possible for that age/stage.
- 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 respect individuals, make our own choices, learn in the best way for us, value our achievements, collaborate not compete.

What it might look 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 face challenges, learn through experience, take risks, make mistakes, get involved and pay attention.

What it might look like...

- Members experience learning first hand
- Small groups solving problems, facing challenges, navigating simulations and dilemmas
- Planning and delivering 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 value others, appreciate diversity, listen, connect, make friends, develop empathy and communicate.

What it might look 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 see ourselves as 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 might look like...

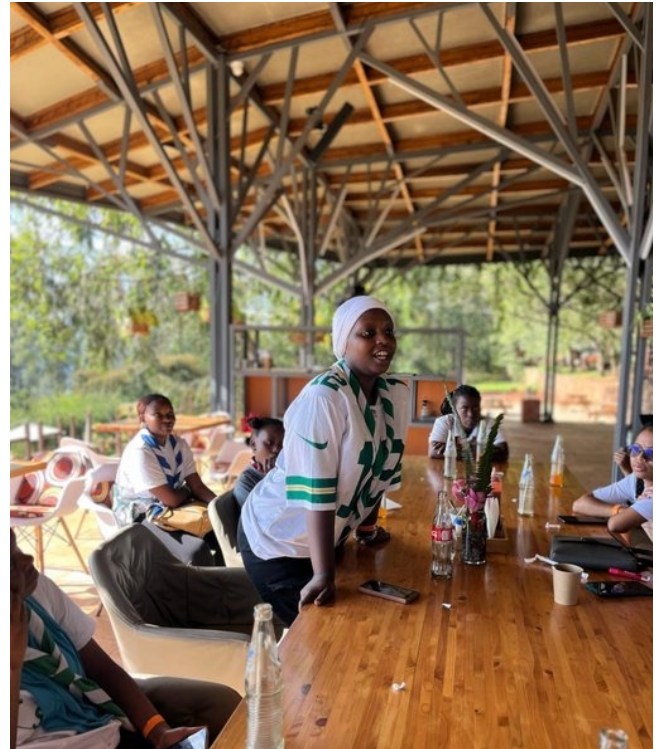
- Connect with nature
- Reflect on the search for meaning and connection beyond the self
- Learn about the wider world
- Take action for community and global causes
- Connect with other cultures
- Explore different environments and learn how to navigate and thrive in them
- Trips and activities in different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

GROWING AND LEARNING IN PRACTICE

Creating Space for Girls to Learn, Lead, and Grow

Her Sanctuary Nature Retreat was created by the Rwanda Girl Guides Association offering a safe and supportive space where teenage girls could openly discuss their experiences, challenges, and wellbeing. Bringing together 20 Girl Guides aged 13–19, the retreat combined open dialogue, reflection, outdoor adventure, and shared leadership to support girls' personal growth and development.

Girls were encouraged to share their experiences of adolescence, reflect on emotional wellbeing, and learn from one another in an environment built on trust, respect, and confidentiality. Participating in discussions and activities while also taking on other leadership responsibilities. These experiences challenged girls to step outside their comfort zones, support one another, and take an active role in shaping the retreat experience.



How does the Girl Guide and Girl Scout Method appear in this example?

- **Learning in Small Groups** - open discussions where girls shared personal experiences, listened to one another, and built trust within a supportive peer community.
- **My Path, My Pace** - girls reflected on their own experiences of adolescence, explored challenges that were meaningful to them, and connected learning to their individual lives and circumstances.
- **Learning by Doing** - activities such as zip lining, horse riding, and archery, where girls built confidence, resilience, and self-awareness by stepping outside their comfort zones and reflecting on those experiences.
- **Connecting with Others** - strengthened through shared leadership roles, peer learning, collaborative activities, and conversations that encouraged empathy, friendship, and mutual support.
- **Connecting with My World** - emerged through the natural retreat setting, discussions about personal choices and wellbeing, and opportunities for girls to reflect on how their actions affect themselves, others, and their communities.

This retreat demonstrates how the Girl Guide and Girl Scout Method can create meaningful learning experiences that are girl-led, reflective, and rooted in real-life experiences. By combining challenge, connection, leadership, and personal reflection, girls were empowered to learn from one another while growing in confidence, self-awareness, and responsibility.

What This Looks Like

Implementing the Girl Guide and Girl Scout Method

In November 2020, around 100 women leaders from across the Arab Republic of Egypt came together for the Annual National Conference for Programme and Training Commissioners. Branch presidents, commissioners, members of the young women's committee, and young facilitators gathered with a shared purpose: to strengthen their leadership and improve the programmes offered to girls.

Through discussions, simulations, shared leadership, and collaborative decision-making, participants were not simply attending a conference—they were actively shaping the learning experience. As they worked together, the different elements of the Girl Guide and Girl Scout Method became visible throughout the conference.

Element of the Girl Guide and Girl Scout Method	How Member Organisations can apply this in programmes and activities	How it appeared in the Egyptian conference
Learning in Small Groups	Create opportunities for participants to work in small teams, exchange ideas, solve problems together, and take shared responsibility for learning.	Participants worked in small groups where they explored programme challenges, shared experiences from across Egypt, and developed recommendations together.
My Path, My Pace	Allow participants to contribute from their own experiences, interests, and confidence levels, while recognising that learning journeys are unique.	Women leaders, commissioners, and young facilitators brought different experiences and perspectives, with each participant contributing in her own way and learning from the process.
Learning by Doing	Use practical activities, simulations, projects, peer facilitation, and real-life challenges that allow participants to learn through experience.	Participants facilitated sessions, engaged in simulations, evaluated programmes, and worked through real decision-making scenarios rather than simply discussing them in theory.
Connecting with Others	Create opportunities for learners to build relationships, learn from different perspectives, and collaborate across generations, backgrounds, and experiences.	Branch presidents, commissioners, young women, and facilitators learned from one another through dialogue, collaboration, and the exchange of experiences from different regions of the country.
Connecting with My World	Link learning to real community needs, local realities, and opportunities to create positive change.	Discussions focused on improving programmes for girls, strengthening leadership, and responding to the realities and needs of communities across Egypt.

The impact of the conference extended far beyond the four days participants spent together. New ideas were carried back into local contexts, leadership skills were strengthened, programmes were improved, and knowledge was shared across different parts of the country. The experience illustrates how the Girl Guide and Girl Scout Method becomes visible when participants are trusted to contribute, collaborate, reflect, and lead their own learning journey.

The examples from Rwanda and Egypt show how the five elements of the Girl Guide and Girl Scout Method can work together within a single learning experience to support learning, participation, leadership, and personal development.

While the Method may look different across contexts, many Member Organisations are already applying its elements through their programmes, activities, events, and training opportunities. By recognising and using the Method intentionally, Member Organisations can strengthen the quality and impact of learning experiences for all members.

Reflection Point

Bringing the Method to Life.

