



**WORLD ASSOCIATION  
OF GIRL GUIDES  
AND GIRL SCOUTS**

**FINDING**

**OUR**

**PATH**

A Toolkit about  
the oldest youth  
age branch in  
your Organisation

**DEVELOPED BY  
WAGGGS' EUROPE REGION**

**FINDING OUR PATH**  
**A TOOLKIT ABOUT THE OLDEST YOUTH**  
**AGE BRANCH IN YOUR ORGANISATION**

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Special thanks to the **Europe Region** who ideated and coordinated this project.



**EUROPE REGION**  
**WORLD ASSOCIATION**  
**OF GIRL GUIDES**  
**AND GIRL SCOUTS**

## WELCOME

WAGGGS is a very diverse organisation. Our diversity is enriching; it makes us stronger and provides us with valuable opportunities to get inspired by each other. At the same time, creating a tool that is relevant to all our Member Organisations (MOs) and that can be adapted to local context all around the world is a considerable challenge.

This tool addresses a global need, as expressed by motion 17, and is developed by the WAGGGS Europe Region. As a Region, we are proud of the work we have been doing for Rovers and Rangers, particularly regarding the delivery of several successful editions of Roverway. We are very excited to make the most of this learning experience and create something that can serve all WAGGGS in its entirety.

The Europe Region is very diverse, and still we are aware that we cannot just assume the MOs' practices and needs. Therefore, while creating this tool, we tested a new process with the aim of producing something that is relevant of all WAGGGS' MOs, in all their contexts.

We worked with a group of volunteers coming from Europe, Western Hemisphere, Africa, and Asia Pacific. They shaped the structure and the content of this tool.

We asked our members and girls to share their experience with us in two occasions:

1. To develop a better understanding of how the Girl Guiding and Girl Scouting (GGGS) method is used by different MOs. In response, 56 organisations from all regions shared their knowledge, challenges and best practices.

2. To ask girls and young women what adulthood means to them. This resulted in 305 young people from all regions participating in a questionnaire that we shared through the WAGGGS' social media channels.

The great majority of what you are about to read, comes from our MOs; from our young women that work to deliver the best possible learning experience to girls.

Taking the diversity of our MOs into consideration, we also designed this tool in two phases. We provided a translated versions in our four official languages to a group of different MOs, in order to receive feedback that was then integrated into this final version. A big thank you to them!

We hope that you enjoy reading this tool and that it can help you to continue offering the best possible girl experience in your Association!

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**Top tips**



**Link to  
WAGGGS  
resources**



**Pause for  
thinking**

# WHAT IS THIS TOOLKIT ABOUT

## A TOOLKIT ABOUT THE OLDEST YOUTH AGE BRANCH IN YOUR ORGANISATION

Rovers, Rangers/ Ambassadors/ JIN/ Cadettes/ Guías Mayores/ Compagnon/ Megaloi Odigoí/ Guides Ainées/ Moinho/ Nil/ Older Guides/ Parmanuhiner/ Pioneros/ Caminantes/ Rover e Scolta

Age branch division can vary from one Association to another. Furthermore, it is not static. Therefore, when an Association reviews their programme, they may also change the age branch segments, depending on their members' needs.

There is also a great diversity in how we refer to this age group or groups. While we used to refer to it as “Rangers and Rovers”, we noticed that even the usage of the same word tends to change the meaning depending on context: the Ranger branch does not correspond to the same age group in different countries! More importantly, it does not necessarily correspond to “the oldest youth age branch” but, rather, a younger one.

Globally, the age range itself varies significantly across our MOs – from 13 to 30 years old!

In summary, many Associations refer to this age group in different ways, and even when we are using the same word, we might not mean the same thing.

With the aim of easing communication in this tool, we will avoid using a word that means something different in each country. Therefore, this age group will be referred to as “Pathfinders”, much like Lord Baden Powell’s name for this group in “Scouting for Boys”. As it is used less frequently than Rangers and Rovers, it leaves you, the reader, with the flexibility to replace it with the word or words you use within your Association.

Keep in mind, this does not change the way we informally and formally communicate internationally in WAGGGS.

Accordingly, this toolkit broadens the definition:

**This age group will henceforth be identified as the “Path to Adulthood” age group. Moreover, we shall use the term “Pathfinders” to refer to all those who are transitioning from childhood to adulthood.**

*“This age is one of the most difficult yet passionate things.” – Leader, Girl Scouts of Madagascar*





## Who are the stars of this toolkit?

Depending on your context, this tool can be used to reflect on what your Association offers to girls and young women on their path to adulthood.

This toolkit aims to answer the key question: what common methods can we use worldwide among all WAGGGS' MOs to inspire women to reach their full potential and help them take proactive action to transform the world around them?

This toolkit is for you: You're a decision maker in your Organisation. You shape programmes for this age branch – regionally and/or nationally. You set the strategies for member engagement.

## The Path to Adulthood

There are different ways of describing/deciphering this age. We would do well to be proactive and broad-minded about creating a quality programme for our dynamic young members. In doing so, we'll explore the problems they face every day.

The United Nations Convention on the Rights of the Child specifies that anyone below the age of 18 is a child (UNCRC 1989, Article 1). Thus, can we assume that anyone who is 18+ is an "adult"? Or, is there more to it than meets the eye?



*Throughout this toolkit, you'll see views and experiences from Guides worldwide. Young women have answered our questions online in the research specifically designed for the Pathway to Adulthood age group. We received 142 answers from 56 Member Organisations comprising of local leaders and decision makers.*

**Thank you Antonia, Anna and Priyanthi for this precious work.**

## Why did we create this toolkit?

It took a journey of 3 memorable years to develop this toolkit for you and share the things we learned during the course of this eventful journey.

WAGGGS provided young leaders with a practical opportunity to work with Rovers and Rangers via the 2016 project “Lead the way”. The Roverway camp in the Netherlands was a huge milestone in 2018, after which this project focused on helping the volunteers become more confident and competent – encouraging them to become conscientious WAGGGS ambassadors.

Furthermore, at the World Conference 2017, MOs voted the **Motion 17:** “Conference recommends the development of tools to support MOs to help them to develop and/or improve their educational programmes based on the GGGs educational methods and taking the different age groups into account.”

The “Finding our Path” toolkit aims to unite all our MOs, to celebrate the movement’s rich diversity and thrive using our common resources.



## How can this toolkit support you in your MO?

This toolkit:

- Encourages reflection in different areas on how your work with this age group maintains relevance, excitement, accessibility and learner-led focus.
- Helps you understand how you can practically use the Guiding Educational method, based on the experiences of other Associations.
- Recommends steps to remember to engage with this age group in your MO.
- Guides you through a process to assess and track your programme.
- Helps you restructure the program, wherever necessary.

*“We will be glad to learn from this programme, as we are celebrating 100 years of Senior Section this year. We also look forward to new ideas for our next century!”*

*— Girl Guides Association of Jamaica*

## How can you use this toolkit?

This toolkit provides a path to follow and all the chapters are interconnected with each other. Reflection is the key point, so we recommend that you follow the whole path as described below:

1. Read it fully.
2. Note down the reflection activities throughout this toolkit, you can find them at the outer edge of each page, marked with the respective icon (see p.3 and 10).
3. Get inspired from best practices followed globally that helps you reach out to this age group more effectively. — You can also contact experienced MOs in this regard.
4. Use the tools provided in order to assess your current programme.
5. Make the change happen.

**You did it.  
Spread the word and inspire others!**



## What needs is this toolkit aiming to address?

*“Leading rangers is one of the most difficult yet passionate things you can enjoy. Note: Enjoyment is the key! All ranger group members are equal and unique. This means you must NOT think of yourself as someone who is better than others, even if you happen to be the leader. You need to do everything with them as a part of them in order to know what they truly need.”*

*— Pathfinder’s Leader, Girl Scouts of Madagascar*

The societies we live in are changing rapidly and constantly. Therefore, we must find a new way to create an enjoyable and effective programme for young members.

At the same time, it is necessary to understand the challenges that they face (as opposed to only the movement). By doing so, we can have the guiding and scouting experience come alive in a manner that makes sense to them.

*“Maintaining attendance is not easy at this age. Yet, reminding them what they can get just by putting 2 hours a fortnight and helping them build useful skills (e.g. time management, public speaking, study skills, meditation, stress management, healthy habits) have increased membership for us.” — Girl Guides Australia*

### Our young members...

...Face pressure from:

- Parents
- Peers.
- Society.

...Strive hard to develop socially, academically and professionally to “fit in”.

...Strive hard to find out their identity.



What was your personal biggest challenge on your Path to Adulthood?

# ABOUT WAGGGS



The World Association of Girl Guides and Girl Scouts (WAGGGS) is the largest voluntary organisation for girls and young women worldwide.

We are the umbrella organisation for as many as 10 million Girl Guides and Girl Scouts in 150 countries and understand the issues that matter to girls because they tell us. Around the world, girls and young women face barriers, discrimination and inequality.

However, we believe that every girl has the potential to change this and we empower/ equip them to do so. We are here for every girl and any girl.

We are one of the six largest youth organisations across the world.

## MISSION

To enable girls and young women to develop their full potential as responsible citizens of the world.

## VISION

All girls are valued and take action to change the world.

## WORLD TREFOIL



The trefoil is the unifying symbol of WAGGGS. Did you notice a small gap between the outer circle and the stem at the bottom of the trefoil?

Did you know that this is a symbol of the inclusive approach of the WAGGGS community? Everyone is welcome to be a part of our life-transforming global movement for change!

## THE GIRL EXPERIENCE

The Girl Experience covers everything that a young person experiences as a GGGG while participating in the youth programme:

- What they do (activities).
- How they do it (methods).
- Why they do it (purpose).

## WAGGGS' QUALITY GIRL GUIDING AND SCOUTING EXPERIENCE

### What does a quality WAGGGS experience look like?

For young people, this movement offers a safe space to:

- Be themselves.
- Connect with others and make lasting friendships.
- Take the lead and try out new activities.
- Develop life skills.
- Get the support so that they life choices on their own terms.

We can create a better Guiding/Scouting experience by considering:

1. How we design experiences for youth learning.
2. How we develop leaders and support them in making transformative changes in their respective communities and the world at large.
3. How we train trainers in a learning process of personal development.



Want to know more about the Girl Guide and Girl Scout experience?

Check out our **“Prepared to Learn, Prepared to Lead” toolkit**: <https://www.wagggs.org/en/resources/prepared-learn-prepared-lead/>

Young members choose with their feet whether or not to stay in the movement!

What do you think can truly motivate getting members to continue being a part of the movement?

## THE WAGGGS LEADERSHIP MODEL AND HOW YOU CAN LOCATE IT THROUGHOUT THIS TOOLKIT

*As you are a leader of the movement, take out a minute to examine the WAGGGS leadership model.*

In this model of leadership practice, your “ways of being and thinking about the world” become the foundation of who you are as a leader. The WAGGGS leadership model uses a system of six mindsets as the primary tool to make leadership practise conscious, as well as to consciously influence reactions, reflections, choices and behaviours.



*Throughout this toolkit, you'll see the symbols of leadership mindsets. They are spread all around where the context is relevant to trigger you a different mindset. Use them as a direction that may support or challenge your existing way of thinking.*



### Leading Relationships - Collaborative mindset

Bring together different perspectives and inspire consensus around a shared vision. Listen to and learn from others. Share what you know freely. Create the structures, conditions, and attitudes people need to reach their potential, and contribute fully to any team or situation.



### Leading for Innovation - Creative & critical thinking mindset

Create an environment where both innovation and enquiry are valued. Seek data, analyse and learn from information and evidence. Look out for assumptions and challenge them. Encourage yourself and others to innovate. Seek new ideas and be open to changing your mind.



### Leading for impact - Responsible action mindset

Mobilise energy around what needs changing, and what needs to be protected. Transform your values into action with authenticity. Practise leadership to create a world where all girls are valued and can reach their potential as responsible citizens of the world.



### Leading for girl's empowerment - Gender equality mindset

Take gender into account when practising leadership, and challenge gender stereotypes. Understand the impact of gender barriers and empower yourself and others to recognise and overcome them. Champion the value of being a girl-led Movement.



### Leading in Context - Worldly mindset

Get inside the worlds of others, understand their needs and concerns more deeply. Observe, ask questions and educate yourself on local conditions and perspectives. Build meaningful connections with others through inclusive opportunities for shared leadership.



### Leading yourself - Reflective mindset

Draw meaning from your past experiences and think about your behaviour and its impact. Explore your values and how to be true to them when you practise leadership. Cultivate curiosity! Hold space for learning about and caring for yourself, and recognise and create the conditions you need to thrive.

## TIME TO START FINDING OUR PATH

We have the scene ready, so let the adventure begin. We would like you to reflect on a couple of things so that you can utilise this toolkit with a positive, motivated, and open mind.

Remember: “The Girl Guide and Girl Scout experience is everything that young people do as members of the movement” (WAGGGS). We want to ensure our members’ journey is nothing but the very best. This will help you grow both as a leader and a person.

Most importantly, **sharing is caring**. WAGGGS and its MOs function best by working together. As you go through this toolkit which contains lots of ideas from different countries, we hope that you are able to better understand our Global Movement. Sharing can happen in different levels - internationally: getting inspired from other countries; nationally: involving members of different ages and positions to create a bigger picture of who is part of your MO before making a change in your context; locally: leaders and young members can work together to create a REAL, flexible programme.

We will never be too old to learn something new. So why not let that happen from our GGS peers?







## WHAT COMES TO YOUR MIND WHEN YOU THINK ABOUT ADULTHOOD?

Read below some of the answers we received:

- Adulthood to me is not an age, it's a state of mind, and how someone acts and lives.
- Being able to take care of yourself and others.
- Having more responsibilities and still being a child from time to time.
- Being responsible and doing things society did not prepare you for (like insurances, taxes, employment, etc.).
- Having independence and responsibility at the same time.
- Dealing with problems and troubles.
- Living independent from my parents.

