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# 1. Introduction

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## **A Policy on Educational Programme Development**

In order to achieve its Object and Mission, the World Association of Girl Guides and Girl Scouts supports the development of quality non-formal educational programmes. A quality non-formal educational programme is the total of experiences or activities that girls and young women go through and learn from. These actions:

- take into account the needs and aspirations of the girls and young women
- have appropriate learning objectives
- are based on the values of Girl Guiding/Girl Scouting
- are carried out using the Girl Guide/Girl Scout Method

## **Where the Educational Programme comes from**

In January 1997 the World Board of the World Association of Girl Guides and Girl Scouts adopted a policy on educational programme development (see Appendix 2), clearly differentiating between the training that girls and young women receive through the educational programme they participate in and the leader training received by the adult leaders. The policy states that the “...role and responsibility of WAGGGS is to support National Associations in developing and implementing a quality non-formal educational programme .... for example, through the publication of materials on educational programme development and the organisation of seminars and training sessions.”

## **Using the Educational Programme**

The aim of the Educational Programme is to serve as a support resource to those leaders dedicated to developing a quality educational programme that encourages the fullest development of their members as whole and well-balanced individuals. The Educational Programme distinguishes between the roles that those leaders developing the national educational programme have and those that are responsible for implementing it in their work with the groups and patrols. This material is for the use of those leaders who are responsible for developing the National Associations' educational programmes. These leaders may be working at national, regional or troop level, depending on the approach and internal work of the National Association. This material is also aimed at the local leader. The different approaches from the national level and the local level are explained later on. This resource should supplement and extend traditional national educational programmes to fit the needs of today's girls and young women, based on the principles of personal development.

This document is as valid for National Associations which have both male and female members as it is for those with only female members.



The objectives of the Educational Programme are to explore:

- the educational purpose of Girl Guiding/Girl Scouting based on the fundamental principles expressed in the Promise and the Law
- the Girl Guide/Girl Scout Method
- the setting of achievable learning objectives which respond to an individual's needs and thereby encourage their personal development
- the need to adapt an educational programme as time passes and society changes
- the appropriate educational tools to use in order to achieve the agreed learning objectives
- the development of activities to meet the learning objectives within a troop or unit setting
- the evaluation of the different elements of an educational programme.

The basic purpose of Girl Guiding/Girl Scouting is to contribute to the development of whole and well-balanced individuals in order to support them in their role as responsible citizens of the world. Activities are suggested that help in the development of values, attitude, knowledge and skills that are beneficial to an individual's development. The activities provide a concrete means of working with girls and young women, but in order to ensure that they serve their purpose, background analysis and thinking has to be done. The creation of activities is only one part of the process of developing an educational programme.

## **Elements in the development of an educational programme**

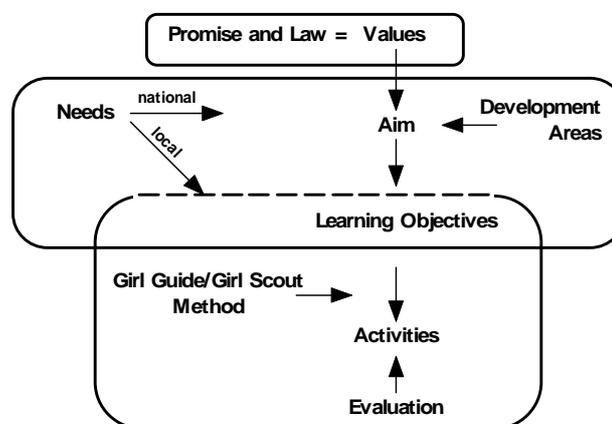
As the educational programme has to be suitable for those it is developed for, it is necessary to consider the development of the individual Girl Guide/Girl Scout. As an individual's development is greatly affected by cultural and social influences, each National Association may choose to work with experts such as psychologists or sociologists when developing its own educational programme. This document provides examples for ease of understanding, but attempts to avoid clear age definitions. Where ages are mentioned they are meant as references, not as definitive 'truth'.

The Educational Programme set out the elements that should be considered when developing an educational programme that is functional and effective for society and the needs of girls and young women today.



## 2. The Steps of Programme Development

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The impact of a quality non-formal educational programme is evident in the growth of the Girl Guides/Girl Scouts. In order to do this effectively there are several steps/ phases which should be followed in addition to maintaining a close link in the approach to the programme at the national and local level.

Below is a brief explanation of the process of Programme Development. This includes a brief explanation of each step and the links between them. A full explanation of the different steps are in the following chapters. The steps of educational programme development are based on three elements: understanding the needs, interpreting them and acting on them to make changes for ourselves and others.

### The fundamental principles: our values

The educational purpose of Girl Guiding/Girl Scouting is expressed in the fundamental principles as laid down by the Founder in the original Promise and Law. These are the values we stand for; in short our reason for existing. National Associations interpret them in accordance with their own situation and express them in their Promise and Law. Therefore these values are constant; what may change is the way they are presented and the relative importance given to them over time.

### Understanding Needs

The needs and aspirations of girls and young women change as the situation in the country changes. Especially today, changes take place very quickly and it is therefore essential to be up to date and be aware of the changing needs and their implications for the education of girls and young women.

The National Association can benefit from research undertaken by external experts or academic institutions in order to have up-to-date information about the situation of girls and young women in the country. It is then the responsibility of the National



Association to interpret these statistics in light of the culture of the Association and the fundamental principles. This step cannot be delegated to external experts as they will not have the same knowledge of Girl Guiding/Girl Scouting.

Understanding and interpreting the needs is also done at local and personal level where the local situation is taken into account. This ensures better understanding and identification of key issues which need to be dealt with at local and personal level. The analysis done at national level should not restrict the local level but should provide a framework within which they work.

## **Development Areas**

Girl Guiding/Girl Scouting promotes a holistic approach to personal development through considering 6 equally important and inter-related development areas: intellectual, spiritual, physical, emotional, social and moral. Identifying the level of maturity of development in these areas has to be a priority. Some needs and aspirations may cover different areas of development or a specific area only.

## **Learning objectives**

Once the needs and aspirations have been identified, it is appropriate to start by deciding on an overall aim. Once again the development areas are to be taken into account and ensure that all of them and the consequent needs and aspirations are covered by the overall aims.

Learning objectives can be set at personal level as well. In this case we talk about real development as the girls has as a sole reference her personal situation and the commitment to make a change in her personal growth.

## **Educational Approach**

The educational approach of Girl Guiding/Girl Scouting is referred to as the Girl Guide/Girl Scout Method. In order to achieve the learning objectives, the activities are implemented using the Girl Guide/Girl Scout Method. This makes the approach unique, although it may include activities from different sources and other educational influences.

## **Activities**

Finally, the local leader and the girl herself can use all the tools adopted and provided by the National Association such as the badge system, specific games, hikes and so on. Together they provide the activities the girls and young women go through and learn from.



The activity development is the end of the process. The earlier stages ensure that these activities are appropriate and characterise an educational rather than a recreational movement.

## **Evaluation**

The evaluation process closes the circle and allows a new one to start revising the aim and learning objectives of the educational programme.

The evaluation at national level can lead to the production of new tools eg badges, activities or resources that leaders and girls can use in order to better achieve the learning objectives.

The evaluation done at local or personal level is intended to verify the appropriateness of the activities undertaken in order to achieve the learning objectives and to identify new learning objectives.

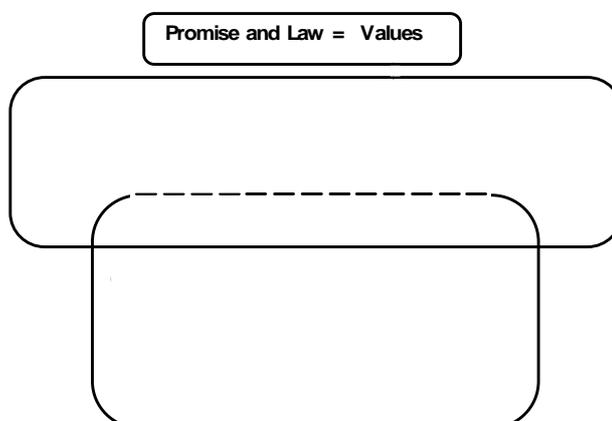
A good evaluation process makes an important contribution to understanding the needs.





### 3. The Fundamental Principles : our Values

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The constitutional object of the World Association of Girl Guides and Girl Scouts is “... to provide girls and young women with opportunities for self-training in the development of character, responsible citizenship and service in their own and world communities”. The Mission of WAGGGS, “to enable girls and young women to develop their fullest potential as responsible citizens of the world” reinforces this further. The development of character is necessary in order to understand and accept the obligation of being a responsible citizen, and the service to the community is one expression of that responsible citizenship. The educational purpose of Girl Guiding/Girl Scouting is to contribute to the development of the full potential and a harmonised personal identity of each individual. This development should be based on the fundamental principles of Girl Guiding/Girl Scouting which are expressed in the original Promise and Law (see Appendix 1), and which unites all Girl Guides/Girl Scouts together regardless of cultural, geographical, political or spiritual background. The fundamental principles are the values that Girl Guiding/Girl Scouting and their individual members universally consider desirable.

For young people the search for – and development and acceptance of – values is very important as the basis for their development and personal identity. They look for guidelines of behaviour and values to identify with, first accepting them without questioning, but then needing to question them before they are understood and accepted. Through its educational programme a National Association is able to help its members to develop, strengthen and accept certain values.

#### 3.1 The Promise, Law and Values in Girl Guiding/ Girl Scouting

Every Girl Guide/Girl Scout in the world has a Promise and a Law, which in principle is the same but formulated according to the culture of each National Association. The Girl Guide/Girl Scout Promise and Law describe the fundamental principles of Girl Guiding/Girl Scouting regardless of differences in religion, culture and society of the members of any Association.



The original Promise and Law were written by Lord Baden-Powell, and although the original wording may be outdated, the fundamental principles they express remain the same. Many National Associations have updated the wording of the Promise and the Law to fit in with modern language usage. The Girl Guide/Girl Scout presented today with the original Promise and Law might otherwise have found the wording difficult to understand and therefore not recognised the commitment she was making and consequently not taken it seriously.

The values an individual holds are the moral principles and beliefs that are important to the individual and which she tends to live by. These values are influenced by the society and the culture in which that individual lives, and also by the individual's sex and age. The values of each individual are likely to be different. The fundamental principles, or values, of the World Association of Girl Guides and Girl Scouts (WAGGGS) are made up of several elements. The Promise describes the personal responsibilities of being a Girl Guide/Girl Scout, whereas the Law is a positive code of living based on the responsibilities described in the Promise. Each individual undertakes to work towards this personal responsibility and positive code by making the promise when she joins the Movement. The values expressed in the Promise and the Law form the basis of decision-making for an individual and influence how interaction with others should take place.

The Girl Guide/Girl Scout should be aware of the Promise and the Law, not only the wording as decided by the National Association, but the attitudes and values contained in them and the interpretation of those attitudes and principles according to her culture and personal background.

The Promise and Law should have an impact on the attitude and behaviour of the Girl Guide/Girl Scout in the daily life.