As you reflect on your own context, consider:

1. Which elements of the Girl Guide and Girl Scout Method are most visible in your programmes and activities?
2. How are participants encouraged to take ownership of their learning, contribute ideas, and learn from one another?
3. Which elements of the Method could be strengthened further in your learning experiences?

The Girl Guide and Girl Scout Method is not a separate activity. It comes to life through the way learning experiences are designed, facilitated, and experienced.

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 supported by facilitators who are consciously practising leadership and 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

GROWING AND LEARNING IN PRACTICE

Mainstreaming Leadership Across the Movement

The Girl Guide and Girl Scout Leadership Model is most powerful when it becomes more than a training topic and starts shaping how people learn, lead, and work together across an organisation.

This is reflected in the experiences of the Kenya Girl Guides Association (KGGA) and Związek Harcerstwa Polskiego (ZHP) in Poland. Despite the different contexts, both Member Organisations utilised the Leadership Model to strengthen leadership practice and create a shared language for leadership across their Movement.

In Kenya, this meant integrating the leadership mindsets into programmes for Brownies, Girl Guides, and Rangers, ensuring that girls could practise leadership from an early age through activities. The model was also introduced to volunteers, staff, guide leaders, young leaders, and patrol leaders, creating a common approach to leadership across different levels of the organisation.

In Poland, some volunteers that attended the Juliette Low Seminar, decided to utilise the Leadership Model to strengthen the organisation's approach to leadership and adult development. The organisation translated and adapted the model to the Polish context, embedded it within its approach to working with adults, developed training pathways, and incorporated the leadership mindsets into leadership development and organisational processes.

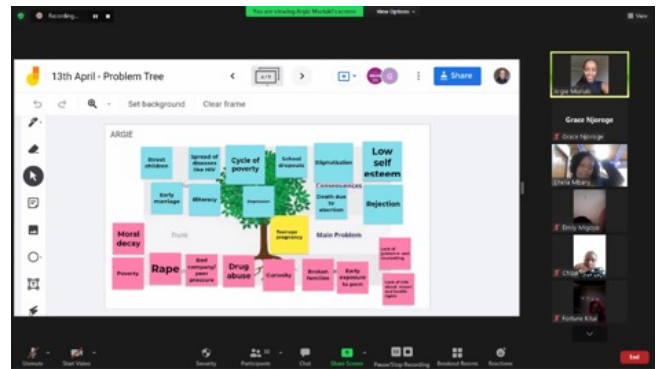


Figure 1: Guide leaders developing a problem tree under the creative and critical thinking mindset



Figure 2: Girl guides developed a problem tree during the creative and critical thinking mindset



While their approaches were different, both organisations moved beyond viewing leadership as a position or a set of skills. Instead, they adopted leadership as a continuous practice that could be developed by girls, young women, volunteers, and adult members throughout their learning journey.

What can we see in these examples?

Kenya Girl Guides Association (KGGA)	Związek Harcerstwa Polskiego (ZHP)
Embedded the six leadership mindsets into programme activities for Brownies, Girl Guides, and Rangers.	Adapted and translated the Leadership Model so it could be understood and applied within the Polish context.
Trained volunteers, staff, guide leaders, young leaders, and patrol leaders to create a shared understanding of leadership across the organisation.	Embedded the Leadership Model within organisational culture, adult development, and national policies.
Created opportunities for girls and young leaders to practise leadership through youth-led facilitation, programme delivery, and peer learning.	Developed conferences, workshops, training pathways, and resources to help members practise and reflect on leadership.
Connected leadership development to the eight growth outcomes, values, safeguarding, and the wider educational programme.	Connected leadership development to teamwork, organisational culture, volunteering, and positive change within communities.

Together, these examples highlight there is no single way to implement the Girl Guide and Girl Scout Leadership Model. Some Member Organisations may begin through youth programmes, while others may start with adult development or organisational culture.

What matters is creating intentional opportunities for girls, young women, and adults to practise leadership in ways that are relevant to their context and connected to everyday experiences within the Movement.

What This Looks Like

Leadership Mindsets Through STEM Changemakers

The STEM Changemakers Programme was co-created by five Member Organisations across the Asia-Pacific Region: the Girl Guides Association Malaysia, Girl Guides Singapore, Girl Scouts of Taiwan, Nepal Scouts, and the Sri Lanka Girl Guides Association. Through a shared journey of STEM exploration, teamwork, innovation, and community action, girls were encouraged to develop both STEM competencies and leadership skills.

While all five Member Organisations implemented the full STEM Changemakers journey, the examples below highlight one activity, experience, or emphasis from each context that helps illustrate a particular leadership mindset in action.



What This Looks Like

Leadership Mindset	How it showed up through STEM Changemakers
Reflective Mindset <i>Leading Yourself</i>	In Nepal Scouts , girls reflected on their STEM learning journey, discussing what they had learned, how their confidence had grown, and how they could apply their new skills within their communities. Reflection was built into the programme, helping participants recognise their own growth and leadership potential.
Worldly Mindset <i>Leading in Context</i>	In Girl Scouts of Taiwan , girls explored community challenges and examined how STEM could be used to address real needs. Activities encouraged participants to understand different perspectives, build empathy, and consider how innovation can create positive change.
Collaborative Mindset <i>Leading Relationships</i>	In Girl Guides Singapore , teamwork was central to the STEM Innovation Challenge. Girls worked together to investigate problems, share ideas, combine strengths, and develop solutions, learning how leadership can emerge through collaboration and shared responsibility.
Creative and Critical Thinking Mindset <i>Leading for Innovation</i>	In the Sri Lanka Girl Guides Association , girls were encouraged to experiment, question assumptions, test ideas, and refine solutions throughout the STEM challenge process. Curiosity and problem-solving were celebrated as important parts of leadership and innovation.
Gender Equality Mindset <i>Leading for Girls' Empowerment</i>	In the Girl Guides Association Malaysia , girls explored the importance of women's participation in STEM, discussed barriers that girls can face, and learned about female STEM role models. These conversations helped participants challenge stereotypes and see themselves as future leaders in STEM fields.
Responsible Action Mindset <i>Leading For Impact</i>	Across all five Member Organisations, girls completed a STEM Innovation Challenge linked to real-world issues and the Sustainable Development Goals. Participants shared their learning with peers and community members, ensuring that knowledge and action extended beyond the programme itself.

These examples demonstrate how the leadership mindsets can emerge through a shared learning experience while taking different forms across contexts. Despite completing the same STEM Changemaker journey, girls in each Member Organisations engaged with local challenges, opportunities, and communities in ways that reflected their own realities. Together, these experiences show how leadership can be developed through curiosity, collaboration, reflection, innovation, and action.

These examples illustrate how leadership can be developed throughout the Girl Guiding and Girl Scouting journey through experience, reflection, relationships, and action.

