



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS



GROWING AND LEARNING

Guidelines and Pathways for
Member Organisations and
Components Associations

**PART TWO:
FROM THEORY
TO PRACTICE**

WITH THANKS

Growing and Learning Part Two was written by a team of volunteers with expertise in youth and adult learning and development from WAGGGS Member Organisations (MOs) and the Global Team. With deepest thanks to the co-creation team:

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Between 2025 and 2026, **100 organisations from across the Movement** gave their time and expertise to shaping this resource. Their voices are woven throughout this document - built by the Movement, for the Movement. To everyone who contributed: thank you. Your investment in this process is already an act of Growing and Learning, and a gift to the millions of girls, young women, and adults whose journeys this work will support.

With our deepest appreciation to the **World Foundation of Girl Guides and Girl Scouts, Inc.** and the **Olave Baden-Powell Society (OBPS)** for their support to the Growing and Learning Programme.



Growing and Learning is dedicated to the memory of Mel Ford, Core Mission Lead Volunteer, whose passion for quality learning and development was a driving force for this project.

The content of this resource is human generated. As we are a multilingual team, AI has been used in parts of the editing process to help us say things more clearly and simply.

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INTRODUCTION

Girl Guiding and Girl Scouting has been creating spaces for girls and women to grow for over a century. Today, across over 150 countries, 11.5 million Girl Guides and Girl Scouts (GG/GS) come together in the Movement to discover who they can become.

Growing and Learning (GAL) is a shared framework for the Movement to support this transformational learning and development journey for young people and adults. It has two main parts:

Growing and Learning Part One: Policy and Concept:

defines the characteristics of quality learning and development in Girl Guiding and Girl Scouting and sets a shared standard (the Growing and Learning Policy).



A

Growing and Learning Part Two: Guidelines and Pathways:

is a tool to translate the policy and concepts into a practical process for national organisations.



B

This document is *Growing and Learning Part Two: Guidelines and Pathways*. National Girl Guide and Girl Scout organisations can use it to:

1. Reflect on their current practices in learning and development for youth and adults;
2. Develop or update a Learning and Development Framework that shows how they will implement the Growing and Learning Policy;
3. Strengthen the characteristics of quality learning and development within their organisational culture, structures and everyday practices;
4. Measure their impact on the learning and development of young people and adults, and connect this to the Movement's shared educational purpose;
5. Implement their learning and development framework by reviewing and updating their youth programme and/or adult learning and development offer;
6. Have their learning and development framework accredited by WAGGGS.

This tool is designed for Programme Commissioners and their teams, Training Commissioners and their teams, and other volunteers and staff who support the design and delivery of quality learning experiences for youth and adult members in Girl Guiding and Girl Scouting. It should be read alongside **Growing and Learning Part One: Policy and Concepts**.

If your organisation wishes to start implementing Growing and Learning, WAGGGS has a team of GAL Consultants ready to support you. Please contact GALHub@wagggs.org to be linked with a Growing and Learning Consultant in your Region.

Why Growing and Learning matters

When national Girl Guide and Girl Scout organisations use Growing and Learning to strengthen the characteristics of quality learning and development in their organisation, they create the conditions for girls and young women to grow into confident, purposeful leaders.

Each brave space created, each girl who discovers her voice, and each adult who learns to mentor, is part of something bigger: a Movement capable of driving meaningful change in the world.

Girl Guiding and Girl Scouting reaches millions of girls, young women and women at every stage of their lives. That reach, over time and at scale, is our greatest asset. With a common framework to guide us, we can better demonstrate our collective impact as a Movement.

Organisations that apply Growing and Learning are a more powerful force for developing the values of global citizenship, working towards gender equality, building resilient communities, and contributing to the sustainable future our members deserve. This is the promise of Growing and Learning: that investing in quality learning and development is investing in the world we all want to see.

Shaped by insights from the Movement

Between 2025 and 2026, a global consultation involving 100 Organisations supported the development of Growing and Learning Part Two: Guidelines and Pathways. More than 265 GAL Representatives were selected by their MOs and participated alongside a global volunteer team.

The consultation took place in three phases, designed to gather insights on current non-formal learning practices, challenges, needs, expectations and experiences:

- **Phase One:** An online questionnaire, which received 181 responses from 71 MOs
- **Phase Two:** A series of online consultations in each Region, led by GAL Regional volunteers, with 80 MOs represented and 200 participants
- **Phase Three:** : A series of five online sessions to review the draft Guidelines and Pathways resource, delivered in WAGGGS's four official languages, with 49 organisations represented and 180 participants from across all five WAGGGS Regions.

During Phase Two, we asked participants a simple question: what are your hopes and dreams for Growing and Learning? Around 175 voices answered, in all four WAGGGS languages and from every region. Three words rose to the top: practical, leaders, together. Their hopes clustered into six themes:

- Strong, confident adult leaders and trainers
- Retention, recruitment and belonging
- Simple, practical and adaptable
- Girls leading, speaking out and making decisions
- Safe, inclusive spaces
- Lifelong, lifewide learning

These insights and hopes have shaped the pages that follow. Learnings from the consultation are highlighted in breakout boxes throughout this document

Creating a Single Learning and Development Framework

This tool will guide national Girl Guide and Girl Scout organisations through the process of developing or updating a single Learning and Development Framework in line with the Growing and Learning Policy.

Language and local adaptation

Consultation responses were received in English, Spanish, Arabic, and French. Across all languages, the same needs consistently emerged: simple, clear, step-by-step, adaptable, and locally relevant guidance.

The vocabulary in this document has been chosen with this in mind. Companion materials—including templates, workshop guides, and examples—will be made available in all WAGGGS languages.

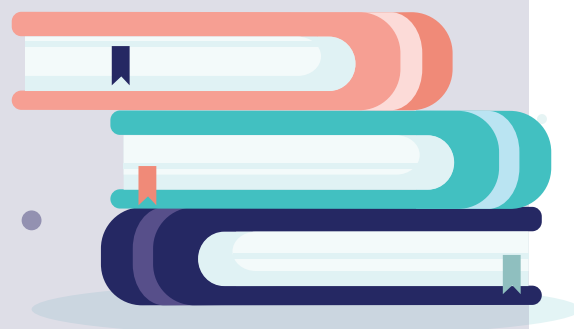
Organisations are encouraged to translate and localise freely. The intent of each step matters far more than any specific wording used in this guide.



What is a learning and development framework?

A Learning and Development Framework is a guiding document that describes, at a high level and in clear terms:

1. the organisation's commitment to the Movement's educational purpose as expressed in our mission; "to enable girls and young women to develop their fullest potential as responsible citizens of the world.";
2. how the organisation will deliver on that commitment, in line with the Growing and Learning Policy.



The framework includes:

- how the organisation intends to contribute to the learning and development of young people and adults and how this contributes to societal needs and our shared purpose;
- how the organisation will work towards this through the characteristics of quality Girl Guiding and Girl Scouting;
- the intended personal growth outcomes for young people and adults;
- the indicators the organisation expects to see as these outcomes are being developed at each stage in the Girl Guide and Girl Scout learning journey;
- the competencies adult learners need to take up key roles within the organisation;
- an overview of how the organisation structures its offer to young people and adults, showing how the Girl Guide and Girl Scout approach will be used to meet participants' needs and interests at each stage of learning and development.

A learning and development framework is used as part of a continuous process of reviewing and updating the youth programme and adult learning and development offer, so it remains relevant to the needs and concerns of learners today. This includes:

- reflecting on the characteristics of quality Girl Guiding and Girl Scouting;
- understanding the needs of young people, and the context of volunteers, in the society;
- setting or reviewing goals respond to the needs through the development of the framework;
- evaluating the current activities against the framework;
- identifying opportunities for improvement;
- implementing changes and monitoring their impact;
- conducting periodic evaluation.

It can also act as a powerful communication tool to explain both internally and externally, the difference Girl Guiding and Girl Scouting makes, and how the organisation works to achieve this.

Every Girl Guide and Girl Scout organisation is different, and there is no “right way” to create a Learning and Development Framework. What matters is taking the time to agree a shared direction that is rooted in the characteristics of quality learning and development in Girl Guiding and Girl Scouting. This tool offers one approach, but organisations are encouraged to translate and adapt it to their own context.

Where organisations already have a learning and development framework, this tool can be used to support a reflection on how far the framework responds to the points raised by the Growing and Learning Policy.

Becoming a Learning Organisation

Implementing Growing and Learning is a shared organisational responsibility. Boards and leadership bodies, youth programme and adult training teams, learning and development teams, as well as wider groups of volunteers and staff, all play a part. This requires coordination, shared understanding, openness to change, and a commitment to investing in learning and development.

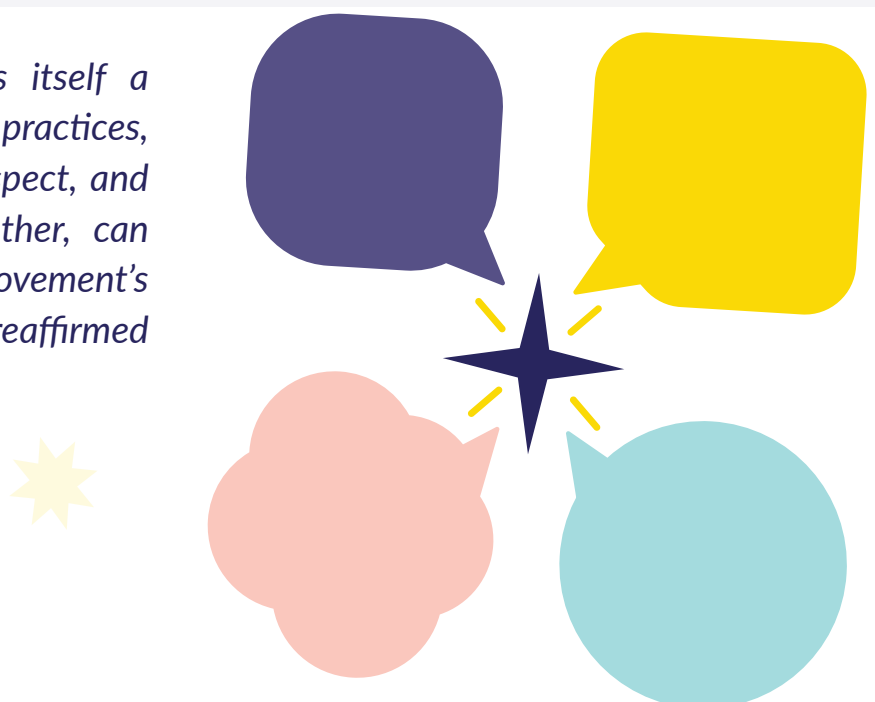
To support this, it may be helpful to promote the culture of being a learning organisation.

A learning organisation embeds the concept of learning into its purpose, culture, and practices, enabling its members to continuously learn, reflect, and grow, while using that learning to adapt, improve, and increase its impact over time.

In a learning organisation, you may see:

- Clear alignment between purpose, strategy and learning and development offer
- clear alignment between purpose, strategy and learning and development offer;
- a culture of reflection, feedback and adaptation;
- commitment to continuous monitoring, evaluation and improvement;
- a shared understanding of the approach to learning across the organisation;
- inclusive, participatory and safe learning environments;
- systems and practices that support continuous improvement;
- A culture of collaboration and knowledge-sharing both horizontally and vertically within the organisation, and with the external world.

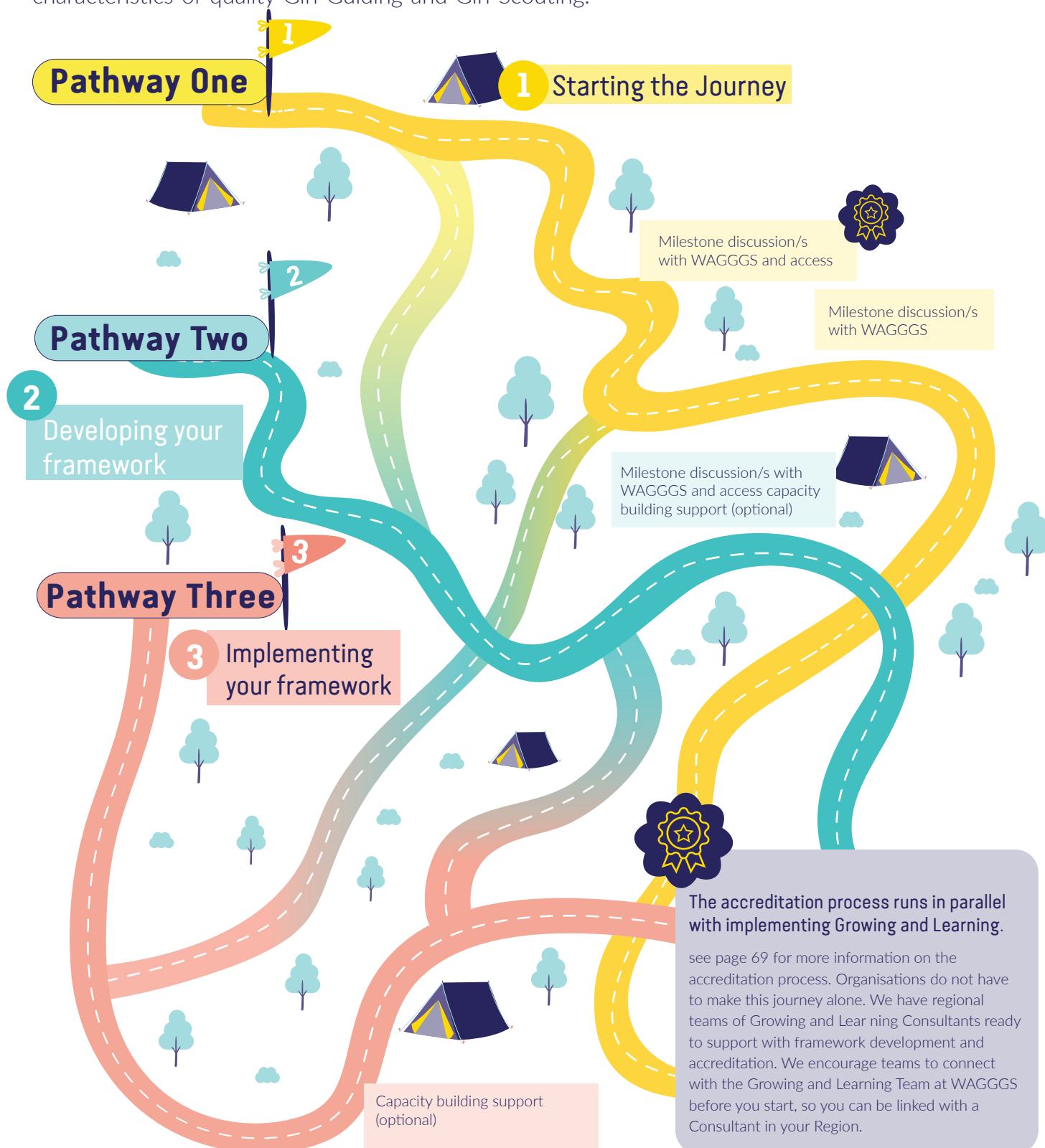
Building such a framework is itself a powerful way to embed these practices, the act of reflecting on each aspect, and creating shared meaning together, can inspire a renewed focus on the Movement's purpose, values, and method, reaffirmed in today's context.



The Growing and Learning Journey

Time to get started.

This tool is organized into three pathways so an organisation can follow the pathways most relevant and useful in their context. Each pathway includes recommended steps for the organisation to take, as well as guidelines on how these steps connect with the Growing and Learning Policy and characteristics of quality Girl Guiding and Girl Scouting.



SUPPORT AND ACCREDITATION FROM WAGGGS



When Girl Guiding and Girl Scouting learning experiences align with the Growing and Learning Policy, and contribute to the eight growth outcomes, organisations are better able to contribute to our Movement's shared purpose and evidence our collective impact.

WAGGGS wishes to recognise the considerable effort and value of this work by accrediting national organisations who have developed a Learning and Development Framework aligned with the Growing and Learning Policy and shared a summary of this framework with WAGGGS.

Accreditation is simple to complete as part of an organisations' journey to develop or update, and implement, a learning and development framework. See page 69 for more information on the accreditation process.

Organisations do not have to make this journey alone. Flexible support, tailored to organisational needs and preferences, is on offer through our Regional teams of Growing and Learning Consultants. Please connect with the Growing and Learning Team at WAGGGS before beginning the process, to be linked with a Growing and Learning Consultant in the Region.



The Growing and Learning Journey

PATHWAY	FOCUS	STEPS	ACCREDITATION PROCESS
1	Starting the Journey	Step 1: Build your team	• Inform WAGGGS that you are starting the journey • Milestone discussion(s) with WAGGGS and access to capacity building support (optional)
		Step 2: Reflect on Growing and Learning	
		Step 3: Consider your Context	
		Step 4: Plan the Journey	
2	Developing your framework	Step 1: Connected by a Shared Purpose,	• Milestone discussion(s) with WAGGGS and access to capacity building support (optional)
		Step 2: We use the Girl Guide and Girl Scout Approach	
		Step 3: To create space to grow and learn	
		Step 4: Offer R.E.A.L learning experiences	
		Step 5: So learners can develop their fullest potential.	
		Step 6: How we support these outcomes	
3	Implementing your framework	Step 1: Review your current youth programme and adult L&D offer against the framework.	• Milestone discussion(s) with WAGGGS and access to capacity building support (optional) • Submit required templates and attend accreditation meeting with WAGGGS (essential for accreditation)
		Step 2: Identify the scope of change needed to align them.	
		Step 3: Agree a realistic implementation plan: roles, phasing, resources.	
		Step 4: Integrate the framework into everyday organisational processes, not a side project.	
		Step 5: Set up a learning cycle to see if it's working in practice.	
		Step 6: Use what you learn to improve, share and grow as a learning organisation.	



PATHWAY ONE

Starting The Journey

This stage of an organisation's Growing and Learning journey focuses on setting good foundations for the work to come.

PATHWAY ONE:

Starting The Journey

This stage of an organisation's Growing and Learning journey focuses on setting good foundations for the work to come. The Growing and Learning journey will look different for each organisation, but in many cases may represent a significant and long-term change process. It's important to be prepared!

There are four essential steps to work on at this stage:

1

Build a team to support the journey

3

Analyse the current context by listening to youth and adult members, recognizing trends affecting learning and development and assess the organisation's capacities, strengths and gaps.

2

Reflect on the characteristics of quality Girl Guiding and Girl Scouting, to deepen the team's understanding and recognize how their efforts are part of the shared educational action of the Movement

4

Plan a manageable process for the organisation, by considering both internal and external contexts, setting a realistic timeline, and securing a clear mandate to proceed.

Organisations may work on these steps in parallel, depending on their context.



While working on this pathway, please notify WAGGGS that you are starting your Growing and Learning journey and indicate if you intend to seek accreditation by emailing GALhub@waggs.org.



Step One: Build a Growing and Learning Team

The first step in this journey is to identify the team who will lead the organisation through the Growing and Learning journey.