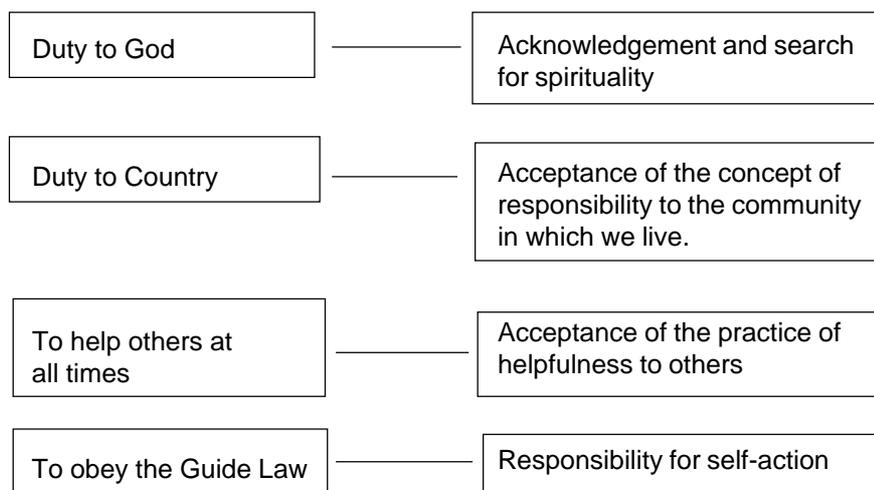
## 3.2 Interpretation of the elements of the Promise

The original Promise uses the words 'honour' and 'duty', which may seem old-fashioned, but can be interpreted as 'responsibility'. It also states to 'do my best', which is not a promise to do everything perfectly, but to the best ability of the person making the Promise.

.....  
: In the younger age groups, the girls are not necessarily capable of :  
: understanding what the Promise and Law actually mean and stand for. :  
: They accept what they are told without questioning it or considering any :  
: consequences or side effects. However, they are capable of undertaking :  
: behaviour which exemplifies the Promise they make. The adolescents, :  
: however, in their search for values and rules experiment with the effects :  
: of expressing their impulses and needs, therefore frequently showing :  
: unpredictable behaviour. At the same time they are self-conscious and :  
: easily embarrassed, concerned about how others think of them and often :  
: need to seek the acceptance of others. While in the process of accepting :  
: and understanding the need for social rules they have a great need to :  
: analyse what responsibilities and rights come with being an individual in :  
: society, identifying at the same time the values that those responsibilities :  
: and rights stand for. :  
:.....



The elements in the Promise can be explained and interpreted in the following way:



Duty to God is to acknowledge spiritual principles and the personal responsibility to search for and live according to a spiritual dimension greater than the human being. This spiritual dimension is not tied to acknowledged religions or religious institutions, but is rather an inner conviction that something bigger than mankind exists, a conviction that shapes the character and influences actions in a positive way.

*A child will in most cases accept that a spiritual being exists, but without really understanding what it means. The young adolescent, however, is likely to question the teachings of a spiritual institution, the rules that institution makes and the authority which that institution has to make and enforce those rules. When adolescence is reached the authority of spiritual institutions will be questioned closely, particularly as many spiritual institutions state that there are certain thoughts, for example concerning sex or not obeying rules, that are shameful and a sin. At the same time the young adolescent is experiencing these thoughts as a healthy part of their physical growth and changes associated with puberty, and their intellectual development, causing conflict. In their search for an identity and values, it is important to help the adolescent to understand that spirituality is a part of the future, as well as the past.*

Duty to country and to help other people at all times is to respect and take on a responsibility for the community that the individual lives in. This community can be as small as the neighbourhood or as big as the earth. This responsibility means caring for the well-being of others, influencing society and protecting the environment. It is to respect, accept, and support other people regardless of their nationality, culture, religion, sex, physical and mental abilities, etc. To be helpful to others and practise universal friendship are key words. The principles of Girl Guiding/Girl Scouting are fundamentally opposed to racism, discrimination and intolerance.



*The child may not perceive differences between people of different skin colours, sex, religions, dress code, etc. She may also not be able to foresee consequences of actions or behaviour, or the effects she may have on others. Her behaviour and thoughts are fairly focused around her own needs and wants in the present time. Towards puberty, there is an increased differentiation between people and due to social pressure and a developing self image, the adolescent wants to be seen as 'normal'. She has a tendency to group people into those who are 'normal' and those who are not. There is a necessity to help her to understand that differences are not negative, but an enriching challenge and that together people can make the world a better one. For the young adolescent this means understanding and accepting the importance of rules, and the roles that an individual has in ensuring the well-being and development of society.*

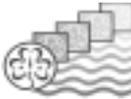
To obey the Guide Law expresses responsibility of action for self and others — a code of living. It is to accept the responsibility for oneself, to ensure one's self-discipline over one's own actions and development. A person has to accept and understand herself, in order to be able to love, understand and act for others.

*A child is likely to accept things at face value and without questioning them. She does not have a great understanding of what her own actions may mean. As she develops she starts to become aware of the multiplicity of the things around her. She is likely to be quite confused about herself and how she relates to others. She questions who she is, how other people see her, whether she has any bad or unworthy characteristics, what values she has. She feels she has no control over her body or mind due to the quick physical and psychological development taking place. She therefore needs to accept her own possibilities and boundaries, to decide on her own place in life and understand that, while dependent on other people, she is also an independent being. By being given a frame within which to work — the Law — she can explore her boundaries and personal beliefs.*

There are many other values expressed through the Promise, and those values need to be identified in so far as they relate to the society and background of the Guide/ Girl Scout.

### **3.3 Interpretation of the elements of the Law**

The Law may, in the same way as the Promise, vary between National Associations, but it always expresses a common code of living. The elements covered by the Law are shown here, together with an example of the related values, as identified by the participants in a regional seminar on 'Developing a Youth Programme for 12 - 16 year olds':



Law	Interpretation	Value
1 ... honour is to be	To be trusted	Honesty trusted
2 ... is loyal	To be loyal	Loyalty, sense of belonging
3 ... to be useful and to help others	Friendly and considerate	Responsibility, caring, involvement
4 ... a friend to all and a sister to every other Guide	Friendly and considerate	Responsibility, caring, involvement with others,
5 ...is courteous	Respects self and others	Respect, tolerance, responsibility
6 ...a friend to animals	A friend to the environment	Responsibility, caring
7 ...obeys orders openness	Respects the opinions of self and others	Respect, tolerance,
8 ... smiles and sings under all difficulties	Cheerful and looks for solutions	Optimism, positivity
9 ... is thrifty	Does not waste valuable resources	Respect, consideration
10 ...is pure in thought, in word and in deed	Honesty and respect	Spiritual belief, morals, ethics, self-awareness

Of course, the above are just examples. Each National Association needs to identify and establish its own set of values, related to the Law and that are applicable to their individual national situation. Compare these values above and see how they match the ones that a National Association comes up with. Any educational programme should reflect these values. Additionally, for each individual it will be necessary to add to and adapt the list of values given above, in order to make it appropriate to that person's culture, environment, and development. The Girl Guide/Girl Scout must be stimulated to achieve a higher quality of life, to be able to take on more responsibility and to have an awareness of her own development and principles.



### **3.4 How to promote and transfer values**

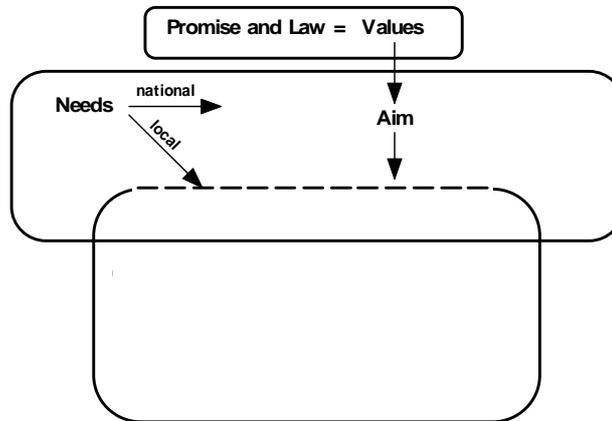
Values are promoted through an Association's educational programme but are also transferred from the leader to the Girl Guide/Girl Scout through the leader's attitude and way of living. Girl Guides/Girl Scouts should be encouraged to develop an awareness of their own code of living. The Promise and the Law should be ever-present in activities.

In addition to the values promoted through the total of experiences that the Girl Guide/Girl Scout has through the educational programme, it is also possible to develop special activities to increase the Girl Guide/Girl Scout's awareness of her own values.



# 4. Understanding Needs

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## 4.1 The Girl Guide/Girl Scout as an individual in society

It is necessary for the National Association to understand the development of their Girl Guides/Girl Scouts in order to be able to offer them a suitable educational programme that encourages and supports that development. The development of the educational programme should be based on the needs of the girl/young woman, both as an individual and as somebody who is a part of a wider society.

The development of the Girl Guide/Girl Scout is greatly influenced by the society in which she lives - the cultural, spiritual, economic and political environment that she is a part of. Each National Association has to identify the influence of that environment on the individual and take that into account when developing the educational programme. But, on the other hand, it is also necessary to identify what values, attitude, behaviour or skills the Girl Guide/Girl Scout would benefit from developing in order to lead a quality life in her society. After all, WAGGGS and therefore the educational programme aims to enable girls and young women to develop their fullest potential as responsible citizens of the world!

The changing society that the Girl Guide/Girl Scout lives in need to be monitored regularly in order to establish whether the educational programme is still relevant.

Understanding needs is like walking in the woods, not only looking around but seeking signs and understanding the meaning of what is happening around us. Reading the reality is therefore essential in order to understand the needs of girls and young women and providing them with the appropriate educational opportunities for personal growth.



## 4.2 Gathering Statistical Data

Statistical data is available from many agencies and institutions who constantly collect and publish population-related data. This data mainly explains the changes occurring in a specific area to a specific population group. Commonly collected statistics may be based on gender, socio-economic factors, urban/rural situation, unemployment, education, religions, immigration, emigration, family status and composition, per capita income, economic growth and all sort of combinations of these elements.

It may also be possible to obtain statistics on involvement in youth organisations and the level of recreational activities offered to young people.

## 4.3 Interpreting Data

As all these data are available it is not important for the National Association to carry out its own research. What it is more important is to have access to this data and to discuss how to identify the elements relevant to Girl Guiding/Girl Scouting in a country. This could be done at all levels of the Association in consultation with the members.

The interpretation of this data is the key as interpretation can vary according to the set of values used in the interpretation. We can consider the values as the lens used to read the data and to make sense of them.

## 4.4 Needs at National Level

The National Association regularly reviews the socio-economic-cultural situation it is working in. This allows the National Association to identify the major trends in society and the short and long term effects on the girls and young women. As education is for the future it is very important that the National Association is aware of the changes and the opportunities it can benefit from. This also includes creating new partnerships and/or alliances with other youth or other organisations.

The National Association should always consider both needs and aspirations. Need is often something related to the present and is expressed, whereas aspirations are more like desires and wishes for better conditions and very often are not expressed. A different approach will be necessary to discover aspirations as opposed to needs.

## 4.5 Needs at Local Level

Understanding and interpreting needs at local and national level differs. The leader knows her girls, her city, town or area. The interpretation of the needs and aspirations of girls and young women done at national level can be used as guidance for the leader, a support to help her in understanding the local needs. This enables her to go deeper in identifying patterns through contacts with the parents, the schools and of course the regular contacts with the girls and young women and the way they behave. It is not necessary to be a psychologist or social expert, but rather to be aware and to care for the girls/young women.



## 4.6 Needs at personal level

The girl/young woman herself is encouraged to analyse her personal development and achievement, to identify her strengths and weaknesses. This is the starting point of personal development. For the girl/young woman this is a game she can do alone, with other girls/friends and with the support and guidance of the leader. Naturally her involvement and the influence of the leader differs according to her age.