## Who is an Adult?

In some cases, being an adult no longer means the following: finishing education, beginning full-time work and marriage: Becoming an adult means learning how to become a self-sufficient person. To recognise and appreciate your own identity.

*"I can do house chores and work too. However, I cannot say I am a full-fledged "adult". I consider myself as a transitioning adult. I still need guidance."*  
 – Leader from Philippines, age 20–25.

*"I am working full time after earning a bachelor and master's degree. I am supporting myself and paying my own rent and bills. Although I am neither married nor own a home, I feel I have control of my life and should make decisions responsibly."* – Leader from Ireland, age 26–30.



*"Being free, on your own terms. Managing by yourself and doing what you want, whenever you want."* – Leader from Mexico, age 20-25.

*"Being an adult is when you start understanding: your choices and what you made of them."* – Leader from Ukraine, age 20-25.



*"Adults are people who can control themselves emotionally, physically, mentally etc. no matter what the condition or pressure."* – Leader from Nigeria, age 31+.



*"Since I already have accounts to pay, I already work, I have to manage my life and govern myself, and I consider myself an adult. Besides maturity... I had to work since I was 17 years old; I had to learn a lot from the various life experiences."* – Leader from Portugal, age 20–25.



*"In the UK, being an adult means being able to vote, drive a car and live independently, among others."* – Leader from UK, age 17–19.



*"When the responsibility of the next generation is on you, that is when you become an adult."* – Leader from Sri Lanka, age 31+.



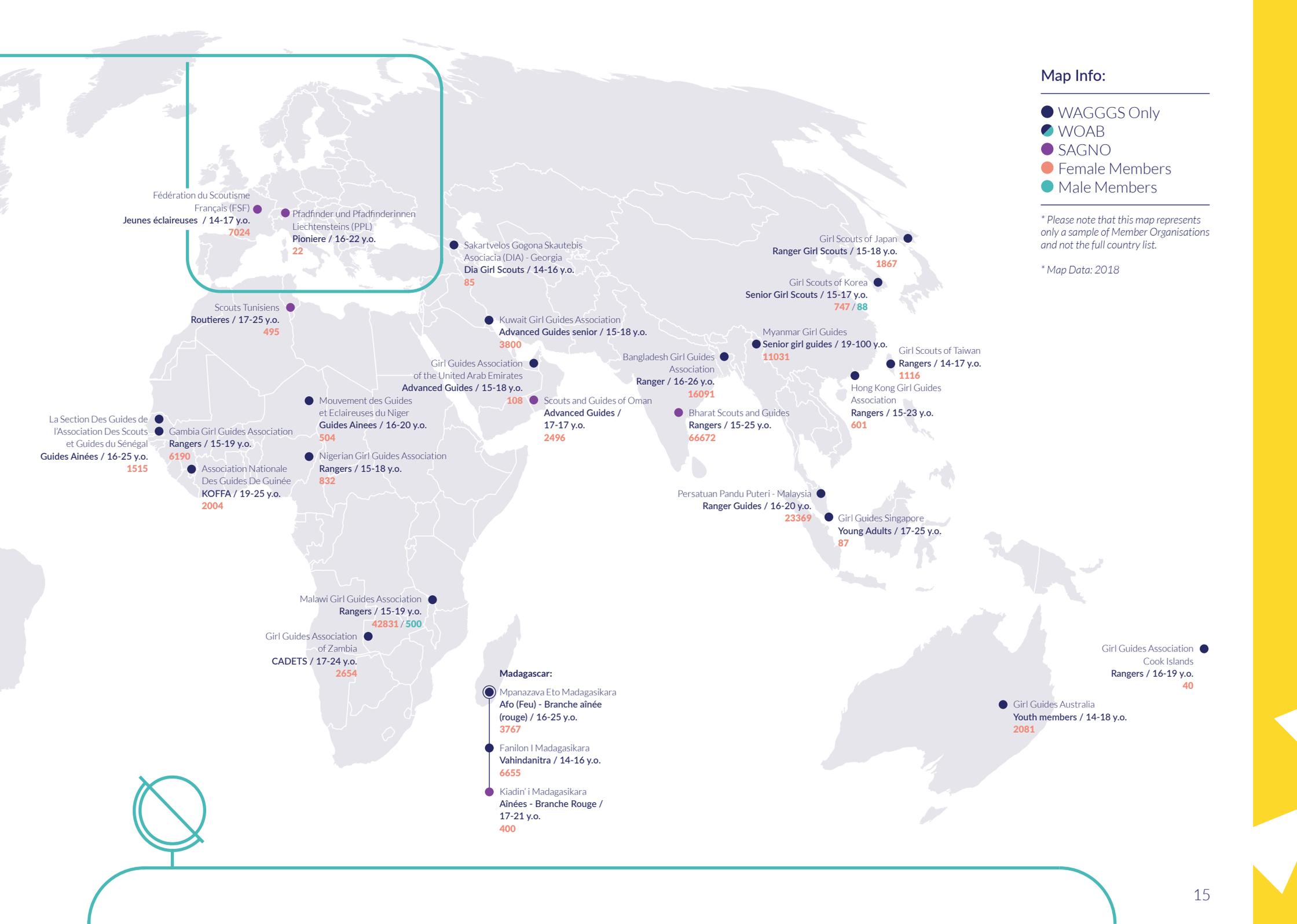
*"The time where you can practice what you've been learning and when your decisions are all that you need to move forward in life."* – Leader from Lebanon, age 30.



 Can you link these answers to the mission of WAGGGS? How?

Do these feelings of responsibility and independence reflect your programme?





Fédération du Scoutisme Français (FSF)  
Jeunes éclaireuses / 14-17 y.o.  
7024

Pfadfinder und Pfadfinderinnen Liechtensteins (PPL)  
Pioniere / 16-22 y.o.  
22

Sakartvelos Gogona Skautebis Asociacia (DIA) - Georgia  
Dia Girl Scouts / 14-16 y.o.  
85

Girl Scouts of Japan  
Ranger Girl Scouts / 15-18 y.o.  
1867

Girl Scouts of Korea  
Senior Girl Scouts / 15-17 y.o.  
747 / 88

Scouts Tunisiens  
Routieres / 17-25 y.o.  
495

Kuwait Girl Guides Association  
Advanced Guides senior / 15-18 y.o.  
3800

Myanmar Girl Guides  
Senior girl guides / 19-100 y.o.  
11031

Girl Scouts of Taiwan  
Rangers / 14-17 y.o.  
1116

Girl Guides Association of the United Arab Emirates  
Advanced Guides / 15-18 y.o.  
108

Bangladesh Girl Guides Association  
Ranger / 16-26 y.o.  
16091

Hong Kong Girl Guides Association  
Rangers / 15-23 y.o.  
601

La Section Des Guides de l'Association Des Scouts et Guides du Sénégal  
Guides Aînées / 16-25 y.o.  
1515

Gambia Girl Guides Association  
Rangers / 15-19 y.o.  
6190

Mouvement des Guides et Eclaireuses du Niger  
Guides Aînées / 16-20 y.o.  
504

Scouts and Guides of Oman  
Advanced Guides / 17-17 y.o.  
2496

Bharat Scouts and Guides  
Rangers / 15-25 y.o.  
66672

Nigerian Girl Guides Association  
Rangers / 15-18 y.o.  
832

Association Nationale Des Guides De Guinée  
KOFFA / 19-25 y.o.  
2004

Persatuan Pandu Puteri - Malaysia  
Ranger Guides / 16-20 y.o.  
23369

Girl Guides Singapore  
Young Adults / 17-25 y.o.  
87

Malawi Girl Guides Association  
Rangers / 15-19 y.o.  
42831 / 500

Girl Guides Association of Zambia  
CADETS / 17-24 y.o.  
2654

**Madagascar:**  
Mpanazava Eto Madagasikara Afo (Feu) - Branche aînée (rouge) / 16-25 y.o.  
3767  
Fañilon I Madagasikara Vahindanitra / 14-16 y.o.  
6655  
Kiadin' i Madagasikara Aînées - Branche Rouge / 17-21 y.o.  
400

Girl Guides Association Cook Islands  
Rangers / 16-19 y.o.  
40

Girl Guides Australia  
Youth members / 14-18 y.o.  
2081

**Map Info:**

- WAGGGS Only
- WOAB
- SAGNO
- Female Members
- Male Members

\* Please note that this map represents only a sample of Member Organisations and not the full country list.

\* Map Data: 2018

# ADULTHOOD AROUND THE WORLD

 Context is the key. Even if we have some data from science, we can't ignore the fact that adulthood means different things to different people in different situations.

This chapter aims to convey a key fact: adulthood is not a static concept. Most likely your Association is affected by some differences in your own region. If yes, what you get out of the programme will be unique to your situation.

In the following pages you'll find short and simple ways of understanding how different factors affect your programme.

How often do you review your programme (for this age group)?

How much does your Association recognise this age group as being distinct from 'childhood' and 'adulthood'?

Can you spot in what way you're constantly adapting your programme to meet the social and educational needs of this age group?



*When planning an activity, ask yourself the following question: is there another way of learning/practising/doing this activity in order to make it appealing to young people at various stages on their path to adulthood?*

## SCIENCE

Science offers many interpretations of what being an adult means (in terms of social, psychological, brain, moral, and biological development).

Consider the following when thinking about the age of becoming an adult.

### Can you think of ways in which Guiding and Scouting can contribute...

...in better understanding the sense of personal identity? (Erikson's psychosocial stages of development.)

...in learning the ability to think critically, rationalise ideas and make future plans based on past experiences? (Piaget's stages of cognitive development.)

...in understanding your moral values while considering other views without neglecting your own values? (Kohlberg's stages of moral development.)

*"Youth is not static. It is an evolving and living concept. Youth is innovative in itself."  
— G. Gavrielides, international expert in human rights, youth policy and restorative justice.*

## FINANCIAL BACKGROUND

Individual qualities like accepting responsibility for one's choices, making independent decisions, and becoming financially independent is strongly linked to adulthood.

In less economically developed areas, young people tend to start work earlier in order to contribute to family finances.

## GEOGRAPHY

The area that a person lives in can affect all parts of their lives – including childhood, through the transition to adulthood. Some of these differences may seem small; – for example, someone living near the coast may visit the beach more often.

This can impact the activities a group can include in their meetings. However, many differences can have an important impact on a person's development.

*“Even if you think you know the answer, ‘ask the boy’, ask the girl.”  
— Baden Powell*

## CULTURE

Guiding and Scouting offers a holistic way, wherein every member can find something relevant and develop themselves more effectively.

### Western Hemisphere

In **Mexico**, you are legally an adult when the government decides you are mature enough to vote. For me, adulthood is being free, on your own. Having to manage by yourself and being able to do what you want whenever you want. (Maria)

### Europe Region

In **Armenia**, you are legally an adult at the age of 18, but are not treated as one until you get married or have your own job- when you prove your independence in some way. (Lilit)

In **Italy**, you begin your path to adulthood at 19 by making your own choices. But you're seen as an adult only when you earn your own money and live outside of home. (Roberta)

### Africa Region

In **Rwanda**, a woman is considered to be an adult after moving out of her family's home to get married. (Pascaline)

In rural areas of the **Ivory Coast**, having your first period is seen as a step into adulthood. After that, you have to do an initiation in order to become an adult. But the state sees you as an adult when you turn 21. (Sarah)

### Arab Region

In our culture, an adult girl in **Syria** stays with her family and under their care until she gets married. In many cases, marriage marks adulthood. Depending on the family they belong to, girls can make their own decisions and have more freedom when they are in this stage. (Linda)

### Asia Pacific

In **Taiwan**, adulthood is defined by age under the legal framework which enables a person to do certain things or make own decisions once a person has reached a certain age. For example, the legal age to sign a contract, get married and to vote is 20, while one can obtain a driving license, and stand trial for criminal cases as an adult at 18 years old. (Becky)

In some cultures like Nepal, Pakistan, India, Bangladesh and my country **Sri Lanka**, girls begin their path to adulthood on their first day of menstruation. (Priyanthi)

- How do you think your programme for this age group helps young people get involved in their community and context?
- How does your programme address the different cultural contexts your members are part of?
- How does your programme develop the individual as part of the wider society, and as someone with a broad skill set?
- Have you thought if your programme is accessible to people from different financial backgrounds?
- Do you have members from different (financial backgrounds)? Can you think of ways to include them?

# ACTIVE CITIZENSHIP

Do you implement all of these in your programme? Check the ones you are more experienced with.

In what ways can you develop active citizenship? Think about the WAGGS educational method.

How does your programme encourage young members to become active citizens in your educational programme? Try to fill the empty spaces of the three routes mentioned to the right.



**Responsibility** is the top answer when asking what defines adulthood.

Baden-Powell included the concept of 'being a good citizen' at the heart of scouting and guiding. He encouraged young people to develop practical skills to contribute to the success of society as well as country (Baden-Powell 1908).

Active citizenship is also a vital part of WAGGS' mission; enabling girls and young women to develop their full potential, as responsible citizens of the world.



## ACTIVE CITIZEN\*

To become an active citizen, it is necessary for young people to develop the following:

- A sense of belonging and ownership.
- A sense of responsibility, care and duty to themselves, their community and the environment.
- A set of skills to enable them to become active agents for change and development.
- Appropriate knowledge/attitudes so that they can make informed choices about the actions they are taking.