Strengthening learning and development is a long-term commitment, and an ongoing organisational responsibility. Having a strong team in place will set the organisation up for success. The team will need a range of competencies to effectively implement Growing and Learning, including strong understanding of:

- how young people learn and develop
- how adults learn and develop
- Growing and Learning policy and concepts
- current organisational context, needs and challenges
- needs and concerns of girls and young women in society today
- international GG&GS and how to connect to the wider Movement

The structure of the Growing and Learning team should reflect the organisation's size, goals and capacity. In most cases, there will be a core team that shares leadership of the work over the longer term and oversees progress across different areas. Most organisations already have roles or teams focused on youth programme and/or adult learning and development that can be brought together to support this work. These roles may vary in name depending on the organisation, and some organisations may combine roles or have additional ones. Alongside this, there may also be a wider group of contributors who engage at different stages to lead or support specific steps.

What matters is that the team:

1. has clearly defined roles and responsibilities, communication channels and ways of working that take all team members' needs into account
2. has agreed how leadership and decisionmaking will be practiced in the team
3. is formally recognised within the organisation
4. has a clear approach to engaging and informing the wider organisation and key stakeholders
5. has considered the long-term nature and complexity of the work, including how the team will be sustained, adapted, or evolve over time

The team may include, for example:

- Youth representatives, including girls and young women
- Youth programme commissioner/s (or equivalent role/s)
- Adult training/learning and development commissioner/s (or equivalent role/s)
- Volunteers and/or staff with a diversity of experiences in these areas
- Safeguarding, inclusion and gender focal points
- International commissioner

WAGGGS Europe Region have worked alongside many brilliant MOs across the region to develop a Gender and Diversity mainstreaming toolkit. This toolkit provides tools for MOs and leaders to reflect on how they are promoting inclusion. It supports them to review how they can adapt what they do to be more inclusive from a gender and diversity perspective.



Step One:

Build a Growing and Learning Team

Look wider

Growing and Learning emphasises that “everyone should be welcome and able to join the Girl Guiding and Girl Scouting learning journey”.

One way to work towards this ideal is by ensuring organisational decisions and changes are shaped through the meaningful participation of both youth and adult members, representing diverse perspectives and experiences.

Take the time to consider, for example:

- How is local level Girl Guiding and Girl Scouting represented in the team?
- How will young people participate meaningfully in the process at every stage?
- Are different social and cultural groups, generations, and geographies within the country, represented in the team? (e.g. considering both rural and urban environments).
- Are there barriers that make it harder for some team members to participate fully, and how can these be reduced?

As a principle, openness in forming the team should be strongly encouraged. This can be achieved by planning a transparent and inclusive process for recruiting team members, as well as by involving external experts, partners and peer organisations. Such an approach can bring fresh insights, increase awareness of how the organisation is perceived externally, and strengthen the credibility of any change the team will recommend.



Consultation insight: who is already at the table?

During the GAL Part Two consultation:

- 64% of GAL MO Representatives reported that youth members already take part in their review processes.
- 18% involve WOSM
- 31% involve their Ministry of Education and another relevant ministry.

Two key insights emerge:

- While youth participation is common, it is not yet universal. This is an opportunity for organisations to strengthen inclusion where needed by including youth representatives in their teams.
- Many organisations already collaborate with external partners, including Scouting counterparts, ministries, and regional networks.

Building your Growing and Learning team is a good opportunity to be intentional about these relationships, rather than relying on them to develop organically.



Set up a **Brave Space** for your team

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

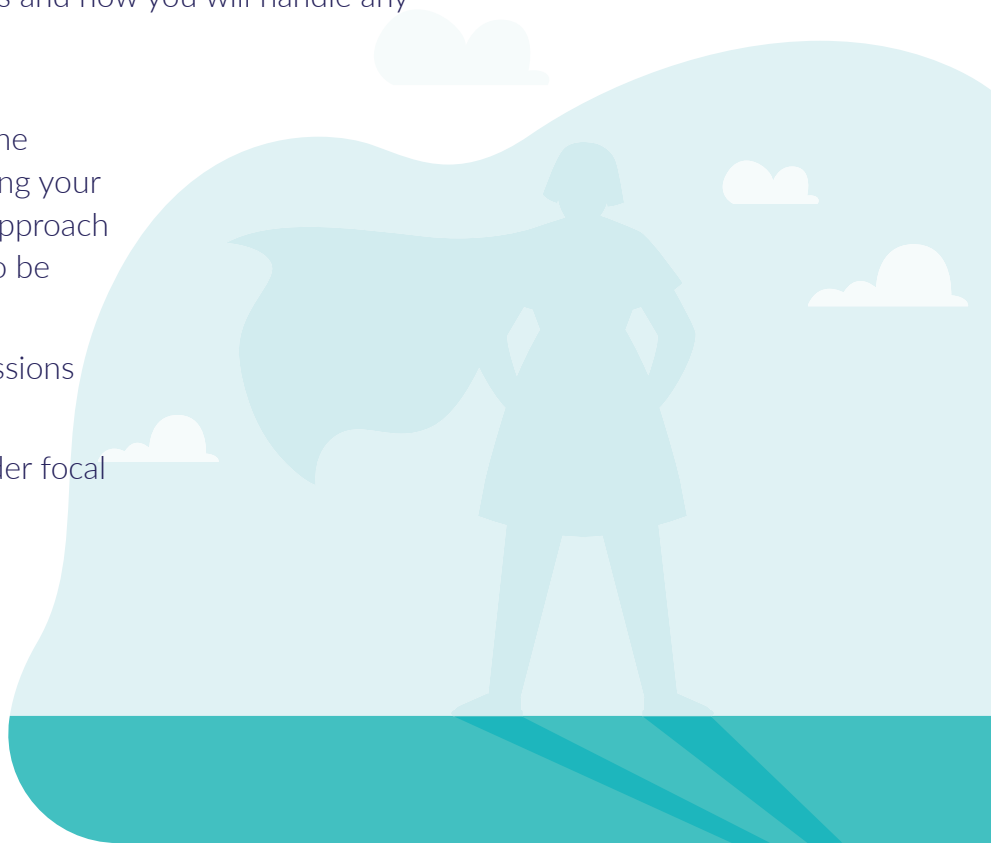
Everyone has the confidence to be themselves.

To have honest and impactful conversations all members of the group need to feel safe to participate. There may be power dynamics within your group which make some participants feel less able to speak out or share ideas. Taking time to set up a brave space will help ensure that participants can contribute equally and have a good experience as part of the team.

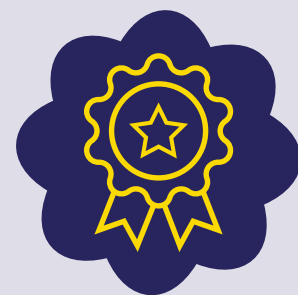
A '**brave space**' is a safe, inclusive and empowering environment in which every and any individual can feel confident to step out of their comfort zones and challenge themselves to learn and grow. Creating and holding a brave space is a shared responsibility of facilitators and participants.

Set aside some time for members of the team to set up a brave space.

- Create some clear guidelines as a group to encourage openness and respect, agreeing on how your group will uphold them
- define decision making processes and how you will handle any disagreements
- Be aware and mindful of what is happening in your country and the wider world that may be impacting your group members, ensuring your approach allows all voices to have space to be heard
- Decide what parts of your discussions are confidential if needed
- Safeguarding, inclusion and gender focal points
- International commissioner



Step One:
Build a "Growing and Learning Team"



Meaningful Youth Participation in the Growing and Learning Journey

Meaningful youth participation means that children and young people are considered the experts in their own lives, and are informed, empowered, safe and valued when they participate. It can happen when there is:

- A culture that supports youth participation.
- Opportunities for young people to participate.
- Principles in place to ensure the opportunities offered are meaningful.

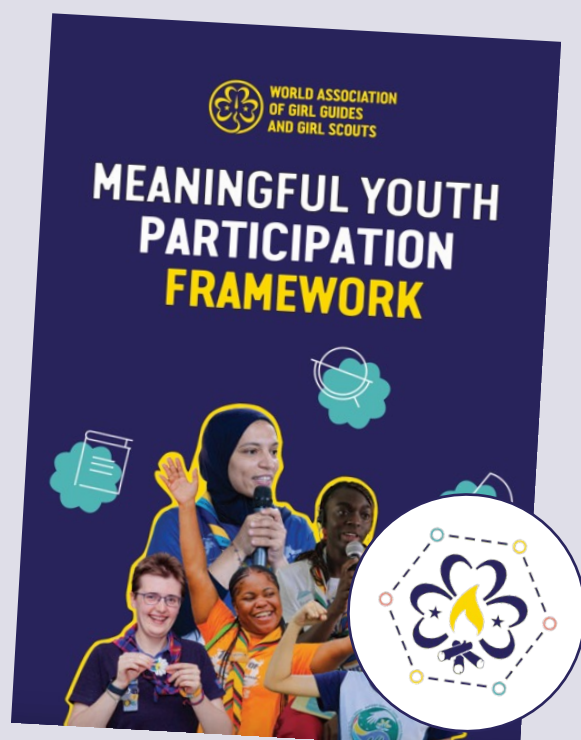
Organisations are encouraged to support meaningful youth participation at every stage of their Growing and Learning journey, in the forms that are most meaningful in the organisation's context.

This may include:

Youth-led approaches where girls and young women lead on decision-making

Collaboration where decision-making is shared between girls and young women and adults.

Consultation where adults make decisions informed by girls and young women's input.



Where to start?

Read the section on meaningful youth participation in Growing and Learning. Explore the [WAGGGS Meaningful Youth Participation Framework on Campfire](#) for further guidance.

Step Two: Reflect on Growing and Learning

Growing and Learning is, above all, an expression of how the Movement can unite around a shared educational purpose, through the application of the growth outcomes and an understanding of the lifelong and lifewide nature of a person's journey in the Movement.

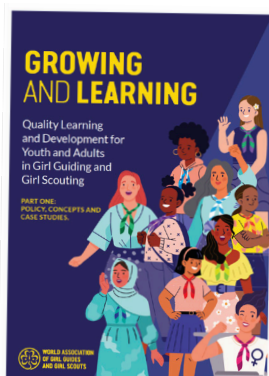
Growing and Learning emphasises that our approach to designing and facilitating learning experiences is more important than the specific content of these experiences. Our educational purpose is not to reach a fixed goal, but to support learners through a personal process of self-directed learning and values development.

As a result, "quality Girl Guiding and Girl Scouting" is most often created in local groups through shared leadership, peer relationships, supportive adults, and the living application of our method. Building a learning and development framework, then, is really about asking: how so we bring this approach to life across every level of our organisation, in our context, so that both youth and adult members have the conditions then need to grow?

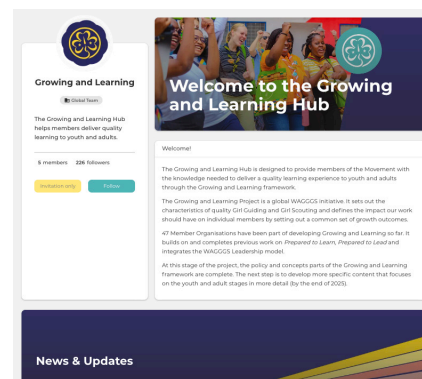
The team should dedicate some time to building a shared understanding of Growing and Learning Part One: Policy and Concepts, as well as mapping stakeholders who need to understand the ideas it contains.

Questions to consider:

- Who in the organisation needs to understand the Growing and Learning Policy before the journey starts?
- Which parts of Growing and Learning are the most understandable? Which aspects speak most clearly to your national context?
- Does our organisation have its own way of describing some (or all) of these concepts? How aligned are they with Growing and Learning?
- How familiar are these ideas to the adult members of our organisation, with special consideration of leaders and trainers?
- Would the team benefit from training from WAGGGS before going any further? Are there other key stakeholders who may need training to participate effectively in this project?
- How can the organisation contribute to and benefit from a shared, collective impact story across the Movement?



Growing and Learning:
Part One



Growing and Learning Hub
Campfire

Step Two:

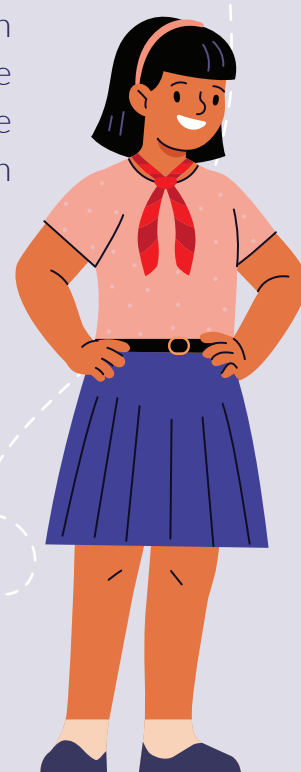
Reflect on Growing and Learning

Why does Growing and Learning bring together how we approach learning and development for both young people and adults?

Growing and Learning is designed with our mission firmly in mind. It also recognises the critical role adults play in achieving that mission. As a result, the growth of girls and young women in the Movement is strongly influenced by their relationships with both peers and supportive adults. Growing and Learning does not treat youth and adult development as separate concerns; they are deeply connected. When adults grow, so do the young people they support.

A significant part of learning through experience comes from interacting with others and observing how they navigate the world and live their values. Volunteers and staff whose personal growth is supported are better equipped to role model our shared values and create the conditions young people need to thrive. They are also more likely to feel valued and remain engaged in supporting the organisation.

Adopting a single Learning and Development Framework does not mean creating identical learning experiences for youth members and adults. It means creating stronger connections between the youth programme and adult learning and development offer, improving the experience of adult volunteers, and showing how investing in the personal development of adults strengthens the Movement's impact in achieving its mission and vision.



Step Three: Consider your Context

This step is an exploration of the perspectives and trends that the organisation may need to consider when developing a learning and development framework. This will help gather valuable insights to inform the next steps, while also raising awareness of the project internally and externally.

Girl Guiding and Girl Scouting is part of civil society, and the more our work is connected to the realities of society, the more relevant and impactful it can be.

Creating a picture in four dimensions

Here are at least four dimensions of the organisation's context that should be explored. Each adds a distinct perspective; together they provide a picture that is rich enough to inform how your framework will take shape.



The voices of girls and young women, both inside and outside the Movement.

What do they say they need, value and struggle with? What keeps them, and what pushes them away?



The voices of adults both inside and outside the Movement.

Volunteers, staff, former members, families. What do they experience, what do they observe, and what support do they need to fulfil their roles effectively?



Trends affecting girls and young women in society and barriers to an equal world where all girls can thrive.

What social, economic, political, environmental and cultural shifts are young people navigating in the society? What are the barriers to gender equality in the country and how can they be tackled?



Perspectives from peer organisations, external experts and partners.

How is the organisation perceived from the outside? What do other youth movements, educators, researchers or community partners see that the organisation may not?

Step Three: Consider your Context



Consultation Insight: The pressures organisations share

Every organisation's context is unique, yet consultation responses from the GAL Part Two Consultation – Phase One Online Questionnaire show consistent pressures across the Movement. The most identified challenges are:

- **Adult volunteer retention**
73% of respondents.
- **Updating programmes to respond to new needs and realities**
64% of respondents.
- **Sustaining interest and engagement**
56% of respondents.
- **Girl and young member retention**
56% of respondents.
- **Identifying what is working and what needs improvement**
42% of respondents.

A further 25% said they run learning activities for youth and adults but do not currently have a specific learning framework.

As you explore your own context, check which of these pressures you share with your peers, and which are different in your situation. Shared pressures may point to areas where WAGGS's support may help, while unique pressures highlight where your framework may need to be more adaptable.

Before You Begin: Listening prompts for your team

The quality of what you learn from this step depends on whose voices contribute to it, and how safe they feel to speak. Before designing how you will gather insights, take time as a team to check:

- ☐ Who will be most affected by this work?
- ☐ Whose voices are loudest in our organisation today, and whose are rarely heard?
- ☐ What languages, dialects or modes of expression do we need to make space for?
- ☐ Are there cultural, faith or generational norms that shape who speaks and who listens? Do these have a specific or disproportionate impact on girls? How can we navigate this so all voices can be heard?
- ☐ Are there recent events (e.g. crises, political change, growth or decline in membership) that members may need space to reflect on?
- ☐ Where might members feel hesitant share honestly, and how can we create safer spaces?
- ☐ Who needs to hear what we learn?
- ☐ How will we ensure that those who contributed can see that they were heard?

Step Three: Consider your Context



Consultation Insight: organisations operating in school settings

For some organisations, Girl Guiding and Girl Scouting is delivered mainly or entirely through schools. If this is your operating model, your context picture context should also include the educational system:

- The national curriculum, school calendar and examination pressures that shape the time and attention young people and teachers can give.
- The expectations, incentives and constraints faced by teachers in their professional role and how these interact with their role as volunteer leaders.
- The school leadership culture and the degree of autonomy units have to run Girl Guides and Girl Scouts.
- The voices of girls outside the school system, who may not be reached through a school-based model



Step Three: Consider your Context

Methods for gathering voices and insights

Choose a combination of methods that fit your capacity and areas of focus. Here are some ideas you could try. They are mapped to the dimension they best serve, but many can be used in other dimensions too. For all methods we recommend establishing Brave Spaces to ensure that part

To hear the voices of girls and young women

- Youth-led reflection activities and focus groups, with young women as facilitators where possible.
- Creative methods (drawing, photo-voice, storytelling) that invite expression beyond words.
- Short, accessible surveys co-designed with girls and young women.
- Listening circles at unit, district or national events.
- Listening circles at unit, district³ or national events.

Note for co-educational settings, ensure that there's adequate space for single sex discussion for both youth members and adults.

To hear the voices of adults (volunteers, staff, alumni)

- Role interviews with people holding specific roles across different levels (local, district, national).
- Surveys targeted at certain groups (trainers, unit leaders, commissioners).
- Conversations with alumni and former volunteers, their perspective on why they left is often as useful as why others stay.

Conduct focus groups with volunteers and staff separately, where possible, to enable open and honest participation.

To understand wider trends and barriers in society:

- Review of existing research, reports and statistics about girls and young women in your context.
- Interviews with experts on youth work, education, gender equality, mental health, safeguarding.
- Analysis of how trends (digital life, climate, displacement, economic pressure) are experienced locally.
- Scanning the wider civil society landscape: who else works with girls and young women here, and what are they seeing?

Look critically at any research, trends analysis and consultations you use to inform your thinking, considering the sources, funding, and any bias or external influence.

To gather external and peer perspectives

- Conversations with other youth movements (including WOSM counterparts).
- Meetings with partners, funders and community stakeholders who see the Organisation from the outside.
- Peer exchange with organisations in the Region who are at a similar stage of their Growing and Learning journey.
- Review of any recent external evaluations, audits or feedback the organisation has received.