## 4.7 Questionnaires

Questionnaires can also be used especially at local level. In order to achieve the best it is very important to make a study going through 5 steps:

- identifying the problem and envisaging some scenarios
- formulating the research
- collecting data
- coding the data and analysing it
- interpreting the results.

There are some important points to consider when using questionnaires:

- to identify a restricted target group
- to only ask questions relevant to the research
- to only ask questions relevant to those interviewed
- to consider the balance between open and closed questions
- to know the consequences of open questions in the interpretation step
- not to use embarrassing questions or questions already suggesting an answer
- to have a logical sequence of the questions
- to use language appropriate to the target group
- to time the research according to the needs of the interviewees.

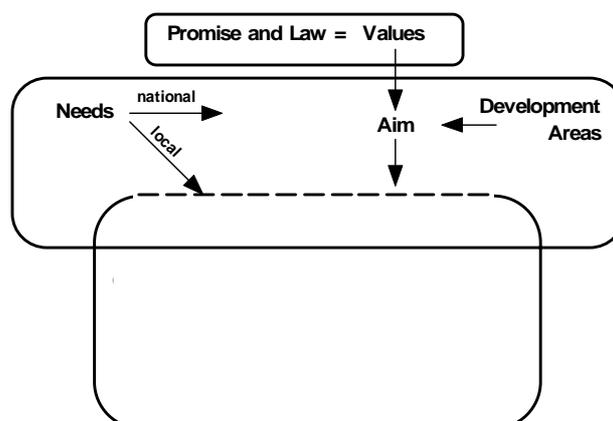
You can ask for technical support and advice from experts in the sector when you have identified the kind of research you want to undertake. Remember not to ask for external support before having it clear in your mind what kind of support you expect from them and from the research itself.





## 5. Development Areas

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The personal development of each Girl Guide/Girl Scout takes place through an educational programme which reflects the fundamental principles of Girl Guiding/Girl Scouting, or values as expressed in the Promise and the Law. Such a programme should strengthen the whole individual by developing the intellectual, spiritual, physical, emotional, social and moral aspects of the individual.

These six aspects, which we can call Development Areas, are inter-related and a balanced individual will have achieved a certain level of maturity in each. For each individual, the priority given to the various Development Areas will be different, depending on the individual's present state of development, the society in which she lives, and her situation within that society.

Identifying the level of maturity of development in these areas, and the further needs of individual Guides/Girl Scouts, has to be a priority in order to achieve the educational aim of Girl Guiding/Girl Scouting which is to contribute to the development of the full potential and a harmonised personal identity of each individual. This development should be based on the fundamental principles of Girl Guiding/Girl Scouting which are expressed in the original Promise and Law (see Appendix 1), and which tie all Girl Guides/Girl Scouts together regardless of cultural, geographical, political or spiritual background. Remember that the fundamental principles express the values that Girl Guiding/Girl Scouting and its individual members consider desirable.

The individual herself, as well as the other Girl Guides/Girl Scouts and the leaders in the troop, are responsible for the development within each Development Area. One of the tools in the Guide Method (as explained further in Chapter 7) is progressive self-development. Self-development implies self-responsibility, or accepting responsibility for the quality of one's life. The Girl Guide/ Girl Scout must therefore be aware of her own abilities, what she wants out of her life and how she can fulfil that goal. The progressive part comes from setting small objectives that gradually help her to develop and build on her existing abilities, aiming to help her to achieve what she wants. Other people have a role to play in supporting the Girl Guide/Girl Scout in achieving her aim, but it is a support role as the responsibility for her development is ultimately the girl's own.



It will be necessary for a National Association to establish exactly what the Girl Guides/ Girl Scouts in the different age sections should be experiencing in terms of their development within the Development Areas, as the expected development may be different between Associations, given the different social and cultural conditions which exist throughout the world.

A summary of what is meant by each of the Development Areas follows:

**Intellectual** - This aspect of the individual is linked to the process of learning, understanding and representing knowledge, or the ability to understand or deal with ideas and information. This includes developing the abilities for attention, memory, and categorisation of information, often tied in with language development and expressed through vocabulary and comprehension.

**Spiritual** - This is the aspect related to the deepest thoughts and beliefs the individual holds. It is the belief that a higher force than the physical and natural ones exist. This aspect is closely linked to the values an individual holds and provides guidance for everyday living.

**Physical** - This is the aspect focusing on the material body, whether qualities, actions or things. This includes health and development through nutrition, hygiene and exercise, but also motor skills and perceptual capacities.

**Emotional** - These are the aspects of the individual related to her feelings. They can be emotional states such as happiness, anger or fear as a response to an external stimulus, or self-conscious emotions such as shame, pride or guilt caused by a feeling of damage to or encouragement to the sense of self. Emotional development encompasses understanding and responding to the emotions of others, the expression and exchange of emotion, and emotional self-regulation by controlling or managing emotional experiences.

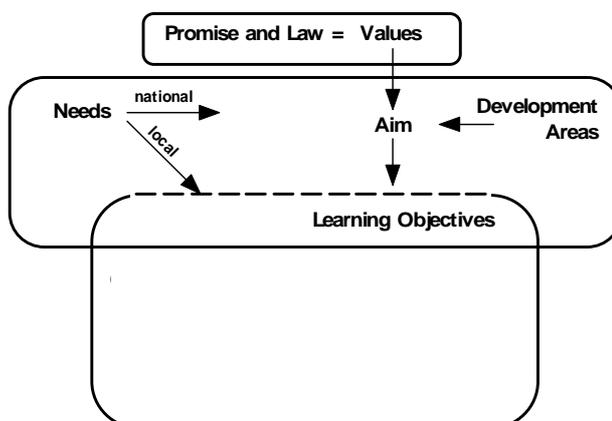
**Social** - This aspect concentrates on how the individual relates to society and how it is organised, and to the way that various groups within society depend on each other. This includes understanding social rules of behaviour, interacting with other people, and controlling stimulus and reactions of behaviour.

**Moral** - This aspect relates to the principles and values that a person or a society believe to be right, proper or acceptable ways of behaving. These are the values and goals that guide a person through her life.

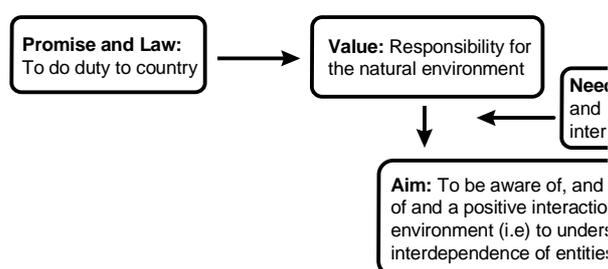
Having read through these explanations, it is clear that the different Development Areas are strongly connected, and that there are grey spaces where one area takes over another. In addition to a maturity in one area influencing the maturity of another, any healthy development process would consist of raising awareness, understanding, accepting and acting.



## 6. Learning Objectives



Having identified an important aspect of the Promise and Law, the relevant value that is expressed and the needs, it is time to look at the practical implications for the educational programme that the Girl Guide/Girl Scout will participate in. It is appropriate to start by deciding on an overall aim, related to that specific value and taking into account the needs identified, of what the Girl Guide/Girl Scout should have achieved once she finishes in the last age section. The way to identify the aim is to convert the needs into a positive situation. To give an example:



This overall aim then needs to be broken down further to identify what the educational programme wants to achieve with the different age sections, by setting measurable objectives that aim to develop a value, an attitude, a behaviour, or a skill. These objectives can be called 'Learning Objectives', they always apply to a specific age section or an individual and are linked to the Development Areas. The decision on overall aims is done at national level to set the expected development of the girls and young women of the Association.

The achievement of the overall aims is done through learning objectives identified at the local and personal level. In setting those the local needs are taken into account and are used to evaluate the analysis done at national level which is then used as a basis for setting the learning objectives.

The setting of learning objectives at local level defines the potential development of the girls and young women with whom the leader is working as the analysis she made is more detailed and accurate. When the Learning Objectives are decided, they take into account the fundamental principles and the levels of expected maturity in each Development Area, considering the specific social and cultural environment that influences the development of the Girl Guide/Girl Scout.

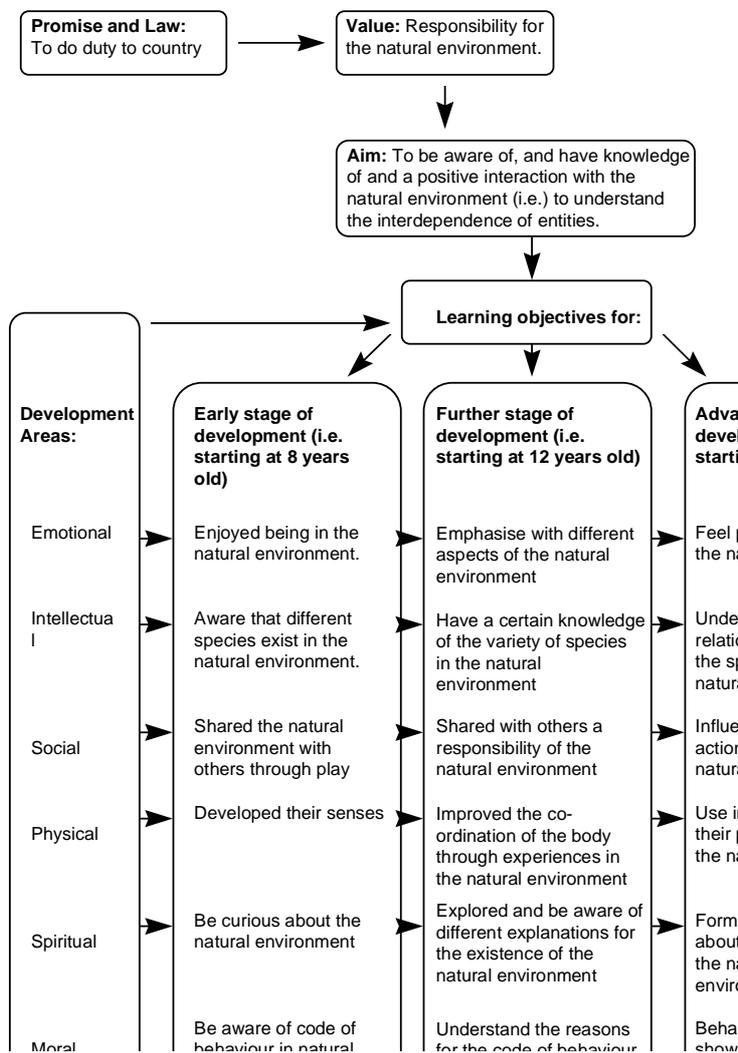


To ensure progressive development the Learning Objectives relate to the maturity level at the start of an age section to the level of maturity which should be reached at the end of the age section (for example 12 and 16), but also reflect a progressive development between the different age sections.

The Learning objectives should be set up as measurable objectives, i.e. it should be possible to measure how participating in any activity influences and contributes to the progression of an individual Girl Guide/Girl Scout from one objective to the next.

The objectives should be realistic, and in many small achievable steps rather than few big ones.