The methods of Guiding and Scouting that develop young people to be active citizens include the following:

- The system of progressive self-development which encourages young people to exercise self-motivation and freedom of choice.
- The patrol system, an important early example of democracy in action, where young people learn to work with others as part of a team, and develop both joint and individual responsibility.
- Service in the community - which provides opportunities for Guides and Scouts to become involved in their local, national and global community and gain first-hand knowledge about the difference volunteering can make to the development of their society.
- Active co-operation between young people and adults, where younger members have the opportunity to work alongside adult leaders in a system of mutual fellowship.
- An international dimension of Guiding and Scouting, where young people are given the opportunity to develop an appreciation of, and respect for, the diversity and similarity of peoples and cultures, which, in turn, prepares them to live and work in increasingly multi-cultural societies.

## ACTIVE CITIZEN & SOCIAL CHANGE

Social change is about making a positive impact on a community, a society, or the world at large. It is about taking proactive action to tackle one or several issues that you care about.

WAGGS focuses on three routes to social change:

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### Community Action

---

### Advocacy

---

### Social Entrepreneurship

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*"Young people are autonomous and are able to think morally and critically about situations relevant to them. They have the potential to be more independent if we let them experience making and adapting decisions, which prepares them for adulthood." — Donaldson, Hanson, Brennan & Noggle*

\* Position paper on active Citizenship of young people, Europe Region WAGGS and the European Scout Region, 2015.



## How is your Association enabling your members to become active citizens on a practical level?

**Girlguiding UK** teamed up with the Red Box project to provide free sanitary items to all school girls.

**Czech Scouting** was a part of the educational project for Scouts and Guides “Active Global Citizens”. It aimed to increase the role of Scouts and Guides in promoting human rights, equality and justice. Using a variety of tools and toolkits, it encouraged young people to better understand the world where local initiatives can create positive change globally. They soon created a national working group to inspire people to become active and responsible citizens (Junak).

**The Greek Guiding Association:** “On our 12-days camps, we try to get closer to small villages across the country-side. With help of the villagers, we move on to social service projects. Most importantly, Rangers, leaders and villages’ residents are also taking part in these projects”.

**Girl Guides of Palestine** distributed meals to people who were fasting during the month of Ramadan, especially in Palestinian refugee camps.

*“You have to act as if it were possible to radically transform the world. And you have to do it all the time.” – Angela Davis, Activist*

**Girl Guides in Malaysia** determined to make an impact in the society to end child marriage by starting the #NoBridesUnder 18 campaign. The campaign has lead them to be part of the law reform on child marriage process for Sabah State.



A youth revolution is starting to unfold in front of our eyes”. Young people are not just the leaders of the future, but of today as well!

**Malala Yousafzai – aged 11:** She started speaking publicly about girls’ access to education in her country. The issue of human rights elicited the attention of many international organisations after she was shot for speaking out her beliefs.

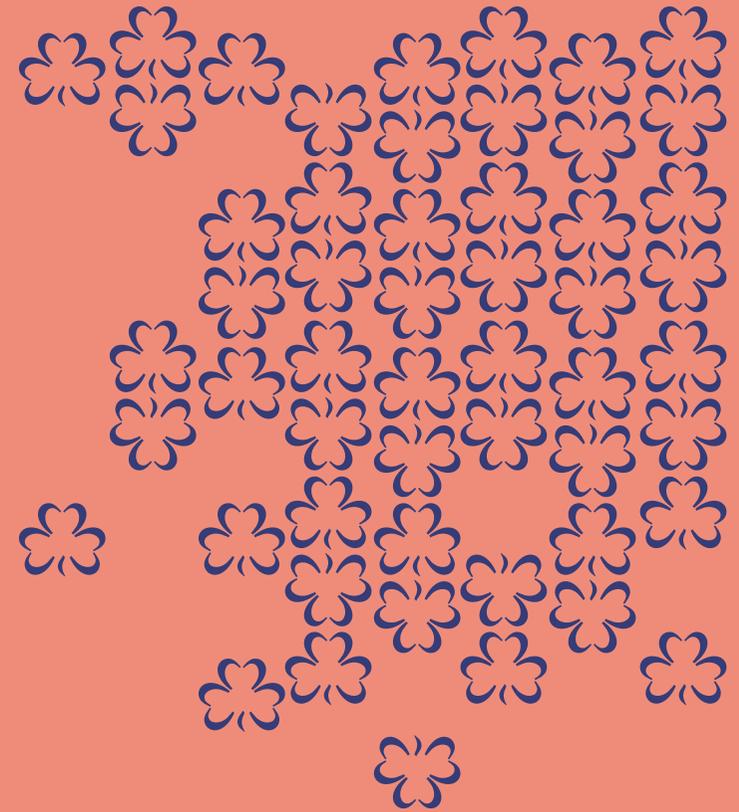
**Greta Thunberg – aged 15:** She began a small protest in Sweden to raise awareness about the lack of political and practical action with regard to climate change. This protest united pupils from all parts of the world who put pressure on their respective governments to improve the situation locally, nationally and internationally.

# HOW DOES THE GIRL GUIDING AND GIRL SCOUTING EXPERIENCE LOOK IN PRACTICE IN YOUR ORGANISATION & AROUND THE WORLD

All MOs respect the same Promise, guiding and scouting law, and have a similar learning process, depending on what young people need in their unique situation.

This chapter gives you some insights on how to implement the method and overcome any of the difficulties you have identified from the previous reflection points.

Get inspired by what other groups do and find ways of using the GGS educational method more effectively.



# WHAT DOES YOUR **EDUCATIONAL METHOD** LOOK LIKE IN PRACTICE?

Our method provides our members with real girl guiding and girl scouting experience, although you must adapt it to your members to make it relevant for all age groups.

To make the experience REAL for them, keep your programme:



The following 21st century skills are considered: communication, collaboration, creativity, character, citizenship and commitment.

## **Relevant**

Exploring topics that matter to young people in a way that is relevant to their lives, by using tools they are interested in.

## **Exciting**

Programmes that youth members can't wait to take part in! Activities are innovative, fun, active, and challenging - all at once!

## **Accessible**

An inclusive learning environment where all members are made to feel welcome, valued and safe to express their identity and participate, regardless of their background.

## **Learner-Led**

Making effective use of the GGS' method to help youth members take the lead in their learning and develop relevant skills needed today (communication, collaboration, creativity, character, citizenship and commitment).

All of these add up to create a **REAL**, genuine, meaningful, and inclusive development experience that young members cannot wait to be part of!



# WHAT DOES YOUR EDUCATIONAL METHOD LOOK LIKE IN PRACTICE?

Sometimes we assume that we're inclusive and that we know what others need. To avoid this presumption, collect their thoughts. A strategy focused on learners is always a good idea.

How will you check if what you think is REAL for young people is not different from what young people think?

*"We had organised a Rovers' national camp and invited a group of refugee teenagers to participate. We consciously planned their activities by assuming we knew the workshops/ activities they would pick and want to be involved in. However, we updated our plan, based on their needs and interests after their arrival."  
— Irimi, the Greek Guiding Association*



How has the world changed since you were on your Pathway to Adulthood (consider: technology, your community environment, social media)?

Try filling out the table with what was REAL to you and what you think REAL means to young members today - thinking back to when you were 17 years old.

|             | You: Back when you were 17 years old | Young Members Today |
|-------------|--------------------------------------|---------------------|
| Relevant    |                                      |                     |
| Exciting    |                                      |                     |
| Accessible  |                                      |                     |
| Learner-Led |                                      |                     |





## The 5 essential elements of our educational method and how they may look in practice

### 1. LEARNING IN SMALL GROUPS

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

A smaller group of 3-8 people allows members of all age groups to actively participate in what is happening around them. They can exchange roles and the groups can also change regularly.

- Plan meetings using different small groups, such as a Committee.
- Have 10 minute reflection and evaluation in the small group before sharing with the bigger group.
- Have different working groups for a time-frame (3 months/ 1 year).
- Organise a camp focused on the group life: cooking by small groups, organising activities within their group etc.
- Promote badges nationally that can only be worked as a group

 How do you prevent bullying and create a safe environment in this age group (e.g. creating an antibullying strategy, giving safety from harm training to the movement leaders)?

- How do peer groups work in your Association?

- Do you have an established scheme for the peer group life (in your meetings/in the camp)?



Which of these roles in your Association are also covered by young people under 30?

*Finance support (finances, material, PR, fundraising), trainers, national events team members, international representatives, board members.*

How can you find ways of including members from neglected groups to your programme?

- Can they still be a part of the movement in various roles/tasks/ settings depending on what they need?

- How do you communicate these opportunities?



*You can have a list with different roles needed nationally/regionally/locally and share it in the relevant channels so that people can get in touch with you if they think they fit into this role.*

*Having Pathfinders as communications' managers, graphic designers, or as translators in your Association can be something that helps them stay engaged, based on their skills and availability.*

## 2. MY PATH, MY PACE

We all learn in different ways and find inspiration in different places. GGGs values each individual within a group by giving choice around what, and how, they learn. Youth members take the lead in choosing and planning activities, leaders facilitate a wide range of activities to engage different learning styles, and individuals aren't pressured to reach a set standard.

Programmes encourage them to celebrate their personal development over time and set their own, age-appropriate goals. This gives them the freedom to take risks, make mistakes, and explore their learning journey at their own pace.



- Have more than one way of evaluation (written, oral etc.) so that everyone can take part in their own way.

- Think of flexible meeting structures that help everyone feel comfortable (meetings in a week day, living together for one school week in the Guides' house, etc).

- Give young members plenty of opportunities to become active in Guiding and Scouting under different roles & tasks: leader, manager and support

(finances, material, PR, fundraising), trainers, national events team members, board members, international involvement. You can also use your creativity to create new roles like the story-teller, the surprise-r etc.

- Ensure young members can propose, plan, and deliver activities directly based to their maturity and skill sets.

### Challenge VS Opportunity:

**Challenge:** Many young members may move to study, work or get married, which means that they may not see Guiding and Scouting as a priority.

**Opportunity:** After entering a new community, our members know what it takes to make themselves heard and spread the WAGGGS values. As WAGGGS ambassadors, how can they play a more active role in Guiding? Time can be a big issue and people often think that being a volunteer can be a time-consuming process. If that is true in your Association, how can you have a more flexible setting?

### 3. LEARNING BY DOING

Youth members learn in a hands-on way, actively engaging with learning through challenges, experiences, games, projects and experiments. Humans tend to become natural learners when they are motivated.

Learning by doing enables youth members to connect their experiences to their own lives, thereby empowering them to self-direct their learning and keep it relevant. As members become more responsible, they begin to trust their own ideas.

-  - Spread the WAGGGS values outside Guiding and Scouting environment. Create an online national blog for a specific time period and let everyone upload these moments.
-  - Have a “community service” programme in the summer camp.
  - Have a programme where Pathfinders can lead one or several meetings within a younger age group.
-  - Have evaluation embedded in the method, so that Pathfinders can reflect and learn from the past.

- Search organisations near you that have the same values and get involved, in order to learn something new, such as a 1st aid seminar or a robotics lesson.

### 4. CONNECTING WITH OTHERS

Youth members learn to trust and respect adult volunteers who support them by role modelling, empowering leadership, and facilitating their decision making. They're challenged to connect with people of different ages, genders, cultural, and social backgrounds as part of their GGGGS programme.

- Search your countries' decision-making bodies for youth and connect Pathfinders to these. It is important to develop communication skills like public speaking, persuasion, negotiation, body language, and listening, as members will soon be ready to become leaders.
  - Promote the international opportunities WAGGGS provides, such as Roverway.
- Nationally, have a platform where **Rovers and Rangers** can find bodies to be represented (e.g. Universities, Youth Councils). In this manner, they can continue Guiding/Scouting even if they cannot be active members in a team.

- In your Association, think of ways to involve young members in decision making at different levels: for example, through a Regional Board, National Assembly, or Youth Councils.

- Encourage members to get involved with younger age groups - planning for example activities for Brownies.



*Young people on their Path to Adulthood need mentoring, training and proper support to take action in their community projects.*

*Provide insurance to cover outdoor activities, international camps and expeditions, community service, etc.*

How do you prepare your members so that they can take positive steps in community projects?

On the other hand, are there specific guidelines to approach this community? Are Pathfinders involved in this process?

How do you ensure our connection with the world is relevant for young women and their community?

How does your programme educate young people to be the change they want to make in the world?



## 5. CONNECTING WITH MY WORLD

We learn most from the world around us, and GGGs programmes take advantage of the diverse learning spaces on offer. Youth members reflect on what it means to be a global citizen by undertaking community projects and speaking out on issues they care about.

To understand how to protect their environment, youth members need to form a deep and lasting connection to it, and outdoor adventures are an essential component of all great programmes.

Youth members are challenged to adapt their learning so they can thrive in different environments, and to nurture the communities and environments they care about.

– Promote meaningful community action projects and connect with local/ international organisations.

- Use the Guiding and Scouting network to explore the world:; young people can volunteer at WAGGGS world centres in Mexico, India, Switzerland, across Africa and in the UK.

- Organise virtual rallies and international postbox.

- Get involved in WAGGGS activities, including “Be the Change 2030”, “Action on Body Confidence”, “Stop the Violence” and “Surf Smart” so that young members take active part in issues on a global level.

- Develop/suggest a mobility Pathfinders project with other MOs worldwide: it can be an exchange programme between leaders of different countries focused on exploring non-formal education, leadership, and community action.



### Case study: Arab Region

*Training your leaders for social change.*



In the Arab Region, in October 2018, 44 participants and 7 mentors from Egypt, Jordan, Kuwait, Lebanon, Palestine and Oman attended the Leaders' training event on the SDGs in Amman, Jordan to lead social change projects in their communities.

As a result, leaders have implemented more than 65 projects on the SDGs across the WAGGGS' Arab Region.



# WHAT IS THE ROLE OF A LEADER DURING THE PATH?



- 🕒 A leader can be a peer-leader, a more experienced (and also older) leader, a temporary leader for a specific project, activity, or anyone with abilities and responsibilities, depending on the context.