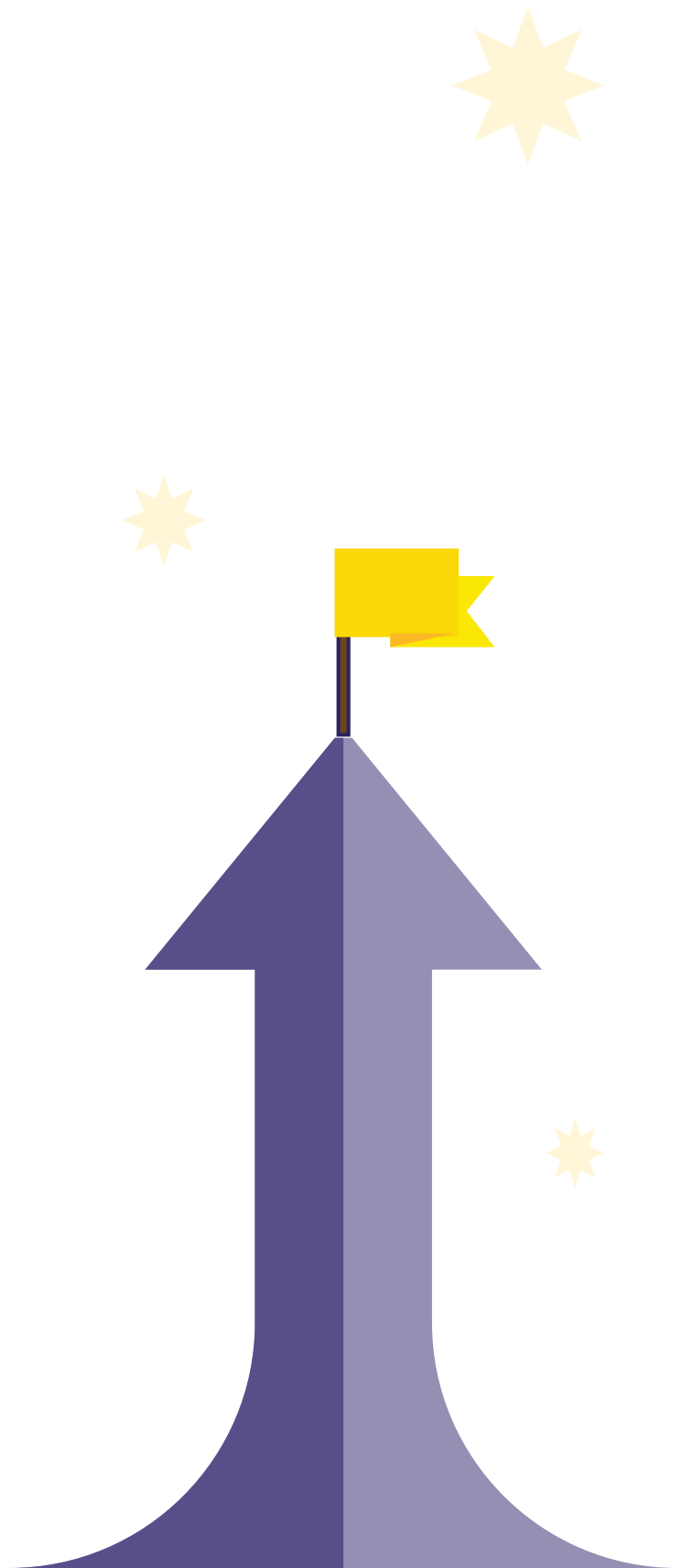
³ When referring to 'Districts' within a MO, this means a geographical area (or region) made up of multiple GG/GS units, and which sits below the national level.

Step Three:
Consider your Context

What Success Looks Like at the End of Step Three

At the end of this step, the organisation should have a shared, evidence-based picture of its context that the team can refer to throughout the journey. This typically includes:

- A summary of what girls and young women say they need, value and experience.
- A summary of what adults (volunteers, staff, alumni) experience and need.
- An analysis of key trends and barriers affecting girls and young women in your context.
- External and peer perspectives on the organisation's strengths, gaps and opportunities.
- Clear acknowledgement of whose voices shaped the picture, and whose did not, so the team can plan to close those gaps in later steps.



Step Four: Plan the Journey

The process of creating and implementing a learning and development framework a significant change management process that will affect the whole organisation.

The final decision making responsibility for adopting a learning and development framework aligned with the Growing and Learning Policy will rest with the organisation's most senior leadership structure(s). Success in developing and implementing the framework will depend on a participatory process that is collectively owned by the organisation, from local to national level.

Some of the dimensions the team may wish to consider when planning include:

1. Decision making and mandate

For the Growing and Learning team to proceed effectively, it is essential to have a clear mandate in place and common understanding of expectations at every level.

- Where will decision making sit at each stage of the journey?
- Who needs to be kept informed, and who needs to be more actively involved?
- How will the wider organisation contribute to decision making, and/or remain informed throughout the process?

2. Change management

Through Steps Two and Three, the team will have reflected on different dimensions that affect how far the organisation is progressing towards the core purpose.

- Are these dimensions widely understood across the organisation?
- Is there a call for change in the organisation and if so, in which areas is it strongest?
- Where is resistance most likely to emerge?

Consider what can be learned from previous change management processes within the organisation, and what the team do to build consensus around the way forward. Are the necessary communication channels in place to support the process effectively?



Consultation insight: How Long Does It Take?

Organisations shared how long their most recent review processes had taken. For youth programme reviews, responses were broadly distributed across: less than one year (12% of MOs), one year (20%), 18 months (13%), two years (19%), and more than two years (28%). Adult learning reviews were slightly shorter on average, but followed a similar pattern.

Overall, these findings suggest that a review process typically takes between one and three years, while a full redesign or implementation process may take significantly longer.



3. Resources

Any change management process requires resources, and a process of this scale may have wide-reaching implications for the organisation. This includes demands on the time, focus, and capacity of leadership teams, who often balance multiple responsibilities and competing priorities.

The development of new or updated materials, from the leadership and development framework itself to youth programme or adult training materials, is also likely to require financial investment.

Has the team carefully considered the resources that will be needed to sustain this work over time?

4. Timing and Celebration

It is important to carefully consider timelines and avoid setting unrealistic expectations, particularly given the time it can take to initiate and implement change processes within national organisations.

Reflect on previous organisational experiences, as well as the experiences of peer organisations. Consider how this work aligns with the organisation's strategic cycle and anticipated leadership transitions. What can be planned now to help ensure continuity, even as other aspects of the organisation evolve over time? As you map the timeline, also plan in moments of celebration at key milestones, these are essential for keeping the team motivated throughout the process.

Is your organisation ready?

It is important to consider all dimensions of organisational context before committing to implementing Growing and Learning, to assess if whether this is the right time to prioritise this work and whether the organisation has sufficient capacity to do so.

We strongly recommend organisations complete the Essential Elements across all five sections of the **WAGGGS Capacity Assessment Tool (CAT)** during this pathway, if they have not already done so. This will also support organisations intending to seek accreditation with WAGGGS, as the accreditation process takes all relevant CAT standards into account.



A collection of white line-art icons on a teal background, connected by dashed lines. The icons include a medal, a folder, a lightbulb, a globe, a group of people, a megaphone, a notebook with a pencil, a stopwatch, and a magnifying glass over a document. There are also several small stars scattered throughout.

PATHWAY TWO

Developing Your Framework

This pathway is a guide to creating a learning and development framework that is aligned to the Growing and Learning Policy.

PATHWAY TWO:

Developing Your Framework

This pathway is a guide to creating a learning and development framework aligned with the Growing and Learning Policy. It raises questions to consider at each stage of the process to help ensure that the framework is rooted in the context, culture and realities of each organisation.

Organisations can this pathway to either:

- a. Develop a new learning and development framework
- b. Review and update existing framework/s
- c. Check their existing framework/s against the concepts as expressed in the Growing and Learning Policy, and identify opportunities for future development

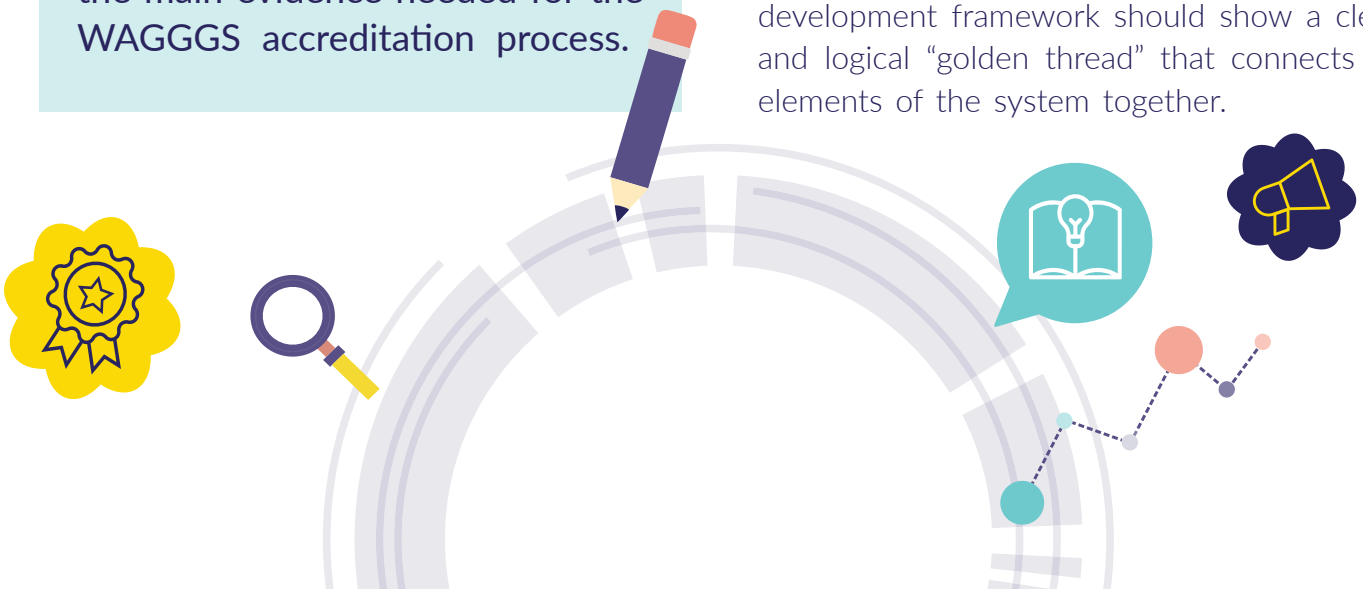
The structure of this pathway follows the structure of Growing and Learning Part One: Policy and Concepts and each step is linked to a section of the learning and development framework template.

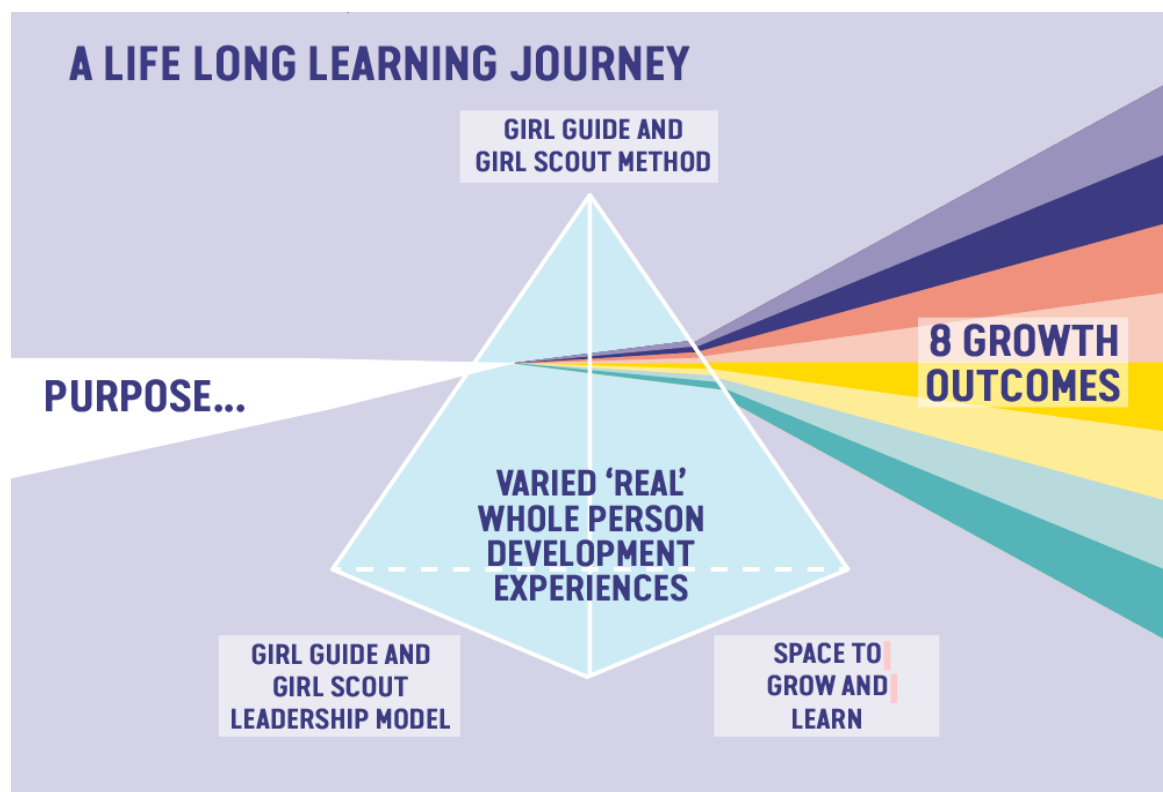
Each step turns a concept from Growing and Learning Part One into questions organisations can explore, then document, in the high level learning and development framework template on page 78.

Once completed, this template is the main evidence needed for the WAGGGS accreditation process.

For organisations that do not yet have a framework for either the youth programme or adult learning and development offer, this process will provide a useful tool to establish a shared direction, deepen understanding of the Growing and Learning Policy, and identify opportunities to strengthen the youth programme and/or adult learning and development offer in the future.

The characteristics of quality Girl Guiding and Girl Scouting form an interconnected system that supports personal development towards the eight growth outcomes. It is important not only to understand each concept individually, but also to understand how the concepts work together in practice. A complete learning and development framework should show a clear and logical “golden thread” that connects all elements of the system together.





In your context

Before writing each step of your framework, take time as a team to reflect on and answer the following:

- What language do people in our organisation already use for these ideas?
- What cultural, linguistic or social references help make these ideas meaningful in our context?
- Where do these ideas already appear in our current practice, even if we describe them differently?
- What, if anything, would need to be adapted for these ideas to feel relevant and authentic in our context?

Your written framework should reflect these answers and the realities of your organisation, rather than simply repeating the language used in global WAGGGS documents.



Step One: Connected by a Shared Purpose

Every national Girl Guide and Girl Scout organisation has its own story, context, and way of bringing Girl Guiding and Girl Scouting to life. At the same time, we share a common purpose that unites us as a global Movement and guides the contribution each organisation makes within its society.

In this step, your team will reflect on the central ideas that guide the organisation and bring meaning to its work, and how these connect with its people, with society, and with the shared purpose of the Movement.

Our purpose reflects why Girl Guiding and Girl Scouting exists and what impact we hope to have through our educational activities, both on individuals and wider society. Being able to state the purpose clearly sets the intention for the learning framework. Generally, our purpose should already be visible within the organisation's vision, mission and values, and how they describe the difference they make to wider society. It should also link to the purpose as expressed in Growing and Learning:

- Vision: an equal world where all girls can thrive.
- Mission: to enable girls and young women to develop their fullest potential as responsible citizens of the world. This reflects the two dimensions of our educational purpose:
 - the development of an individual's potential as an actor in their own life
 - how developing this potential enables them to create a better world as active global citizens.
- Values: citizenship, spirituality and integrity.

: Explains why we equip young people to live our shared values for themselves and for the benefit of their world around them.

“Contribute appropriately to the educational purpose of Girl Guiding and Girl Scouting as articulated by the eight growth outcomes”

**Growing and Learning
Policy and Concepts**

Girl Guide and Girl Scout organisations are an important part of civil society. They support the personal growth and leadership development of girls and young women, promote the values of active citizenship, and contribute to social cohesion. These⁵ organisations build a world that does not only empowering girls and young women but



⁵ Sustainable Development Goal 5: Achieve Gender Equality and Women's Empowerment. <https://sdgs.un.org/topics/gender-equality-and-womens-empowerment>

Step One:**Connected by a Shared Purpose****Guiding reflections for your learning and development framework**

Vision and Mission: What is your organisation's vision and/or mission? Please describe how your vision and/or mission align to the educational purpose of the Girl Guide and Girl Scout Movement, as expressed in Growing and Learning.

When answering this question, consider:

- Does our organisation have vision and mission statements? Do they clearly connect to both dimensions of our educational purpose?
- Are the organisation's vision and mission widely known and understood? Do they inspire unity internally?
- Do they resonate in today's world? Do they inspire support externally?

Values: How do you define the values that are the basis of learning experiences in your organisation? If these are different to the values as expressed in Growing and Learning, please explain how they connect with all the core values of Girl Guiding and Girl Scouting.

When answering this question, consider:

- How do we define our values in today's context?
- Do we communicate our values in a way that resonates with girls and young women in our wider society? Do they speak to people beyond our members?
- Does the way we express or work with our values exclude certain groups of young people in our society? How can we be more relevant and accessible to every and any girl?
- How visible are our values in our youth programme? Can we see the values in action embedded across the learning experiences we offer?
- Do adults in the organisation consistently role model the values when working with both young people and each other?
- Does our adult learning and development offer encourage reflection on the values? Does it recognise that life experience and changing perspectives can shape how values are understood and role modelled over time?

Learning and Development Statement:

A statement about how the organisation's learning and development offer is:

- impacting the development of young people and
- impacting the development of the society. It should give clear, specific statements about how the organisation is responding to the needs and dreams of young people in their society today, focusing on the impact they have, not the activities they do.

When answer this question, consider how your learning and development statement can...

- Create a link between your vision, mission and values (your purpose)
- Demonstrate how your organisation brings its purpose to life
- Outline how Girl Guiding and Girl Scouting responds to the specific needs of young people in your society, and the difference it makes to wider society
- Provide a shared direction for both the youth programme and adult learning and development offer
- Act as a valuable communication and promotion tool when engaging external partners, ministries and stakeholders.

When creating your learning and development statement consider...

- The consultation and needs analysis carried out in Pathway One, Step Three.
- How would we explain our organisation's purpose and impact on society to someone who has never heard of Girl Guiding and Girl Scouting?
- How far do we understand and respond to the demographic and realities of our society?
- What are the barriers to gender equality in our society, and what is our role in addressing them at different levels in the organisation?