They remind us that leadership is often already present within our programmes and learning experiences. The Leadership Model helps make these opportunities more visible and intentional, providing a shared language for leadership development.

Reflection Point

Recognising Leadership Opportunities

As you reflect on your own context, consider:

1. Where do girls, young women, and adults already have opportunities to practise leadership?
2. Which leadership mindsets are most visible in your programmes, activities, or learning experiences?
3. How could the Leadership Model help make leadership development more intentional and accessible for all members?

Leadership is not limited to formal roles. It grows when people are given opportunities to reflect, collaborate, take action, and contribute to positive change.

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

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 role model our values and 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-centred 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, although the balance shifts depending on the age of learners.

Why are brave spaces important?

We know that people learn better in a space where they can fully participate - free of harm, 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 assess 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 properly assessed and managed proportionately and where learning is supported by positive relationships between learners and facilitators.

This includes creating the conditions for appropriate challenge and risk-taking, which when well-supported are essential to personal growth.⁶ Learning to assess risk, navigate uncertainty and take on physical challenges and independent adventures is an important part of whole person development and equips young people with the skills to avoid harm in their wider lives.

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
- Conducting proper risk assessment for all activities that enable, rather than prevent, age-appropriate challenge and risk-taking.

These spaces do not look the same in every context. Across the Movement, different Member Organisations, including community-based organisations, school-based settings, and SAGNOs, create learning environments in ways that reflect their own cultures, structures, and realities while remaining connected to the same educational approach and shared purpose.

The examples throughout this section illustrate some of the different ways Member Organisations are creating spaces where girls, young women, and adults can learn, participate, belong, and thrive

⁶ Risky Play: An Ethical Challenge, Kvalnes & Sandseter, 2023

GROWING AND LEARNING IN PRACTICE

Creating Brave Spaces Through Support and Safeguarding

Brave spaces are built through both people and systems. Across Girl Guiding and Girl Scouting, this can be seen in the ways organisations create environments where participants feel safe, supported, and confident to participate fully.

One example is the Listening Ears initiative, used at major events in the United Kingdom and in wider international Guiding and Scouting spaces. They are trained volunteers offering support to participants who may feel overwhelmed, need a quiet space, want someone to talk to, or need help raising a safeguarding concern. The role has been particularly valuable in adult spaces, where support structures can sometimes be less visible.

Additionally, WAGGGS continues to strengthen brave spaces through its safeguarding policy and safeguarding capacity-building work. Through workshops and practical support, Member Organisations review policies, strengthen safeguarding practices, and build confidence among staff and volunteers to create safer and more supportive learning environments.

Together, these examples show that brave spaces are not created by chance. They are intentionally built through supportive relationships, clear safeguarding approaches, and a commitment to ensuring that every individual feels able to participate, contribute, and grow.

What can we see in these examples?

Safe

- Support systems are made visible and accessible so that participants know where to turn if they need help during an event as seen through the Listening Ears and the 'Easy Read' [WAGGGS Safeguarding Policy](#)
- Safeguarding capacity-building workshops, Member Organisations review and strengthen policies, procedures, and reporting pathways to better protect children, young people, and adults.

Inclusive

- At WAGGGS events, Listening Ears are available to all participants in all official languages, helping create an environment where everyone feels welcomed, heard, and supported regardless of their role, age, or background.
- Safeguarding workshops create opportunities for Member Organisations to share experiences, discuss challenges, and learn from different contexts and perspectives.
- Organisations are encouraged to consider how their safeguarding approaches can meet the needs of diverse learners and create equitable opportunities for participation.

Empowering

- Participants are encouraged to seek support when needed, speak up about concerns, and take an active role in their own wellbeing and safety.
- Member Organisations develop safeguarding action plans that reflect their own context, helping staff and volunteers build confidence in applying safeguarding practices locally.
- By creating environments where people feel respected and supported, individuals are more willing to contribute ideas, try new experiences, and participate fully in learning opportunities.

What can we see in these examples?

How brave spaces are strengthened

- Support is intentionally built into learning environments rather than only being available when problems arise.
- Safeguarding is understood as a shared responsibility between participants, volunteers, staff, and organisations.
- Regular reflection and continuous learning help organisations adapt their safeguarding approaches as needs and contexts evolve.
- Strong safeguarding foundations create the conditions for learners to take appropriate risks, make mistakes, express themselves, and grow with confidence

A brave space is more than the absence of harm. It is a space where people know they are valued, supported, and able to participate fully. Whether through a trusted volunteer at an event or an organisation strengthening its safeguarding culture, brave spaces are created when safety, inclusion, and empowerment are intentionally woven into the learning experience.

Learning Snapshot

Safer Guiding

Girlguiding UK's Safer Guiding programme demonstrates how safeguarding can be embedded into learning and leadership development. Redesigned to be more accessible and practical, the programme equips volunteers and young leaders with the knowledge and confidence to recognise concerns, respond appropriately, and create safer environments for girls. Through scenario-based learning, flexible delivery formats, and accessible design, safeguarding becomes part of everyday practice rather than a separate requirement.



How does safety show up in this example?

- Safeguarding training is mandatory for volunteers and young leaders.
- Real-life scenarios help participants practise responding to concerns.
- Learning is designed to be accessible through multiple formats and flexible participation options.
- Volunteers build confidence in creating safe environments for girls.

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:

- Creating an environment where every and any member can follow their journey at their own pace
- Valuing our individual members and taking time to understand and support their personal learning journeys
- Including diverse perspectives in the design of learning experiences and be ready to adapt the learning experiences as needed.
- Having clear and supportive policies that support everyone and enable us to recognise and respond decisively to discrimination.

Learning Snapshot

Knowing Your Rights

The **Verband Christlicher Pfadfinderinnen und Pfadfinder (VCP)** in Germany believes that creating an inclusive space begins with ensuring that every young person understands their rights. Ahead of its 2026 federal camp, VCP developed a youth-friendly Your Rights on Camp guide to help participants understand their rights, personal boundaries, and how to seek support if needed. Rather than assuming young people already knew these things, the organisation made them visible and accessible. The resource was co-created with young people and forms part of VCP's wider commitment to creating environments where everyone feels respected, included, and able to participate. rather than a separate requirement.



How does inclusion show up in this example?

- Every participant receives clear information about their rights and how to access support.
- Young people are encouraged to speak up, ask for help, and participate actively in camp life.
- The resource was developed through democratic processes that included young people's voices and perspectives.
- Respect for personal boundaries and the rights of others is actively promoted throughout the camp experience.
- By making rights visible and accessible, VCP helps create an environment where every participant can feel valued, respected, and included.