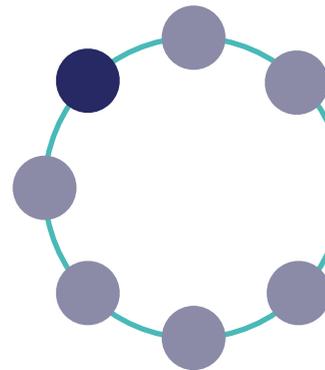
*“Train them, trust them and let them lead!”*  
— *Guías de Mexico*

## The Leader is...

- A mentor
- A facilitator
- A guider
- Supportive
- A listener
- A sharer of responsibility
- Flexible
- A good example
- A role model
- Collaborative
- Age irrelevant
- Understanding
- Encouraging
- Reflective
- Relaxed

## Leader as “1st among equals”:

A way to better identify the role of a leader is to consider them as first among equals, where everyone’s voice counts the same. A leader plays the role of a coordinator who ensures that a good balance and a safe, inclusive space is kept among members in order to encourage each of them to thrive.



*We may assume that leaders of this age group know their role and how to approach it. Nonetheless, being a leader for this age group can be challenging if we’re not used to practicing shared leadership.*

*Giving guidelines in your national programme can help your members better understand the value of making each process learner-led, while supporting them in their own leadership path. Investing in the leaders of the groups with relevant training and tools for them creates a space for your Association to thrive.*

# Ladder of participation\*

## HOW INVOLVED ARE YOUR MEMBERS IN THE PROGRAMME DESIGN?

Involvement is the key to creating a memorable experience for members of all ages. It is therefore necessary to provide them with opportunities to actively participate in planning and running their own programmes.

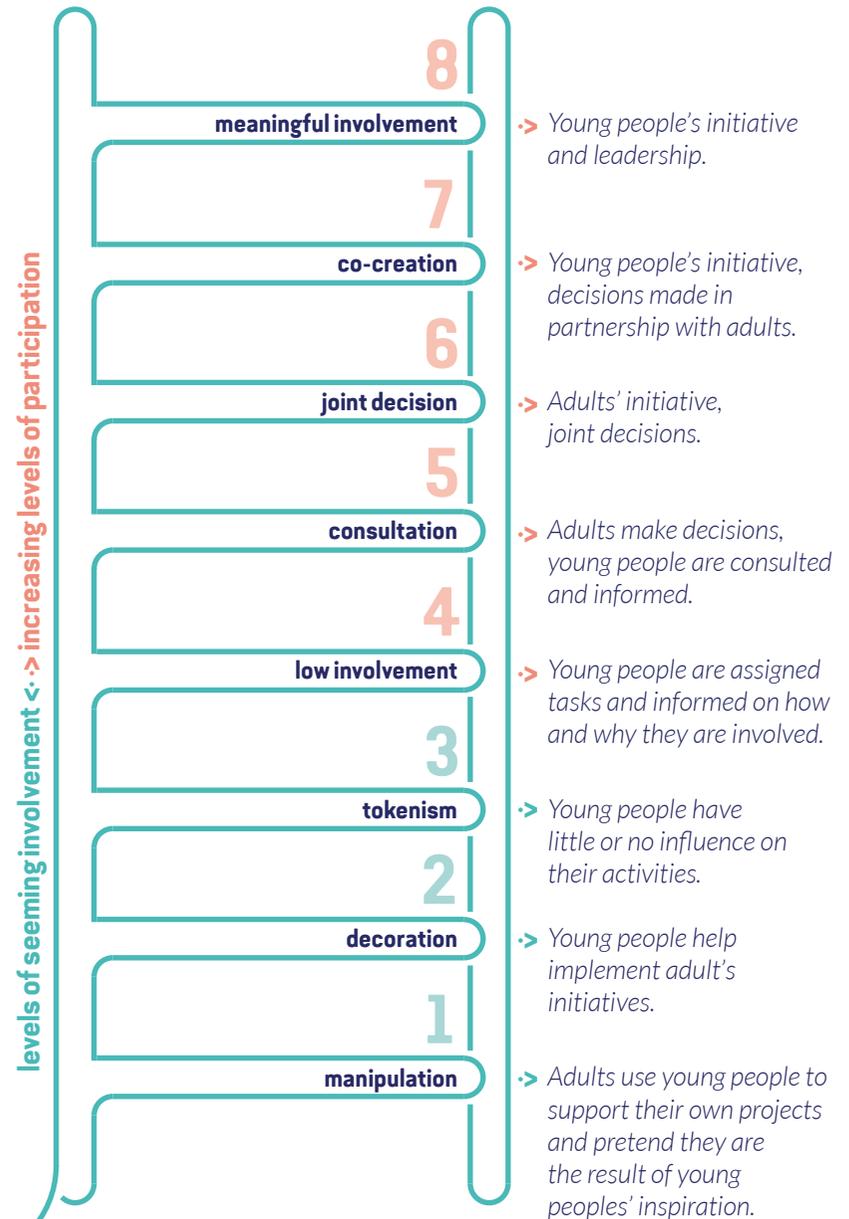
### Where do you place your MO on the ladder of participation?

The ladder to the right helps you determine the level of involvement of Pathfinders in their programme.

- Inactive: 1
- Passive: 2, 3, 4
- Active: 5, 6
- Passionate: 7, 8

Will you place them in the same position even if you change the context? Why? For example, is the level of participation the same locally and nationally?

\* Adapted from Hart R. (1992): *Children's Participation from Tokenism to Citizenship*. Florence: Unicef Innocenti Research Centre, as cited in [www.freechild.org](http://www.freechild.org) [online].

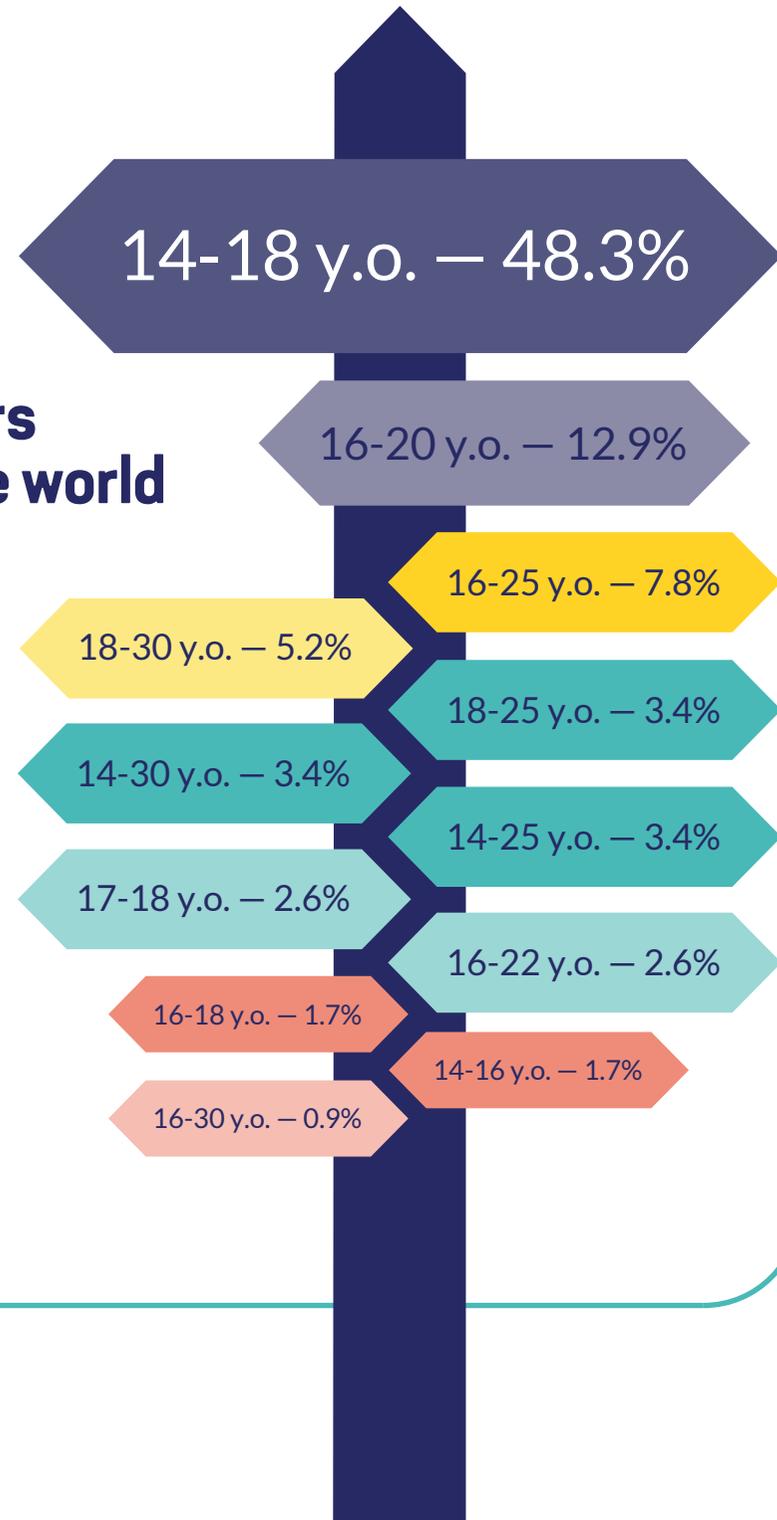


# PATHFINDER TO ADULTHOOD AROUND THE WORLD

This chapter is entirely based on the experiences of girls and young women who are active in their respective Associations and have responded to our online research.

After covering core principles and methods, let's now discover what the Path to Adulthood looks today in different MOs. This section outlines important facts, figures, and ideas about what happens when young people are involved in GGS worldwide.

## Age of pathfinders around the world





## AGE GROUP

The majority of the Pathfinder groups are aged between 14 to 18 years old. Have you considered whether or not the age range in your MO is the most beneficial for your members?

*What do you think about the following case?*

*How can infrastructure influence your programme implementation?*

### Case study: South Africa

“Our oldest branch is now for 18 – 30 year olds. Our programme originally went from 14 to 23 years for Rangers. In 2016, the Rangers Branch was for 14 to 18-year-olds and we had another Branch for 18 to 30-year-olds. We changed the age range, although we didn’t work on changing the Regional / National Structure. We had Regional Branch Advisors and National Branch Advisors for all the other Branches.

We thought that having a different branch with the same structure could work, considering we had experienced members for each age group. However, we then realised that it would be better to have the infrastructure set up, in order to support the introduction of this programme and address the new Branch with a tailor-made approach.”

## HOW ARE GROUPS ORGANISED?

### Organisation of the Pathfinders

- Self-organised – 31%
- With leaders appointed – 64%
- Both of the above – 5%



## HOW OFTEN DO GROUPS MEET?

The responses we received suggest that most groups have regular meetings. Although the most common response is once a week for 2 hours, some groups also meet once each month for 6 hours. As always, flexibility is the key.

### Case study: Girl Guiding UK

“We have recently been developing a community and a set of opportunities for 18-30 year old young women in Girlguiding.

The whole offer has been, and is being, designed by and for 18-30 year olds, in a collaborative and iterative way - meaning that it’s starting to be implemented by young women coordinators across the country, but will continue to evolve and develop, and the idea is that young women can decide what they want to do (with 7 pathways as a guide of what’s possible) and work together to make it happen.”



## HOW IS THE EDUCATIONAL METHOD IMPLEMENTED?

Did you know that different organisations call it differently and break it down to separate parts? However, all of us try to use the Guiding and Scouting method effectively in order to help our members derive the best possible insights.

**The Guiding Approach**  
(7 fundamental principles, Ireland)

**Scoutmetoden**  
(Scouting Method, 8 parts, Sweden)

**SVM – skautská výchovná metoda**  
(Scouting Educational Method, 8 parts, CZ)

**女童軍教育方法**  
(Educational Method, Taiwan)

**The Five Essentials**  
(5 parts, United Kingdom)

**Metodo Educativo**  
(Educational Method, Italy)

**Develop life skills to empower for their sustainability in the movement**  
(Sri Lanka)

**Clima Educativo**  
(Educational/creative Climate, Chile)

## SUGGESTIONS TO INCREASE PARTICIPATION

- Be flexible in your meeting activities and programme.
- Keep girls engaged by setting big goals and showing them what's out there beyond their own experiences as they approach adulthood. Doing so will make them want to continue into young adulthood.
- Start by asking them what they want to achieve, especially from scouting or guiding, before reaching out to others.
- Be flexible and create specific goals.
- Allow freedom to try out new things.
- Develop the entrepreneurial and self-financing ability of girls.

 Reflect on your method and its parts. Do you think they're covered well under the WAGGGS' GGGG Method?

# WHAT IS YOUR MEMBER ORGANISATION'S EDUCATIONAL FOCUS?

**In the research we conducted, the top three answers included:**

## INTEGRITY

Living honestly with self-respect and self-worth; taking responsibility for your development and actions.

## CITIZENSHIP

Active/informed community members who know how to respect others, appreciate each other's differences and make a positive difference in the world.

## SPIRITUALITY

Acknowledging and developing not only personal beliefs, but also those espoused by others.

Which focus does your Association's programme best represent?

- Can you think of a practical example of how you do this?

What is the least represented focus?

- What is the biggest obstacle that will prevent you from implementing this in your programme, and why?

How and how often does your Association examine the relationship between programme and focus?





### SUGGESTIONS ON WHAT TO INCLUDE IN YOUR LEARNING PROGRAMME (FOR THIS AGE GROUP)

Survey results: What are the focus areas  
for the learning programmes you offer?