Step Two: We use the Girl Guide and Girl Scout Approach

This step focuses on “how” the organisation’s intention can be realised through the Girl Guide and Girl Scout approach – specifically the Girl Guide and Girl Scout method and leadership model. It defines “how” learning experiences are supported, to contribute to the development over time of the eight growth outcomes for both young people and adults. It includes:

The Girl Guide and Girl Scout Method

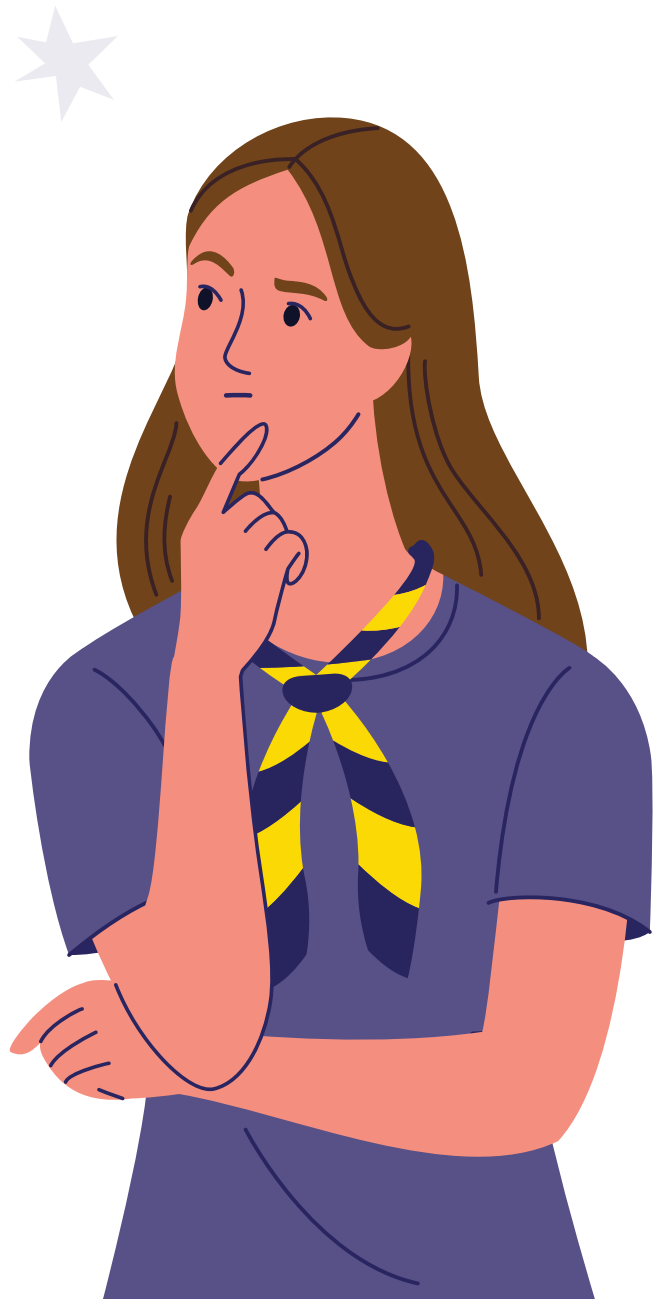
Our shared method to support non-formal learning is fundamental to Girl Guiding and Girl Scouting. It should be the primary consideration in how all learning experiences for young people and adults are designed and delivered.

The Girl Guide and Girl Scout Method has five parts:

- Learning in small groups
- My path, my pace
- Learning by doing
- Connecting with others
- Connecting with my world

“Be designed and facilitated using the Girl Guide and Girl Scout Approach, as reflected in our method and leadership model.”

Growing and Learning Policy and Concepts



Step Two:

We use the Girl Guide and Girl Scout Approach

The Girl Guide and Girl Scout Leadership Model

The Girl Guide and Girl Scout Leadership Model supports learners to become more conscious of how they think, behave and relate to the world around them. It is relevant throughout every stage of the Girl Guiding and Girl Scouting journey. Spaces for both young people and adults to practice leadership are essential to support their development.

The model promotes the principles of shared, purposeful and worldly leadership practice through a system of six mindsets:



Reflective mindset



Collaborative mindset



Creative and Critical Thinking mindset



Responsible Action mindset



Worldly mindset



Gender Equality mindset

Guiding reflections for your learning and development framework

Approach: How do you define and apply the Girl Guide and Girl Scout educational method and leadership model in your organisation?

When answering this question, consider:

- *Does our organisation have vision and mission statements? Do they clearly connect to both dimensions of our educational purpose?*
- *Are the organisation's vision and mission widely known and understood? Do they inspire unity internally?*
- *Do they resonate in today's world? Do they inspire support externally?*

Girl Guide & Girl Scout Method:

- *Do all adults in the organisation have an active understanding of the Girl Guide and Girl Scout Method? Can they recognise it in action? Is it included within the foundation stages of our adult learning and development offer?*
- *Does the method inform how different forms of learning experiences are structured across the organisation?*
- *How does the application of the method reflect and respond to girls' and young women's lived experiences?*

Leadership Development:

- *Does the youth programme create opportunities for young people of all ages space to practice leadership in ways that are appropriate for their stage of development?*
- *Does the adult learning and development offer support adults across the organisation to reflect on their behaviour and the way they role model leadership practice?*
- *How is the Gender Equality Mindset visible in the way adults practice leadership within the organisation?*

Step Three: To Create Space to Grow and Learn

This step is about the space we create in Girl Guiding and Girl Scouting that enables individual learners to access what they need to grow and learn.

The learning environments we offer are equally if not more important than the content of the learning opportunities provided. This space should be brave, participatory and girl-centred.

Brave

Learning environments for young people and adults should be:

- **Safe** - everyone is valued, respected and free from violence, discrimination, and harm. There are strong safeguarding practices in place.
- **Inclusive** - everyone can meaningfully participate and feels an equal part of the space. The principles of diversity, equity and inclusion are applied across the organisation.
- **Empowering** - everyone has the confidence to be themselves. Learners are supported to try new things, express their ideas, take risks and make mistakes.

Organisations need to balance the dynamics of safety and risk-taking to encourage discovery and adventure, in the spirit of lifelong and life wide learning.

“Take place in a brave, participatory and girl-centred space.”

Growing and Learning Policy and Concepts

Participatory

Meaningful participation means actively and continuously engaging learners in decisions that affect them. This means thinking about:

- How the youth programme and adult learning and development offer use our method and leadership model to enable learners to take the lead in their learning.
- How learners participate meaningfully in designing, reviewing and updating the youth programme and adult learning and development offer.
- How meaningful youth participation is mainstreamed throughout the organisation in all departments and at all levels.



Step Three:

To Create Space to Grow and Learn

Girl-centred

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

Being girl-centred is important in both girls-only and co-educational contexts. Learning experiences in girl-only contexts are not automatically designed with girls and young women's specific needs in mind.

In practice, girl-centred can look like:

- Not assuming what young people enjoy doing based on their gender.
- Openly discussing and learning about gender equality.
- Making sure everyone knows that their value is not attached to their gender.



Guiding reflections for your learning and development framework

Space to Grow and Learn: Describe how learning experiences take place in brave, safe, participatory and girl-centred spaces.

When answering this question, consider:

- Does the organisation have appropriate policies in place to support a space to grow and learn? Are those policies up to date, fit for purpose and implemented at all levels? Does the organisation have systems and mechanisms in place to reinforce good practice in these areas? Do you seek out learning good practices from others?
- Does the organisation regularly and consciously reflect on how it enables brave, participatory, girl-centred spaces and identify opportunities for improvement?
- Does the adult learning and development offer reinforce the importance of brave, participatory, girl-centred spaces and support adults to uphold them across the organisation?
- How are brave, participatory, girl-centred spaces considered when reviewing or updating the youth programme? What does this look like at different levels?
- How are brave, participatory, girl-centred spaces considered when designing new learning experiences?

Alongside this step, please review any policies and other standards or guidance documents that relate to these areas and influence how your organisation creates space to grow and learn, including your safeguarding policy



Accreditation Tip

Confirm that your safeguarding policy is current and that the most recent version is the one on file with WAGGGS.



Step Three:

To Create Space to Grow and Learn

Applying ‘brave, participatory and girl-centred’ space in school-units

When Girl Guiding and Girl Scouting happens inside a school, the learning environment may be impacted by classrooms norms, student-teacher dynamics, timetabling, assessment culture, and more. To nurture a space where girls can grow and learn it is important to ensure it is:

- **Voluntary:** even if attendance is encouraged or normalised by the school, girls should experience the unit as their own space. A place where they can make choices about what they do, how they lead, and what they explore. The authority of a teacher-leader in the classroom should soften into a more facilitative role within the unit.
- **Not curriculum-led:** While school-based units can complement formal education, non-formal learning experiences should be relevant, exciting, accessible and learner-led.
- **Distinct from the school setting:** girls may find it difficult to take risks, express disagreement or explore new identities in spaces led by adults who also assess or discipline. Practices such as co-facilitation, peer leadership, and rotating responsibilities, can help create psychological distance from classroom hierarchies.
- **Co-educational school context:** girl-only subgroups, girls’ circles within wider units, or dedicated girl-led moments can all help strengthen girl-centred participation and leadership opportunities.



Step Four: offer R.E.A.L Learning Experiences

“Include a varied, progressive range of relevant, exciting, accessible and learner-led experiences, appropriate to the learner’s stage and role.”

Growing and Learning Policy and Concepts

This step focuses on what the youth programme and adult learning and development offer is and how it supports the development of the whole person by offering a varied range of Relevant, Exciting, Accessible and Learner-Led (R.E.A.L.) learning experiences.

A varied, progressive programme of R.E.A.L learning experiences is important for two reasons:

1. All areas of whole person development need to be considered to work towards the eight growth outcomes in a balanced way.
2. It will greatly affect the learner’s experience and what meaning they draw from it. We learn best when learning is relevant to our needs and concerns, after all, where learning is drawn from our real-life experiences.

How to make it varied and progressive? Think about “my path, my pace”

A progressive range of experiences should support the development of a learner across their learning journey, showing how each stage in the journey connects to the ones before and after, and how learning builds on past experiences.

In the youth programme, organisations should identify how to respond to all areas of whole person development at every stage of the journey, in an age-appropriate way, and how to make connections between each stage. The progression is personal; each youth member’s journey will look different.

In the same way, in the adult learning and development offer, it’s important to focus on the personal nature of progression, such as how adults can:

- transfer learning between different roles
- reflect on how they have grown in different areas over time,
- Connect their new learning with past experiences outside the Movement
- Identify goals for the future

This is different to traditional ideas of hierarchy in learning and development. Sometimes it’s hard to avoid hierarchy because of how an organisation is structured, or responsibility is delegated. However, where it’s possible to separate this from the learning and development process, it can help make the volunteer offer more flexible, better recognise prior learning, and make it easier for adults to move between roles in response to organisational need or their own interests.

A varied range of experiences will enable learners to choose different opportunities over time, engage with learning in different ways as they grow, participate in different ways and take on new roles. Coupled with reflective practice, variety of opportunity in both the youth programme and adult learning and development offer will naturally make it easier for an organisation to support all areas of whole person development.

Step Four:**offer R.E.A.L Learning Experiences****Varied REAL whole-person development:**

Describe how you address all areas of whole-person development, and make learning experiences REAL, for both youth and adults

When answering this question, consider:

- How does your organisation define the areas of whole person development? Do they connect with all the areas of whole person development as defined in *Growing and Learning*? If it's easier, please share examples or attach supporting documents that speak to this point.
- What mechanisms does the organisation have to assess if the youth programme and adult learning and development offer are R.E.A.L? For example:
 - Does the organisation regularly check with learners to make sure learning experiences are still relevant to their needs and concerns, and exciting to be part of? Is this happening at all levels in the organisation?
 - Does the organisation regularly assess barriers to accessing the youth programme and/or adult learning and development offer? Are there plans to address these?
 - How far are learners the main decision makers in the youth programme?
 - How can the organisation see learners, especially girls and young women, in the lead at each stage of the youth programme and at each level in the organisation?
 - Is meaningful youth participation informing the adult learning and development offer? What mechanisms are in place to make this happen?
 - Is enough consideration given to adapting learning opportunities to different learning needs, and are adults well informed and empowered to apply these adaptations?



Step Five: So Learners Can Develop their Fullest Potential

“Girl Guiding and Girl Scouting enables girls and young women to develop their fullest potential as confident leaders and responsible global citizens”

The eight growth outcomes are, in effect, a detailed expression of our educational purpose. They describe the meaningful difference we believe Girl Guiding and Girl Scouting can make in a learner's life. If a Girl Guide and Girl Scout organisation can see learners developing towards the eight growth outcomes over time, they are contributing towards the Movement's educational purpose.

The eight growth outcomes may appear simple, however they are a synthesis of the characteristics of quality Girl Guiding and Girl Scouting. They:

- keep our purpose firmly in mind;
- integrate our fundamental principles as expressed in the original Promise and Law;
- respond to the seven areas of whole person development.

Developing the growth outcomes effectively relies on the Girl Guide and Girl Scout method and leadership model. To develop the growth outcomes will require learners to be challenged by real experiences, to practice leadership in different environments and situations, and to reflect on their experiences and draw meaning from them.

Some Girl Guide and Girl Scout organisations may already have their own learning outcomes, competencies or educational objectives. Organisations are encouraged to review how their existing outcomes connect to the eight growth outcomes and identify areas of alignment, not to replace what works well. This mapping will enable us to speak more effectively to our collective educational impact.

In the learning and development framework, organisations should show:

- a. a set of growth outcomes for the learning journey
- b. indicators for each growth outcome, organised by each stage of the learning journey

Step Five:

So Learners Can Develop their Fullest Potential

IDENTIFY A SET OF GROWTH OUTCOMES FOR THE LEARNING JOURNEY

How do you define the growth outcomes that are the ultimate aim of the whole person development journey?

The goal here is to agree a set of growth outcomes for the organisation that both reflect the context of the organisation and can relate to the ideas contained in the eight growth outcomes. This can happen by:

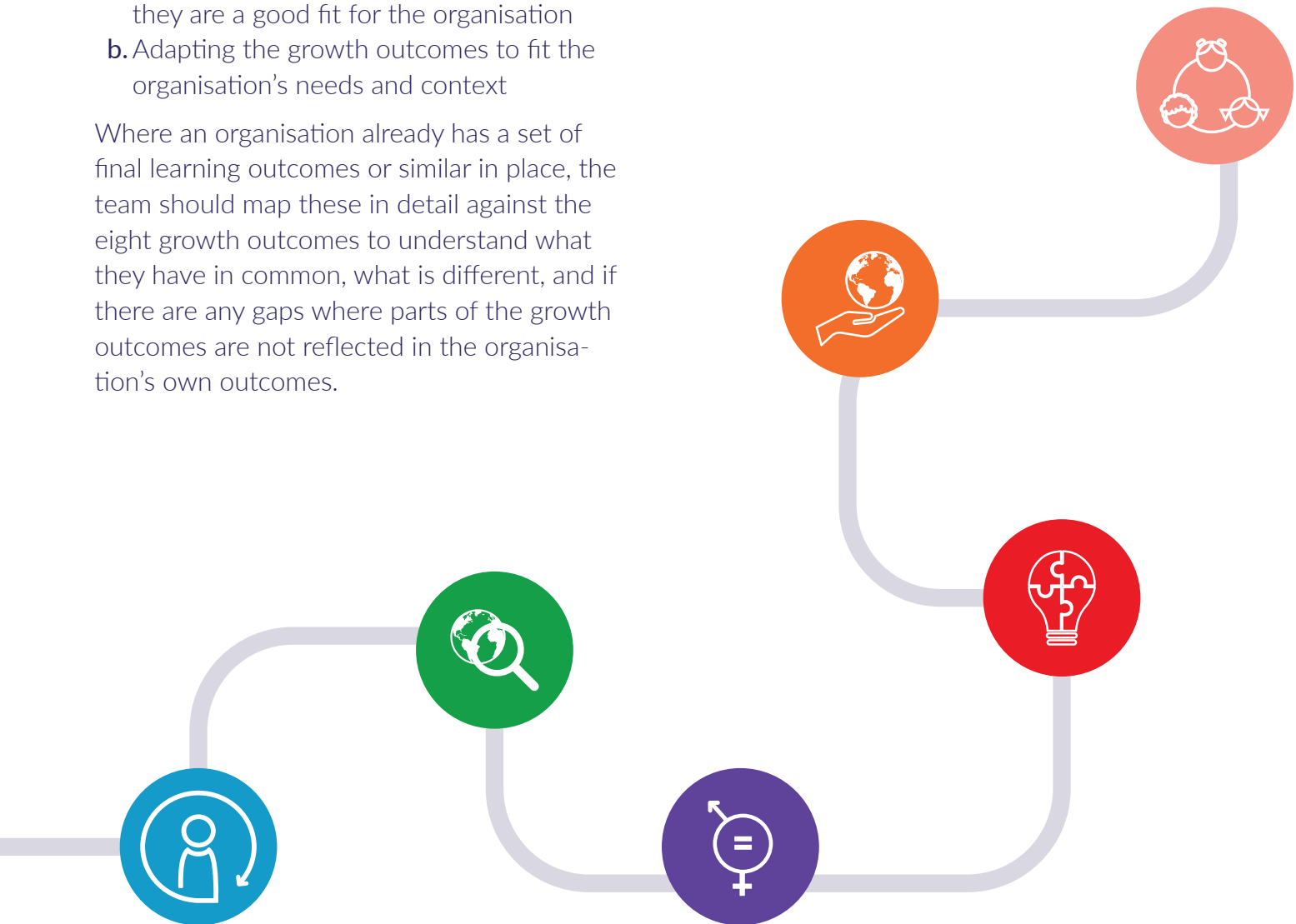
- a. Adopting the eight growth outcomes, if they are a good fit for the organisation
- b. Adapting the growth outcomes to fit the organisation's needs and context

Where an organisation already has a set of final learning outcomes or similar in place, the team should map these in detail against the eight growth outcomes to understand what they have in common, what is different, and if there are any gaps where parts of the growth outcomes are not reflected in the organisation's own outcomes.

AGREE INDICATORS FOR EACH GROWTH OUTCOME AT EACH STAGE OF THE LEARNING JOURNEY

The next step is to contextualise these outcomes at the different stages of the Girl Guide and Girl Scout journey, by identifying indicators against each growth outcome:

- a. at each stage of the youth programme
- b. in general for the attitudes and behaviours being developed by adults in the Movement



Step Five:**So Learners Can Develop their Fullest Potential**

Growth outcomes in the youth programme

The youth programme will be where the growth outcomes are most visible in an organisation. Youth members develop towards the growth outcomes over time through the full range of learning experiences they access through the youth programme, adapted to their age and stage of development.

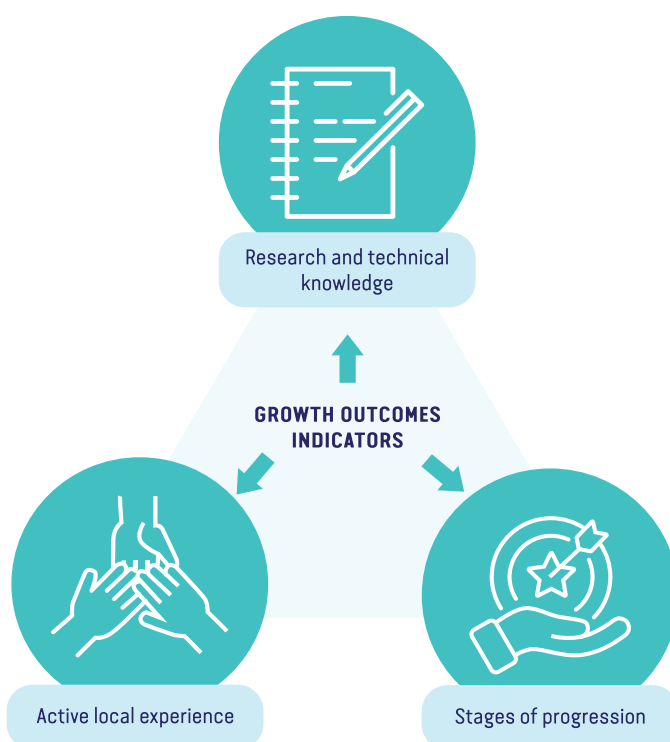
Most national organisations structure the youth programme into stages (age groups/sections), with a clear transition moment when children and young people move into the next stage. These stages tend to broadly align, to some extent, with general stages of development for children and young people (e.g. early childhood, middle childhood, early adolescence, adolescence and young adulthood). Depending on the organisation, the structure and approach in each stage may be quite distinct or very similar.