In order to clarify this, here is an example which develops further the examples used previously in this document:

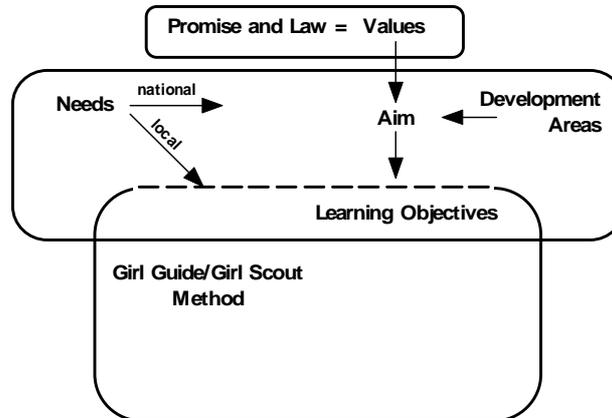


Of course the example that was given here is only related to one specific value, one specific need and one specific aim. A National Association will have to identify all the values and set up aims that cover all of them, as well as ensuring the balanced development of the Girl Guide/Girl Scout. All these aims will then have to be developed into Learning Objectives.



# 7. Educational Approach

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The educational approach of Girl Guiding/Girl Scouting is referred to as the Girl Guide/Girl Scout Method. This unique approach combines the use of different educational tools in order to achieve the educational aim of Girl Guiding/Girl Scouting: to contribute to the development of the full potential and a harmonised personal identity of each individual.

## 7.1 Girl Guide/Girl Scout Method

This includes:

- Commitment through the Promise and the Law**
- The Patrol System**
- Learning by doing**
- Progressive self-development**
- Symbolism**
- Active co-operation between youth and adults**
- Outdoor activities**
- Service in the community**

### 7.1.1 Commitment through the Promise and the Law

#### (a) Description

As stated earlier, the fundamental principles of Girl Guiding/Girl Scouting, which could be expressed in different ways, are 'packaged' for ease of understanding into the Promise and the Law. Each Girl Guide/Girl Scout voluntarily commits herself to accept and live according to the principles of Girl Guiding/Girl Scouting by accepting the Promise and the Law as guidelines for living.



### **(b) How it works**

The wording of the Promise and the Law is normally made appropriate to the different age sections, so that the values are accessible to Guides/Girl Scouts at different stages of maturity. With increased maturity the Promise and the Law assume a deeper significance and understanding. By repeating and making her promise, explicitly or not, the Girl Guide/Girl Scout is reminded of the commitment made.

### **(c) Significance to the girl**

A younger girl at about the age of 8 will have a basic understanding of what it means to make a promise, she will make promises from time to time, e.g. she will promise to feed her pets, and she will also have promises made to her, which she will remember. She may not, however, always keep her own promises to others, and others may let her down by not keeping their promises to her. She will therefore need encouragement to see that making a Promise is responsible thing to do and something which should not be done lightly. She will also be at the start of learning how to help others, but at 8 be more likely to operate selfishly than think of the needs of others.

By the age of 12 a girl will have a greater understanding of what it means to make a promise. However, she will know that there are some promises which are made lightly which are not kept, and others which are more serious. She will need to examine the distinction between the different levels of promise which she sees around her. She will become more aware of the ways in which she acts as a member of her community and should be allowed to explore what that means in terms of her promise. The Law itself will gain in significance to a girl of this age, as she will be able to understand how it relates to herself and her daily life, and will try to apply it, if encouraged.

From 12 to 16 it is particularly important that a girl has an opportunity to debate, evaluate and analyse the values which are contained in the Promise and the Law. This is an essential part of her search for identity, understanding of herself and others and the need for a social code.

At whatever age, activities should always contain an element of either the Promise or the Law, in some form.

### **(d) Role of the Adult Leader**

In introducing and discussing the values in the Promise and the Law, the adult leaders of the Girl Guides/ Girl Scouts have to be aware that they are acting as role models, whether this is desired or not. The adult has to be committed to the Promise and the Law as much as the Girl Guide/Girl Scout, and be prepared to discuss the values which they represent in an honest and open fashion. The Girl Guides/Girl Scouts should be made aware that the Promise and the Law apply to the adults as much as to themselves.

With younger members Adult Leaders should be prepared to discuss what it means to make a promise, and should always be sure that any promises which they may make to their unit are kept - otherwise the girls/young women will assume that a promise does not mean something serious. An adult should also take time to explain why the level which is required is 'to do your best', not to be perfect, and the girl should be able to see from her actions that she too has tried her best.



As girls get older they may wish to discuss the Promise and the Law in relation to their 'outside' lives, e.g. how it relates to their behaviour with boyfriends, or to the service which they can give to their community, and the values which they see being displayed in society around them. A Leader should give time and space to such discussions, as they are a vital part of enabling a girl to grow in Girl Guiding/Girl Scouting.

## **7.1.2 The Patrol System**

### **(a) Description**

The small group - or patrol - system involves groups working together under the leadership of one of their own peers.

### **(b) How it works**

The best composition of a patrol is 6–8 members of varying ages. In mixed-sex troops a decision must be made as to whether the patrols themselves are mixed or single sex. This will vary from association to association, and from troop to troop. Each patrol will have a Patrol Leader (PL) for the older sections, who is often, but not always, the oldest or most experienced patrol member, whose role is to take on the co-ordination of the work and to train the younger members of the patrol. The PL should be either elected or selected by the other members of the patrol, as a part of basic training in democracy. Such elections may not always produce the results that adult leaders may wish, but the young person elected by his or her peers is more likely to have their loyalty and understanding than someone imposed by adults. The PL is not the only member of the patrol who should take responsibility for the patrol. From an early point in their membership, all members should take responsibility for a small aspect of the patrol activities at first, working gradually to the position of a patrol leader.

In some cases, other kinds of patrol compositions occur. This is the case in peer patrols and in special interest patrols. In peer patrols, the members are of the same age, and they will stay together as they progress through the troop. There is an advantage in having everyone working at the same level, making the group really co-operate in order to achieve a goal. A disadvantage can be that there are no older and more experienced peers in the group, and therefore the need for adult leader supervision can be greater.

In other cases, e.g. in sea-Girl Guiding/Girl Scouting, special interest patrols or troops might be a more appropriate working method. The idea of having a Unit based on a special interest, and thus creating special interest patrols, is not purely to focus on the special activity, but as a method of working so that the patrol members use their common interest to develop all areas of themselves using the Girl Guiding/Girl Scouting Method in the same way as the traditional patrol system works.

The main characteristics of the patrol system are that it encourages people to learn from others, to help them learn to lead others, and provides an environment where everybody plays a role and has responsibilities.



The educational opportunities stemming from this are numerous, including ( in no particular order):

- Involvement – active learning by doing
- Learning with and from others of the same age in a comfortable and familiar environment, promoting team spirit and co-operation
- Development of giving, taking and sharing of responsibilities.
- Acquiring leadership skills.
- Practising democratic skills, including methods of decision-making and implementation.

### **(c) Significance to the girl**

In the younger sections a girl should be encouraged to work as part of a team, although she will naturally be self-centred around the age of 8. By working with a small group for activities and games, and perhaps by asking the small group to take on certain responsibilities on a regular basis in the Unit meetings, she will begin to learn about being with people, how to relate to others, how to join in, and how to share. It also gives her a sense of identity and belonging.

By the time a girl has reached the age of 12 she will be encouraged through joining a patrol to work with others more readily. As a new member of a unit, joining a patrol gives her security, and a place in which she can work out her ideas. At this stage, girls will be developing their leadership skills, and although the group will have a leader, others within the group should be encouraged to take responsibility for different things that the group needs. As a group, girls of this age may become 'exclusive' and not inclined to accept new members; they learn tolerance as a group, and also an awareness of the fact that group dynamics constantly change and shift.

From 12 - 16 the patrol is of great importance. As girls search for their identity at this age, they need to compare ideas and opinions with others in order to discover what is expected and accepted. They begin to question authority, and their peer group becomes the place of discussions and decisions. A group can change its operating rules, but has to come to a common understanding about the meaning behind the rules. Girls can practice different roles in a safe environment and test out the effects of their actions or the way in which others react to their opinions.

### **(d) Role of the adult leader**

For a group of younger girls, the leader will provide the mechanism for choosing the groups, so that they are well-balanced. The groups will not be self-governing, so the leader will have to have an input into the way in which the groups operate, encouraging leadership skills to be developed, and ensuring that everyone has a turn. A leader may have to make decisions when the group is in conflict, should a distressing situation occur if the girls are left to their own devices. Decisions are likely to be made with the unit as a whole, rather than by the individual groups.

With older girls entering adolescence, the role of the adult is to support the PL and also to provide support and understanding to the other members of the patrol. It is likely at some point that there will be disagreement or conflict within any patrol and the adult leader should be encouraged to help the patrol to solve the difficulties themselves, rather than making a decision for them.



The training of the PL is the responsibility of the adult leaders of the unit. Some units will run special courses or sessions for new PLs, or this may be done regularly by the District or another part of the National Association. Another useful form of training is the continuing discussion of educational programmes, activities, problems and planning of the unit programme, in a Patrol Leaders' Council, which is a regular meeting of all the PLs in the unit.

### **7.1.3 Learning by doing**

#### **(a) Description**

One of the educational tools of Girl Guiding/Girl Scouting that often distinguishes the Movement as a non-formal educational one is 'learning by doing'. This means that the individual does things for and by herself, and does not only listen to or observe passively how to do something. Doing something personally means learning faster and better, as the experience is personal and not second-hand. It means making one's own mistakes and learning from them. This does not mean that a leader should not supervise or show how something is done, but that the Girl Guide/Girl Scout should then also try doing herself. The leader is in the role of a supervisor or advisor, not in the role of a 'superior' participant.

#### **(b) How it works**

When the tool of 'learning by doing' is in place, the Girl Guide/Girl Scout participates, and has a decision-making role to play, in the activities that she undertakes. This can mean having a say in choosing the activities, planning them and carrying them out, depending on her age. The leader should function as a facilitator and an equal participant, not as a 'boss' or the only active person in the group.

This means that the Girl Guides/Girl Scouts should themselves pitch a tent, not merely watch the leader. The same goes for learning democratic skills - they should not be lectured on the subject, but should be encouraged and assisted to organise their everyday group work in a democratic way.

Learning by doing encourages better and quicker learning, self-initiative and creativity as it enables the Girl Guide/Girl Scout to try something different and to experiment with new ways of doing things.

#### **(c) Significance to the girl**

For younger girls, learning by doing encourages them to start to think for themselves, to look at the question of choice, and decide how to differentiate between several choices which may be available. It also means that a girl learns to accept the decisions of the majority, and participate in a democracy. This may be a novel concept to an 8 year old, who may have had all her choices made for her up until that time. Learning by doing enables her to make mistakes in a safe environment, and if activities are repeated, to demonstrate improvement in a skill which will encourage her to try new things.

For the 12 to 16 year old learning by doing is a valued method, as it helps a girl to examine and accept values within a group, and to understand the need for moral, social and legal rules and authority. As they grow up, girls will become more able to undertake decision-making roles, until at the age of 16 they should be able to function as a self-governing unit. By working in this way, they are able to experiment with their own potential and to develop self-reliance and creativity.



#### **(d) Role of the adult leader**

As girls get older, so the role of the adult leader changes quite dramatically in relation to this method. At the youngest age, the adult leader should have an input into providing the choices for decision-making, whereas at 16 the girls should be expected to decide on their own range of options, and then make a choice from the range. With girls of 8 to 10, the leader can provide suggestions which might spark off other ideas from the girls themselves. She has a function of acting as a 'chairperson' for the group, ensuring that everyone has their say in any debate. She will also be the source of skills, e.g. she may know how to make some type of craft, and will provide the materials, and perhaps demonstrate the stages of making the craft. With girls of 12 plus, it would be more likely that they would choose their craft, provide the equipment themselves (after deciding who will bring what item of equipment), and then carry out the activity without needing a demonstration.