**Sense of world  
citizenship and  
intercultural  
awareness**

**Active citizenship,  
leadership  
and community  
service projects**

**Environmental  
awareness**

**Personal  
well-being**

**Spirituality**

**Life and  
financial skills**

**Outdoor skills**

**Other**

*"Give them a mix of really difficult activities and some very easy, silly games. Also, give them the space to be themselves and display maturity, when necessary." – Girl Guides Australia (Victoria)*

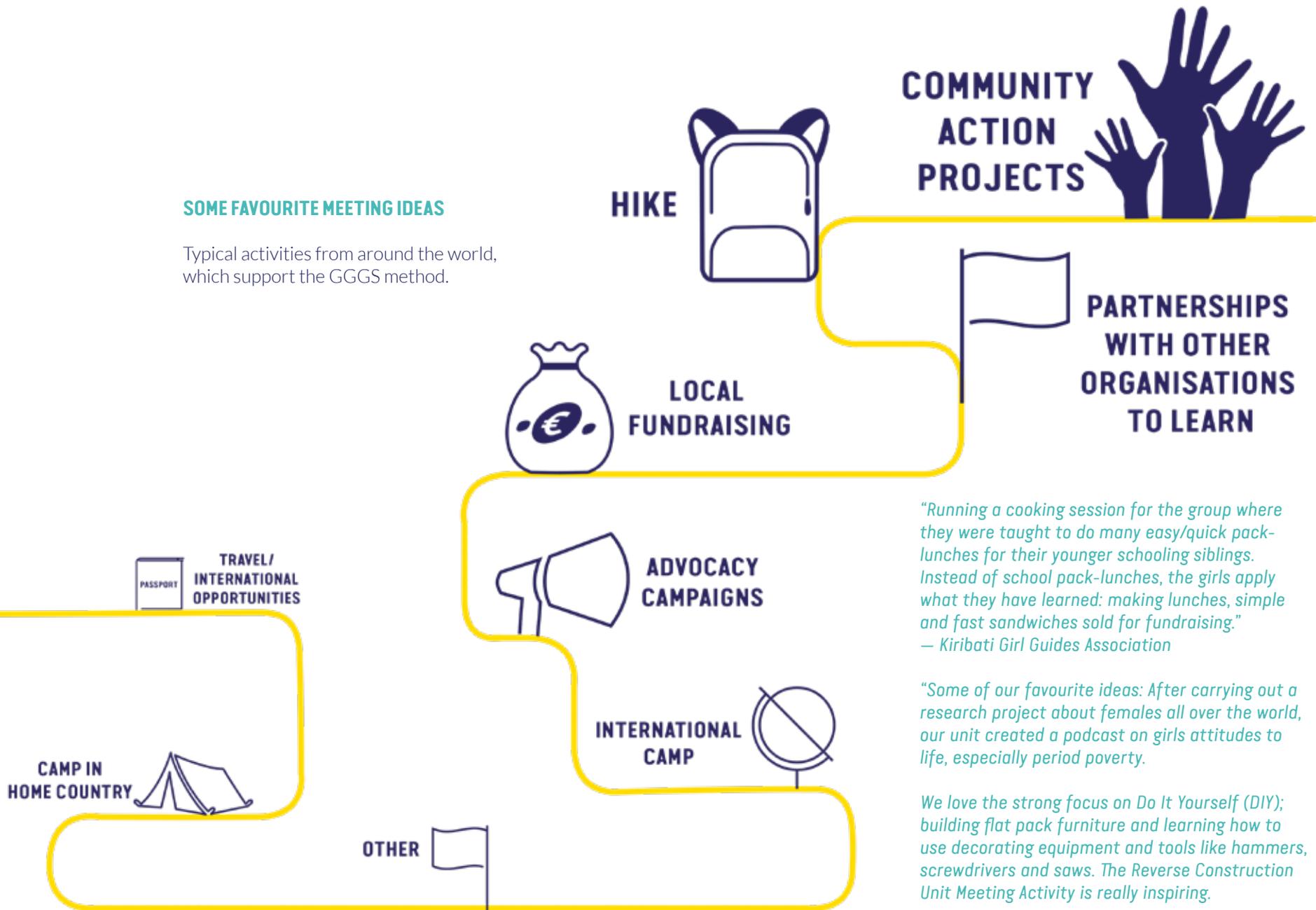
*"Listen to the girls and let them have a voice. Guide them on decision making and allow them to express themselves freely." – Girlguiding UK*

*"Asking Rangers to run a meeting for a younger age group gets them thinking in a more structured way." – Pfadfinder und Pfadfinderinnen Österreich*

*"Organise activities for other branches."  
– Associação guias de Portugal*

## SOME FAVOURITE MEETING IDEAS

Typical activities from around the world, which support the GGS method.



## COMMUNITY ACTION PROJECTS

### PARTNERSHIPS WITH OTHER ORGANISATIONS TO LEARN

*“Running a cooking session for the group where they were taught to do many easy/quick pack-lunches for their younger schooling siblings. Instead of school pack-lunches, the girls apply what they have learned: making lunches, simple and fast sandwiches sold for fundraising.”*  
— Kiribati Girl Guides Association

*“Some of our favourite ideas: After carrying out a research project about females all over the world, our unit created a podcast on girls attitudes to life, especially period poverty.”*

*We love the strong focus on Do It Yourself (DIY); building flat pack furniture and learning how to use decorating equipment and tools like hammers, screwdrivers and saws. The Reverse Construction Unit Meeting Activity is really inspiring.*

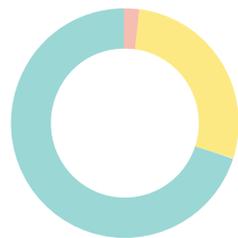
*Show in a Day - Gang show produced and performed within one day.”* — Girlguiding UK



## EXAMPLES OF DECISION MAKING

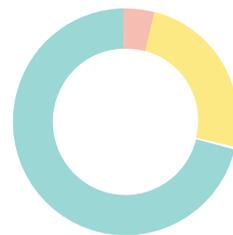
### How are activities planned?

- Leaders plan activities alone — 2%.
- Girls plan the activities — 28%.
- Leaders and girls plan activities collaboratively — 70%.



### How are activities run?

- Leaders run activities alone — 4%.
- Girls run the activities — 25%.
- Leaders and girls run activities collaboratively — 71%.



*Wędrownicza Watra is an annual learning event organised by the Polish Scouting and Guiding Association (ZHP). It consists of two parts – hikes in different areas of Poland and a camp where all participants enjoy a common programme. This event unites Rangers and Rovers and encourages them to share their experiences, make lifelong friendships, learn skills, enjoy adventure and great atmosphere through camping, sharing thoughts and reflections around the campfire, and discussing on scouting/societies/life around them. — The Polish Scouting and Guiding Association (ZHP)*

*The “Wache” is a special method of this age group. Here, the Rangers and Rovers think about themselves and then make informed decisions. — Pfadfinder und Pfadfinderinnen Österreichs*

*We hold a national meeting every year. All rovers can join us and discuss the topics they're interested in. This event teaches us how to speak in a gathering and so on. — Norwegian YMCA-YWCA*

## INCREASE PARTICIPATION

# Examples of collaborative planning (at the grassroots level)

Young leaders say:

*"Planning meetings with the girls... Like a council."*

*"Give the girls some reason to see the connection between different activities and understanding why they are doing what they are doing: e.g. we create the calendar around people, practical, physical, and self."*

*We also include fulfil service, world guiding, outdoors, etc. each week."*

*"Keep the girls engaged; ensure that the programme is relevant, focused on the things are important to girls and comes from them. Lots of exciting events that are happening are regional and state levels, which is a great way to keep them motivated, especially when they're from smaller units."*

*"At the end of each certificate, girls give feedback to each other on how they planned and ran their clauses. They also provide suggestions on how to change it the next time."*

*"The girls brainstorm activities for the next term. The leaders help these girls define what it takes to turn their ideas into doable activities. One girl types up the agreed term's programme. Each girl then utilises an activity to plan and implement with support from other group members."*

*"After planning together, I type our plans/instructions for each week. In order to make them more independent gradually, I put the instructions and equipment in the Rangers' room for their arrival and leave them to do the first 30 minutes without me."*

*"By holding a meeting for a younger age group, Rangers learn how to think more logically in a structured way."*

*"Let the girls come forward and share their rewarding experiences as a leader."*

*"Let them have full control over their programme without trying to take over as adults."*



## WAYS TO REVIEW YOUR PROGRAMME TOOLS, REFLECTIONS & TOP TIPS

So far, we have seen that it's difficult to keep everything **REAL** in a guiding/scouting setting. We try to meet the needs of our members who are on the Path to Adulthood and share **WAGGGS** values without compromising on our learning methods.

In this chapter, we invite you to embark on a new journey to review your programme. Let us guide you through a process to assess and track your programme and, why not, restructure it where necessary.

- What does your Association offer to the Pathfinders?
- What is the national programme framework for this category in your Association?
- How are you using this programme framework locally?

## Why should you review your programme?

It is important to constantly review our educational programmes for all age groups to ensure they meet the diverse needs of both current and new members in this age group.

Reviewing our programmes helps us reach marginalised groups by ensuring everyone can access our programme.

It might be time to ask some important questions about what it means to be a Girl Scout or a Girl Guide today. For example, members of this age group may have differing beliefs.

As the needs of our current and potential members change, consider whether we need to adapt our own practices as well.

*Try to understand your current programme:*

- Does it include your educational method?
- Is it based on your goals?

Interested to know more? The rest of this section outlines a suggested path to follow.

How does your current programme encourage members to develop their interests and take part in opportunities that are part of the wider offer?

Is your Association open to potential members who are not yet ready to make the Promise based on their religious faiths?

- Would these potential members still be able to lead or at least participate in your programme?



# HOW CAN YOU REVIEW YOUR PROGRAMME? - 7 STEPS

When you start reviewing your programme, you will want to consider these things:

- Who participates in this process?
- Does your programme allow young members to express their needs?
- How will you continually make changes in your programme?
- For example, will you re-update as per the new learning needs?
- How can you link local with national when reviewing your programme? What information will you need from the local level that can help you assess your programme nationally?
- How can you encourage engagement for this age group at a local level?

This toolkit mainly focuses to the programme for Pathfinders at a national level. However, it also includes references to scouting and guiding at a local level because this is where the members tend to benefit the most.

See the following chapter to learn more about the process in the grassroots level.

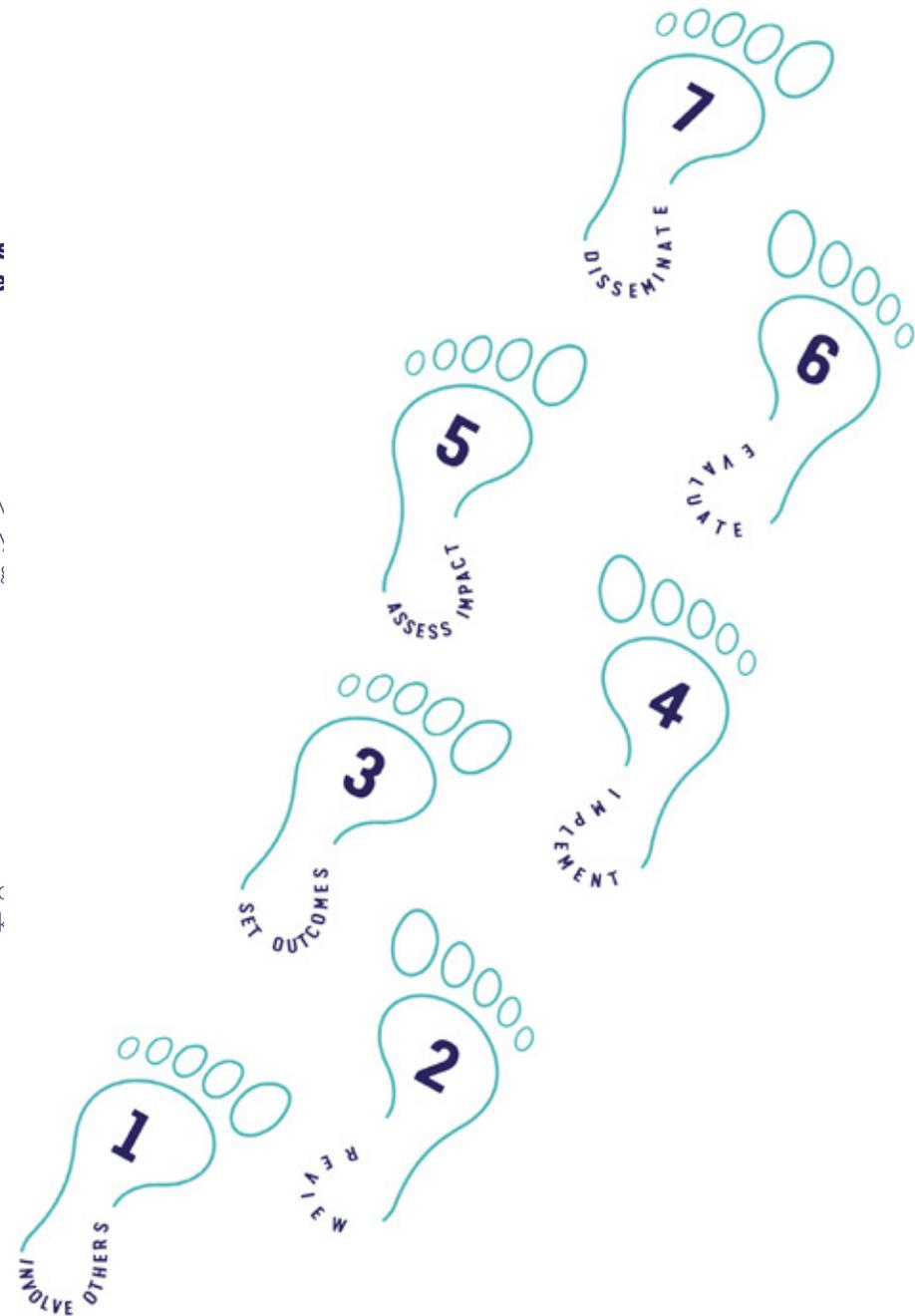
## What were the top solutions shared in our questionnaire

1. Flexibility
2. Plan in Advance
3. Training

We suggest that you consider following points in order to review your programme. Feel free to note your points in the pathway to the right.