Organisations can measure their progress towards their educational purpose by considering how the eight growth outcomes are being developed in learners at each stage of their journey. This will help make the intentions for each stage clear and set a clear direction for the youth programme.

The first step is to look together at:

- The eight growth outcomes described in Growing and Learning
- The stages of progression as they are structured in the organisation
- Research and technical knowledge around whole-person development in children and young people in your context
- Active experience of working with different age groups at local level

Considering all these aspects, develop a grid that describes, as simply as possible, a set of indicators for the growth outcomes at each stage. Indicators are the signs you would expect to see if learners have taken a meaningful step towards the growth outcome because of each stage of their journey in the Movement.



Step Five:

So Learners Can Develop their Fullest Potential

Growth outcomes in the adult learning and development offer

Young people need the adults they encounter in Girl Guiding and Girl Scouting to model empowering leadership practice. As a Movement unified by values in action and a commitment to lifelong and lifewide learning, all adults in the organisation are role models, not only those who directly facilitate learning experiences. Promoting the ongoing commitment of adults to developing the growth outcomes serves this goal.

Adults in the Movement continue to develop and grow through volunteering, leadership practice and planned learning opportunities such as training, mentoring and peer support. This is important not because they are beneficiaries of the youth programme, but because they need to model long life learning.

On this basis, Growing and Learning recommends that an organisation's learning and development framework also defines indicators for adults in relation to each growth outcome. These should not be progressive, but rather the signs you would expect to see if adults in the Movement have sufficiently developed towards each growth outcome to role model it positively.

In addition, organisations will also need to define key adult roles and identify specific **competencies** these roles require so they can better carry out various roles that, directly or indirectly, serve the educational purpose of the Movement.

Competences are the skills, knowledge, experience, attitudes and values that enable a person to successfully carry out a role. Some competencies will apply to many (even all) roles, but to varying extents (for example, all roles may need some understanding of the characteristics

of quality Girl Guiding and Girl Scouting, but the level of understanding required will be different for different roles). They are developed and proven through experience in real life situations, so should be written in a way that shows what the learner can be or do because of acquiring this competence.

We can say that the attitude (and values) required for specific roles may have a relationship with the growth outcomes, whilst the knowledge and skills required are unlikely to connect so tightly.

This is easiest to explain by considering where and how it is most pertinent for organisations to focus on adults' personal growth, vs. the development of competencies needed for different roles:

In this model, the growth outcomes are relevant both to support adults to embody the values they represent in their interactions with others in the Movement, and to inculcate attitudes and behaviours required in specific roles. The development of competencies required for different roles in the organisation will be explored in the next step.



Step Six: How we support learners to reach their fullest potential

The final part of the learning and development framework shows how the previous ideas are made visible to everyone in the organisation by describing, at high level, the organisation's system for defining and organising the youth programme and adult learning and development offer.

Each organisation will work very differently on this step, depending on where they are in a cycle of youth programme and/or adult learning and development offer review and renewal, and depending on their context and operating model. However, some common principles apply that should be reflected in the learning and development framework for both the youth programme and adult learning and development offer:

- Evidence of organising structures and systems to meet the learning and development needs of youth and adults in the organisation
- The leadership and resources to sustain support to both areas over time, and that resource allocation between youth and adults is proportionate
- Examples to show how they are approached in a connected and complementary way
- Examples of how the systems both for youth and adults are based on the Girl Guide and Girl Scout approach and offers brave, participatory and girl-centred spaces

6a) Youth programme considerations

Growing and Learning defines the youth programme as “the totality of learning opportunities children and young people can access in Girl Guiding and Girl Scouting”. Noting that learning experience is “a personal experience, interaction, session, training or programme in which learning takes place”

So how can the organisation plan, deliver, evaluate and review a youth programme where the learning mainly “happens” within - and between - the young people taking part, and where no two learning journeys may be the same? There are five key roles the organisation can play:

- a. Defining an organising structure
- b. Promoting the conditions that support self-discovery and self-directed learning
- c. Designing and facilitating complementary learning opportunities, especially that help young people “learn how to learn”
- d. Recognising the totality of the learning experiences that happen within the structure and conditions – and seek ways to measure the impact and continuously improve
- e. Accepting that planned learning opportunities only make up a part of the youth programme!

Step Six:

How we support learners to reach their fullest potential

Guiding reflections for your learning and development framework

When answering this question, consider:

- What is the structure of the organisation's youth programme?
- Who oversees the youth programme?
- How do you keep the youth programme reviewed and up to date?
- How do you make the intentions of the youth programme visible to children and young people in an age-appropriate way?
- How does the youth programme create the conditions for shared leadership in the peer group?
- How do you define the role of adults in the youth programme, and reinforce expected conduct?
- What systems and tools support application of the Girl Guide and Girl Scout method in the youth programme?
- How do you make sure all leaders understand, and can use, the Girl Guide and Girl Scout method and leadership model when supporting young people to take the lead in their learning?
- How do you support transition points between stages, and from the youth programme into volunteering roles? Does this work well?
- What is the reach of your youth programme, and is it in line with the demographic of your country? What are the barriers to widening that reach?
- What support systems are in place for local groups to build leader confidence and competence in facilitating the youth programme?



Consultation insight: when was your last youth programme review?

Across the 169 GAL MO Representatives from 69 countries who took part in this phase of the consultation:

- 42%** last reviewed their youth programme within the last 1-2 years.
- 22%** reviewed it 2-5 years ago.
- 10%** reviewed it 5-10 years ago, 5% more than 10 years ago, and 3% have never reviewed it.
- 10%** were unsure when the last review happened.

Step Six:

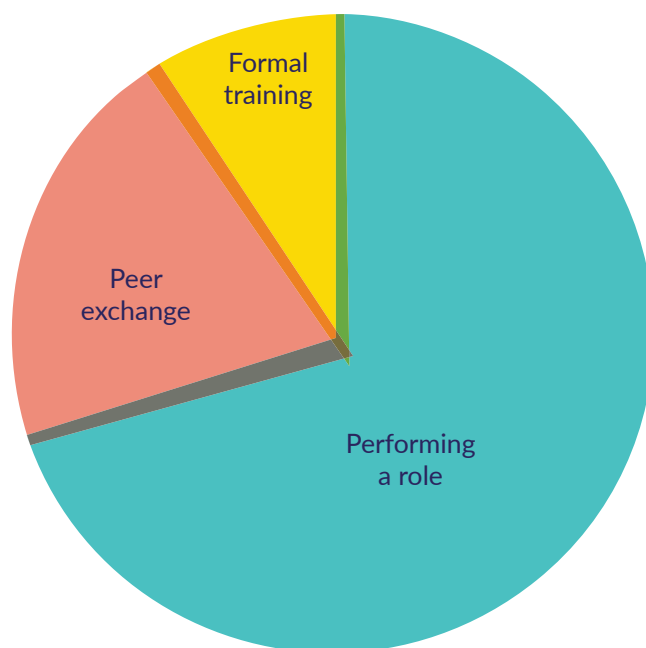
How we support learners to reach their fullest potential

6b) Adult learning and development offer considerations

Adults in Girl Guiding and Girl Scouting learn primarily by volunteering, practising leadership, and reflecting on experience. This means that as the purpose of Girl Guides and Girl Scout are girls and young women, the adult learning and development offer will look very different from the youth programme, even when it draws on the same Girl Guides and Girl Scout approach to learning.

Adult learning and development in Girl Guides and Girl Scout does not happen in isolation – it is intertwined with all steps of the volunteer’s lifecycle (see image below). As you design your adult learning and development offer, recognise that roughly 70% of learning happens through performing a role, 20% through peer exchange, and about 10% through formal training. These are **indicative proportions** to support thinking beyond training when designing the adult learning and development framework.⁶

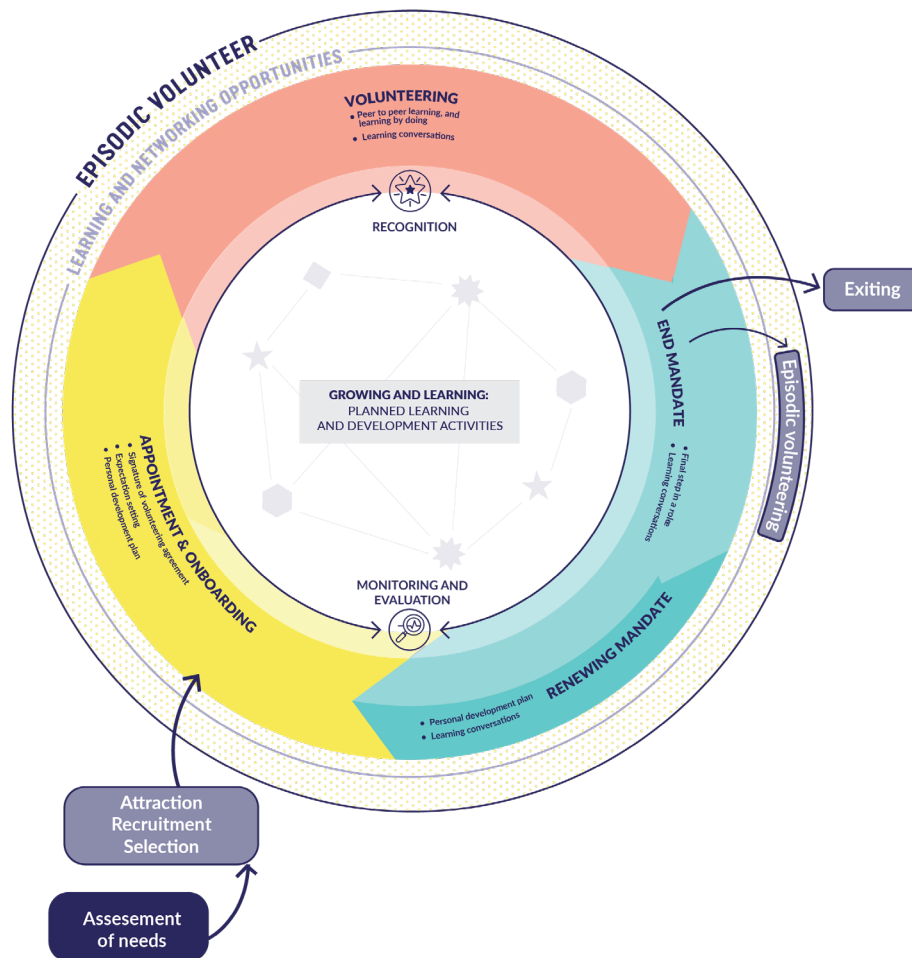
Your role as an organisation is to create the conditions for that learning to happen through the tools, structures and moments you put in place alongside and between formal training.



⁶Baden-Powell, R. (1919). Aids to Scoutmastership: A Handbook for Scoutmasters on the Theory of Scout Training. London: Herbert Jenkins.
 Lombardo, M. M. & Eichinger, R. W. (1996). The Career Architect Development Planner (1st ed.). Minneapolis, MN: Lominger
 Kajewski, K. & Madsen, V. (2012). Demystifying 70:20:10 (White paper). DeakinPrime.

Step Six:

How we support learners to reach their fullest potential



In practice, start by looking at your volunteer lifecycle and ask: where does learning already happen, and where could it be better supported?

Attraction and recruitment: as you reach out to prospective volunteers, they begin to form an idea of what kind of organisation you are. Work with your marketing department so that attraction and recruitment contributes to setting realistic expectations. Some volunteers will have grown up in the Movement and may already know a great deal; in certain cases, part of your work will be helping them to unlearn and relearn. Also selection has learning and development implications as shared reflective practice contributes to developing her self-awareness.

Signature of a volunteering agreement, onboarding and expectation-setting: this is the moment to help them understand the context they are stepping into and set a personal development plan – what competencies do they need for this role, and what would they like to explore that they cannot easily try elsewhere?

As they perform the role, **brief-and-debrief** moments allow them to reflect on activities they are running, their own behaviours and how they feel: what are they proud of, and what would they do differently? It is recommended that at least once a year, a dedicated **learning conversation** goes deeper – reviewing progress, identifying opportunities to grow (whether related to their current role, a future one, or their own personal

Step Six:**How we support learners to reach their fullest potential**

development), and connecting them to what the organisation offers locally, nationally or internationally.

When volunteers **move between roles**, recognise the competencies they are bringing with them – from their previous role, and from their wider personal and professional life as part of their lifewide learning journey.

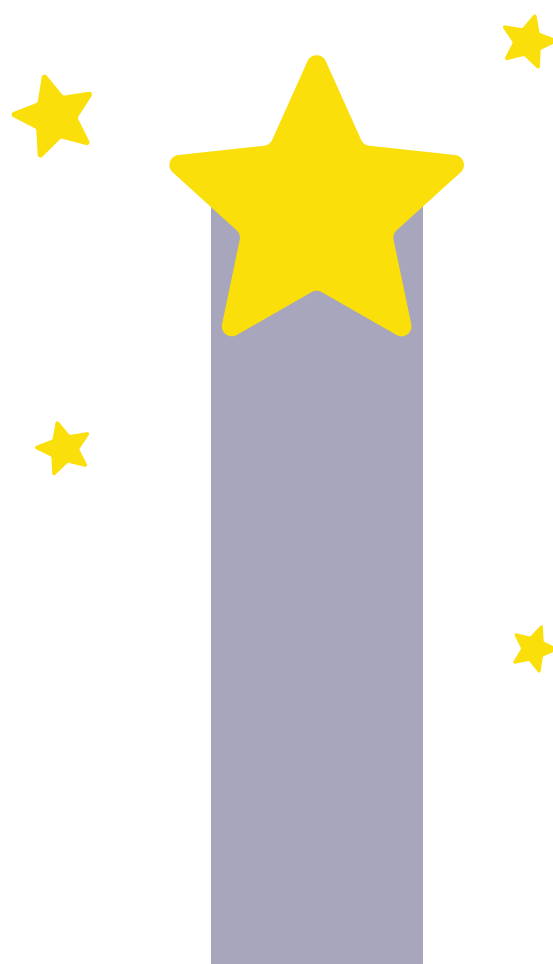
And when a volunteer finishes a role, the **exit conversation** is both an organisational learning opportunity and a personal one: what does she want to do next? Another role, a pause, something less or more demanding?

Now look at your organisational structure and ask: are there recurring meetings or spaces where **peer learning** could happen more intentionally? A local leaders' meeting could include a short moment for reflection or collaborative learning – deepening understanding of the Girl Guiding and Girl Scouting approach or creating space for leaders to work on their personal and leadership development together. The same question applies at national level.

Set clear expectations that volunteering is accompanied by peer learning – whether in a unit leaders' group, across sections, or among all leaders in a given area. Then provide the tools to make it happen: a reflection journal, card games for group discussion, a dedicated learning moment at local meetings, or a yearly gathering focused on the Girl Guiding and Girl Scouting approach and personal development. As the person responsible for adult learning

and development, if there are existing spaces and tools that work well, you do not need to create anything new: ask your leaders what they already use, the best starting points are often already there.

Recognition matters throughout the journey. When a volunteer develops a new competency or grows in her role, naming and celebrating it reinforces that learning and encourages her to keep going. Recognition can be simple and informal or more formal, such as a badge, a certificate, or a role that reflects new responsibility. As the team responsible for adult learning and development, think about where recognition already happens in your organisation, and whether those moments could acknowledge what volunteers are learning, as well as what they are doing.



Step Six:

How we support learners to reach their fullest potential

Whole Personal development through volunteering⁷

- Interaction with peers
- Interaction with young people
- Grow and practice leadership
- Self-reflection
- Facilitated learning

Role-related competencies development:

Develop the skills, knowledge and attitude to be able to deliver the programme for young people or serve the organisation in other functions

- volunteering, learn by doing
- peer learning, mentoring and coaching from more experienced adults
- Training

Everything adults in the movement learn, both through their personal development and planned learning and development opportunities, should still model the characteristics of quality Girl Guiding and Girl Scouting. Learning opportunities should be accessible and support their growth, considering their needs, daily life and personal goals.



⁷https://www.deseco.ch/Key_Competerencies_for_a_successful_life.pdf

Step Seven: How we support adult roles and competencies

This step builds on the personal learning and development of adults to identify how adults are prepared to support the purpose of the Organisation.

Growing and Learning Policy and Concepts

Adults in Girl Guiding and Girl Scouting take on different roles that support learning experiences for youth members and the functioning of the organisation.

Your adult learning and development offer should use the same Girl Guide and Girl Scout Approach to learning as your youth programme. In practice, this does not always happen; organisations that are excellent at applying the method with young people sometimes fall back on directive training, long presentations and limited participation when it comes to adults.

Learning and Development Framework

This section is not part of the primary learning and development framework template, it connects to Part B: Adult Roles and Competence Matrix.

It should set out:

- Key roles required in the Organisation
- An indication of their responsibilities
- The competencies required for each role
- How the adult learning and development offer supports adults to develop those competencies.

Note: Role descriptions themselves sit alongside the framework, not within it.

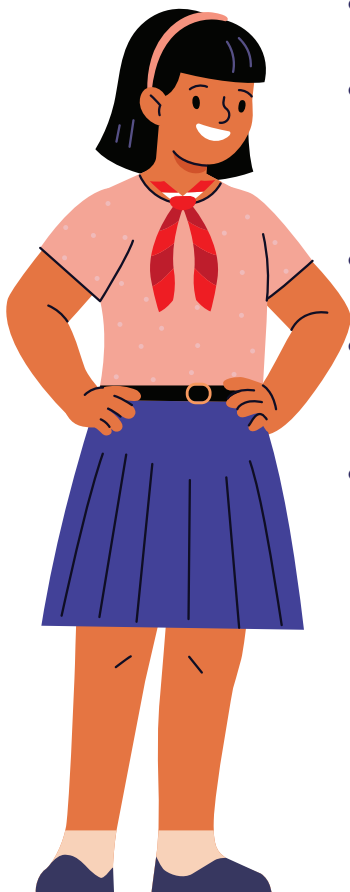


Step Seven:

How we support adult roles and competencies

Reflecting on your Learning and Development Framework**Defining adult roles**

1. Map current roles in the organisation. Different organisations may have different structures. Roles may include:
 - leaders of girls
 - roles supporting learning and development (trainers, trainers of trainers, national commissioners for programme and training, etc...)
 - roles leading teams and/or supporting organisational management (commissioners, managers etc)
 - technical support roles in other areas (e.g image and visibility, governance, finance, etc..)
2. Then, for each role, consider:
 - How common/frequent is this role in the organisation?



- What are the main responsibilities?
- How does this role support learning experiences for youth members?
- How does this role practice leadership?
- What collaboration is needed with other roles?
- What level of decision-making is involved?