When working with girls of about the age of 12 upwards, the adult leader will have to become more self-restrained. However much she is tempted to take over an activity or planning process, she must not do so. The leader must then only act as a facilitator, taking care that the Girl Guides/Girl Scouts are safe and realistic in their plans and activities. Some skills may still have to be taught by demonstration, but the leader must be aware to allow the Girl Guides/Girl Scouts to attempt the activity themselves. If mistakes are made, the leader should enable the girls to discover why they were made, and to discuss how they could avoid making the same mistakes again.

By the age of 16 the girls should be able to manage the planning, execution and evaluation of any activity which they decide to undertake, and the leader's role is minimised to becoming a source of inspiration, and a databank of knowledge.

### **7.1.4 Progressive self-development**

#### **(a) Description**

While being an educational movement, Girl Guiding/Girl Scouting does not work in the same way as the formal educational system. One of the most important differences is the fact that Girl Guiding/Girl Scouting works through a system of progressive self-development for each individual. This means that while a youth programme may be developed and activities suggested by the National Association, District or other body within the Association, the decision and implementation of what to do and how is taken by the individual member. It is left to the Girl Guide/Girl Scout to decide in which way she wants to learn and develop, and at what pace.

#### **(b) How it works**

To ensure that a system of progressive self-development is in place, it is necessary to make sure that each Girl Guide/Girl Scout is aware of her own level of development, and is encouraged to progress. The tool of progressive self-development improves the skills of self-motivation, understanding of freedom of choice, self-discipline, responsibility for self, and initiative. It also develops abilities such as working with a group, decision-making, conflict-solving, democracy, acting individually, and creativity.



### **(c) Significance to the girl**

Girls of 8 to 10 years of age will be unaware that they are going through any process of self-development, but they can become aware of the fact that they can improve in certain areas by repetition of activities at different levels, and by demonstrating a measurable improvement within that activity. By the onset of adolescence, a girl will be beginning to understand her stage of development in any particular area. She will know whether she has done a particular activity previously and to what level the activity was successful in furthering her development.

At the age of 12, she will not necessarily be able to distinguish what the next achievable target might be in any development, but she will be able to recognise progress once it is made. By the age of 16, she could be expected to be able to set targets for herself in a variety of areas of development, thus taking on the responsibility for her own self-development, and ensuring that this responsibility is life-long.

### **(d) Role of the adult leader**

At the youngest age therefore, the responsibility for the development of the individual falls upon the adult leader. Leaders will have to map out the way in which each girl could develop and measure what development has been achieved, whilst encouraging the girls themselves to become aware of their self-development, and to try to take some responsibility for it themselves.

By adolescence, a girl should be taking on more responsibility for her own self-development. She will be exploring, making her own decisions and discovering her abilities, and throughout that process she will need adult authority and formal structures to contest in order to come to her own conclusions. The leader can help her to see the way forward and to reflect on past progress made.

## **7.1.5 Symbolism**

### **(a) Description**

Symbolism is all the things that unite a group, creating a feeling of belonging and group cohesion.

### **(b) How it works**

The best known symbols within the Girl Guide/Girl Scout Movement are the uniform, the Promise and the Law, the Trefoil, and the 'Be Prepared' motto. Most Girl Guides/Girl Scouts in the world know and use these symbols. Symbols used by smaller groups within the Movement can include such things as a Promise ceremony, a special handshake or a greeting, a patrol song or flag, and a closing ceremony at a camp-fire.

### **(c) Significance to the girl**

At the age of 9, a girl will be enchanted with the symbolism in Girl Guiding/Girl Scouting, as it makes her feel special, and that she belongs to an identifiable group with its own rules. Special ceremonies provide a consistency which is important to younger children, and they can be made to feel special and important themselves by the roles which are assigned to them in these ceremonies.



By the age of 12, self-confidence has grown and symbolism will become less important than belonging to a group. Indeed, in early adolescence it may be that the girl rejects ceremonies which are long-standing traditions, and longs for new ideas, to which she can make her own contribution. By late adolescence girls will be looking for something to identify themselves with, or to contest. They are searching for their inner selves, and are therefore quite insecure and very concerned with what other people may think of them. Participating in an act of symbolism, or wearing something symbolic in public, has to be something with which they are comfortable, and which they do not feel to be perceived badly by other people. To be seen as ridiculous or not serious is devastating to their growing self-confidence.

Once they have passed through the maturing stages of adolescence, they often make a reversal into loving the symbols which represent Girl Guiding /Girl Scouting, and are able to use them in their own, often highly creative, way through planning their own ceremonies and developing their own contribution to the history of the Movement.

#### **(d) Role of the adult leader**

The leader's role in whatever section she works is to transmit the knowledge of the traditions and the symbols to the girls. Sometimes there may be a rapid changeover of girls within a unit, and the leader has the responsibility of ensuring continuity by the maintaining of traditions. Leaders of all age sections may like to work together to ensure such continuity, and to learn about the traditions and symbols used in other sections.

### **7.1.6 Active co-operation between youth and adults**

#### **(a) Description**

For many people, involvement in the Girl Guides/Girl Scouts is a lifetime commitment. The Promise they made as a child is something that they live according to for the rest of their lives. Living the Promise can also mean remaining an active member of the Movement, passing on learning and experience and helping girls and young women to grow. The co-operation between the youth and adults within the Movement has a practical function, as well as helping to dispel the illusion of a generation gap.

#### **(b) How it works**

While the adults are a part of the Movement, their role should not be at the centre of the Movement, but at the edge. Their role can be different depending on the age of the members that they work with. The younger age section, for example, would need supervision, while the older sections need an occasional advisor. The relationship between the young person and the adult is based on co-operation, where the aim is to encourage the young person to progress in their self-development and undertaking of responsibilities.

#### **(c) Significance to the girl and the role of the adult leader**

Younger girls look up to their adult leaders and take on their values and attitudes. As they grow older, they distance themselves from their leaders, turning to them in times of need and distress. By adolescence girls are becoming more aware of the impact on their lives of adult co-operation and authority, and may actively 'rebel' against their leaders. The role of the leader therefore changes as the girl gets older from a role of confidante and 'idol' as seen by the younger girl, to a role which the older adolescent may perceive as interfering and negative. Leaders must therefore be careful to ensure



that younger girls have a variety of 'good' influences in their lives, and later on must not react to adolescent 'rebellion' by becoming more authoritarian or indifferent, but instead by giving the girls and young women an opportunity to discuss set values and rules. At this stage if there are valid reasons for accepting different values or rules, the adult should be willing to accept changes.

### **7.1.7 Outdoor activities**

#### **(a) Description**

When the Guide Movement started, voluntary and recreational use of the outdoors was almost revolutionary. However, Baden-Powell stressed that this tool would be invaluable in building self-confidence, self-awareness and character. Today outdoor activities are an accepted part of society, but its value has not diminished. What must be remembered is that there should be a reason for doing an activity out of doors. Sometimes the tendency is to think that any activity must be worthwhile if it takes place out of doors, but this is not necessarily the case. Any activity in Girl Guiding/Girl Scouting needs to have an educational aim and a direction for it to be valuable, and the outdoors is simply a tool to achieve that aim.

#### **(b) How it works**

Outdoor activities can be divided into a number of groups, including:

Basic Girl Guiding/Girl Scouting activities, i.e. camping, survival skills and cooking, exploring, mountain walking, cycling, etc.

Activities which require technically trained leaders, either within the association, or at activity centres or provided by other specialised associations, e.g.; sailing, canoeing, caving, sub aqua, mountain climbing, etc.

General troop or patrol activities which may require assistance or guidance from other bodies in order to be fully effective, e.g. ecological projects.

The purpose of an outdoor activity may be to develop special skills that are useful for the Girl Guide/Girl Scout in her daily life, but it can also be to develop a part of the individual. The activity can have the aim of strengthening spiritual awareness, raising self-confidence, encouraging self-initiative, motivating team co-operation, and so on, and may be broken down into specific learning objectives. It is important to stress the basic activities which can be undertaken by all, and perhaps once basic skills have been learnt, to move onto more adventurous activities – as a part of progressive development. Valuable outdoor activities may be very simple, for instance, learning about trees in a local park or understanding the ecological system by exploring someone's backyard. It is very important that patrols should undertake simple hikes and camps in which every member can participate and in which the more junior members learn basic camp craft, map reading, etc.

The high priority that some National Associations give to outdoor activities and the 'outdoor life' is to help the development of girls and young women in physically active programmes in natural surroundings. This helps them to appreciate the countryside or the sea, and to learn basic ecological principles. Nature can be a liberating force, helping girls and young women to find their own strengths, limitations and a higher spirituality.



### **(c) Significance for the girl**

Outdoor activities are popular at all ages, giving the youngest girls a safe taste of adventure, and being rated as one of the most popular Girl Guide/Girl Scout activities among 12 to 16 year olds. Girls are often kept indoors through school activity, and at home those who live in a city environment do not get chance to learn about the outdoors in their everyday life.

An outdoor programme gives girls of 8 to 12 a chance to 'let off steam', improve their co-ordination and learn new physical skills. Adolescents can test themselves through adventurous outdoor activities designed to stretch them mentally and physically. Such an arena can also provide them with an opportunity to recover control over their bodies; they may have no sense of the proportions of their physical self any more as their bodies grow at an alarming rate during adolescence. In the outdoors they can be clumsy and explore how their bodies act and can be used without fear of breaking things or being seen as awkward.

### **(d) Role of the adult leader**

Every adult leader has a responsibility to ensure that the Girl Guides/Girl Scouts in her care have the opportunity to experience outdoor activities when they fit in with the learning objectives. The younger girls will require a lower level of activities than those requested by adolescents; however the activities should still be on offer, even to the youngest girl. With adolescents, leaders should be aware of, and sensitive to, their requests for such activities, whilst often injecting a note of realism and safety into the plans. The adult leader will usually be legally and morally responsible for the group and for ensuring that the required and necessary safety measures are taken.

In so far as specialist activities are concerned, an adult leader in Girl Guiding/Girl Scouting should be trained to facilitate the outdoor activities process. It is not for each leader to become proficient in every type of outdoor skill, e.g. to become a canoe instructor, or a caver or climber. What is important is for the adult leader to provide the contacts and opportunities necessary for the adolescents to take part in these kinds of activities. An association may provide opportunities to its adult leaders to become so qualified if they wish.

## **7.1.8 Service in the Community**

### **(a) Description**

Girl Guides/Girl Scouts working within, and in support of, their community was another very important means of education emphasised by Baden-Powell. Community service encourages a sense of responsibility for the world that the Girl Guide/Girl Scout lives in, provides her with an opportunity to understand and respect different cultures and ways of living, and emphasises the influence that she as an individual can have on her surroundings.

### **(b) How it works**

The service to the community can be in the local surroundings or further away in another community in the same country or abroad. The work can be in a neighbourhood, a school, a hospital, with socially or financially deprived groups, the ill, the elderly, the illiterate, etc. It is important to bear in mind when using this tool, that there should be a gain for the individual Girl Guide/Girl Scout, as well as for the community that she is working in. The individual Girl Guide/Girl Scout should benefit



through personal development, and the community should benefit through an improvement in the environment or services provided, etc. Also, working in a community is a serious and possibly long-term commitment, as it raises expectations within the community and starts a process that needs to be followed through to the end.