1. Involve others
2. Review your current stage
3. Set outcomes
4. Implement
5. Assess impact
6. Evaluate
7. Disseminate

In the following pages, we'll go deeper into how we can break these key stations.





## 1. INVOLVE OTHERS



Who you would like to involve in the process?

1. People who are directly involved in your programme:
  - Members from the Path to Adulthood age group.
  - Adult Leaders working with this age group.
2. Stakeholders from your wider community:
  - Commissioners.
  - National Board members.
  - WAGGS facilitators.
3. External stakeholders:
  - Funders.
  - National Policy Makers.
  - Experts in education.

Creating your review team is the starting point for the process! Your team members should have a mix of skills and knowledge to point out different aspects of the challenge. Your programme must also allow them to share their abilities with team members so that they can learn new things and grow as well.

### **Why should you involve this age group to edit their programme?**

Participation of youth in decision making helps us make informed decisions about what young people need. It also helps build the capacity of an organisation, makes young people more committed, and helps create a positive image.

### **How can you involve the age group regionally and nationally?**

Your members could...

- Comment on policy and national plans.
- Review marketing tools and resources.
- Test new programme activities and/or resources.
- Become part of focus groups.
- Share personal stories, journeys and experiences with younger members.

In addition to taking part in regional and national decisions, young members can also help impact their program locally.

### **Case study: Norway**

We change our strategy every 5 years by launching a survey. Currently (2019), our strategy covers how to be inclusive and involve everyone in Scouting. Reviewing the programme is a key part of this process as well.

We invite Rovers to tell us what they want to do at the "Rovers' National Assembly" that is attended by nearly 250 people. Every Rover can participate, suggest and put forward new ideas before the Assembly.

The National Board ensures that Rovers are heard and makes decisions according to the Rovers' voice. This allows the Rovers to have a lot of trust in the organisation.

## 2. REVIEW YOUR CURRENT STAGE



### What will help you to review your programme?

Collecting information, ideas and factors is an important part of our plan to help you review your programme based on your current situation. Doing so helps you decide the next step of your plan.

### What might you want to find out?

- How your programme is functioning now. This is a strong starting point for you to determine what you are already doing well and identify areas where you need to improve. Taking this approach will help you assess the effectiveness of your challenge.

- What are the learning outcomes of your programmes? Are they well-defined?
- Does the programme meet the necessary expectations of all members?

*Evaluate how young members and leaders currently plan and run meetings.*

- What do members of this age group think of their programme?
  - What do they enjoy, dislike, how would they like to see it change?

- What do the leaders of this age group think of the programme?

- How well do they understand the Path to Adulthood age group, the effectiveness of their programme, as well as areas where they would like more support?

- Recruitment and retention of Pathfinders.

- Why would anyone want to join your organisation (either with no Guiding or Scouting background or as a returning member)?
- Why should members leave the organisation during the transition from the earlier section or in this section?

- Are there any logistical barriers to your programme?

- Availability of both leaders and young members.
- Accessibility of locations of this programme.



*Open questions encourage respondents to give a broader answer. Avoid leading questions with a yes/no reply. For example, instead of asking "Do you enjoy your current programme?" ask: "What do you think of your current programme?"*

**Don't forget!** When collecting data to help with the challenge of your programme, pay attention to the Data Collection Laws of your country.



### How can you collect this information?

All you need to do is to visit pages 14-21 of the **Gender and Diversity Mainstreaming Toolkit** for more information on data collection: [https://www.wagggg.org/documents/2675/GD\\_Toolkit-August2018-FINAL.pdf](https://www.wagggg.org/documents/2675/GD_Toolkit-August2018-FINAL.pdf)

How can data collection help you reach different groups? Refer to the case study, in the next page.

| QUANTITATIVE DATA                              | QUALITATIVE DATA                                 |
|--|--|
| Census   | Self-Evaluation                                  |
| Administrative Data                            | Surveys  |
| Sample Survey                                  | Interviews                                       |
| Locational Data                                | Focus Groups                                     |
| Tracer Studies                                 | Observations                                     |
| Measured exactly                               | About people's opinions, values or experiences   |
| Expressed using numbers                        | Provides a deeper insight into people's thoughts |
| This data does not lead to any opinion sharing | May take more time to collect and analyse        |
| Easy to analyse trends and patterns            | Offers explanations, as well as results          |

E.g. Junak - Czech Scouting published a selection of secretive open data about members using their administrative information system.

Visit this publication for more information: <https://www.cedefop.europa.eu/en/publications-and-resources/publications/2218>

On page 55 you can see our suggested review workshop template.

Visit local meetings and see exactly how the programme works.



Be creative. Check out our case studies for ideas on original ways to collect information in order to ensure that the programme suits your members.

Standardise some parts of your data collection to help generate data that is easier to sort through. To illustrate, let participants decide how frequently they want these meetings to take place.

Ensure every part of your research is linked to your aims. If it's not relevant; don't include it!

Be consistent throughout. This will help you assess and track your challenge better.

Use data that you already have, like annual subscriptions. Try not to increase your workload if you have saved the information elsewhere.

**Remember:** We've already done a lot of research for you; it's right here in this toolkit!

## Case Study: Girlguiding UK

As part of the WAGGGS/UPS partnership with a focus on Diversity, Inclusion and Leadership Development, Girlguiding UK reached marginalised groups by:

- Undertaking a thorough analysis of Girlguiding's membership and comparing it to national data (such as Census data and the Index of Multiple Deprivation). This has informed the development of new data tools to help staff and volunteers understand local demographics and think more about engaging areas of deprivation and/or underrepresented communities.

- Making strong connections in some of their identified under-represented communities, Welsh speaking communities, as well as with Muslim communities through attending events hosted by the Muslim Council of Britain and working within specific areas of the UK, in which their reach has been identified to be lower than average.

- The funding has enabled Girlguiding to demonstrate the value that good data analysis can add by helping to develop a baseline around their reach into areas of deprivation and tools so as to help staff and volunteers develop a better understanding of local demographics. The new data and insight has been fed into the diagnostics stage of the country's charities new strategy for 2020+ whilst also supporting a review into grants for new groups in areas of deprivation.

- Supporting the development of a stronger photo commissioning process in order to ensure a broad range of pictures representing girls/volunteers from diverse backgrounds and circumstances in their new photo bank. Furthermore, the coverage of their national recruitment campaigns was increased (with the aim of including areas of deprivation) and these campaigns were influenced so as to be more representative of these communities.

### Is your programme REAL?

Relevant / Exciting / Accessible / Learner-Led.

### Does your programme help you recruit and retain members?

When looking at the programme, think about how you can include new members into your section whilst retaining current members. It is also necessary for you to attract a wide range of young adults based on what they need.

### Are we inclusive of all young adults?

Do we have an inclusive policy for members coming from neglected groups?

### Who joins us?

Do people need specific skills, abilities, or resources to become a participant or leader? How can they attain these? Can they gain these skills and resources after joining? And how is this communicated? Can new members take part in activities with members of the same age?

### Who stays?

Do young adults get enough programme opportunities to gain skills for their volunteering lives?

### Who leaves?

Do you keep statistics about the dropout rate as well as the reasons for leaving across each gender and in all age groups?



We have adapted these questions from the **WAGGGS Gender and Diversity Mainstreaming Toolkit**.

Find more about REAL in our “**Prepared to Learn, Prepared to Lead**” toolkit: <https://www.wagggs.org/en/resources/prepared-learn-prepared-lead/>

 Is your programme open for learner-led education? How can you use the GGS method effectively to let members take the lead in their learning?

How can they grow critical and relevant skills for this programme (communication, collaboration, creativity, character, citizenship and commitment)?

### 3. SET OUTCOMES

What would you like the outcome of reviewing your programme to be?

-  Use your creative mindset and imagine the change in the next 6 months / 1 year / 2 years. What would it look like?

#### What are your challenges?

Now that you know your situation fairly well, it is time to identify your challenges, and decide which ones you want to address and how.

Some challenges shared with us in our research include:

- Diverse interests and needs of young members.
- Keeping the activities lively and engaging.
- Inconsistent Guiding knowledge among members.
- Difficulty in encouraging young members to become more active in planning and running the activities.
- Availability of leaders.
- Young members' busy and unpredictable schedules.

We suggest that you discuss these challenges with your stakeholders and look at any information you have collected in order to have their worries and concerns heard. This will allow you to include these issues in your programme.

#### What do you want to achieve?

After considering all of this information, you should now create a plan of action. One effective way of doing this is using a "Review Workshop" with all of your stakeholders. In this workshop, you can set and get started on your plan of action. On the next page you will find a potential template for the workshop.

### Case Study: WAGGGS/UPS partnership

*See below two case studies from Associations that participated in the WAGGGS/UPS partnership with a focus on Diversity, Inclusion and Leadership Development.*

---

**The Nigerian Girl Guiding Association:** - Opened units in rural, hard to reach communities, in long-term refugee settlements and among girls with hearing, speech, and visual impairments.

- Engaged Agency for Adult and Non-Formal Education to deliver numeracy, reading and writing classes, to women who are then trained to be Guide leaders who will open new units in their respective communities.

---

**The Girl Guides of Mexico:**

- Piloted different models of reaching girls and introduced them to Guiding (Guides during Summer).

- As a community based Association they have opened new units in different spaces (in a school) and in different parts of the country with no history of guiding.

- Engaged different sections of the population by opening units in shelters.

- Delivered Diversity and Inclusion training for 32 participants from the Guías de México Board, senior management and several volunteers. The workshops had expert guest speakers on gender and interculturality in addition to a panel discussion with a guide who started guiding whilst living in a shelter and the mother of a child with hydrocephalus.

- Developed "Diversity and Inclusion guidelines" and a manual for new volunteers.

| ACTIVITY   | EXPLANATION  |   |  |               |                           |  |   |   |  |  |            |  |           |  |   |  |   |  |  |  |          |  |  |  |  |
|--|--|---|--|---------------|---------------------------|--|---|---|--|--|------------|--|-----------|--|---|--|---|--|--|--|----------|--|--|--|--|
| <b>Group Guidelines</b>  | To create a collaborative sense amongst your challenge team, get them to come up with guidelines that they will follow both as individuals and as a group.   |   |  |               |                           |  |   |   |  |  |            |  |           |  |   |  |   |  |  |  |          |  |  |  |  |
| <b>Understanding the Current Situation</b>   | Get everyone on the challenge team to agree on the current situation: <ul style="list-style-type: none"> <li>- Explain your learning method and focus to the group.</li> <li>- Share your thoughts with the group and ask them to add anything that they want to, before deciding to review your programme.</li> </ul>   |   |  |               |                           |  |   |   |  |  |            |  |           |  |   |  |   |  |  |  |          |  |  |  |  |
| <b>Assess the Current Situation</b>  | Divide your challenge team into smaller groups to examine some of the data collected from step 2. These groups should be based on what affects your programme most, for example: <table border="1" data-bbox="801 531 2092 667"> <thead> <tr> <th>Content</th> <th>Membership</th> <th>Accessibility</th> <th>Age group characteristics</th> </tr> </thead> <tbody> <tr> <td><i>How well is the learning method applied?<br/>How REAL is it?</i></td> <td><i>What are the statistics for this age group?</i></td> <td><i>When and where are these meetings held?</i></td> <td><i>What are the biggest challenges for your Path to Adulthood members?</i></td> </tr> </tbody> </table>  | Content   | Membership   | Accessibility | Age group characteristics | <i>How well is the learning method applied?<br/>How REAL is it?</i>  | <i>What are the statistics for this age group?</i>              | <i>When and where are these meetings held?</i>  | <i>What are the biggest challenges for your Path to Adulthood members?</i> |  |            |  |           |  |   |  |   |  |  |  |          |  |  |  |  |
| Content  | Membership   | Accessibility   | Age group characteristics  |               |                           |  |   |   |  |  |            |  |           |  |   |  |   |  |  |  |          |  |  |  |  |
| <i>How well is the learning method applied?<br/>How REAL is it?</i>  | <i>What are the statistics for this age group?</i>   | <i>When and where are these meetings held?</i>  | <i>What are the biggest challenges for your Path to Adulthood members?</i>             |               |                           |  |   |   |  |  |            |  |           |  |   |  |   |  |  |  |          |  |  |  |  |
| <b>Create Aims and Objectives</b>  | It is now time to plan your challenge. Think SMART... and smart-ER: <table border="1" data-bbox="801 756 2092 1145"> <thead> <tr> <th>Specific</th> <th>Measurable</th> <th>Relevant</th> <th>Time-Bound</th> </tr> </thead> <tbody> <tr> <td><i>What do we want to accomplish?<br/>Why is this challenge important?<br/>Who is involved?<br/>Where is it located?<br/>Which resources or limits are involved?</i></td> <td><i>How will we know when our challenge has been dealt with?</i></td> <td><i>Does this seem worth the effort?<br/>Is this the right time?<br/>Does this match our other efforts/needs?<br/>Are we the right people to challenge the programme?<br/>Can we apply it in the current socio-economic environment?</i></td> <td><i>When is our deadline?<br/>What is our timeline?</i></td> </tr> <tr> <td></td> <th>Achievable</th> <td></td> <th>Evaluated</th> </tr> <tr> <td></td> <td><i>How can we tackle our challenge?<br/>How realistic is our challenge?</i></td> <td></td> <td><i>How are you going to monitor your challenge?</i></td> </tr> <tr> <td></td> <td></td> <td></td> <th>Reviewed</th> </tr> <tr> <td></td> <td></td> <td></td> <td><i>What different approaches can you try when your challenge isn't going per plan?</i></td> </tr> </tbody> </table> | Specific  | Measurable   | Relevant      | Time-Bound                | <i>What do we want to accomplish?<br/>Why is this challenge important?<br/>Who is involved?<br/>Where is it located?<br/>Which resources or limits are involved?</i> | <i>How will we know when our challenge has been dealt with?</i> | <i>Does this seem worth the effort?<br/>Is this the right time?<br/>Does this match our other efforts/needs?<br/>Are we the right people to challenge the programme?<br/>Can we apply it in the current socio-economic environment?</i> | <i>When is our deadline?<br/>What is our timeline?</i>                     |  | Achievable |  | Evaluated |  | <i>How can we tackle our challenge?<br/>How realistic is our challenge?</i> |  | <i>How are you going to monitor your challenge?</i> |  |  |  | Reviewed |  |  |  | <i>What different approaches can you try when your challenge isn't going per plan?</i> |
| Specific   | Measurable   | Relevant  | Time-Bound   |               |                           |  |   |   |  |  |            |  |           |  |   |  |   |  |  |  |          |  |  |  |  |
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|  | Achievable   |   | Evaluated  |               |                           |  |   |   |  |  |            |  |           |  |   |  |   |  |  |  |          |  |  |  |  |
|  | <i>How can we tackle our challenge?<br/>How realistic is our challenge?</i>  |   | <i>How are you going to monitor your challenge?</i>                                    |               |                           |  |   |   |  |  |            |  |           |  |   |  |   |  |  |  |          |  |  |  |  |
|  |  |   | Reviewed   |               |                           |  |   |   |  |  |            |  |           |  |   |  |   |  |  |  |          |  |  |  |  |
|  |  |   | <i>What different approaches can you try when your challenge isn't going per plan?</i> |               |                           |  |   |   |  |  |            |  |           |  |   |  |   |  |  |  |          |  |  |  |  |
| <b>Call For Action!</b>  | After deciding what your aims and objectives are, think about what steps you will take to meet them.<br><br>Next, it is time to create an action plan of exactly how you are going to successfully challenge your programme.   |   |  |               |                           |  |   |   |  |  |            |  |           |  |   |  |   |  |  |  |          |  |  |  |  |