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. A brave space is not risk-free space: empowerment means having opportunities to take challenge and navigate uncertainty in a supported way.⁷

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

⁷Kvalnes & Sandseter, 2023

Learning Snapshot

Finding Your Voice in Grenada

In the **Grenada Girl Guides Association**, brave spaces are created through simple but intentional practices to develop girls' confidence and leadership. Brownies take part in safety circles where they discuss situations at school, at home, and in their communities, learning how to speak up when something feels wrong and how to support one another. Meetings begin with check-ins, giving girls opportunities to express how they are feeling and helping leaders respond to their needs. Patrol leaders also take responsibility for planning activities, leading ceremonies, and supporting younger members.

How does empowerment show up in this example?

- Girls are encouraged to share their thoughts, feelings, and concerns.
- Leadership opportunities are embedded into regular meetings and activities.
- Young people take responsibility for planning and leading parts of the programme.
- Confidence grows through participation, shared leadership, and peer support

What This Looks Like

Creating Brave Spaces Across Different Contexts

Brave spaces are created in different ways across the Movement. While the specific approaches may vary depending on the context, brave spaces share the same foundations: people feel safe, included, and empowered to participate, contribute, and grow.

Context	Safe	Inclusive	Empowering
Community-based Member Organisation	Leaders create trusted relationships with girls and families, make safeguarding information visible, and provide clear ways to raise concerns.	Activities are adapted to meet the needs of different members and encourage participation from girls with diverse backgrounds and experiences.	Girls help plan activities, lead discussions, and take on responsibilities within their groups and communities.
School-based Member Organisation	Learning is supported by both school safeguarding systems and Girl Guide and Girl Scout safeguarding practices.	Girls participate alongside peers with different abilities, backgrounds, and interests, with support available where needed.	Girls are encouraged to express opinions, take initiative, and lead projects within their school environment.
SAGNO	Clear safeguarding procedures, trusted adults, and age-appropriate conversations about wellbeing and personal boundaries are embedded within school life.	Activities are designed so that every student can participate and feel a sense of belonging regardless of their background or ability.	Students contribute ideas, lead activities, and participate in decision-making within their units and school community.
Camp or National Event	Participants are introduced to codes of conduct, support teams, safeguarding procedures, and designated individuals they can approach for help.	Programmes create opportunities for participants from different regions, cultures, ages, and backgrounds to learn together and build connections.	Participants are encouraged to try new experiences, take appropriate risks, challenge themselves, take leadership roles, and contribute to shaping the event experience.
Adult Learning and Development	Events include wellbeing support structures, clear behavioural expectations, and accessible safeguarding processes.	Diverse perspectives and experiences are actively welcomed and valued within discussions and learning activities.	Adults are encouraged to share experiences, reflect on practice, contribute ideas, and take ownership of their own learning and development.

While these examples may look different, each creates the conditions for learning and growth. When safety, inclusion, and empowerment work together, participants are more likely to feel confident, valued, and able to fully engage in their Girl Guiding and Girl Scouting journey.

Reflection Point

Creating the Conditions for Growth

As you reflect on your own context, consider:

1. How do members know they are safe, supported, and able to raise concerns?
2. Who might face barriers to participation, and how are you responding to their needs?
3. In what ways are girls, young women, and adults encouraged to express themselves, contribute ideas, and take the lead?
4. Where do girls, young women, and adults have opportunities to take on appropriate challenge and risk in a supported way, and how do you know those experiences are well-managed?

Brave spaces are intentionally created through the relationships, structures, and experiences that help people feel safe, included, and empowered to learn.

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.

Participatory spaces in Girl Guiding and Girl Scouting equip and encourage young people to participate in shaping their own learning experiences in a way that works for them and is appropriate at each stage in their learning journey.

Why are participatory spaces important?

Youth participation within the Movement is a tool for learning and development, that will also help us stay relevant to young people everywhere. 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. We should strive to enable youth members to feel they are the primary decision-makers in their own youth programme and their personal learning journeys.

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.

Learning Snapshot

Building a Culture of Participation

In Argentina, youth participation has been embedded across different levels of the organisation, encouraging young people to contribute, lead, and influence decisions throughout their Guiding journey.

Participation is not a separate initiative, they have developed structures, relationships, and leadership pathways that support young people to progressively take on greater responsibility and influence. This helps create a culture where young people are seen as partners in shaping the Movement and where their voices are expected, valued, and acted upon.

How does a culture of participation show up in this example?

- Young people are recognised as active contributors to the organisation.
- Leadership and participation opportunities are available at different stages of the learning journey.
- Youth participation is embedded into organisational culture rather than limited to individual projects or events.
- Young people are supported to influence decisions that affect them and their communities.

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 (according to what is required at each age/stage).

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 decisions made by adult members, and youth members are kept well informed.

Learning Snapshot

Creating Opportunities to Participate

Since 2023, the Association of Girl Guides of Mexico has established a Youth Commission, creating a dedicated space for young members to express their ideas, propose activities, and contribute to the development of the organisation. The commission continues to evolve, providing young people with opportunities to share perspectives and shape experiences that are relevant to their needs and interests.

The commission represents a practical example of intentionally creating spaces for participation. Rather than waiting for young people to become involved, the organisation has established a structure through which youth voices can be heard and acted upon.

How does a culture of participation show up in this example?

Building a Culture of Participation

- Young people have a dedicated space to share ideas and propose activities.
- Participation is supported through a formal structure within the organisation.
- Young people contribute to shaping experiences that matter to them.
- The organisation continues to learn and adapt as the initiative develops.

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. Risks of manipulation and tokenism should be avoided, 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.

Learning Snapshot

Making Participation Meaningful

The Young Women's Forum for Leadership and Impact, held at Pax Lodge in 2025, brought together 31 young women from across the Europe Region to explore leadership, governance, advocacy, and meaningful youth participation. Participants were not only learning about participation; they were experiencing it throughout the event.

Young women helped shape discussions, led elements of the programme, reflected on their own leadership journeys, and developed action plans connected to their communities. The event was intentionally designed around the principles of meaningful participation, ensuring that participants understood their role, could influence their learning experience, and were supported to take action beyond the forum itself.

How does a culture of participation show up in this example?

- Participants understood the purpose of their involvement and the impact they could have.
- Young women helped shape learning experiences and contribute their expertise.
- The programme created space for reflection, leadership, and action.
- Participants left with plans to create change within their Member Organisations and communities.

GROWING AND LEARNING IN PRACTICE

From Participation to Decision-Making

In 2015, the Association of Greek Guides hosted its 3rd Nationwide Brownie Conference, A Tree Full of Wishes. The conference was the culmination of a wider educational programme that had already engaged 600 Brownies through camps exploring democracy, gender equality, diversity, environmental awareness, and volunteering.

Rather than asking adult leaders what future Brownie camps should look like, Brownies from 70 local units elected representatives from among their peers, were invited to Athens to share ideas, discuss priorities, and make recommendations for future camps.

The process was intentionally designed to be child-led. Each Brownie chose the discussion theme she was most interested in, worked with others in small groups, developed proposals, and helped decide which ideas would be presented to the wider conference. On the second day, delegates presented their recommendations and voted on them using a simple colour-card system designed to be accessible and age-appropriate. The outcomes were later shared with decision-makers and considered in the design of future Brownie camps.