### **(c) Significance to the girl**

Community service projects ensure that each individual accepts that she is an integrated part of a bigger community, that there are responsibilities that come with belonging to that society, and, by contrast, that each individual is an independent being who is different from others.

For the younger girl, a community project should be small in scale, within her immediate locality and an extension of the way in which she is learning to be responsible for herself. She is likely to be developing her awareness of people around her, and will start to notice things about her community and environment which she would like to have an influence over, but has no idea how to put that influence into action. Working as a unit group on a community project will develop her sense of belonging to her unit, as well as to her community in general.

Younger adolescents will be more creative in thinking of community projects. They may begin to be involved with other groups of people between 10 and 12, which could provide them with more ideas for service. It is especially beneficial in the latter stages of adolescence to work on community service projects to help the adolescent find her own values, accept the need for rules and realise that everybody is different. Community service projects away from home are of special importance as they allow the adolescent to test new ground without the interference and/or immediate influence of the family and the environment they are used to.

### **(d) Role of the adult leader**

The adult leader's role changes with the age of the girl. With younger girls the adult will be instrumental in setting up the project, equipping the girls with the skills needed, which will only be quite basic, and ensuring that the project is short enough to retain their interest, but long enough to provide a worthwhile contribution to the community. With girls in the 10 to 12 age group, leaders start to take more of a back seat, though they will still need to manage the project. With older girls, adult leaders have a co-ordinating task in such projects, ensuring that commitments are understood by the adolescents and that the standard of the project remains within the capability of the participants.

## **7.2 Other educational influences**

In addition to the Girl Guide/Girl Scout method mentioned above, there are other educational influences that many National Associations have experimented with and developed over the years. Some were encouraged by Baden-Powell in his time, while others have arisen from changes in society.



## **7.2.1 The adult leader as a role model to the Girl Guide/Girl Scout**

### **(a) Description**

The adult leader has different roles to play depending on the age of the girls/young women she is working with. However, she always has some influence on their development. For example, the development of an identity normally takes place during childhood and adolescence under the influence of the family, school, and friends, and also through Girl Guiding/Girl Scouting. Due to the changes in family structures, with single parent families becoming more common and parents being more occupied outside the home, leaders have an increasing influence as role models.

### **(b) How it works**

The younger sections need direct supervision and looking after. The adolescents are searching for their own identity. It is common for children at puberty to rebel against their parents and at the same time to look up to their leaders as peers. A leader must therefore be aware of the influence she will have on the development of a young person.

### **(c) Significance for the girl**

The Girl Guide/Girl Scout may notice everything a leader does – how she behaves, talks, smiles, argues, discusses, plays, etc. All girls will copy the leader to some extent, with the younger girls telling their families what the leader does. Adolescents will notice correspondence or difference between words and actions; if there is difference, it will raise questions for them about their own values and attitudes, and they may choose to copy an unsuitable role model.

### **(d) The role of the adult leader**

The main function of the adult leader is to provide background support, encouragement and supervision. Adult leaders also have to provide the continuity required to support youth programme development, and the building up of expertise and technical training. However, a good leader will make sure that real responsibility is given to the Girl Guide/Girl Scout.

The relationship between the adult leader and the Girl Guide/Girl Scout should be based on equality, responsibility and friendship. The girls and young women should be able to select their own activities, plan the programme and overcome any challenges. The adult leader should not be the teacher or the boss, but more a facilitator, advisor, friend or a big sister.

The style of leadership can differ from one leader to another. One may choose to lead the group by being in the front, giving encouragement and showing a personal example. Another may choose to have little direct interference in the group work, instead creating social conditions where the members have the necessary confidence and self-reliability to lead each other.



## **7.2.2 Co-education**

### **(a) Description**

Girl Guiding/Girl Scouting is an educational movement dedicated to serve the needs of girls and young women and their society, irrespective of any physical or social differences. Each Association aims to prepare girls and young women to take up responsibility as equal partners with men in their society. Some Associations choose to work with girls and young women in a single-sex environment while others prefer to work in a co-educational setting. Each Member Organization has the right to utilise the method that best suits their needs.

Cultural influences play an important part in defining the roles and needs of males and females in society and in determining which educational method is appropriate.

In order to develop young people using either method, it is essential that they have appropriate role models and that training opportunities are provided to adult leaders.

### **(b) How it works**

As an educational movement Girl Guiding/Girl Scouting reacts to the needs and changes of the societies in which it functions. When the Movement was founded, males and females had strict and established traditional roles to play in society. Today, people call for equal participation and rights of both sexes in society at all levels. The Movement has reacted to this in its work by preparing its members for equal partnership between men and women. Some National Associations choose to use co-educational methods within their association, while others choose to work in single sex groups at some levels or completely within the whole association. Each Association makes an educational choice that is considered by that Association to be appropriate for enabling their members to be participants in a society based on equal partnership.

When developing an educational programme, it is essential to avoid confusing co-education with the educational content of the work. Co-education is an educational method, whilst developing gender identities is a way of ensuring that the emotional and sexual maturity of each individual is developed irrespective of the gender roles that society promotes. When developing a Girl Guiding/Girl Scouting educational programme, benefits to individuals should always be considered before consideration is given to the roles that the society promotes.

### **(c) Significance for the girl**

Younger children do not necessarily notice the difference between the sexes, and so working with/without the other sex is not a tool which has to be introduced to the 8 to 12 age group. By 12 years of age, or even at 10, puberty is beginning to take effect and the differences between the sexes are becoming more apparent to the girls. At this age it is important to allow the sexes to have their own space to develop. They can test out ideas and skills – particularly physical and technical skills – in the safety of their own sex peer group.

By the time adolescence is reached, girls are becoming aware that each person is different, not only because of their sex but also due to the diversities in culture, environment, upbringing and physical and intellectual abilities. In the 12 to 16 age



range, it is important to expose the Girl Guides/Girl Scouts to co-education, because the young people are in the last stages of their gender identity development where they are getting ready to participate as adolescents in a society which claims equal rights for both sexes.

In this way, the younger girl likes to belong to a female group where the other group members are similar in order to assure herself that she is 'normal'. A small group, and then a patrol can provide this environment. In order to develop emotionally and socially, the need develops towards the age of 14 for a girl to associate with boys, and this should be born in mind when an educational programme is developed. Both mixed sex and single sex associations can take this into account by finding the appropriate opportunities within or outside the association.

#### **(d) Role of the adult leader**

The role of the adult depends on whether the Association is mixed sex or single sex. In mixed sex associations, the leader must ensure that both boys and girls have equality of opportunity to take part in activities and in self-development, but there should also be space for single sex activities if appropriate. In single sex associations the leader has the responsibility of ensuring that the adolescents do not develop in isolation from the opposite sex and that opportunities are created for them to work together on some occasions.

### **7.2.3 Projects**

#### **(a) Description**

Some Associations have developed a 'project based' programme, which centres around a chosen theme and is a series of connected activities which take place over an extended time period.

#### **(b) How it works**

Projects can work in a variety of ways, dependant on the age of the girls in the unit. In the younger age group, projects will necessarily be over a short period of time – perhaps three to four weeks at the most is appropriate – as the interest of the girls will wane if the project takes any longer to complete. For the 10 to 14 age group, projects may last for six to eight weeks, with the girls learning skills as they go along, and taking part in a big event at the end of the project to bring all the skills learnt into use. An example could be to put on a show, or to take part in a service project, e.g. providing a sensory garden.

In the 15-plus age range a large annual project may be carried out which could be divided into various sub-projects which are worked on by small groups or patrols. For any project a theme is chosen in advance and the activities and training during that period of time are based around the theme of the project. Using this system, the patrols and members will not go through a formal training programme of specific requirements, as more traditional programme methods often use, but the final result will often be the same. The various subjects or aspects of training will be dealt with in the planning and execution of the project.



For instance, if the project is to organise a weekend camp on an island, then the usual preparations for camp will be required, but other skills will also have to be covered as part of the project, such as swimming, rowing a boat, learning the appropriate knots to tie up a boat safely, map reading, etc. Other aspects of this form of training/activity could be to investigate the island, its history, culture, economics, transport and ecology.

A project could be planned jointly by the patrol and the troop, or by the patrol on its own. Part of the activities might be organised and implemented by the patrol, and others by the troop. To take part in and to be responsible for the planning and the evaluation process is one of the important goals in training leadership skill.

### **(c) Significance to the girl**

Projects can form a working basis for an educational programme at any age. They give the girls something to work for which is challenging, test their powers of decision making (at whatever level is appropriate for their age) and enable them to work in teams with a constructive aim. Projects are often more meaningful than a series of meetings consisting of unrelated activities.

Younger girls will have their concentration and memory skills developed by working consistently on a project. Adolescents involved in such work develop in a progressive way and gain understanding about taking on longer-term responsibility.

By working through projects the adolescents involved develop in a progressive way and gain the understanding of longer-term responsibility. They get to discuss and experiment and see the effects of their decisions and also come to understand the interdependence between the member of the patrol or the troop and their actions. And very importantly, they get to experiment with playing different roles.

### **(d) Role of the adult leader**

Once again, the role of the adult leader is determined by the age of the girls she is working with. With younger girls she will perhaps have made some investigations into the types of project which could be carried out, and then once the girls have chosen one project to concentrate on, she will be largely responsible for designing activities which will equip them with the skills to carry out the project. With the mid-age-range of 10 to 14, the leader will be facilitating some skills-based learning, although the girls could be expected to carry out some of the planning themselves. With 14 to 16 year olds, the role of the leader is to facilitate both the process by which the choice of project is made and the training for carrying out the project itself. The leader will have an important role in taking an overall view of the individual adolescents involved in the project and assisting them in developing activities which ensure that the adolescents gain most in self-development from the project. In doing this it will be necessary for the leader to identify the stages of development of each individual in terms of the current project.



## **7.2.4 International experiences**

### **(a) Description**

As a Movement that promotes respect and tolerance for others and responsibility for the world we live in, international education is an essential tool for Girl Guiding/Girl Scouting. By learning about and from people of other cultures and religions, the Girl Guide/Girl Scout gains an understanding and acceptance of different ways of thinking and living, and by making friends from different backgrounds she is able to develop a sense of responsibility and a knowledge of the interdependence of her life and the lives of others.

### **(b) How it works**

International experiences can take place during a local patrol meeting, through a contact in the neighbourhood, or at an international camp abroad. During the patrol meeting activities can be developed which, for example, encourage contact with different ethnic groups living in the patrol's neighbourhood; educate them about different religions or political situations; enable them to experience the similarities and differences between cultures, etc. By participating in international camps or other international activities, the Girl Guide/Girl Scout moves from her everyday environment into one where different cultures co-exist. This encourages an even greater understanding of the differences and similarities that comprise the world we live in.

It is important to prepare such international experiences thoroughly, to brief the Girl Guides/Girl Scouts on the customs and traditions of the other culture in order to minimise possible conflicts, to allow them to share and analyse the experiences they have and to support them in putting those experiences into perspective. A successful international experience will increase the Girl Guides'/Girl Scouts' understanding of the interdependence of people and communities, as well as the tolerance for those that are different from herself.

### **(c) Significance to the girl**

International education is vitally important now that the world is 'getting smaller'. Many references are made today to the global village. Younger girls are becoming familiar with technology which enables them to make contacts easily with others around the world easily. International education is also important as a tool through which peace education can be worked on, as one of the fundamental aims of Girl Guiding/Girl Scouting.