Some of these challenges are common across all sections and MOs, so WAGGGS guidance is already out there to help you! Check out the resource centre here: <https://www.wagggs.org/en/resources/>.

Check out page 51 of the **Action on Body Confidence Pack** (for ages 11-25) for a simple yet useful action plan template! [https://free-being-me.com/wp/wp-content/media/AoBC\\_11-25.pdf](https://free-being-me.com/wp/wp-content/media/AoBC_11-25.pdf).



Below are some examples of aims, objectives and actions - based on the responses from MOs.

- Aims:** What are your desired impacts?  
Think about your mission and vision.
- Objectives:** What are your desired outcomes?
- Actions:** What will you do to achieve your aims and objectives?



| <b>Aims</b>   | <b>Objectives</b>  | <b>Actions</b>   |
|---|--|--|
| Young members feel their voices are heard while being provided with the opportunity to develop latest skills. | <p>To reflect the needs of our members in the directions we follow.</p> <p>To strengthen our learner-led approach.</p> <p>To support young members in developing skills for their future (e.g. communication and decision making).</p> | <p>Create roles and places for young members to join committees and boards.</p> <p>Host focus groups to collect the views of young people.</p> <p>Offer trainings specifically for the age group on adult skills.</p> <p>Initiate change that comes from the needs expressed by young people, and communicate it afterwards.</p>   |
| Recruit more young people.  | <p>To provide a safe and inclusive environment for all members so that they feel welcome.</p> <p>To better understand the path that this age group is on.</p> <p>To make our Association more visible.</p>                             | <p>Look at how the educational method is currently being applied in the programme and highlight areas that need improvement. (Follow the 7 steps of this toolkit)</p> <p>Identify WAGGGS programmes that can be presented externally, to a wider public.</p> <p>Invite people who are experienced in communication and create a plan for promoting your Association.</p> <p>Ask people who leave the organisation why they do so. Ask those who joined recently why they did so. Collect and analyse this data in a systematic manner.</p> |

## Case Study: Italy AGECSI

To celebrate the centenary of Brownsea Island, 35,000 people got together and lived the Rovers experience. Almost 90% of the Rovers got together in this event and formed a delegation through elections. Each area went through its own process of democratic elections. "Council of Braves" is the final delegation.

Rovers wrote three different letters after two different trainings:

1. What do I want to say to myself?
2. What do I want to say to my community?
3. What do I want to say to my relatives?

After being given the letters, the event's leaders read all of them and focused on the following urgent topics:

- Immigration
- Environment
- Job
- Gender & Diversity

## 4. IMPLEMENT

All the data, reflection and information will help you identify and make the change happen.

### How can we continue to link our offer to the educational method?

#### Participatory and peer approach

*(Learning in small groups, Learning by doing)*

- Use surveys to find out what members want.
- Encourage members to prepare their own group guidelines.
- Gradually reduce the involvement of leaders.
- Sometimes mix age groups to allow younger members to learn from their older counterparts.

#### Support *(Connecting with my world, My path my pace)*

- Offer education on the latest and most relevant skills.
- Mentor the members.
- Ensure that everyone can access sponsorship and funding opportunities.

### Training and development opportunities

*(My path my pace, Learning by doing)*

- Focus strongly on self-development.
- Link rover and ranger activities to help them develop their interests. For example, encourage them to do a camping permit, a climbing qualification, or a catering course.
- Help interested members become leaders of other age groups.
- Promote the key aspects of Guiding and Scouting prospects, such as leader, trainer, marketing and communications, finance, fundraising, etc.

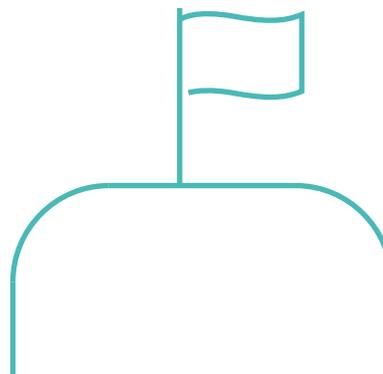
### Reaching out *(Connecting with my world, Connecting with others)*

- Unite the age group nationally, locally and internationally.
- Have an offer of groups at universities when members move or cannot commit much time, but still want to be involved.
- Facilitate individuals who cannot be part of a group to still want to be active members.

### What changes are you now going to make based on this information?

While you implement your plan, ensure that you work closely at your local level as well. The following chapter can help you to do so.

Based on the information we've gathered from our questionnaire, below are some ideas on how to utilise your data.



### What do members of this age group want?

For example: Time to be teenagers (not to be considered as responsible solely for planning).

### How can we offer this to them?

#### By being flexible:

- A space to chill out during the exam season.
- Try to plan most activities in the 1st term and also during school holidays.
- Meeting timings and frequency as a choice for local units- more activities on the weekends vs. not so many weekend activities.
- Help with transportation through partner organisations.
- Leaders take a more active part in organising and running sessions during busy school times.
- Collaborate as much as you can with schools, sports, parents and other activities.
- Have ad hoc project groups, so that while some members are in the lead, the others are able to relax and vice versa.
- Allow for stability- ensure young members know what the programme is all about and run structured meetings.

#### By using effective communication strategies:

- Social media
- Magazine dedicated to age group



In our fast changing world, we're constantly inundated by new attentions (e.g. extreme individualism, nationalism, mass migration, etc.).

How are the girls actively involved in these new attentions?

Would you update your programme based on these changes?

## 5.ASSESS IMACT

Both during and after your programme challenge, you must maintain your focus by:

- Tracking and assessing how your programme has changed.
- Understanding why these changes have taken place in the first place.
- Interpreting the changes.

### Why should you monitor and evaluate your programme changes?

#### Monitoring

To check that you are on track to achieve your aims and objectives.

To keep stakeholders up-to-date about how your challenge is taking shape.

To track the progress you have made so far.

#### Evaluating

To find out whether you have achieved what your challenge needed you to do.

To inform stakeholders about the challenge's outcomes.

To help with future projects (noting both the successes and the failures).



Think about a communication strategy on how you can inform your members about the challenges/changes in your national programme.

Find out whether it is easier to communicate about the actions chosen if they were involved in the previous steps.

Think about how you can help the local level practically implement the steps above. Use the information that you've gathered to do so.

Training is a vital part of implementation and can take place locally or nationally, depending on your MO system. See page 55 for more tips on training.



### How can you monitor your programme challenge?

Looking at your aims and objectives is of course useful, but it's sometimes easier to see a list of things that you need to complete so that you can succeed in your efforts. For this purpose, we have created a simple checklist tool, which includes examples of the things you may need to change in your programme based on our research with MOs.

Constant communication with your stakeholders is key to knowing if you have achieved the items on your checklist. You can do this by using the methods suggested in step 2 or by making informal visits to unit meetings/discussion groups on social media. Remember, their opinions matter a LOT as everything we do is for our members!

You may also want to track how your stakeholders and your challenge team feel the challenge is progressing and get feedback. Here are some ideas on how to do this:

**Questionnaires:** you could send out questionnaires on a regular basis with questions that require participants to assess their current work areas along with the overall aims/objectives on a scale of 1-5.

**Online calls:** consider making group calls to discuss the progress of the challenge.

**Thermometer (left):** see if you can have regular in-person meetings because this could be helpful for stakeholders to share how they feel about various sections of the challenge - for example, one colour dot for each aim, one colour dot for each part of the challenge (e.g. gathering data).



Remember, no matter what you decide to track your stakeholders' feelings on the challenge with, **be consistent.**

For example; if you decide to do a questionnaire, make sure that you use the same scale. If you have online calls, ensure you ask the same questions. Similarly, if you use the thermometer, make it a point to use the same colour scheme.

| Yes?! | Achievement indicators of aims/objectives   |
|-------|---|
|       | <i>Does every young member feel that she has contributed in designing the meetings?</i>   |
|       | <i>Have you created a space locally where young people can freely share their ideas in decision making positions?</i>                                 |
|       | <i>Does every young member feel that she is progressing during her time in the section?</i>   |
|       | <i>Does every young member feel a valuable part of a World of Possibilities?</i>  |
|       | <i>Do leaders feel that they can successfully relate to and understand the young members they are working with?</i>                                   |
|       | <i>Do young members feel that they can take part in activities of their choice, at a pace which is right for them?</i>                                |
|       | <i>Are young members a key part of regional/national decision making forums?</i>  |
|       | <i>Do you have successful trainings available for this age group? (Both for leaders and young members who are currently developing their skills).</i> |

## 6. EVALUATE

At the end of the review process, it is useful to bring stakeholders as well as those who have worked on this to a workshop in order to assess how things are unfolding. You can decide any form that you think is suitable for this evaluation: in-person or online, its length, who is invited, etc. However, here are some ideas that will make things easier for you:

*The most obvious place to start by is asking:*

- Have we achieved our aims and objectives?
  - Look back at the original aims, objectives, actions, and paths to change. Ensure that you have achieved what you had originally set out to do exactly how you had planned.
  - What has changed along the way?
- How successful is your challenge in adapting your programme?
  - More research with members will help you understand this better (preferably before the workshop, so that you can discuss this question at the event).

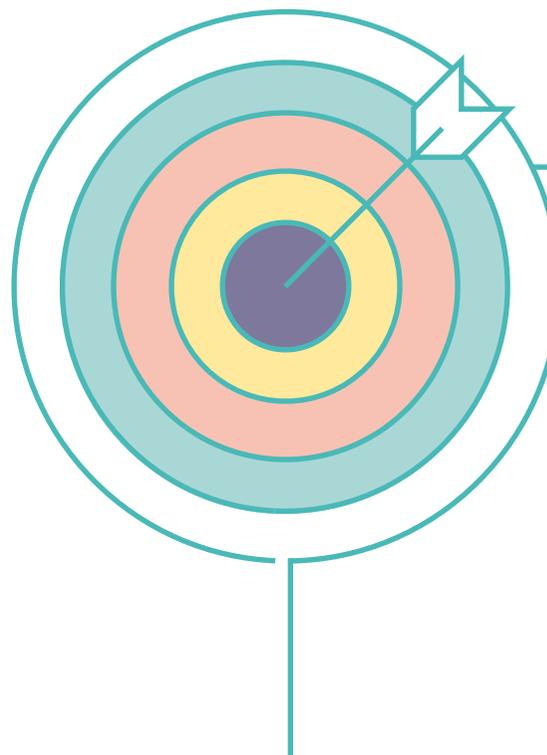
### Learning process

The great thing about the process is that you can learn directly from it, and not just from the results it generates. You can consider:

- What parts of the challenge worked smoothly?
- Which ones were found to be more challenging?
- Would you want to avoid any specific parts in future projects?

Below is an archery target. Each colour denotes a different question that you must consider when assessing your challenge:

- White:** What parts of the challenge process would you not repeat in future projects?
- Teal:** Which part was most challenging?
- Coral:** Which parts went smoothly?
- Yellow:** What did you enjoy most about the challenge process?
- Blue:** Do you feel that the challenge achieved its original aims and objectives?