Adults acted as facilitators, helping create a safe and inclusive environment where the girls could lead conversations, explore different viewpoints, and make decisions together.

For many Brownies, this was their first experience of representing others, negotiating different opinions, and speaking in front of a large audience.

The conference demonstrated how even the youngest members can participate meaningfully when they are trusted, supported, and given genuine opportunities to contribute. It helped strengthen youth participation within the organisation, influencing future Brownie camps and providing a practical model for applying both the educational method and Growing and Learning principles.

What can we see in these examples?

A culture that supports participation

- Adult volunteers were prepared to facilitate discussions rather than make decisions on behalf of the girls.
- Brownies' ideas and perspectives were recognised as valuable contributions to programme development.
- The conference built on an existing commitment to youth participation within the organisation.

Opportunities to participate

- Brownies elected representatives from their local units to attend a national conference.
- Participants selected discussion topics, developed proposals, presented ideas, and voted on recommendations.
- The outcomes were shared with decision-makers and informed future camp planning.

Principles that make participation meaningful

- Participation was designed to be age-appropriate, using accessible discussion and voting methods.
- Children were free to choose the topics they wanted to explore and contribute to.
- Adults provided support while ensuring that decision-making remained with the Brownies themselves.

This example shows that meaningful youth participation can begin at any age. When young people are trusted, supported, and given genuine opportunities to contribute, participation becomes both a powerful learning experience and a way of shaping the future of the Movement.

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. We should seek creative ways to strengthen intergenerational experiences within adult learning and development in all roles and structures

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.



What This Looks Like

Intergenerational Learning and Leadership in Practice

The Young Women in Governance Programme (2022–2025) in the Asia Pacific Region demonstrates how learning and leadership can be strengthened when young people and adults work together in partnership. Throughout the programme, participants learned from one another across generations, cultures, and experiences, while creating space for young women to lead and shape the learning process. The example also highlights how participatory learning can be adapted across a diverse region while remaining relevant to different learners and contexts.

Element	How it showed up in the programme
Young people leading learning	A Young Women in Governance Subcommittee, made up of young women under 30, designed and facilitated the programme for participants across the region.
Adults as partners and supporters	Adults supported the process by providing guidance, helping participants navigate governance structures, and creating space for young women to lead.
Shared leadership	Young women shaped sessions, facilitated activities, and adapted the programme based on participant feedback, while adults contributed experience and mentorship.
Learning from different generations	Participants benefited from both peer learning and intergenerational exchange, drawing on the experiences of adults and fellow young women.
Recognising different starting points	Separate learning pathways were offered for participants who were new to governance and those already involved in leadership and governance roles.
Participatory learning	Participants practised governance through simulations, discussions, reflection activities, and real-world problem-solving rather than only learning theory.
Learning across cultures	Participants came from different countries and Member Organisations, bringing diverse perspectives, experiences, and approaches to governance.
Creating brave spaces for participation	Time was intentionally dedicated to building relationships, establishing shared agreements, and creating an environment where participants felt comfortable contributing and taking risks.
Connecting learning to future pathways	Participants reflected on their leadership journeys, explored future governance opportunities, and developed skills they could apply within their Member Organisations and communities.

This example shows how intergenerational partnership leadership is not simply about different generations being present in the same space. It is about creating opportunities for people to learn from one another, share leadership, and contribute their unique experiences and perspectives towards a common purpose.

Reflection Point

Learning Across Generations

As you reflect on your own context, consider:

1. How are young people and adults learning, leading, and making decisions together?
2. Whose perspectives are shaping your learning and development experiences, and whose voices might be missing?
3. How do your learning opportunities reflect the diversity of experiences, cultures, and realities within your organisation?

Learning and leadership are strengthened when people of different ages, experiences, and backgrounds learn with and from one another. Creating these opportunities requires intentional partnership, mutual respect, and a willingness to share leadership.

GIRL-CENTRED SPACES

What are girl-centred spaces?

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

Why are girl-centred spaces important?

Girls and young women have expressed⁴ 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 other youth groups. Creating girl-centred 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-centred space, and this is relevant and needed in both co-educational and girl-only settings.

What do girl-centred 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

⁴ Listen to Girls Report 2021, WAGGGS

well as outside the Movement

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 and limiting norms, 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, recognising that true gender equality has not yet been achieved in any country around the world. 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.



Learning Snapshot

Creating Space for Girls' Voices

In 2026, the Mashari Girl Scouts Association of the Lebanese Federation of Girl Guides and Girl Scouts brought together 150 girls aged 7–15 for an interactive programme called The Healthy Trend for Girls. Developed in partnership with the World Health Organization and national ministries, the initiative focused on issues affecting girls' health and wellbeing, including mental health, smoking, road safety, and medicine misuse.

What made the experience distinctive was that it was designed around girls' realities and delivered through girl-led learning. Rangers and young women took on key leadership roles in planning and facilitating the programme, while girls learned through interactive rally stations, discussions, peer learning, and hands-on activities. The approach was simple: creating opportunities for girls to learn from one another while exploring issues that mattered to them.



How does a girl-focused space show up in this example?

- **Girls' realities shaped the learning experience.** Topics such as mental health, healthy lifestyles, medicine misuse, and road safety were chosen because they reflected issues affecting girls in their everyday lives.
- **Young women were trusted with leadership.** Rangers moved beyond symbolic participation and took central roles in planning, facilitation, logistics, and coordination.
- **Girls learned from other girls.** Participants acted as station leaders, media coordinators, and activity facilitators, creating opportunities for peer learning and shared leadership.
- **Space was created for open conversations.** Dedicated mental health stations encouraged girls to talk about feelings, worries, and wellbeing in an environment where they felt supported rather than judged.
- **Every girl had the opportunity to participate.** To ensure meaningful engagement, 150 participants were divided into 16 small groups, allowing deeper discussion and interaction at each station.
- **Learning connected to action.** Girls were encouraged to see themselves not only as learners, but as role models and advocates who could influence the wellbeing of others.

From Learning to Action

One Guide shared that after taking part in the road safety station, she realised that wearing a seatbelt was not simply a rule to follow, but a personal responsibility. On the journey home, she reminded her father to fasten his seatbelt before driving.

This moment captured the essence of the programme. The goal was not only to teach girls new information, but to help them recognise their ability to influence the world around them. In that moment, a girl moved from following rules to becoming a leader and advocate within her own family and community.

GROWING AND LEARNING IN PRACTICE

Creating Girl-Centred Learning

In Oman Scouts and Guides, a national Scout and Guide organisation (SAGNO), learning and development takes place within a co-educational context that includes both boys and girls. Yet despite this broader structure, significant attention is given to creating spaces where girls can learn, lead, and thrive.