Girls of 8 to 10 will be starting to comprehend that the world is a vast place, and to understand their position in the world geographically. It is appropriate to look with the younger age group at their own immediate environment as a starting point for looking at international issues. With the 10 to 14 age group, some international issues will be difficult to grasp, but the basic issues of peace, human rights and environmental awareness can be understood. Girls will enjoy discovery work based on other cultures, travelling and the world of Girl Guiding/Girl Scouting. With all age groups there is a need to promote the need for co-existence in this technological age, and with adolescents it will help them to see the similarities between them the world over.



An international experience gives the adolescents the opportunity to experience and explore different systems of working, as well as different values and priorities in life. For their personal search an international experience can make them aware of possibilities they did not previously know existed and allow them to explore their own reactions to new situations. Furthermore, being in new situations allows adolescents to gain self-confidence in their abilities, to explore the self, and experiment with personal relationships with somebody who has a different set of values and experiences.

#### **(d) Role of the adult leader**

The adult leader has a two-fold role in the international education process: firstly to provide access to the activities and ideas which the girls can take part in, and secondly, to lead by example. This will mean that the leader has to be aware of the need to act in a politically and ethically correct manner, for instance by not making racist remarks or behaving in a xenophobic way.

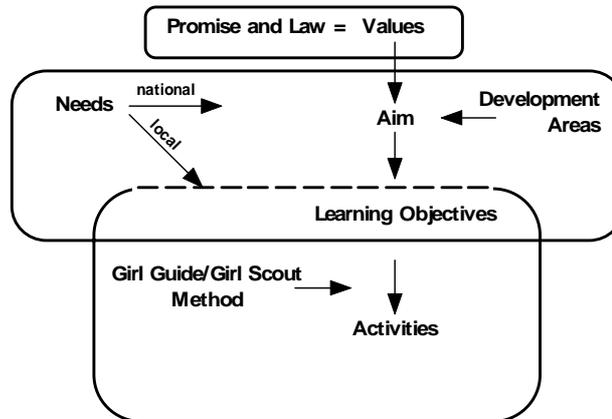
For younger girls the activities will be based around acquiring information and trying out games and crafts from other cultures. As the girl gets older, as with all other type of activity, she starts to take over more responsibility from the leader, although the latter will have to be a source of information throughout the age ranges. For the older girls, once the leader has provided the access, the Girl Guide/Girl Scout is then responsible for planning and carrying out the international experience itself, under the guidance of the adult leader. For experiences abroad, the adult leader is frequently legally and morally responsible for the well-being of the group, as well as for the overall success of the project. However, the project is there to support the development of the Girl Guide/Girl Scout, and she should therefore be actively involved in all aspects of it.





## 8. Activities

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So far, this publication has been focused on the development of an educational programme, or the background work and analysis which needs to be done when working towards an educational programme. This can be said to be the actual experiences and activities that the girls and young women go through and learn from. Now a look will be taken at the educational programme itself, i.e. the activities which will be undertaken by Girl Guides/Girl Scouts.

Looking again at the diagram above, you can see that the activities which you will need to develop are the result of a process which begins with identifying the values contained in the Promise and the Law, tying these values in with the Development Areas to identify needs and aspirations, to produce Learning Objectives and applying the Guiding Method to these objectives. The activities are the concrete experiences which the Girl Guides/Girl Scouts undertake to promote their development. Each activity should be evaluated once it is completed to see whether the Learning Objectives have been met.

### Activities to ensure personal development

Each activity which is planned for either a patrol or a troop should have some part in developing the values, attitude, behaviour or skills of each individual in that group. The individual's development should be built into the aim of the activity. However, any development is a process, and any one activity is a part of that process. It is therefore necessary to decide what development should take place, what the specific learning objectives are, and then what activities are best to encourage that development, as development will occur over a period of time and not necessarily purely through carrying out one activity.

Any one activity can support the development of more than one aspect of an individual – intellectual, spiritual, physical, emotional, social and moral. However, more than one activity may be needed, as any given activity is unlikely to cover all development areas, and thus is unlikely to fulfil all the learning objectives which have been set. It must therefore be ensured that, when planning a full educational programme, the different activities and experiences when taken together do help to develop all aspects of the individual.



The adult leader has to ensure that each individual Girl Guide/Girl Scout is aware of her own progressive development. This has different implications depending on the age of the girl. It should be possible to develop a personal development scheme for each girl which can be used by the leaders as an activity planning tool. Each activity is a part of the whole process. It should be possible to plan more than one activity at once, and so plan for development in a range of Development Areas.

There is no set path for an individual's development, no single way to go. Through the educational programme the Girl Guide/Girl Scout can follow the main path in a development scheme, but she might also have other experiences or adventures outside or within Girl Guiding/Girl Scouting that influence the progression of self-development.

The different Girl Guides/Girl Scouts in the unit might be the same age, but their experiences, knowledge, skills and attitudes might be very different, so they would each have their own development path.

The activities should be developed in such a way that they meet the needs of the group as a whole as well as individuals.

Remember the educational aim of Girl Guiding/Girl Scouting is to contribute to the development of the full potential and a harmonised personal identity of each individual. This development should be based on the fundamental principles of Girl Guiding/Girl Scouting which are expressed in the original Promise and Law, and which tie all Guides together regardless of cultural, geographical, political or spiritual background. The fundamental principles express the values that Girl Guiding/Girl Scouting and their individual members consider desirable.

It should now be possible to look back at the example given in Chapter 6 to see how all the elements fit together and can be drawn into a programme of activities for the Girl Guides/Girl Scouts.

**Value:** In these example activities, we will look at one particular value which is expressed in the Promise - Duty to Country - limiting it to living with the natural environment. It is preferable for the girls themselves to express that they wish to do some work on this area, perhaps after some consultation with the adult leaders.

**Understanding Needs:** The reading of the reality done by the leaders has identified that young people have limited access to the nature and consequently they are mainly consumers of products. The consequent need is to restore a positive approach to nature.

**Development Areas:** Each individual Girl Guide/Girl Scout will be developing in all of the Development Areas at any time : intellectual, spiritual, physical, emotional, social, and moral. The individual development expected of an adolescent in each of these areas may vary between associations and individuals.



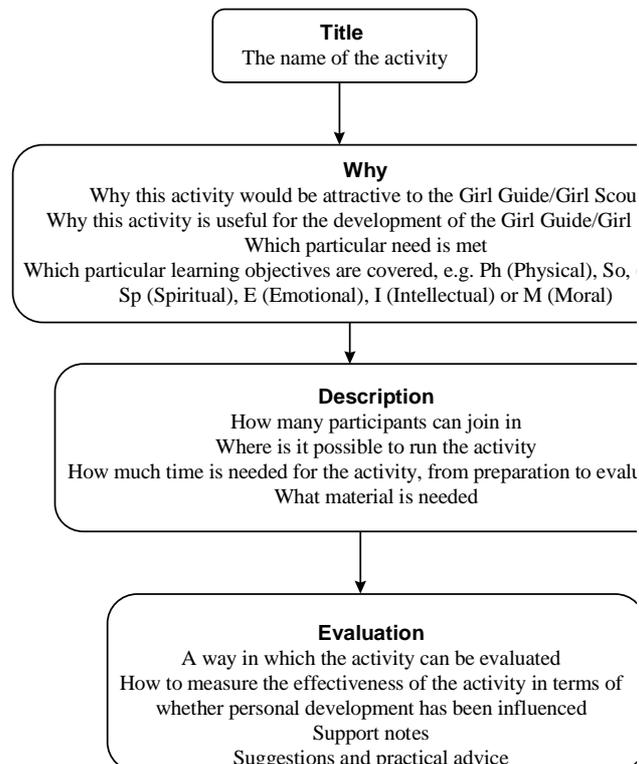
**Aim:** The value and the reading of the reality can be translated into an aim, which here is to be aware, have knowledge of and have a positive interaction with the natural environment. This is what we want the girls to have achieved by the time they leave Girl Guiding/Girl Scouting.

**Learning objectives:** The learning objectives which are therefore being considered are the small measurable steps which relate to the progressive maturity of the different Development Areas, at the same time as one of the fundamental values of Girl Guiding/Girl Scouting are being strengthened. The learning objectives can be pictured as a process of development as explained here below.

**Activities:** The examples here show how activities can be designed to follow the development path which we have outlined in this document. Although the activities are described in terms of progressive development, they should be used depending on which activity is appropriate for each individual Girl Guide/Girl Scout. The activities offered are classified loosely by age, so for 8 year olds the activity which is suggested to influence the development of some of the learning objectives is the 'Caterpillar Walk'; for 12 year olds we suggest the 'Pyramid of Life Activity'; and for 16 year olds the activity 'Planning a Space Expedition'.

**Evaluation:** Remember that each activity needs to be evaluated. Some suggestions are given for methods of evaluation of the activities listed; however, you should be creative in using different methods of evaluation. The purpose of the evaluation is to check back to see whether the activity which was carried out has met the learning objectives which were set.

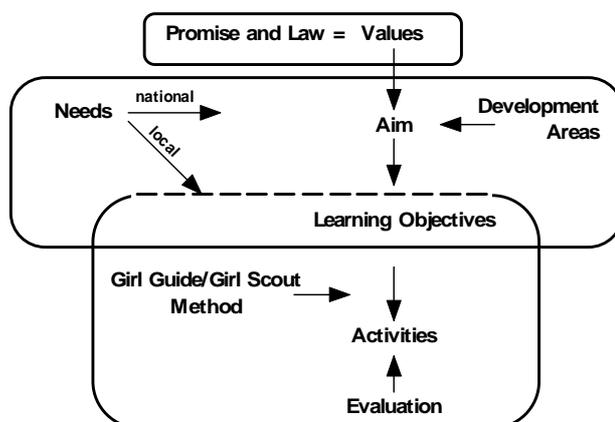
Each activity is set up in the same way and covers:





## 9. Evaluation

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To evaluate means to do an assessment at one specific point of the impact of the work and the achievement of the set objectives. An evaluation is a management tool to assess whether the work is achieving its aim and objective and to improve planning and effectiveness.

It is necessary to start by establishing the reasons for the evaluation, who it is for, how the results will be used and when the evaluation should have finished. Having done that, specific questions need to be formulated, the necessary information identified and the indicators to be used for measurement established. Then the method of the evaluation needs to be decided, including how the necessary information needs to be collected and analysed. Following that, the actual work needs to be decided, how it will be done, who will be involved and what their tasks will be, and what the time scale and the necessary resources will be. Finally, it needs to be decided what type of recommendations will be the outcome, and for whom.

For the educational programme, the purpose is to identify whether it is achieving what it set out to achieve, whether progress is being made as planned, and to identify what can be improved and how. This evaluation will be undertaken by different people who serve in various functions within the National Association. They will evaluate different parts of the educational programme and for different reasons. However, a regular evaluation of the entire educational programme and its processes are vital.

It is possible to consider the evaluation procedure by visualising a person whose health depends on her history: eating habits, sleeping patterns, exercise and hygiene, emotional relationships, etc. This is the same for the educational programme and how it is possible to consider the way forward in ensuring it is, and remains, a quality one. Any developed educational programme will be influenced by the programme as it has been from the beginning of the Association, the experiences and knowledge of the leaders implementing that educational programme, the knowledge and approaches agreed on by the national/regional programme team, and the support given by the association.

An evaluation should concentrate on whether the educational aims of the association in question are being met through the educational programme which is in force. That is, is the educational programme alive, is it young or old, or is it dying? How does the state of the educational programme effect the membership of the National Association?