3. Next, consider the main competencies required, and what level of competence is needed to carry out each role effectively. These are some examples of what these competencies might be:
 - Being an expert in the Girl Guide and Girl Scout method
 - Being an autonomous lifelong learner
 - Being able to apply different facilitation skills
 - Being financially responsible
 - Being able to assess adult's learning needs
 - Being a technical expert in safeguarding
 - Being able to manage people
 - Being able to communicate and collaborate effectively in a team
 - Being a mentor
 - Being able to provide IT support

As you map roles and competencies, return to the volunteer lifecycle and consider how competence development, learning by doing, and succession planning connect. For every role, from a unit leader legally responsible for thirty young people to a board member taking on governance responsibilities, all three forms of learning apply: practice, peer exchange and training. Seniority and experience do not remove the need for structured learning; if anything, roles with greater responsibility deserve at least equally intentional support. In the accreditation process, we will want to see that every role has targeted learning and development for the technical competencies it requires.

Step Seven:**How we support adult roles and competencies**

The last thirty years⁸ of neuroscience research confirm what Girl Guiding and Girl Scouting has always understood: active, reflective, learner-led experiences produce better and more lasting learning for everyone, including adults. The fact that adults can sit through a three-hour presentation does not mean they learn well that way. Be intentional about applying the method, creating brave, participatory and women-centered spaces, and offering REAL learning experiences for adults.



In practice, we suggest you have five documents to inform and support the learning and development offer for your adult members.

In the accreditation process we will only ask for the Competencies matrix, you can find a template for it at the end of this document in the [Templates and Tools section](#).

Role descriptions:

Each role in the organisation should have a clear description of its tasks, responsibilities, and minimum competencies required.

Competency descriptions:

a document in which, for each (or main) competence needed in your organisation, you provide a clear definition, a set of indicators on knowledge, skills and behaviours, level of progression (reflecting on different roles in the organisation), and ideally which roles require the competence and links to any related framework or document.

Competencies matrix:

a matrix showing the level of competencies needed for each role in a synthetic way

Learning opportunities descriptions:

As you develop your competency framework and identify competency gaps, you will also develop your learning and development offer. Ideally, each learning opportunity should be designed to build the competencies identified in this matrix. As you design learning opportunities and define learning objectives, you may find that you are working towards competencies not yet included in your competency descriptions – go ahead and add them. This work does not need to be completed all at once.

Personal Learning and Development**Plan template:**

For each person in a given role, a very simple personal plan template should sit alongside this matrix. It should encompass their whole personal development – explicitly including leadership development – as well as the competency growth needed for their role.

8

- Bransford, J. D., Brown, A. L. & Cocking, R. R. (eds.) (2000). *How People Learn: Brain, Mind, Experience, and School* (Expanded ed.). Washington, DC: National Academies Press.
- Freeman, S. et al. (2014). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415.
- Dubinsky, J. M. & Hamid, A. A. (2024). The neuroscience of active learning and direct instruction. *Neuroscience & Biobehavioral Reviews*, 163, 105737.

A collection of white line-art icons on an orange background, connected by dashed lines. The icons include a medal, a folder, a lightbulb, a magnifying glass over a notepad, a stopwatch, a globe, a megaphone, a notepad with a pencil, and a group of three people. Small stars are scattered throughout the design.

PATHWAY THREE

Implementing Your Framework

This pathway is a guide to creating a learning and development framework that is aligned to the Growing and Learning Policy.

PATHWAY THREE:

Implementing Your Framework

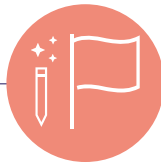
This pathway is about turning your framework into everyday practice: reviewing what you already have, agreeing where to focus your energy, planning realistic actions, and weaving the framework into how your organisation works day-to-day.

During the Growing and Learning Part Two consultation, three messages came through strongly:



Implementation is a shared journey.

Adult volunteer retention (reported as a main challenge by 73% of respondents), sustaining engagement and time constraints mean you cannot implement alone. Roles, teams and collaboration matter.



Simple, practical tools matter more than new theory.

The most requested support from organisations was workshop guides, visual tools and templates, context-specific guidelines and examples.

This pathway points you toward those tools.



Start small, go steady.

Many organisations told us that phased, realistic steps, not one big bang, are what make change stick. Even a few priority actions, implemented well, have more impact than an ambitious plan that stalls.



PATHWAY THREE: Implementing Your Framework

This pathway builds directly on Pathway One and Pathway Two:

- From Pathway One, you have a Growing and Learning team, a shared understanding of your context, and a realistic sense of capacity and mandate.
- From Pathway Two, you have a Learning and Development Framework that expresses your vision, values, learning statement, growth outcomes, methods, learning experiences, progression and how adults are supported.

Pathway Three now turns that foundation into action through six connected steps:

1. Review your existing youth programme and adult learning and development offer against your learning and development framework.
2. Identify the scope of change needed to align them.
3. Agree a realistic implementation plan, with clear roles, phasing and resources.
4. Integrate the framework into organisational processes.
5. Set up a learning cycle (PMEL: Planning, Monitoring, Evaluation and Learning).
6. Use what you learn to improve, share and grow as a learning organisation.

This process will not be linear, you may move between steps, going deeper in some areas first and returning to others later. What matters most is that an honest review, a realistic plan and real integration happen.

Pathway Three Implementation Working Template on page 84 follows the six steps in this pathway. Organisations are welcome to use it as-is, adapt it, or keep using a format that already works for them. Five tables from the template can be submitted as evidence for your accreditation.



Consultation insight: improvement, not perfection

Very few organisations are starting from zero. The consultation showed that 54% of organisations had reviewed their youth programme in the last 2 years, and 51% had reviewed their adult learning offer in the same period.

Implementing your framework is not necessarily about inventing something new. It is about looking at what exists, highlighting what already aligns with Growing and Learning, and closing the gaps.

Step One: Review existing youth programme and adult learning and development offer

This step is about using your Learning and Development Framework to identify what already exists, what is strong, what is partial and what is missing in your current programmes, training and learning experiences for both young people and adults.

Questions to consider:

When aligning your programmes and learning experiences with the framework, consider: Who oversees the youth programme?

- How do existing programmes reflect your learning vision and values?
- How do learning experiences support the eight growth outcomes?
- How is the Girl Guide and Girl Scout method reflected in practice?
- How are leadership opportunities provided for girls and young women?
- How are learning experiences R.E.A.L.: Relevant, Exciting, Accessible, Learner-led?
- How does learning take place in brave, safe and participatory spaces?
- How does adult learning and training support youth development (and not only adult roles)?
- How is progression across age groups is reflected, and how transitions are supported?
- How are adults supported to fulfil their different roles across the organisation??



Step One:

Review existing youth programme and adult learning and development offer

Practical approaches to carry out the review

Member Organisations in the consultation asked for concrete tools, not more theory. Choose the combination that best fits your capacity and culture:

**Framework self-assessment**

work through each element of the framework and rate current alignment (for example: Strong / Partial / In development / No Ask "How do we know?" for each rating, and connect any data that supports your thinking. .

**Peer review**

ask a group not directly involved in designing a programme (for example, trainers reviewing youth programme materials, or youth members reviewing adult training) to read key documents and highlight where the framework is visible and where it is not.

**Observation of practice.**

the clearest evidence of a framework is not on the page but in the room. Spend time in unit meetings, camps or training events and observe how values, method and R.E.A.L. learning experiences show up in practice. Bring youth members into the observation wherever you can, we all notice different things.

**Consultation**

use short surveys, focus groups and reflection activities to hear how members experience the current offer. If possible, learn from former members who left, or those who choose not to join, to understand why. Remember to create brave, participatory, girl-centred spaces in any consultation.

**Mapping**

to help see the full picture and be able to identify gaps and overlaps, lay out your current programmes and training visually (on a wall or online whiteboard) and map each onto your learning and development framework.

**Accreditation Tip**

Make sure you revisit the capacity evidence from Pathway One, the Capacity Assessment Tool (CAT) and note anything that has changed since it was first completed. The review is stronger when held alongside a current picture of organisational capacity.



What good looks like at the end of Step One

- A shared, evidence-based document, however short, that describes, for each element of the framework, what is already strong in your current offer, what is partial, and what is missing. Wherever possible, this picture is backed by the voices of youth members, volunteers and staff, not just by the team leading the work.



Consultation insight: reviews take time

On average, organisations told us that a full review of the youth programme takes longer than two years for around a quarter of respondents, with many others completing it in 12-24 months. Adult learning reviews are often slightly shorter. Plan for a review process that is thorough but time-bound, set an end date, or the review becomes the project.

Just over half of the organisations who responded already have a defined system or process for reviewing learning programmes. If yours does not yet, this step is a good opportunity to start building one, even a light-touch cycle is better than none. WAGGGS can help you in this process

Step Two: Identify scope of change needed to align to framework

In this step, you will identify your top priorities and plan steps to align the youth programme and adult learning and development offer to your framework. Agreeing, as an organisation, the realistic scope of change.

In the consultation, 30% of the GAL MO Representatives named “lack of practical steps or templates to apply the principles” as a future challenge and said they “understand the policy but struggle to bring it all together into programmes”. This step is where that translation happens.

What this step is for:

To agree, as an organisation a realistic scope of change, the specific areas of the youth programme and adult learning and development offer where action will be taken to strengthen alignment with the framework.

Common types of change to consider

Based on consultation responses, changes typically fall into one or more of these categories:



Strengthen what already exists:

minor updates to language, materials or activities so they better reflect the framework.



Introduce new elements: fill the gaps between what the framework requires and what the Organisation currently offers, for example, structured reflection on growth outcomes.



Re-connecting youth and adult

learning: the majority of Organisations said youth programmes and adult training currently run as two separate tracks, make the link between them explicit.



Strengthening the enabling

conditions. think about training for facilitators, safeguarding practice, or the spaces in which learning happens.



Redesigning elements that do not reflect the framework:

this could be a specific age-group programme, a training module, or a progression scheme that no longer fits the vision.

What good looks like at the end of Step Two

A short, prioritised list of changes, typically between three and seven, that the Organisation is committed to making, with a clear rationale for each. Each priority is specific enough that someone outside the core team can understand what is being changed and why.

Step Two:

Identify scope of change needed to align to framework

Applying Growing and Learning in crisis and fragile contexts

For organisations operating in contexts of conflict, displacement, public health emergency or other serious disruption, the priority is member safety and the continuity of Girl Guiding and Girl Scouting itself, not framework development.

Growing and Learning is flexible: the principles apply, but the delivery should be adapted to what is possible and safe.

Any step in these pathways can be delivered at a slower pace, in smaller units, remotely, or in adapted form. Organisations in these contexts are encouraged to connect with WAGGGS and with their Region, so that support is shaped around their specific situation.

Applying Growing and Learning in school-based settings

For Organisations where units operate in schools led by teachers, or there is a formal partnership with a Ministry of Education, implementation needs to be planned with the educational system, not alongside it:

- Align your implementation phases with the school year, not the calendar year and be aware when there are exam periods and teacher-leaders have the least capacity.
- Teacher-leaders are often highly trained as educators but new to the Girl Guide and Girl Scout method and leadership model. Adult learning and development need to ensure they support the shift from teacher to leader and build on the pedagogical skills they already bring.
- Where the operating model depends on agreements with Ministries of Education, school authorities or individual principals, treat those agreements as part of your plan. Review, renew and document them regularly.
- If your Organisation runs both community-based and school-based units, the Learning and Development Framework should be coherently across both. Name explicitly where delivery is flexible (space, adult roles) and where it is not (values, method, growth outcomes, girl-centredness).
- Build into your plan a deliberate strategy for girls not in schools, so the school-based model does not exclude people from the Movement.

Step Three: Agree on a realistic implementation plan

Implementing GAL is a shared responsibility, but that only works if roles, responsibilities and the overall plan are clear. Before you begin, agree on who leads what, what happens in which order and how your teams will stay connected and accountable throughout.

In this step you will translate your priorities from Step 2 into a realistic implementation plan: who does what, by when, with what support, and how progress is checked along the way.

What should be included in your plan?

- Group priorities **into phases** (for example: first year, second year, longer term) and communicate the phasing openly, so people understand why some areas wait. Interdependence.
- Map any **interdependence** - which changes depend on others. For example, rolling out a new youth programme module often depends on training adult volunteers first.
- Set a **realistic timeline** for each phase. Short, visible milestones (every three to six months) help sustain momentum and build in contingency. Consultation insight: full programme updates take 12-30 months on average.
- Build on **existing momentum** by aligning with current reviews, strategy cycles or training revisions instead of starting parallel work.
- Be specific about the **resources**: people, finances, skillset and tools each phase requires. If the resources are not available, either adjust the phase or plan how to secure them before starting.
- Define **roles and responsibilities** by clarifying who decides, who does, who is consulted and who is informed. Every action needs a single named owner, even when many people contribute.
- Decide how you will **communicate** the plan across the Organisation, to the board, to local level, to youth members, to partners, and how you will keep communicating as work progresses.
- Reflect on **risks and assumptions** – what are the main things that could go wrong (volunteer turnover, funding shifts, political or safety context) and how will the team respond if they do?
- Agree the **mechanisms** for reporting and escalation to hold the implementation process to account.



Step Three:

Agree on a realistic implementation plan

Who to involve in implementation

The implementation plan should be owned across the Organisation, not only by the Growing and Learning team. Consider involving: Interdependence.



National level decision-makers (National Board, Chief Commissioner, Executive Leadership).



Youth programme coordinators and commissioners.



Adult training commissioners or adult learning and development coordinators.



Volunteers and staff who will deliver the changes in practice.



Youth representatives, girls and young women, involved as decision-makers, not only consultees. Use the Meaningful Youth Participation Framework to shape how their voice is built into the plan.



Teams responsible for safeguarding and inclusion.



Communications and membership growth functions, who will carry the story to members.



Regional peers and WAGGGS, where external perspective or support is helpful.

“I believe that we have what it takes, but we need the motivation to prioritise it from national board and staff.”

- Member Organisation,
GAL Part Two consultation

Sharing your plan with WAGGGS

Share your implementation plan and, once drafted, your Planning Monitoring Evaluation and Learning plan (more info in Pathway 3, step 5) with WAGGGS when they are first written, not when accreditation begins. Early sharing turns accreditation into a continuation of work already underway rather than a separate review.

Your implementation plan, and any supporting evidence, can be submitted to WAGGGS in any of the four official languages.

What good looks like at the end of Step Three

A written implementation plan that is short enough to be read in one sitting, specific enough that each action has an owner and a timeline, realistic enough to succeed, and known widely enough that people across the Organisation can see how they contribute.

**Accreditation Tip**

In this step, tables 4, 5 and 6 from the Implementation working template are needed to be completed and submitted as part of the accreditation process.

Step Four: Integrate the framework into organisational processes

The framework needs to be woven into the processes the Organisation already uses, planning, training, budgeting, recruiting, reporting, becomes part of how things are done.

This step is about embedding the learning and development framework into everyday systems of the Organisations, so that decisions about programme, training, volunteers, strategy and resources are automatically shaped by it.

72% of GAL MO Representatives told us they want GAL to support volunteer training

65% want help creating or updating learning frameworks

61% want to improve existing programmes

56% want to know how to integrate GAL principles into their everyday learning work

Integration is how that happens in practice.



Step Four:

Integrate the framework into organisational processes

Areas to integrate**Youth programme review**

Build the framework into the template used to design or refresh any programme, so every new activity explicitly states which growth outcomes it serves, how the method is used, and how it reflects R.E.A.L. learning.

**Training and adult learning**

Align trainer preparation, training modules, induction and continuous development. Consultation insight: adult volunteer retention was the single most-named challenge, better integrated training directly supports retention.

**Strategic planning**

Reference the framework in the Organisation's strategic plan, annual operational plans and key performance indicators.

**Volunteer development and role descriptions.**

Reflect the framework in role descriptions, recruitment, learning conversations and recognition.

**Design of new learning experiences.**

Use the framework as the starting point for any new camp, event, challenge badge or training.

**Monitoring, evaluation and learning.**

Use the growth outcomes and learning experiences to evaluate quality and impact (find out more in Step Five and Six).

**Communication across the Organisation**

Apply the framework, especially the space to grow and learn, to how you share information and encourage input. For example, using accessible language.

**Finance and resourcing decisions.**

When budgets and grants are allocated, check that investment is supporting the priorities set out in the framework.

**Accreditation Tip**

Confirm that your safeguarding policy is current and that the most recent version is the one on file with WAGGGS.

Step Four:

Integrate the framework into organisational processes

Small habits that make integration stick

- | | |
|--|---|
| ✓ Build a single question into a standard meeting agendas and proposal templates: 'How does this reflect our Learning and Development Framework?' | ✓ Print, display or share simple visuals of the framework where people work: national office, training events, camps. |
| ✓ Keep small bits of evidence along the way, such as training dates, weblinks to content, photos, and calendar entries are enough, no separate reporting effort. | ✓ Introduce the framework as part of every new volunteer and staff induction. |
| ✓ Use a shared language, the same words for growth outcomes, values and learning experiences everywhere: in training, in materials, in internal reports. | ✓ Celebrate when a unit, group, region or team visibly reflects the framework in their work and share it with the wider organisation. |

“At the moment it’s a Framework, and consistent planning for our MO is required. This is a problem when volunteers change. People are also slow to embrace change.”

Member Organisations were clear

Integration succeeds when leadership consistently references the framework, when it shows up in multiple processes at once, and when volunteers at every level see it as a support to their work, not an additional requirement.

“We need momentum, from top of organisation to bottom, and we need to continually refer back to GAL when we do things and implement changes.”



Consultation Insight:
integration is a culture shift, not a document edit

What good looks like at the end of Step Four

The Learning and Development Framework is visible in the documents, meetings and decisions that run the Organisation, not as a separate 'Growing and Learning item', but as the backbone of how learning is planned, delivered, evaluated and talked about.