One of the clearest examples of this approach can be found in the annual Guide camps, held in winter and summer across different regions of Oman. Bringing together 250–300 Guides and leaders aged 12–17, these camps create dedicated spaces where girls are encouraged to take ownership of their learning, develop leadership skills, and build confidence through shared experiences.



The camps are designed with girls rather than for girls. Through focus groups, Guides contribute to shaping the programme, helping ensure that activities reflect their interests, needs, and aspirations. The camps also create opportunities for girls to take on leadership, participate in decision-making, build relationships, and explore new experiences in a supportive environment.

While the camps are rooted in the local context, they reflect a wider commitment to creating learning experiences where girls' voices, leadership, and development remain at the centre.

What can we see in this example?

- **Girls help shape the learning experience.** Focus groups are used before camps to understand girls' interests and priorities, ensuring that activities are relevant to their lives and aspirations.
- **Leadership is practised, not just discussed.** Girls take responsibility within camp activities, contribute to decisions, work in teams, and develop confidence through real leadership experiences.
- **Girls experience holistic development.** Activities are designed to support spiritual, intellectual, physical, and social growth through outdoor learning, teamwork, reflection, creativity, and shared experiences. Girls are encouraged to express themselves. Campfire evenings, group activities, and collaborative learning experiences create opportunities for girls to share ideas, build friendships, and develop a sense of belonging. Adult leaders create the conditions for girls to thrive. Leaders act as facilitators and mentors, supporting girls' learning while creating space for them to take ownership and lead.
- **Brave spaces are intentionally nurtured.** Safeguarding, positive relationships, and supportive supervision help girls participate confidently, try new experiences, and take on challenges in a safe environment.
- **Learning continues beyond the camp.** Parents reported increased confidence, independence, commitment, and leadership among participants, demonstrating how the impact extended into everyday life.
- **Girl-centred learning is strengthened through adult development.** Leader training focuses on



This example shows that creating a girl-centred space is not defined by organisational structure alone. Whether in a girl-only or co-educational context, what matters is the intentionality with which girls' voices, leadership, and development are placed at the centre of the learning experience.

What This Looks Like

Creating Girl-Focused Spaces Across the Movement

Creating a girl-focused space will look different depending on the setting. The examples below show how organisations can intentionally place girls' voices, experiences, leadership, and development at the centre of learning experiences in different contexts.

Context	What this could look like
Girl-only Member Organisation	Girls choose camp themes through focus groups, lead discussions on issues affecting them, take responsibility for planning activities, and explore interests such as STEM, outdoor adventure, or governance without expectations linked to gender.
Co-educational Member Organisation	Leaders review activities and group roles to ensure girls are equally represented in leadership positions, encourage girls to participate in areas traditionally dominated by boys, and create opportunities to discuss gender stereotypes and equality together.
Community-based programme	Girls identify issues affecting them in their community, such as safety, education, health, or environmental concerns, and work together to design projects, campaigns, or advocacy activities that respond to those issues.
School-based organisation	Girls contribute ideas when planning events and activities, participate in student leadership opportunities, explore subjects and interests without being limited by gender expectations, and build confidence to express their views within the school environment.
SAGNO	Dedicated Guide camps, leadership programmes, outdoor learning experiences, and national events provide opportunities for girls to develop confidence, take on leadership roles, influence programme design, and build relationships with other girls from across the country.
Camp or outdoor learning experience	Girls take responsibility for leading teams, planning activities, solving challenges, learning practical outdoor skills, and reflecting on their experiences in an environment that encourages confidence, independence, and self-discovery.
Connecting learning to future pathways	Participants reflected on their leadership journeys, explored future governance opportunities, and developed skills they could apply within their Member Organisations and communities.

While the approaches may differ, girl-focused spaces are intentionally designed around girls' needs, experiences, and aspirations. In doing so, they help girls build confidence, develop leadership, and realise their potential.

Reflection Point

Seeing Learning Through Girls' Eyes

As you reflect on your own context, consider:

1. How are girls' voices and experiences shaping the learning opportunities you provide?
2. What assumptions or gender stereotypes might influence the way activities, leadership roles, or opportunities are designed?
3. Where could you create more opportunities for girls to explore their interests, develop confidence, and lead?

Looking at learning through girls' eyes can help us create experiences that are not only inclusive, but truly empowering.

**“ ...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 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.

Learning Snapshot

Supporting Growth Through Reflection

In the Guides and Scouts of Finland, every volunteer aged 16 and above takes part in a structured *task discussion (pestikeskustelu)* with their leader involved at the beginning, middle, and end of a role. Rather than focusing only on responsibilities, these conversations create space to reflect on wellbeing, motivation, learning, and personal growth throughout the volunteering journey.

The discussions are supported by practical tools, including reflection templates and gamified “Pesti Play Cards”, which encourage volunteers to think about their strengths, development areas, goals, and experiences. This helps transform a role or task into a conscious learning journey rather than simply a position to fulfil.

How do varied and progressive learning opportunities show up in this example?

Supporting Growth Through Reflection

- **Learning is supported over time.** Reflection takes place at the start, middle, and end of a role, creating opportunities to recognise growth and adjust goals along the way.
- **Learning is personalised.** Volunteers discuss their motivations, interests, strengths, and development areas, helping shape a learning journey that is meaningful to them.
- **Leadership is viewed as development.** The focus extends beyond completing tasks to supporting personal growth, confidence, and wellbeing.
- **Participation is meaningful.** Volunteers help define their own goals, expectations, and commitments, ensuring that learning remains relevant to their circumstances.
- **Support is built into the experience.** Every volunteer has a dedicated person to guide, encourage, and reflect with them throughout their role.

This example shows that progressive learning is not only about moving to the next stage or taking on greater responsibility. It is also about creating regular opportunities to reflect, receive support, and recognise growth throughout the learning journey.

What This Looks Like

Learning Through Real Responsibility

In the Association of Guides and Scouts of Chile, fundraising activities support projects and events, while acting as learning opportunities too. Young people participate in local fundraising initiatives such as raffles, campaigns, community events, the National Bond Campaign, and Christmas gift-wrapping campaigns held in shopping centres across the country.

Rather than simply taking part, young people are involved in organising activities, managing resources, coordinating schedules, and making decisions about how funds are used. Through these experiences, they learn by doing while developing skills that support their growth as individuals and members of their communities.

Experience	How young people participate	Learning and development opportunities
Local fundraising activities	Organise raffles, campaigns, and community events.	Develop planning, teamwork, communication, and organisational skills.
National fundraising campaigns	Coordinate shifts, engage with the public, and contribute to larger initiatives.	Build confidence, collaboration, responsibility, and adaptability.
Managing financial resources	Support budgeting, resource management, and decisions about how funds are used.	Strengthen financial literacy, accountability, and decision-making.
Supporting group projects and experiences	Connect fundraising efforts to activities, camps, projects, and learning opportunities.	Understand collective responsibility, goal setting, and the impact of their contribution.