The methods that can be used are various: written or dynamic, participatory or non-participatory. What is important is to use a method that achieves in the best way possible the purpose of the evaluation. Most people prefer to be involved in participatory and active ways of evaluating, but it may not always be the most effective method. However, for an evaluation to be effective the people involved have to be committed to it and able to take the necessary time.

A regular evaluation is necessary for three different parts of the educational programme.

## **9.1 The educational approach, the activities and the learning objectives.**

At the end of each activity, or series of activities, the leaders need to do an evaluation amongst themselves and in co-operation with the Girl Guides/Girl Scouts.

The leaders need to look at:

- Were the educational tools used properly?
- Did the activity achieve the learning objective?
- Did a development process take place?
- Were the needs of the individuals fulfilled, and have they stretched their potential?
- What kind of values, attitudes, behaviour or skills were acquired through the activity?
- Were the Girl Guides/Girl Scouts happy with, and involved in, the programme and the individual activities?
- Are there further qualifications that the leaders need in order to design better activities and fulfil their role?

And with the Girl Guides/Girl Scouts, the following should be identified:

- How did the individual members co-operate?
- Did everybody participate in decision-making and take on their share of the responsibility for the activity?
- Was everybody given an opportunity to contribute?
- Did everyone have fun?
- What role did the leaders have?
- What did the Girl Guides/Girl Scouts develop or learn that was new?

## **9.2 The learning objectives and the aims**

The National programme team needs, in co-operation with the leaders, to identify whether the learning objectives are still relevant, and whether the leaders are able to transfer the learning objectives into activities for the girls and young women. A part of that process is to identify whether the educational tools are used correctly and appropriately. The questions they need to look into include:



- Were the learning objectives achieved, and to what extent?
- Are the learning objectives still relevant?
- Are the leaders qualified to implement the learning objectives?
- Should the educational tools with the Girl Guides/Girl Scouts be changed in any way ?
- Are the activities which are designed still suitable and useful ?

### **9.3 The aim, the needs and the values**

The national programme team, or a similar body that is responsible for developing the associations educational programme, will every few years have to consider the following questions:

- Were the aims appropriate to the needs and expectations of girls and young women?
- Are the aims set still relevant, based on the society and the needs of girls and young women?
- Has society, and therefore the needs of girls and young women, changed?
- Have new development areas been identified, and are the same priorities still valid?
- Do the fundamental principles still have the same meaning as when the educational programme was developed, and do they have the same importance/priority for girls and young women?

If the answers are that society has changed and therefore the needs of girls and young women have changed, it is likely that the aims for the educational programme are not relevant any more. If that is the case, it is necessary to react by changing and developing the educational programme further. This is a progress that takes time and effort, but is worth while because if the educational programme is not up-to-date, it will not meet the needs of the girls and young women.

If society and the needs of girl and young women have not changed, and the aims are still relevant, but the learning objectives were not achieved, it is questionable whether the leaders are trained properly to implement the educational programme.

While any sort of evaluation is often time-consuming and not seen as an effective or essential part of carrying out an activity or developing a quality educational programme, it is the only way of knowing whether the objectives set were achieved. All leaders or members of national programme teams will have a 'feeling' for the effectiveness of their work, but such 'feelings' do not always represent reality as seen by everybody involved.





# 10. Conclusion

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Working with girls and young women means inevitably influencing their development, whether for the better or not. The role is a serious one and should be taken as a responsibility and as an opportunity. Development requires a great deal of creativity and thought. Courage is needed to change one's habits and traditions in order to tread new paths and face new challenges.

Girl Guiding/Girl Scouting is a movement and that implies that it is able to adapt and make progress. A movement needs not only energy, but also a vision of the future. We do not only look back to the past, but educate girls and young women for what will happen in the future. From the beginning we have based our actions on a deep belief in our values, but we adapt our work to the present day and to the needs of each generation. If we did not do this, our work would become static, and like any static living organism we would in the end cease to exist.

As a movement we have the same needs as any living organism. Our members are a fundamental part of us and they need to experience development, which can be found through the educational programmes which associations operate. To become a healthy organism, we need to keep changing and developing where change and development are appropriate.





# Appendix 1: Original Promise and Law, the Object and Mission

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## The Guide Promise

On my honour, I promise that I will do my best:

1. To do my duty to God and the King;  
or  
God and my country;
2. To help other people at all times;
3. To obey the Guide Law.

## The Guide Law

1. A Guide's honour is to be trusted.
2. A Guide is loyal.
3. A Guide's duty is to be useful and to help others.
4. A Guide is a friend to all and a sister to every other Guide.
5. A Guide is courteous.
6. A Guide is a friend to animals.
7. A Guide obeys orders.
8. A Guide smiles and sings under all difficulties.
9. A Guide is thrifty.
10. A Guide is pure in thought, in word and in deed.

## The World Association of Girl Guides and Girl Scout's Mission is:

*"to enable girls and young women to develop their fullest potential as responsible citizens of the world."*

## The Object of the World Association is:

- a) to promote, throughout the world, unity of purpose and common understanding based on the Fundamental Principles;
- b) to further the aim of the Girl Guide/Girl Scout Movement, which is to provide girls and young women with opportunities for self-training in the development of character, responsible citizenship and service in their own and world communities;
- c) to encourage friendship among girls and young women of all nations within countries and world-wide.





# Appendix 2: Policy on Educational Programme Development

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## Introduction

The Object of the World Association of Girl Guides and Girl Scouts, according to Article III b) in the Constitution is “to further the aim of the Girl Guide and Girl Scout Movement which is to provide girls and young women with opportunities for self-training in the development of character, responsible citizenship and service in their own and world communities”. This is reinforced in the Mission of WAGGGS, which is “To enable girls and young women to develop their fullest potential as responsible citizens of the world.”

## Policy

In order to achieve its Object and Mission, The World Association of Girl Guides and Girl Scouts supports the development of quality non-formal educational programmes. A quality non-formal educational programme is the total of experiences or activities that girls and young women go through and learn from. These actions take into account the needs and aspirations of the girls and young women, have appropriate learning objectives, are based on the values of Girl Guiding/Girl Scouting and are carried out using the Girl Guiding/Girl Scouting Method as befitting.

## Explanation

The **experiences** or **actions** are challenging and fun, and are part of a process in developing a value, an attitude, a behaviour or a skill.

The **needs** and **aspirations** of each girl or young woman depend on her personal background, as related to her cultural, economical, political and social situation.

The **learning objectives** focus on how to progressively educate and develop the whole individual - her intellectual, spiritual, physical, emotional, social and moral aspects - in accordance with the Mission of WAGGGS.

The **values** are, as expressed in the Promise, Law and Motto, responsibility and loyalty to self and others, including the family and the local and international community; service to others; and the acknowledgement and search for a spirituality.



The **Girl Guiding/Girl Scouting Method** includes commitment through the Promise and Law, teamwork through the patrol system, learning by doing, progressive self-development, use of symbols, active co-operation between youth and adults, outdoor activities, service in the community, and international experiences.

The role and responsibility of WAGGGS is to support National Associations in developing and implementing a quality non-formal educational programme that fulfils the definition above and carries out the Mission of WAGGGS. This is done, for example, through the publication of materials on educational programme development, and the organisation of seminars and training sessions.

The role and responsibility of National Associations is to develop and implement a quality non-formal educational programme that fulfils the definition above and carries out the Mission of WAGGGS. This can be done by means such as the development of support materials, and by setting up the proper training activities that help leaders implement the educational programme in co-operation with the girls and young women.

*Adopted by the World Board, WAGGGS at the 90th Meeting, January 1997.*



# Appendix 3: Glossary

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## **Activity**

A part of a process that a Girl Guide/Girl Scout goes through and whose aim it is to influence the development of values, an attitude, a behaviour or a skill. A series of activities developed in the proper manner form the educational programme (see below) of a National Association.

## **Age section**

An age section sets the parameters for groupings for patrols. An age section can for example be 8 to 11 year olds, 12 to 15 year olds, 16 to 20 year olds, etc. These sections are called by names such as Brownies, Guides, and Rangers. The age groupings are decided by each National Association as is suitable to their educational approach and the society they exist in. According to the approach of the National Associations different age sections may work together to some degree or not. The names chosen for each section depend also on the National Association.

## **Aim**

Is to contribute to the development of the full potential and a harmonised personal identity of each individual. This development should be based on the fundamental principles(see below) of Girl Guiding/Girl Scouting which are expressed in the original Promise and Law (see below), and which tie all Guides together regardless of cultural, geographical, political or spiritual background. The fundamental principles express the values that Girl Guiding/Girl Scouting and their individual members consider desirable.

## **Changing World**

Today, each National Association - and its members - live in a reality in a society and face issues and concerns that they have to respond to.

It is necessary to help adults to determine which issues and concerns are important to respond to and provide training for:

- health questions
- environmental issues
- relations between men and women
- co-education
- democracy
- human rights
- peace
- international
- competition



## **Development area**

An aspect of the individual – intellectual, spiritual, physical, emotional, social or moral – whose development the educational programme aims to influence.

## **Educational Approach**

A method of work chosen to implement the educational programme (see below) in such a way as to best achieve the learning objectives (see below). Among those is the Girl Guiding/Girl Scouting Method (see below).

## **Educational programme**

The total of experiences or activities that girls and young women go through and learn from. These actions take into account the needs and aspirations of the girls and young women, have appropriate learning objectives, are based on the values of Girl Guiding/Girl Scouting and are carried out using the Girl Guiding/Girl Scouting Method as befitting.

## **Educational programme development**

Developing an educational programme (see above) by considering the needs and aspirations of girls and young women, considering the values of Girl Guiding/Girl Scouting, and setting the appropriate learning objectives (see below). The implementation of the educational programme is done by using the Girl Guiding/Girl Scouting Method as befitting.

## **Evaluation**

The assessment at one specific point of the impact of work and the achievement of the set objectives.

## **Fundamental principles**

Express the values (see below) that Girl Guiding/Girl Scouting and their individual members consider desirable. These principles were conceived by Baden-Powell, and are 'packaged' in the Promise and the Law (see below).

## **Girl Guiding/Girl Scouting Method**

Was conceived by Baden-Powell and includes commitment through the Promise and Law, teamwork through the patrol system, learning by doing, progressive self-development, use of symbols, active co-operation between youth and adults, outdoor activities, service in the community.

## **Learning objectives (to support progressive self-development)**

Measurable objectives set to give a goal for what the educational programme (see above) wants to achieve in developing a value, an attitude, a behaviour, or a skill of a Girl Guide/Girl Scout. These objectives are appropriate for a specific age section or individual. Activities are developed based on the set learning objectives.

## **Progressive self-development**

The development of a value, attitude, behaviour or a skill as set by the learning objectives (see above), strengthening a Development Area (see above) of an individual Girl Guide/Girl Scout. This development is gradual over a period of time, and the progress is controlled by the individual.



### **Promise and Law**

Are one of the Girl Guiding/Girl Scouting Methods. Are the 'packaging' of the Fundamental Principles (see above) of the Girl Guiding/Girl Scouting Movement.

### **Object**

States the legal purpose and/or the role of a body or association.

### **Values**

The moral principles and beliefs an individual or a group of individuals believe are important and try to live according to. In this document there is reference to two kinds of values. One is the universal values of the Girl Guide/Girl Scout Movement, called the Fundamental Principles (see above) and packaged' in the Promise and the Law (see above). The other is the values that the individual Girl Guide/Girl Scout holds and is influenced by her cultural, spiritual, economic and political background.

It is important to give adults some basic information on these points and encourage them to find further information if needed.