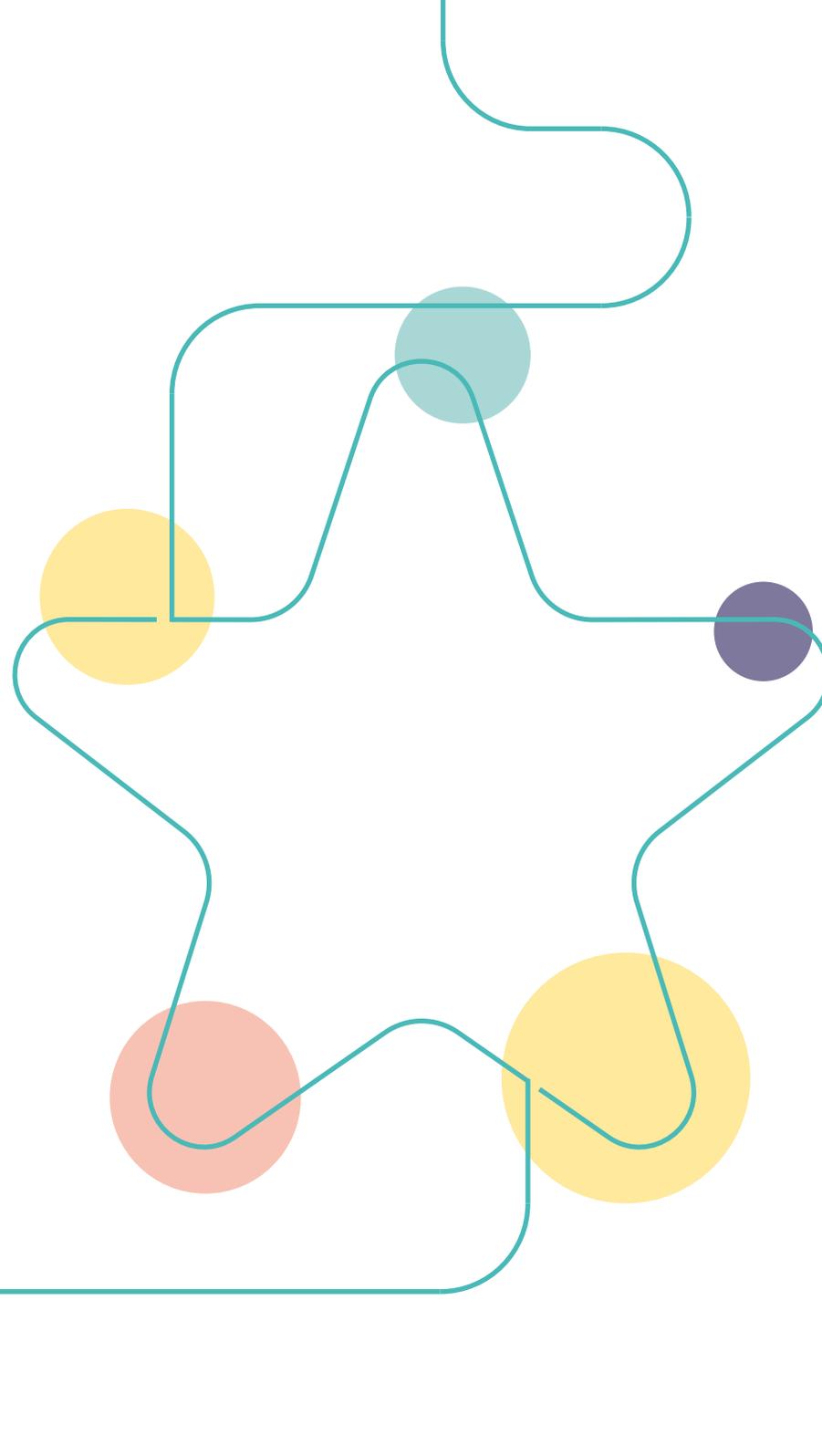
## Reflection on learning

Those who are involved in the challenge process must be given the opportunity to self-evaluate their development and contribution to the programme. This is directly linked to the effectiveness of your challenge as you have hopefully involved young members who have gained new skills/insights into your organisation owing to this process. Seeing how they have grown will hopefully encourage you to continue to include more young members in future programme activities nationally.

Using this template, get participants to place a photo or draw themselves in the centre of the star and answer the questions mentioned in each point:

- How have you found working as part of the team during the process? (*Working in small groups*)
- What have you found most challenging during the process? (*My Path, My Pace*)
- What have you learnt after participating in this review process? (*Learning by Doing*)
- How have you worked closely as a team during this review process? (*Connecting with Others*)
- How do you feel as a member of the guiding/scouting movement after this? (*Connecting with My World*)

Don't forget to remind your review team that they're all stars, both at the evaluation and during the process!





It is important to get people on board and to ensure leaders have the right training, so that they can be confident in facilitating, sharing, and implementing the national programme with their groups.

## 7. DISSEMINATE

Communicate the information to relevant stakeholders:

- Reports
- Presentations
- Publish in the organisation’s magazine or newsletter
- Website

**If your review has been successful then...  
“Make some Noise”!**

- Social Media
- Event for the age group

### Tools to help you review your programme

| Tool  | Original / Blank Page |
|---|-----------------------|
| - <i>The Educational Method in practice</i> | 22 / —                |
| - <i>Where are you on the Ladder?</i>       | 28 / —                |
| - <i>WAGGGS path diagram</i>                | 39 / —                |
| - <i>Template for a review workshop</i>     | 45 / —                |
| - <i>Aims and Objectives setter</i>         | 46 / 59               |
| - <i>Checklist</i>                          | 49 / 60               |
| - <i>Thermometer</i>                        | 49 / 61               |
| - <i>Archery target</i>                     | 50 / 60               |
| - <i>Self-evaluation Star</i>               | 51 / 61               |
| - <i>Programme Planner</i>                  | 55 / 62               |

Remember, you’re unlikely to get everything right the first time. Therefore, think of any mistakes you make as valuable lessons to keep improving and challenging your programme for members on the path to adulthood; after all that’s what it’s all about!





## WHAT HAPPENS ON A LOCAL LEVEL? – 7 STEPS YOUNG PEOPLE NEED TO BE CHANGEMAKERS AND NOT JUST A PART OF THE CHANGE

Change comes best from the bottom up, so make sure that you involve local level scouting and guiding in your national review process and communicate what you have learnt with them.

You may also want to implement your updated programme by closely collaborating with them.

You can use the ideas outlined in this chapter of what this may look like on a local level and also how local groups can review their programme.

## 1. INVOLVING OTHERS

*How can you involve the age group on a local level?*

What does collaborative mean in the first place?! Put simply, to collaborate is to work together. After challenging your programme

*“Always getting their input is key.”  
— Canadian unit guide*

on a national level, it is now a good time for you to encourage your units to follow your lead in actively involving young members in planning and implementing their programme.

How can you fit into a girl/young woman's schedule?

How can we guide our members on their unique journeys?

**Revisit:** What is the role of the leader (with this age group)? Can you add to the examples from page 27?

How can we effectively plan and run meetings collaboratively between our young members and leaders?



*Listen to and encourage the plans/dreams of girls/young women as they'd truly appreciate that!*

*It is possible that your aims and objectives are similar on a local level. However, the manner in which you achieve them and the scale of your challenge is likely to differ.*

## 2. REVIEW YOUR CURRENT STAGE

*Collect information in order to determine which stage you're in.*

Here are some ideas:

- Host a consultation with young members.
- Have regular visits to different units in order to get more knowledge and inspiration.
- Use online tools to gather their thoughts and views.
- Have an open space (online or not) where they can freely share specific feedback.

As your organisation's national decision maker, you could treat this data collection method as part of your bigger challenge.

## 3. SET OUTCOMES

Use SMARTER as a tool to help you set your aims and objectives based on the information you have already collected about the programme's current situation at the grassroots level. Skip back to page 45 for more...

Remember, the stars of this toolkit are also the stars of your programme review; no matter what you want out of this programme, make it a point to keep members at the heart of it!

### Case study: Netherlands

As part of the WAGGGS/UPS partnership with a focus on Diversity, Inclusion and Leadership Development, Scouting Netherlands:

- Established a 'Women in Scouting' network.
- Became more aware of the different needs of people across all groups in the Netherlands.
- Commissioned an external agency to understand the external perception of girls towards Scouting in the Netherlands.



Check out the WAGGGS' policy and guidelines on **Adult Training, Learning and Development!** You can download it here: <https://www.waggs.org/en/resources/adult-training-learning-and-development-policy-and-guidelines/>

#### 4. IMPLEMENT

##### Trainings for leaders

Share what you have learnt and put it into practice to achieve your aims.

##### Programme Planner

Programme Planning is vital to making changes happen. Here's a quick example of how to plan your programme based on what MOs told us. There's a full blank copy of this tool on page 62.

This tool will help you see the parts of your learning method you have included in the programme. It is designed to put the programme into practice (and track it) on a local level.

You can use it in a visit to a local group, in a national training or any other manner you think will be useful!

Fill out the first half of the Programme Planner before identifying parts of the educational method you tick off every week. Can you find any that you can improve on? Try something similar with your focus on learning too.

| Date / Weekly Theme     | Organisers/Leaders & Activities  | Working in Small Groups | My Path, My Pace | Learning by Doing | Connecting with Others | Connecting with My World |
|-------------------------|--|-------------------------|------------------|-------------------|------------------------|--------------------------|
| 25.09 / Back to Reality | <b>Adults (Sara):</b><br>- Games and catch up time<br>- Bullet journal making (make notebook from scratch)   | ✓                       | ✓                | ✓                 | ✓                      |                          |
| 09.10 / Environment     | <b>Rowan:</b><br>- Make recycled hedgehog homes<br>- Discuss ways to reduce plastic, use and share thoughts with people outside the unit.  | ✓                       |                  |                   | ✓                      | ✓                        |
| 23.10 / Food            | <b>Alex:</b><br>- Ready Steady Cook competition (have to plan, budget and buy ingredients first)   | ✓                       |                  | ✓                 |                        |                          |
| 06.11 / International   | <b>Charlie, Sam &amp; Jo:</b><br>- Sparklers for Guy Fawkes (UK)<br>- Ofrenda Altar building for - Day of the Dead (Mexico)<br>- Positive Pen Pal letters for World Kindness Day (03.11) | ✓                       |                  | ✓                 | ✓                      | ✓                        |
| 20.11 / Exam De-Stress  | <b>Adults (Isobella):</b><br>- Instructor led yoga session<br>- Homemade face masks<br>- Film and popcorn  |                         | ✓                | ✓                 | ✓                      |                          |



*Training is a way to encourage girls/young women to take an active part in society.*

*The training of leaders for girls/young women is even more important to increase opportunities for them. All leaders must have a genuine understanding of the learning method, so that they can enable these girls and young women to reach their full potential, as active citizens.*

*Make sure you are very clear about the purpose of themes/activities you choose.*

*You will find the programme planner (p.55) useful in monitoring (and implementing) your programme challenge at the grassroots level. Doing so will help you clearly understand how well your programme has included different parts of the learning method.*

*You could also share any of the tools included in this toolkit with your local units, so that they can track and evaluate any changes they've made to their programme!*

## Case Study: Sri Lanka

Guiding/Scouting takes members on a journey where we support them and help them develop life skills, such as: *Organisation, ability to work as part of a team, managing responsibility, coordinating, influencing, communication, and budgeting.*

Here are a few examples of some activities that can meet the different needs of our members on the Path to Adulthood:

- Programmes focused on careers can help members with some important decisions they may need to make.
- Include fundraising into your curriculum, so that young members can learn skills in communicating and negotiating with different kinds of people- as well as potentially allowing them to take part in many more activities.
- Organise camps about important topics such as health and wellbeing. If possible, involve other organisations such as the government in such events so that the members benefit from better accuracy, funding and publicity.
- Include your local community in events like making informative films based on what you've discussed in meetings to show to your neighbours. You can even host a campfire for all to attend!



## 5. IMPACT ASSESSMENT

### **“Collaboration” is the key word.**

If you are working closely with your young members you'll hopefully have a comfortable atmosphere within your unit where everyone feels that they can freely share their opinion on how things are going.

If you want to directly ask young members about the programme challenge, you could try:

- Sending mini surveys via email or through poll tools on social media.
- Asking members to write down WWW (What Went Well) and EBI (Even Better If) at the end of meetings on post it notes.
- Sitting in a circle at the end of meetings and inviting everyone to share thoughts.

## 6. EVALUATE

At the end of a term and/or year, consider holding a meeting where you discuss the previous term whilst planning for the one ahead. Both young members and the leaders can share their thoughts on how the programme is working, what parts they've enjoyed, which bits they would change, and any other feedback that they may want to share.



*Did you know that 60 to 90% of communication is non-verbal? Never underestimate the power of positive body language in creating a relaxed environment in your unit meeting place.*

*This will make collaboration between leaders and young members feel that much more natural. Moreover, a relaxed environment will make more useful contributions and feedback sharing during your programme challenge as well as in the future!*

## 7. DISSEMINATE

- Try fresh recruitment drives at your local levels- using your newly reviewed programme as an attraction.
- Engage with the local communities that you meet in. Also, encourage young members to share what they have been doing- either through a presentation (formally) or more informally at a coffee morning.

**Your journey to the “path to adulthood” has hopefully brought you some ideas and triggered some reflections! In the Appendix, you can find tools to help you in this.**



# APPENDIX

## TOOLS TO HELP YOU REVIEW YOUR PROGRAMME

# Aims and Objectives Table

| Aims | Objectives | Actions |
|------|------------|---------|
|      |            |         |
|      |            |         |
|      |            |         |
|      |            |         |
|      |            |         |





# Programme Planner

| Date /<br>Weekly<br>Theme | Activities | Organisers<br>/ Leaders | Working<br>in Small<br>Groups | My Path,<br>My Pace | Learning<br>by Doing | Connecting<br>with<br>Others | Connecting<br>with<br>My World |
|---------------------------|------------|-------------------------|-------------------------------|---------------------|----------------------|------------------------------|--------------------------------|
|                           |            |                         |                               |                     |                      |                              |                                |
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