What can we see in this example?

Learning Through Real Responsibility

- Learning is progressive. Young people take on increasing levels of responsibility as they participate in planning, organising, managing resources, and making decisions.
- Learning is varied. A single experience supports the development of practical, social, leadership, and financial skills.
- Learning is connected to real life. Young people apply skills in authentic situations where their actions have visible outcomes.
- Learning has purpose. Fundraising is connected to projects and experiences that matter to young people, helping them understand the value of their contribution.

Everyday responsibilities can become meaningful learning opportunities. When young people are trusted to participate, contribute, and take ownership, even a fundraising activity can support whole person development and strengthen the learning journey over time.

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.

What can we see in this example?

Learning Through Real Responsibility

- Learning is progressive. Young people take on increasing levels of responsibility as they participate in planning, organising, managing resources, and making decisions.
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Everyday responsibilities can become meaningful learning opportunities. When young people are trusted to participate, contribute, and take ownership, even a fundraising activity can support whole person development and strengthen the learning journey over time.

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

- Exploring our personal beliefs, and those of others. 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 norms and 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 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, challenge and risk taking. 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 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.



Learning Snapshot

Growing Through Camp Life

In the Portuguese Guides Association, they describe Camp as a corner of Nature transformed into a home. During the first days of camp, Guides work together to create that home using the resources around them to build spaces where they will live, learn, and grow together over the days that follow.

As they build, they are encouraged to think about what is truly necessary for the wellbeing of the group; creating space for creativity, sharing, improvisation, and new ways of living together.

Life at camp is closely connected to the Patrol System. Within small teams, responsibilities are shared, leadership is practised, and decisions are made together. Through the Council of Honour, girls regularly come together to reflect, evaluate experiences, plan activities, and shape the life of the group.

How does whole person development show up in this example?

- **Physical development** can be seen as girls build camp structures, move through outdoor environments, and learn practical skills for daily camp life.
- **Emotional development** emerges as girls learn to adapt, overcome challenges, and grow in confidence away from familiar routines and comforts.
- **Social development** is strengthened through patrol life, shared responsibilities, and collective decision-making.
- **Intellectual development** takes place as girls assess needs, solve problems, organise tasks, and contribute ideas through the Council of Honour.
- **Environmental development** grows through direct experiences in nature and a deeper awareness of the need to protect and care for the environment.
- **Moral development** is nurtured through service, responsibility, sharing, and consideration for the wellbeing of the group.
- **Spiritual development** can be found in moments of reflection, wonder, connection, and living closely with nature and others.

GROWING AND LEARNING IN PRACTICE

Supporting Whole Person Development Through Reflection and Experience

In the Italian Guides and Scouts Association (CNGEI), the Spiritual Formation Project (Progetto di Formazione Spirituale – PFS) was developed to support the global formation of the person. Rather than focusing on a single aspect of development, the framework encourages young people to explore meaning, relationships, values, identity, nature, and their place in the world through a series of interconnected experiences and reflections.

The project is built around six pathways: **the body, inner life, journey, others, nature, and research**. Through activities such as the Vigil, a dedicated moment of reflection, and the Cana Path, which explores group dynamics through games and discussion, young people are encouraged to learn from their experiences and connect them to their own growth and development.

How do the dimensions of whole person development show up in this example?

Dimension	How it is supported through the PFS
Spiritual	Young people explore meaning, purpose, personal beliefs, and their place in the world through reflection, dialogue, and moments such as the Vigil.
Moral	The framework encourages young people to reflect on values, make conscious choices, and consider how they live according to the Scout Law and Promise.
Intellectual	Participants are encouraged to ask questions, explore different perspectives, and engage in ongoing research and discovery rather than being given answers.
Emotional	Reflection activities support self-awareness, helping young people understand themselves, their feelings, and their experiences more deeply.
Physical	The pathway of the body encourages young people to understand themselves holistically and recognise the connection between physical experience and personal growth.
Social	Activities such as the Cana Path help participants reflect on relationships, community, teamwork, and their responsibilities towards others.
Environmental	Nature is explored as a pathway for learning, wonder, reflection, and connection to something bigger than oneself.

What can we see in this example?

- **Development is interconnected.** Growth is not viewed as separate categories, but as different dimensions of a whole person learning journey.
- **Reflection is central to learning.** Experiences become meaningful through dialogue, critical review, and personal reflection.
- **Young people are active participants in their own growth.** Leaders provide experiences and support, while young people are encouraged to explore, question, and draw their own conclusions.
- **Learning extends beyond activities.** The focus is not only on what young people do, but on how they understand themselves, others, and the world through those experiences.

This example highlights that whole person development can be intentionally woven into learning experiences. By supporting multiple dimensions of growth and helping young people reflect on their experiences, learning becomes deeper, more meaningful, and connected to the whole person.

Reflection Point

Connecting Learning and Development

Supporting whole person development requires more than offering individual activities. It involves creating varied learning opportunities that connect, build on one another, and support growth over time.

As you reflect on your own context, consider:

1. How do your learning opportunities support different dimensions of development across the whole person?
2. In what ways do learning experiences build on one another, creating a progressive journey for learners over time?
3. Do your programmes offer enough variety for different interests, strengths, learning styles, and stages of development?

When learning opportunities are varied, progressive, and connected to the whole person, they can support deeper and more meaningful growth.

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**, offering varied learning experiences, engaging in active learning and adventurous pursuits, harnessing the imagination, 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 being ready to adapt the learning journey.
- **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 offerings.

<p>RELEVANT</p> <p>We learn best when we care.</p>	<p>The learning experience:</p> <ul style="list-style-type: none"> • 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 <p>What it looks like in action:</p> <p>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.</p>
<p>EXCITING</p> <p>We learn best when we have fun.</p>	<p>The learning experience:</p> <ul style="list-style-type: none"> • 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 <p>What it looks like in action:</p> <p>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.</p>

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 be the main decision makers in their own learning journey. Their voice is valued, and they're supported 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 partnerships.

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.



GROWING AND LEARNING IN PRACTICE

Creating REAL Learning Experiences

The Sudan Girl Guides Association implemented a four-week Growth and Learning Support Programme for Brownies and Guides. This programme focused on girls who were experiencing challenges such as shyness, low confidence, difficulty participating in groups, reluctance to speak, and dependence on adult leaders.



The programme focused on the growth of each participant. Through play, practice, creative activities, small group experiences, opportunities for self-expression, and gradually increasing responsibility, girls were supported to move from hesitation and dependency towards confidence, participation, independence, and initiative.

How does REAL show up in this example?