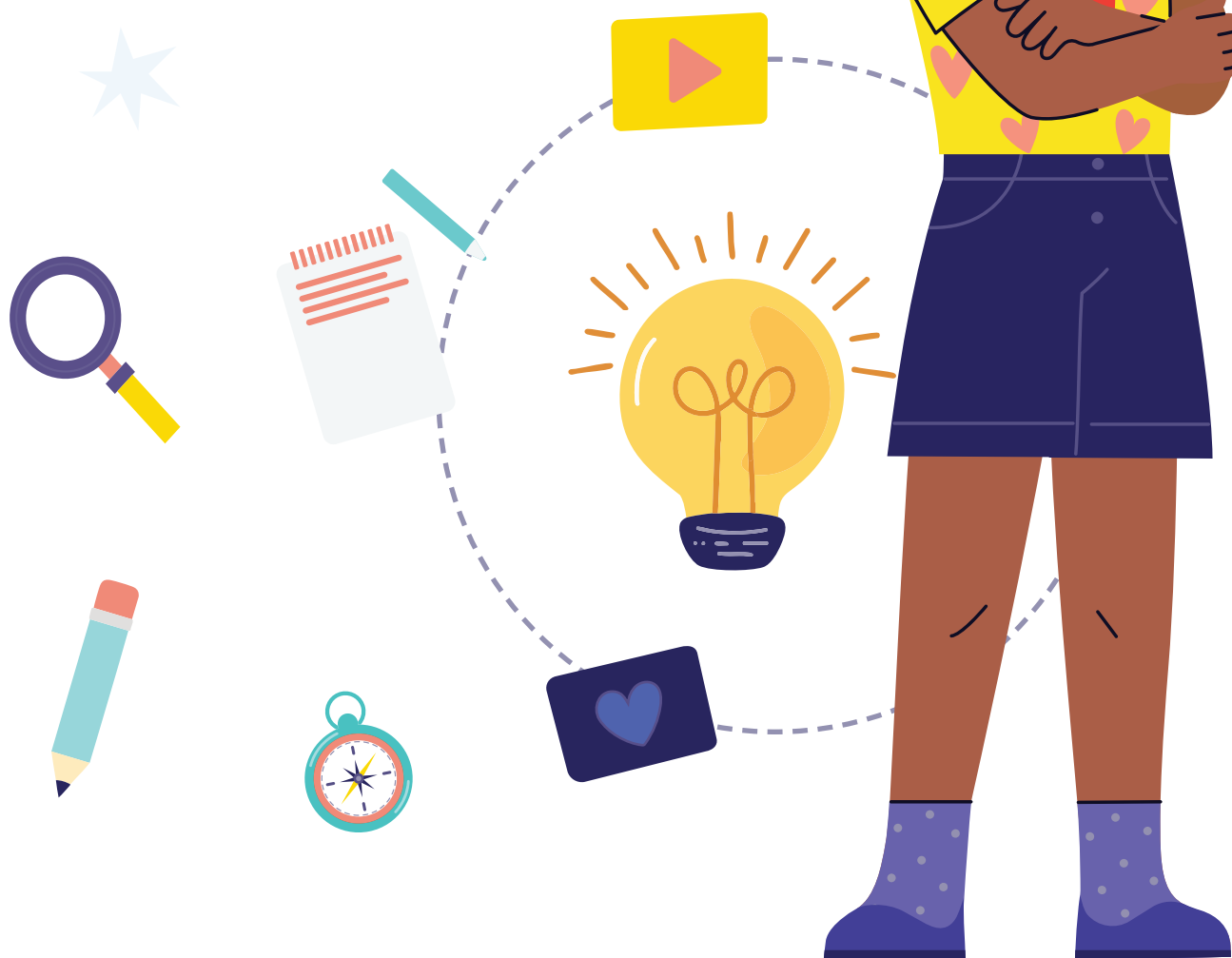
Step Five: Set up a learning cycle

This step is about agreeing a realistic Planning, Monitoring, Evaluation and Learning approach. This will help your Organisation see whether the framework is landing in practice and to learn from what you see.

It is important to reflect and understand how the implementation of your learning and development plan is going:

- *Is it working?*
- *Is change really happening?*
- *How do we know?*
- *How do we communicate our impact clearly?*

Planning, Monitoring, Evaluation and Learning can help to do this. It is a regular cycle of deciding what to watch, noticing what's happening, reflecting together and acting on what you see. It should be a short and succinct process that is easily repeatable.



Step Five:

Set up a learning cycle

How to set up a Planning, Monitoring, Evaluation and Learning cycle

You need to decide:	
What are we reviewing?	Over what period, and with what realistic capacity?
Who is involved?	Growing and Learning team, youth members, decision-makers, peer Organisations.
What do we want to know?	Questions: Pick two to five guiding questions for your cycle. Example guiding questions: • Are our learning experiences R.E.A.L? • Are we contributing to specific Growth Outcomes? • Are girls and young women experiencing brave and participatory spaces? • Are adult trainings aligned with the L&D framework? • Are leadership mindsets, including the Gender Equality mindset, visible in behaviours for both youth and adults? • Indicators: define the signs that change is happening. Develop indicators most relevant to your questions, the growth outcomes, leadership practice, brave and girl-centred space, R.E.A.L. learning experiences.
Methods for collecting data.	Choose what fits your context and capacity: interviews, focus groups, surveys, peer group reflections, or the information you already collect as an Organisation. Reuse existing data before creating new.

Example: building indicators from a learning objective**Learning objective:** girls develop confidence in public speaking.**Possible indicators:**

- Girls volunteer to speak in front of the group.
- Girls share ideas without being prompted.
- Girls lead parts of activities.

Indicators should be clear, observable, simple, realistic, and connected to the eight growth outcomes.

Make Planning, Monitoring, Evaluation and Learning participatory

Reflect the same Growing and Learning principles as your programme (brave, participatory, girl-centred). To make it participatory:

- Involve young people in defining what success looks like.
- Ask girls what change means to them.
- Include volunteers in reflection, not only in data collection.
- Share findings openly, not only with those who commissioned the review.
- Co-create the action steps that follow.
- Make feedback moments safe and brave, for youth and adult members alike.

**Accreditation Tip**

In this step, tables 8 and 9 from the Implementation working template are needed to be completed and submitted as part of the accreditation process.

What good looks like at the end of Step Five

A short, written Planning, Monitoring, Evaluation and Learning Plan, no longer than a page, that names two to five guiding questions, who is involved, the indicators you will observe, the methods you will use, and when the team will come together to reflect.

Step Six: Use what you learn to grow as an organisation

This step is about acting on what you learn from your learning cycle, deciding what to continue, what to adjust, what to stop and what to try next. It helps these cycles to become habit over time, making your organisation a learning organisation, one that embeds reflection, adaptation and continuous improvement.

How to act on your learning cycle

Reflect on the evidence you gathered and ask:

- What patterns do we notice?
- What evidence shows growth? What surprised us?
- What confirms we are alignment with the framework? Where are we drifting?
- What does this mean for girls and young women in our organisation?

Build on this reflection by deciding as a team:

- **What will we continue?** Which practices are clearly working and should be protected or deepened?
- **What will we adjust?** Which changes will improve alignment to the framework?
- **What will we stop?** Which practices are not serving the purpose or duplicate other work?
- **What new ideas will we test?** Small experiments that respond to what you have learned.

Feed these decisions back into Steps Two and Three so the implementation plan evolves with the evidence.

Share your reflections and next steps...

- With volunteers: in team meetings, trainings, assembly, internal newsletters.
- With decision-makers: in board papers, strategy reviews, budget conversations.
- With youth members: through established communication channels.
- With partners, parents, donors and the wider public: through social media, external communications and accreditation documentation.

Consider:

- What are the change are we most proud of?
- What did we learn from the challenges?
- What story shows our impact clearly?



Step Six:

Use what you learn to improve, share and grow as a learning organisation

The results of being a learning organisation

As you repeat the learning cycle and use what you learn to take informed actions you will start to see the signs of your framework becoming embedded inside your organisation. For example:

- Strategic leaders who understand Growing and Learning and how it works in their strategy.
- Decision-making that prioritises the needs, interests and voice of youth members.
- Consistent language across youth programme, adult learning and development, volunteer and leadership.
- People at every level recognising the framework in their work.
- Safeguarding processes and girl-centred spaces are happening.
- Visible alignment between purpose, strategy, implementation, including how budgets, recruitment and recognition is decided.
- Regular reflection, both short cycles and longer reviews, and a willingness to adapt the framework based upon these reflections.

Ultimately you will be able to see the impact of the growth outcomes in all of your members.



Accreditation Tip

By the time you reach the accreditation conversation, Pathway Three has produced a small set of evidence of the journey: the implementation plan with owners and phasing (Step 3), and a one-page Planning, Monitoring, Evaluating and Learning plan (Step 5). You do not need to produce anything extra for accreditation, just sharing the work you have already done.

What good looks like at the end of Step Six

Decisions taken and communicated; changes made to the implementation plan where needed; at least one story shared externally or internally; and a calendar for the Planning, Monitoring, Evaluation and Learning cycle so the rhythm continues.



Guidelines for **Accreditation**

Guidelines for Accreditation

“WAGGGS will provide guidance, training, supporting tools and recognition systems to enable each MO to implement Growing and Learning in their context by developing and implementing a learning and development framework”

Growing and Learning Policy and Concepts

Why Member Organisations seek accreditation

During the Growing and Learning consultation we asked organisations whether accreditation was a service they still valued. The answer was a strong yes.

MOs shared that accreditation can add value by:

- Building credibility with public institutions, donors and other partners.
- Helping parents feel confident choosing Girl Guiding and Girl Scouting activities for their children.
- Signalling strong alignment with the global Movement — showing that the organisation is working towards the same outcomes as others around the world.
- Strengthening the sense of connection among adults who volunteer for a shared purpose.
- Motivating organisations to keep improving, so they continue offering the best possible experience to their members.

When asked what would motivate them to apply for accreditation, MOs named:

- 56%** Making sure our programmes are high quality.
- 44%** Recognition for our members, volunteers and facilitators.
- 33%** Access to capacity building.
- 32%** Identity and feeling part of the wider Movement.
- 27%** Recognition for our MO and getting feedback and support.

Accreditation, in the voice of the Movement itself, is about quality, belonging and growth, not about compliance. This pathway is framed accordingly: a supported process that confirms your framework is strong, connects you to global peers, and unlocks further capacity building.



What accreditation involves

Accreditation is a reflection-based process through which an organisation demonstrates that its learning and development offer to youth and adults is aligned with the WAGGGS Growing and Learning Policy.

What is assessed

WAGGGS is looking for two things in accreditation:

a. Is there evidence that minimum standards are met?

Growing and Learning Part Two has been designed with close reference to all the “Essential” indicators in three sections of the Capacity Assessment tool: Young People in Girl Guiding and Girl Scouting, Adults in Girl Guiding and Girl Scouting and Safe Space for All. Organisations who use Growing and Learning Part Two to create and implement a learning and development framework are automatically working towards these indicators, and meeting the minimum standards of all essential indicators is a requirement for accreditation.

b. Beyond this, is there evidence of a sound, ongoing process for continuing to improve over time?

Accreditation can be maintained by showing that an organisation is actively working on continuous improvement.

In practice, organisations seeking accreditation will need to provide evidence of:

- a. A learning and development framework that is aligned with the Growing and Learning Policy
- b. A youth programme and adult learning and development offer that meet the minimum standards of all essential indicators in three sections of the WAGGGS Capacity Assessment Tool
- c. A realistic implementation plan for any changes needed to align the youth programme and adult learning and development offer to the learning and development framework
- d. How they plan to support monitoring, evaluation and continuous improvement

How this is assessed

In practice, this evidence will mainly be provided by:

1. completing the three templates at the back of this tool:
 - a. the learning and development framework
 - b. the accreditation checklist and summary
 - c. the implementation working plan template (specific tables from the template provided in this resource)
2. Discussing the process in at least one meeting with a Growing and Learning consultant

The process is collaborative and straightforward, focusing on high level conversations and reflections, and with minimal paperwork.



Consultation insight: the value of self-assessment

68 MOs said “doing a self-assessment first” would make accreditation easier. This is already in place by completing Pathway Three, steps one and two. You can also use the WAGGGS Capacity Assessment Tool. Review these to check your readiness for accreditation.

Accreditation process

Through accreditation, WAGGGS seeks to understand your Growing and Learning Journey, and what it will mean for your organisation. This table shows the stages of the Growing and Learning journey and the touch points you can have with WAGGGS at each stage. Some of these are essential for accreditation but most are optional.

GAL Journey: Accreditation Steps	
Pathway one	Notify WAGGGS (Essential) Contact WAGGGS to let us know you are starting this process, share your goals, and agree how we will work together. You will be linked with a Growing and Learning Consultant who will be your point of contact throughout this process, and inducted into the Growing and Learning Hub on Campfire. We can also support you to complete the CAT.
Pathway one, step four	Milestone discussion with WAGGGS (optional) We will look at your planned journey together, discuss your organisation's readiness – capacity, time and people – agree the support WAGGGS can provide throughout the journey, and agree when we will next be in contact. We will also walk through the accreditation templates and answer any questions.
Pathway two	Milestone discussion with WAGGGS (optional) When your learning and development framework is nearly complete, we encourage you to check in with us before it is formally adopted by your organisation, especially if you intend to seek accreditation.
Pathway three	Milestone discussion with WAGGGS (optional) As you start implementing your framework, check in with your Growing and Learning Consultant to see how we can support you. We may be able to provide additional training and resources, or connect you with other Member Organisations to share good practices.
Pathway three (end)	Accreditation meeting with WAGGGS (Essential) Contact your Growing and Learning Consultant when you are ready to apply for accreditation. After you submit your completed templates, the Growing and Learning Consultant will review your completed templates and schedule an accreditation meeting to discuss. After the Accreditation meeting, the GAL Consultant will make a recommendation for decision. This will be reviewed and ratified by the Growing and Learning lead volunteer and staff partnership. The accreditation review and decision process will take up to four months. If accreditation is successful, we will send your certificate, stamp and instructions for purchasing recognition objects.
One year after provisional accreditation	Organisations awarded provisional accreditation should check in with GAL Consultants after one year to review progress. The GAL Consultant will recommend if the organisation is entitled to full accreditation at this stage or if more work is required.



How we will work with you

At WAGGGS, a dedicated team of Growing and Learning volunteers and staff and volunteers are in place across the five Regions to support Organisations to create and implement their frameworks and seek accreditation.

We strongly encourage you to get in touch as soon as you decide to implement Growing and Learning. We will link you with a Growing and Learning consultant, agree together on what level of support you would like from WAGGGS and check your team understand exactly what is required to achieve accreditation, before you go too far with the work.

Assessment Outcome

The accreditation process will have one of three outcomes:

- **Accreditation:** If your learning and development framework is fully aligned with the Growing and Learning Policy, and if it is already implemented and meets the CAT Essentials standards in the three GAL-related areas, your framework will be fully accredited.
- **Provisional Accreditation:** If you have developed a new learning and development framework which is fully aligned with the Growing and Learning Policy, but are yet to fully implement it, and your current youth programme and/or adult learning and development offer does not yet meet the CAT Essential indicators in the three GAL-related sections, you will receive provisional accreditation for one year. If after one year you can demonstrate the implementation plan is proceeding on track as agreed with your GAL Consultant, full accreditation and rights to distribute recognition objects will be awarded.
- **Not Accredited:** If you have not been able to provide the necessary evidence to support accreditation requirements, your framework will not be accredited and we will discuss and agree the next steps and further support we can offer to address any outstanding points.

After six years: Review

Six years after your first accreditation, we will check in together to see how things are going and how your organisation is growing as a learning organisation. This is not an intensive review, but a moment to look at how well your delivery is matching your framework, and what impact you are seeing on your organisation, on girls, and on adults. For example: have you noticed any changes in recruitment or retention? Any impact on governance, finance, or other areas of organisational life? Your accreditation will be extended for six more years based on this check-in.



After twelve years: Renewal

A few years after the review point, we encourage you to ask whether your learning and development offer is still meeting people's needs and working effectively toward the eight growth outcomes. This should give sufficient time to work through the Growing and Learning journey again, so that twelve years from your first accreditation (and six years from your review) you are ready to renew your accreditation with confidence.

As you keep working to improve the quality of your youth programme and learning and development offer, we would expect to see progress in the "Take it Further" areas of the CAT. And because all areas of organisational development affect the space your members have to grow and learn, we would also expect to see your organisation growing its capacity in the CAT related to organisational development: Organisational Identity and Visibility, and Organisational Structure and Management.

Recognition

Recognition is an important part of building an organisational culture of quality and continuous learning – and of making your commitment to that culture visible, both inside and outside your organisation.

WAGGGS offers two levels of recognition, both valid for the duration of your accreditation:

- **Organisational recognition.** WAGGGS will issue a certificate for your organisation and a stamp that can be used on your documents. These signal to public institutions, donors, partners and parents that your organisation meets an internationally recognised standard of quality.
- **Personal recognition.** WAGGGS will offer recognition objects your organisation can distribute to the people with primary responsibility for learning and development of both youth and adults in your organisation. These objects serve as a recognition of their competencies and their commitment to be lifelong learners who deepen their understanding of different contexts, draw on different wisdoms, and use that learning to collaborate with others and make a difference, both in their organisation and in the global Movement.

Accreditation is issued at organisational level. Therefore it is up to each organisation to define the roles and levels eligible to receive personal recognition objects, based on the competencies identified for these roles through Pathway Two, and the level at which these competencies testify to their ability to uphold the Growing and Learning Policy.





A note on the WAGGGS International Facilitator Programme

As WAGGGS regularly requires volunteers and staff to facilitate learning experiences in international contexts, we offer an internal qualification on international facilitation that all members of the WAGGGS Global Team – staff, governance and operational volunteers – can take part in. This focuses on the specific competencies required to facilitate experiential learning in a diverse international setting.

Some of your members may be WAGGGS volunteers who have completed this training and been accredited as WAGGGS Facilitators. You can decide whether the competencies acquired through this can be recognised within your own learning and development framework, and how.

Being a WAGGGS facilitator is separate from your organisation's learning and development framework and from how you use WAGGGS recognition objects to recognise your leaders of girls and adult facilitators.

When you award these objects, you are recognising that a person has learned enough to deliver your learning and development framework in your context, in line with the GAL Policy. Someone can be a WAGGGS facilitator without qualifying for recognition in your organisation – and equally, an expert in your organisation may not qualify for the WAGGGS facilitator programme.

CONCLUSION

Growing and Learning is an expression of what our Movement believes about the potential of every girl, young woman, and adult in Girl Guiding and Girl Scouting. When organisations invest in quality learning and development, they create the conditions for girls to grow into confident leaders, critical thinkers, and active citizens: people ready not just to navigate the world, but to change it. The ideas contained in an organisation's learning and development framework express what this investment can create at national level, and they are not abstract ideals. They are the promise we make that will shape the real experiences of millions of members across over 150 countries, supported by organisations committed to doing this well.

Local action connects directly to collective, global impact. When girls and adults grow through quality learning experiences, that growth ripples outward, into communities, societies, and the wider world. By continuously reflecting, learning and adapting, organisations embody the girl-led Movement we aspire to be, generating evidence of their contribution and inspiring others across the network to do the same. By embracing Growing and Learning, organisations are not only strengthening their own practice, they are acting in unity with the wider Movement towards the Compass 2032 vision of a world where girls and young women are at the centre of change. Together, we grow. Together, we change the world.



**Together, we grow.
Together, we
change the world.**

What are the hopes and dreams you have for GAL?

"My dream is that every girl can be a leader and stand up for themselves."

- GAL MO Representative from Africa Region

"Everyone knows and uses the GAL framework, everyday."

- GAL MO Representative from Asia Pacific Region

To express herself freely and confidently."

- GAL MO Representative from Arab Region

"Leadership becomes something every girl sees in herself."

- GAL MO Representative from Europe Region

"Learning and leading, sharing with Guide."

- GAL MO Representative from Asia Pacific Region

Practical	Inspire	Leaders	Belonging	Global
Safe	Training	Retention	Framework	Adapt
Voice	Quality	Lifelong	Growing	Together
Mentor	Empower	Connect	Meaningful	Reflect
Share		Dream		Unity



Template and Tools

This section includes the key templates and tools referenced in other parts of Growing and Learning Part Two.

1. LEARNING AND DEVELOPMENT FRAMEWORK TEMPLATE

LEARNING AND DEVELOPMENT FRAMEWORK

MO/CA name:

Region:

Website / social media links:

Submitted on: (date)

Submitted by: (Key contact)

Developed by: (GAL team)

Supported by: (GAL consultant)

PART A: PURPOSE, APPROACH AND GROWTH OUTCOMES

PURPOSE...