REAL Element	How it showed up in practice
Relevant	Leaders began by looking at what the girls actually needed. Some were afraid to speak in front of others, some struggled to express their feelings, while others found it difficult to work in groups. Activities were designed to respond to these real challenges, helping girls build confidence, relationships, initiative, and self-expression.
Exciting	Learning happened through games, running activities, art, clay modelling, trust-building exercises, and group challenges. Rather than being told what to learn, girls explored, played, created, and discovered through experience.
Accessible	Participation looked different for different girls. Some started by choosing a colour, sharing an idea, or joining a small group activity. Limited resources did not prevent learning; simple materials and flexible approaches helped every participant engage at her own level and pace.
Learner-led	As confidence grew, girls began making choices, taking on responsibilities, selecting partners, expressing opinions, and leading small tasks. Older Guides helped with planning and teamwork, while leaders shifted from directing activities to facilitating learning and growth.

How it showed up in practice

- The programme started with the learner, not the activity. Instead of asking, “What activity should we run?” leaders focused on understanding the barriers the girls were facing and designing experiences that would support their growth.
- Small steps mattered. For some participants, growth began with speaking in front of a group, joining a team activity, sharing how they felt, or taking responsibility for a simple task.
- Learning was adapted rather than standardised. Different girls were supported in different ways, recognising that confidence, participation, and leadership develop at different paces.
- Quality learning led to visible transformation. Over four weeks, girls became more confident, expressive, independent, and willing to participate in group life and leadership opportunities.



One moment captured this transformation particularly clearly. At the beginning of the programme, many participants were hesitant and withdrawn. By week four, one Brownie stood up and confidently said: **“I can.”** This simple statement reflected the wider journey of the group, from hesitation to confidence, participation, and belonging.

What Does REAL Look Like in Practice?

Learning experiences are most effective when they are Relevant, Exciting and Engaging, Accessible and Learner-led (REAL). Across the Movement, Member Organisations bring these qualities to life in different ways depending on their context, participants and learning goals.

R – Relevant

Relevant learning experiences respond to the real needs, interests and experiences of learners.

In Malta, leaders recognised a growing need to support young people's mental health.

This led to the creation of Marvelous Minds, a programme designed to help girls understand mental wellbeing, care for themselves and others, and challenge stigma around mental health. The programme was developed in partnership with mental health organisations, supported by trained leaders and adapted for different age groups. A safe space was established at the start of each session, and referral pathways were put in place so participants could access additional support when needed.

Rather than introducing a topic that felt distant or abstract, the programme responded directly to an issue affecting girls, families and communities in Malta.

What made this learning experience relevant?

- It responded to an emerging need identified within society.
- It drew on the expertise of members working in health sciences.
- It connected learning to the everyday experiences of participants.
- It provided practical support and resources beyond the learning experience itself.

E – Exciting and Engaging

Exciting and engaging learning experiences create opportunities for participation, connection and active involvement.

During the COVID-19 pandemic, members of the Girl Guides Association Malaysia noticed that many young people were experiencing isolation, anxiety and uncertainty. Instead of creating a programme where participants simply received information, they developed Projek Lilin (Candle Project) – an online peer-support initiative designed to bring young people together through conversation, reflection and mutual support.

Participants shared experiences, discussed mental wellbeing and learned from one another in a safe environment. Young people played an active role in recruiting volunteers, facilitating discussions and supporting participants. Volunteers were also trained in psychological first aid, helping them respond effectively to the needs emerging within the group.

The project transformed learning from a passive experience into a shared journey where participants connected, reflected and took action together.

What made this learning experience exciting and engaging?

- Participants actively contributed their ideas and experiences.
- Learning happened through discussion, reflection and peer interaction.
- Young people played leadership roles within the project.
- Participants learned with and from one another.

What Does REAL Look Like in Practice?

A – Accessible

Accessible learning experiences ensure that participants can engage in ways that suit their needs, circumstances and backgrounds. This means creating environments where barriers to participation are reduced and where every learner feels able to contribute and grow.

The Juliette Low Seminar brings together participants from different countries, cultures and language backgrounds. For many participants, accessibility is not only about joining the programme, but about feeling able to participate fully once they arrive.

One participant, Noor, joined a seminar that brought together more than 400 girls from around the world. At first, she felt uncertain because English was not her first language and participants spoke with different accents. However, she soon found herself in a learning environment where differences were welcomed and participation was encouraged. Through small-group discussions, peer learning and supportive facilitation, she gained confidence and discovered her voice.

As her journey continued, Noor became someone who helped make learning accessible for others. She supported translation and inclusion efforts, helping girls facing language barriers participate more fully in learning experiences.

Rayane Tayara from Lebanon experienced accessibility from another perspective. Having first attended the seminar as a participant and later returned as a facilitator, she reflected on the importance of combining virtual and face-to-face learning opportunities. For her, different learning formats created more opportunities for people to participate, connect and learn in ways that suited their circumstances.

Together, their experiences show that accessibility is not simply about removing barriers. It is about intentionally creating environments where every learner feels welcomed, supported and able to contribute.

What made these learning experiences accessible?

- Learning was offered through different formats, including online and face-to-face experiences.
- Participants were supported through small-group facilitation and peer learning.
- Translation and multilingual approaches helped reduce language barriers.
- Safe and brave spaces encouraged participation from learners with different backgrounds and experiences.

What Does REAL Look Like in Practice?

L – Learner-led

Learner-led learning experiences create opportunities for participants to shape their own learning and development.

In Rwanda, initiatives such as Haven Sanctuary and the Ecological Camp create spaces where young people are encouraged to explore issues that matter to them and their communities. Rather than simply following a pre-designed programme, participants are given opportunities to contribute ideas, share perspectives and take ownership of activities and projects.

These experiences demonstrate that learner-led learning is not about adults stepping away entirely. Instead, it is about creating opportunities for learners to make decisions, influence their learning journey and take an active role in shaping the experience.

What made these learning experiences learner-led?

- Participants helped shape activities and discussions.
- Young people were encouraged to identify and respond to challenges they cared about.
- Learning happened through action, reflection and shared decision-making.
- Participants took ownership of their learning journey and community impact.

These examples show that REAL learning experiences can take many forms. Whether responding to community needs, creating engaging opportunities for participation, removing barriers to learning or empowering learners to take the lead, the common thread is a commitment to meaningful, high-quality learning experiences that support every learner to grow and thrive.

“...SO LEARNERS CAN
DEVELOP 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 on Campfire: [campfire.wagggs.org/organization/growing-and-learning](https://www.wagggs.org/organization/growing-and-learning)

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A LIFE LONG LEARNING JOURNEY

CONNECTED BY A SHARED PURPOSE,
WE USE THE GIRL GUIDE AND GIRL SCOUT APPROACH
TO CREATE SPACE TO GROW AND LEARN
AND SUPPORT R.E.A.L. LEARNING EXPERIENCES
SO LEARNERS CAN DEVELOP THEIR FULLEST POTENTIAL

GIRL GUIDE AND
GIRL SCOUT METHOD

PURPOSE...

VARIED 'REAL'
WHOLE PERSON
DEVELOPMENT
EXPERIENCES

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.