VISION AND MISSION

What is your organisation's vision and/or mission?

Please describe how your vision and/or mission align to the educational purpose of the Girl Guide and Girl Scout Movement, as expressed in Growing and Learning. (Suggested word count: 200 words)

VALUES

How do you define the values that are the basis of learning experiences in your organisation?

If these are different to the values as expressed in Growing and Learning, please explain how they connect with all the core values of Girl Guiding and Girl Scouting. (Suggested word count: 300 words)

LEARNING AND DEVELOPMENT STATEMENT

Give a statement about how the organisation's learning and development offer is:

- Impacting the development of young people
- Impacting the development of the society

It should give clear, specific statements about how the organisation is positively impacting the whole personal development of young people in their society today, focusing on the impact they have, not the activities they do. (Suggested Word Count: 300)

APPROACH⁹

How do you define and apply the Girl Guide and Girl Scout educational method and leadership model in your organisation?

Please consider all elements of the approach as defined by Growing and Learning.

(Suggested word count: 500)

GIRL GUIDE AND
GIRL SCOUT METHOD

VARIED 'REAL'
WHOLE PERSON
DEVELOPMENT
EXPERIENCES

GIRL GUIDE AND
GIRL SCOUT
LEADERSHIP MODEL

SPACE TO
GROW AND
LEARN

⁹Your approach on facilitating non-formal learning using the Girl Guide and Girl Scout Method and the Girl Guide and Girl Scout Leadership Model.

1. LEARNING AND DEVELOPMENT FRAMEWORK TEMPLATE

PART A: PURPOSE, APPROACH AND GROWTH OUTCOMES	
	SPACE TO GROW AND LEARN Please describe your organisation's position regarding brave, participatory and girl-focused spaces, link to your policy, describe mechanisms Space to grow and learn: Describe how learning experiences take place in brave, safe, participatory and girl-centred spaces. • We are creating safe and brave spaces for youth and adults by... (Suggested length: 100–150 words) • We are including girls and young woman in decision-making by... (Suggested length: 100–150 words) • We are creating girl-centred spaces by... (Suggested length: 100–150 words) Please share any policies and other standards or guidance documents that relate to these areas and influence how your organisation creates space to grow and learn, including your safeguarding policy (essential)
	Varied REAL whole-person development <i>Describe what REAL learning do you offer providing a couple of examples</i> <i>Suggested length: 100–150 words</i>

1. LEARNING AND DEVELOPMENT FRAMEWORK TEMPLATE

PART A: PURPOSE, APPROACH AND GROWTH OUTCOMES

GROWTH OUTCOMES FOR THE LEARNING JOURNEY

How do you define the growth outcomes that are the ultimate aim of the whole person development journey?

If these are different to the WAGGGS eight growth outcomes, please share how you can map your organisation's outcomes against the growth outcomes, and highlight any key differences.

8 GROWTH
OUTCOMES

INDICATORS OF GROWTH AT EACH STAGE OF THE JOURNEY

Please define indicators – the signs you would expect to see that the growth outcomes are being developed at each stage in the Girl Guide and Girl Scout journey – for each of your growth outcomes.

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8
Stage and age range	Add indicators here							
Stage and age range		Add indicators here						Add indicators here
Stage and age range			Add indicators here				Add indicators here	
... etc				Add indicators here		Add indicators here		
Adult attitudes and behaviours					Add indicators here			

INDICATORS OF GROWTH AT EACH STAGE OF THE JOURNEY

PART B: ADULT ROLES AND COMPETENCE MATRIX

As defined in pathway two, step seven – you have mapped roles needed in the organisation and competencies needed to perform these roles.

For accreditation we ask to:

- Have a detailed view of the competency matrix for roles with primary responsibility for learning and development of both youth and adults in your organisation, we do not need the detailed description and levels of each competence – but how they apply to different roles
- Have an in depth understanding of the learning offer for them to develop these competencies
- Have an overview of the learning offer for all roles in the organisations, therefore to have a list of all roles mapped in the organisation

Table 1 – Competency Matrix

Please fill in the table below to map the competencies required for roles with primary responsibility for learning and development – both for youth and for adults. It is designed to help you identify what is expected at each role level, support training design, and guide individual development planning.

Competencies can be highly specific. This is particularly true for the application of the Girl Guide and Girl Scout Method across different age groups, where both the approach and the activities differ significantly. A leader designing and delivering learning opportunities for young children will need different technical competencies from one working with adolescents – not only in terms of understanding developmental needs, but also in relation to the environment, the level of adventure appropriate to each stage, and the facilitation techniques that work best.

The competency fields and role categories in the table are illustrative – please complete them with the competencies and roles you have identified in your Member Organisation. While this template does not include example competencies, GAL advisors working with Member Organisations will have them. The more Member Organisations share their frameworks, the more we can all learn from and inspire each other.

How to fill in this table

- **Define your roles:** Replace the placeholder role names with your organisation's actual roles, grouped in the three categories provided. Add or remove columns as needed.
- **Add your own competencies:** Add competencies relevant to your context and keep the competency field groupings for readability and alignment with GAL.
- **Assign a level to each role.** For each role and each competency, select the minimum expected level: 1 (Aware ■□□), 2 (Able ■■□), or 3 (Advanced ■■■). Leave the cell blank if the competency is not expected for that role.
- **Review regularly.** Plan to update the matrix at minimum once per programme cycle.

Competence field	Specific competence	Leaders of Girls <i>people who delivers youth programme – you might have different roles within this category – add them</i>		Adult Learning and development delivery <i>These can be your facilitators, as well as designers of tools to support peer to peer learning, or designers of e-learning courses – you might have different roles within this category – add them</i>		National leaders working on learning and development for youth and adults <i>This is your GAL team, or your programme and training commissioner for example – you might have different roles within this category – add them</i>	
		Role A	Role B	Role Z	Role Y	Role H	Role K
Understanding and alignment with shared purpose (WAGGGS / MO / 8 growth outcomes)		○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○
We use the Girl Guide and Girl Scout Approach -Method		○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○
We use the Girl Guide and Girl Scout Approach -Leadership Model		○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○
Space to grow and learn		○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○
PMEL		○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○
Other		○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○	○ ○ ○

2. IMPLEMENTATION WORKING TEMPLATE

A working document your Growing and Learning team may choose to fill in across the six steps of Pathway Three. Keep it short and honest, a living document, not a polished report. Update it as your thinking evolves.

Name of organisation	
Growing and Learning team	
Date Started	
Last updated	
Young Women representatives	



A note before you start

This template is optional. WAGGGS offers it as one way to capture the outputs of Pathway Three, you are welcome to use it as-is, adapt it to your context, or use a format you already have. Some tables of this template can be submitted as part of the accreditation.

How to use this template

This template can be completed in one sitting. It is a living document your team returns to throughout Pathway Three; it's short, honest and regularly updated.

What it is

- A working document that holds outputs from Steps 1 to 6, one step per part
- One place to capture decisions, evidence and learning as your Organisation implements the L&D framework
- A record you can share with WAGGGS, your Region and peer organisations.

What it is not

- A polished report to write at the end of Pathway Three.
- An approval form to submit to WAGGGS before starting.
- A replacement for a real conversation, co-design and reflection.

Who fills it in

The GAL team with input from volunteers, staff and youth members, Different parts may be completed by different people. Where possible, name contributors under each part so readers can see whose voices shaped it.

How often to update

- At the end of each step as the formal output of that step.
- Whenever priorities shift, new evidence arrives, or decisions are made.
- Date each update so you and your readers can see how the thinking has evolved.

A light-touch, practical template that is actively used will serve your organisation far better than a perfect one that remains unused. If a section feels irrelevant to your context, note why rather than leaving it blank. This is, in itself, useful evidence!

Step 1 – Alignment review

For each element of your L&D Framework, rate current alignment and note the evidence that is linked with the rating. Where possible, the rating reflects the voices of girls, young women, youth, volunteers and staff, not only the team leading the work.

Table 1

Framework Element	Rating Strong / Partial / In development / No	Evidence: “How do we know?”	Whose voices informed this
Vision, mission and values are reflected in our offer			
Learning Experiences support the eight growth outcomes			
The Girl Guide and Girl Scout Method is used in practice			
Leadership opportunities are provided for youth and adults			
Learning Experiences are REAL			
Learning takes place in brave, participatory and girl-centred spaces			
Gender equality is actively pursued; stereotypes are challenged in youth programme and adult learning and development			
Adult learning supports youth development, not only adult roles			
Progression across age groups is coherent with supported transitions			
Adults are supported to fulfil their different roles across the organisation			

Table 2

Whose voices are missing from this picture?

Name the groups whose experience has not shaped the review and how to close that gap.

Step 2 – Priorities for Change

Not every gap becomes an immediate priority. List 3 to 7 priorities, specific enough that someone outside the core team can understand what is being changed and why.

Table 3

	Priority Change	Why this matters (impact on girls, young women, adults)	Feasibility (honest)	Depends on	Reflects what members told us?
1					
2					
3					
4					
5					

Simplicity check: could a local volunteer understand and act on each of these priorities without further explanation?

Step 3 – Implementation Plan

Each action has a named owner, a realistic timeline, a clear sign of success. This is a plan that should survive contact with daily operations.

Table 4

Action	Owner (one named person)	Phase (Year 1, Year 2, Longterm)	Timeline & Milestones	Resources needed (people, finance, skills, tools)	Success looks like	Main Risk & Response

Table 5

Write a brief description of the implementation team, roles, term and structure that support collaboration between youth programme and adult learning functions, in no more than 500 words.

Table 6

Decision rights (who decides, who does, who is consulted, who is informed)

How we will communicate this plan

Across the Organisation: board, local level, youth members, parents, partners

Our Meaningful Youth Participation approach

For which decisions will girls and young women be: youth-led, in collaboration, or consulted? Feedback loops matter as much as listening itself. Tell youth you've heard them and what you did with this feedback.

How we will hear from girls and young women during implementation

Not only at the start. Name moments, methods, and who is responsible.

How will we create a brave space for any consultations

Step 4 – Integration Tracker

Integration succeeds where the L&D framework shows up in multiple processes at once. Tick once the framework is genuinely referenced in each area, not when a meeting has happened about it.

Table 7

Area	Integrated	How it shows up (one line)	Next Steps
Youth Programme development templates, badges, activity packs, etc	☐		
Training and adult learning (induction, modules, continuous development)	☐		
Strategic plan and annual operational plans	☐		
Volunteer role descriptions, recruitment, learning conversations, recognition	☐		
Design of new learning experiences (camps, events, badges)	☐		
Monitoring, evaluation and learning systems	☐		
Communications across the Organisation (unit leaders, young people, board members, public)	☐		
Finance and resourcing decisions	☐		
Girl-centred space and gender equality indicators in quality checks	☐		
Onboarding of new volunteers and staff	☐		

Step 5 – Our Learning Cycle (PMEL)

Pick two to five guiding questions, no more. For each name indicator(s), the method of evidence, how often you will check and who will reflect together. Keep this plan short enough that it actually happens.

Our guiding questions for this cycle (maximum five)

Example guiding questions:

- Are our learning experiences R.E.A.L?
- Are we contributing to specific Growth Outcomes?
- Are girls and young women experiencing brave and participatory spaces?
- Are adult trainings aligned with the L&D framework?
- Are leadership mindsets, including the Gender Equality mindset, visible in behaviours for both youth and adults?
- Other: _____

PMEL tracker

Table 8

Question	Indicator (simple, observable, signs of change)	Method/ evidence source	Frequency & timing	Who reflects together

Table 9

Scope and timing of this cycle What are we reviewing, over what period, with what realistic capacity?
How girls and young women shape these questions and reflect on findings Involve youth members in defining success, choosing indicators, and making sense of what you see, not only as data subjects.
Safety and voice How will feedback moments be safe and brave? How will we close the loop so people see how their input shaped what changed?

Step 6 – Learning and action tracker

This part hold what you saw, what you decided and what you shared. Expect to add entries after each reflection moment, not only at the end of the cycle.

Table 10

Reflection notes: what the evidence is telling us
What patterns do we notice?
What shows growth? What surprises us?
What confirms we are aligned with the framework? Where are we drifting?
What does this mean for girls and young women in our organisation?

Decisions we are taking

Feed these decisions back into Steps 2 and 3 so the implementation plan evolves with the evidence.

Table 11

Type of Decision	What exactly has been decided?	Why? (what did we see?)	Who acts, by when?
Continue			
Adjust			
Stop			
Test Next			

Table 12

Audience	Message, what are we sharing	Channel/ format	When

Signs of becoming a learning organisation

These are not a checklist to achieve at once; they are what you might expect to see as the learning cycle becomes embedded in the organisation over time. Look out for them!

- Strategic leaders who understand GAL and how it works in their strategy.
- Decision-making that prioritises the needs, interests and voice of youth members, the girls and young women at the heart of the Movement.
- Consistent languages across youth programme, adult learning and development, volunteer and leadership, so people at every level recognise the framework in the own work.
- Safeguarding, girl-centered space and the Gender Equality mindset held as live practice, not paperwork.
- Visible alignment between purpose, strategy, implementation, including how budgets, recruitment and recognition is decided.
- A healthy rhythm of reflection: short cycles during implementation, longer reviews at the key moments and a willingness to adapt the learning and development framework to what is learned.

3. ACCREDITATION CHECKLIST AND COMMENTARY

This table will be the shared log of the process with WAGGGS; we'll use it during meetings to take notes and keep us on track.

Pathway One: Starting the journey

WAGGGS would like to confirm that all organisations seeking accreditation have taken the steps described in pathway one, adapted to be appropriate and practical in their context. Assessment of this pathway is by conversation and/or completing the following table, as agreed between organisation and linked GAL Consultant.

Notify WAGGGS (Essential)	Link to notes
Team (Suggested word count: 500 words)	Please share a brief description of the team who will be supporting this work, describing the roles, term, and structure that will support effective collaboration between youth programme and adult learning and development teams & processes
GAL understanding (Suggested word count: 500 words)	How have you ensured sufficient understanding of Growing and Learning to support this work?
Context Analysis and Needs Assessment (Suggested word count: 500 words)	Youth Consultation findings Adult consultation findings Other stakeholders consultation findings CAT completion
Plan and mandate	Our mandate is: Our plan was agreed by.....on.....(date)
Foreseen timeline and main milestones of the review	
Work with WAGGGS	Agreed next steps - link to notes

Pathway two: Developing the Framework

Assessment for this pathway is by review of the learning and development framework, which should be submitted to WAGGGS in any of the four official languages, plus a follow up discussion with the GAL Consultant

Milestone discussion with WAGGGS	Summary of the meeting Link to notes and to documentation
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Pathway three: Implementing the Framework

Assessment for this pathway is by review of the implementation plan in conversation with the GAL Consultant. The assessment will focus on:

Step 3: Tables 4, 5 & 6 – Implementation Plan

Step 5: Table 8 & 9 – PMEL

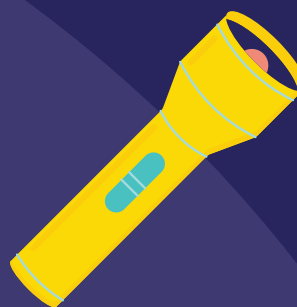
Milestone discussion with WAGGGS	Summary of the meeting - Link to notes and to documentation
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Accreditation

CHECKLIST	○ We are compliant with current WAGGGS membership requirements and are up to date with our membership fee payments ○ We have a safeguarding policy in place which is implemented throughout the organisation ○ As part of the alignment assessment, we have mapped our policies, procedures and practices against national legal requirements, and we are compliant with such requirements
ATTACHMENTS (ESSENTIAL)	○ Learning and development framework (parts A and B) – please provide in an official WAGGGS language ○ A list of all roles in your organisation and the learning and development opportunities associated with each role. ○ An overview of how your organisation delivers its learning and development offer for adults, giving a sense of the range and frequency of opportunities available, how they are delivered and what they aim to achieve. ○ Implementation working plan ○ Safeguarding policy
ATTACHMENTS (OPTIONAL)	○ Capacity Assessment Tool (CAT) self-assessment results ○ Summary of research and consultation findings ○ Resources related to the youth programme in original language ○ Resources related to the adult learning and development offer in organisation's local language



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS



GLOSSARY

GROWING
AND LEARNING

Glossary

Movement & Organisational Terms

WAGGGS	World Association of Girl Guides and Girl Scouts; the global Movement of over 150 countries that issues the Growing and Learning Policy and accreditation.
Member Organisation (MO)	A national Girl Guide and/or Girl Scout organisation that is a member of WAGGGS. MOs may operate as single organisations or as a federation of Component Associations in their national context.
'Our', 'us' or 'we'	Used when speaking as the national and global organisations that make up the Girl Guiding and Girl Scouting Movement (both Member Organisations and the WAGGGS global team).
Component Association (CA)	A national-level Girl Guide / Girl Scout organisation that forms part of a federated WAGGGS member organisation.
Members	The individuals, of all ages, who are part of the Girl Guide and Girl Scout Movement.
Youth members	The children and young people who participate in the Girl Guide and Girl Scout youth programme. This will generally include children, adolescents and early adults, and the specific ages included may vary according to each MO's context. WAGGGS generally defines children as up to 18 years, and young people from 18 to 30 years old, however this may differ in some WAGGGS Regions.
Adult members	Those who play a role in the Girl Guide/Girl Scout organisation but who have completed or are not participating in the youth programme, generally over the age of 18. Mainly volunteers, adult members in the Movement are there to support the learning and development of youth members through a high-quality youth programme. They may do this directly by designing or facilitating the youth programme, or indirectly by supporting other adults or supporting the structures the organisation needs to function ¹ .
Girl Guide and Girl Scout Movement	The shared global community of MOs and CAs working toward a common educational purpose.
WOSM	World Organisation of the Scout Movement; the parallel Scouting body often referenced as a partner.
SAGNO	Scout and Guide National Organisation; a national organisation that is co-educational, offering Girl Guiding and Girl Scouting within a broader Scout and Guide structure.
Campfire	The WAGGGS online learning hub where supporting tools (including the GAL Hub) are hosted.

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

Movement & Organisational Terms

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

Growing and Learning (GAL) Framework

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

Core Learning Concepts

Learner	The person who is doing the learning. In Growing and Learning, 'learner' refers to both youth and adult members, as the framework applies to both.
Facilitator	The person who supports the learning experience for learners and creates the conditions they need to draw meaning from their experiences. Depending on the context, this can be anyone from a local group leader to a trainer of adult members.
Learning Experience	A personal experience, interaction, or opportunity in which learning takes place.
Learning Journey	The pathway individuals take when growing and learning. A learning journey is made from many connected learning experiences, has long-term outcomes, and is personal to each learner.
Reflective Practice	The ongoing habit of consciously drawing meaning from experiences – both inside and outside of Girl Guiding and Girl Scouting – to support personal growth and self-directed learning.

The Approach

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

The Approach

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

Space to Grow and Learn

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

Learning Experiences and Outcomes

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

Programmes and Roles

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

Programmes and Roles

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

Pathways and Process

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

Monitoring, Evaluation and Quality

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

Accreditation and Recognition

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

