

# POLICY ON THE EDUCATION OF GIRLS AND YOUNG WOMEN IN WAGGGS



## WAGGGS is an educational organization whose object is 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'

*WAGGGS' Constitution Article III - Object*

## WAGGGS' Mission is:

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

*"The choices (of different structures within WAGGGS) are varied, because they reflect the different cultures of each country and each Association's perception of the status of women. Each choice has its advantages and its challenges.*

However, WAGGGS is convinced that the education of girls - as well as the education of boys - includes education for partnership. Girls and boys are taught to recognize their differences and their potential, to respect each others individuality and abilities, and to find ways to build a world of peace and justice together."

*Challenging Movement*

## Policy

WAGGGS believes that its Mission can be fulfilled in both female-only and co-educational settings, according to the needs and wishes of girls and young women in each country.

WAGGGS recognises single-sex education as an educational method that offers girls and young women opportunities to develop leadership skills and self-realization.

WAGGGS recognises co-education as an educational method that develops partnership between girls and boys on an equal basis and ensures equal opportunities while recognising differences.

These methods used in Girl Guiding/Girl Scouting enable girls to raise their self-esteem, acquire positive self-awareness and values including respect for others.

Explanation

Each Association aims to prepare girls and young women to take 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 Organisation has the right to utilise the method that best suits its needs.

Cultural influences play an important part in defining the roles and needs of females and males 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 for adult leaders.

ADOPTED BY THE WORLD BOARD, MARCH 1998



# THE EDUCATION OF GIRLS AND YOUNG WOMEN IN WAGGGS



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# SUPPORTING MATERIAL ON THE EDUCATION OF GIRLS AND YOUNG WOMEN IN WAGGGS



## 1. Introduction

WAGGGS' Mission is ***“to enable girls and young women to develop their fullest potential as responsible citizens of the world.”*** An important aspect of fulfilling the Mission is the preparation of girls and young women to take responsibility in partnership with others, including men, in their society. Some Associations work to achieve the Mission in a female-only setting while others choose to work with girls and boys together. Whichever setting is used, Associations need to be aware of the aspect of education for partnership as part of their work, in particular in the areas of educational programme and adult training. As part of WAGGGS' strategy to improve the quality of Girl Guiding/Girl Scouting world-wide, the World Board recognises the need to encourage all Associations to consider the importance of this aspect of their work with girls and young women. A Policy on the Education of Girls and Young Women in WAGGGS was developed and it was adopted in March 1998. The Policy confirms that both single-sex and co-educational settings are appropriate for the fulfilment of WAGGGS' Mission. The Policy also outlines key aspects of the education of girls and young women, including some aspects that are addressed particularly in the two different settings, and other aspects that are common to both settings.

### Purpose of this Document

This document aims to support Associations in their work toward fulfilling the Mission, by:

- ◆ raising awareness of the different settings in which our work takes place and the importance of preparation for partnership in every setting;
- ◆ understanding preparation for equal partnership and reflecting on how to improve in the area of partnership education; and
- ◆ developing methods in adult training and educational programme to achieve this.

This document relates to several of the core areas of work within Associations, particularly educational programme and adult training. It also incorporates aspects of self-assessment of Associations. It is anticipated that various sections of this document will be incorporated into other relevant documents in future, e.g., WAGGGS' Educational Programme Guidelines, Adult training Guidelines and Self-Assessment of Your Association. However, it is useful to consider the aspect of preparation for partnership on its own and to reflect on how it is achieved through the work of each Association.

Co-educational and female-only settings are two different ways in which Associations are working to achieve their goals. The Policy on the Education of Girls and Young Women in WAGGGS does NOT aim to encourage Associations to change their choice of setting. Rather, the Policy and this supporting document have been developed to promote excellence within the Association's existing choice of setting.

To enhance the effectiveness of this paper, it will be important to share it with those responsible for educational programme, adult training and promotion at a national level. Although Associations will have different levels of experience in this field, WAGGGS believes there is value in ALL Associations giving consideration to the ideas expressed in this document.



This document was developed by a small group of people from different Associations and diverse backgrounds with considerable experience of this topic. This document should be used alongside the existing WAGGGS' Educational Programme and Training Guidelines (1998) and the Self-Assessment Document (1997). It is hoped that the ideas expressed here will be useful throughout Associations, at all levels, since these issues relate to work with Girl Guides/Girl Scouts as well as to the development of programme and training schemes and materials at a national level.

Throughout this document, there are boxes like this that contain questions to provoke thought and stimulate discussion in your Association as you explore ways to address and to assure the partnership education of girls and young women.

***Questions of particular interest to co-educational Associations are marked "[C]" and questions of particular interest to single-sex Associations are marked "[SS]".***

***Questions appropriate to all Associations are marked "[All]"***



## 2. The Importance of Preparation for Equal Partnership in our Work to Achieve WAGGGS' Mission

The promotion of, and preparation for, working in partnership as responsible citizens is an important matter for each Association to consider. The goals of all Associations include preparing girls and young women to contribute fully as citizens of the world. This work includes preparation for working in equal partnership with other people in society. Working in partnership is an underlying theme of the Girl Guide/Girl Scout method and includes teamwork at the patrol level, co-operation among girls and leaders, and the democratic processes used to accomplish the work of the Associations. The building of specific skills, as well as growth of self-esteem and development of mutual respect, are foundations for working effectively as partners in our diverse societies. The ways to achieve the partnership education aspect of the Mission differs widely in accordance with the membership structure of the Association. The ways of work selected by each Association reflect in most cases the social and cultural situation in which the Association is working.

The ways of work selected by each Association reflect its belief in how the Mission of WAGGGS can be achieved. In some countries, especially in Europe, there are both single-sex Associations and co-educational Associations in the same country. Associations here choose a specific approach which they believe best suits them as well as achieving the Mission of WAGGGS. In most cases their choice is based on a conscious decision and prevailing attitudes within the society on how girls and young women develop. The historical background of a particular Association can also influence its decision. In single-sex and co-educational settings it is increasingly important to monitor how the chosen setting reflects its society and the special needs and aspirations of girls and young women of today.

Within WAGGGS today, there are several different ways of working regarding the participation of females and males. For example, single-sex Associations accept only girls in their units/troops. In many Associations, the girls are led by female leaders, who, in turn, are trained by female leaders in the framework of a national Association run by women. There are many single-sex WAGGGS Associations who are assisted by men in their work. These men are helping the Associations to fulfil the Mission as adult leaders or supporters.

Single-sex Associations of course have to take into consideration that society consists of both sexes. This means they have to prepare girls to be ready to be a part of that society: bringing a contribution, being able to join, to help, to lead, to compete. The single-sex setting offers unique opportunities for girls to develop their skills and self-confidence and to learn from female role models in a setting free from traditional patterns of male-female behaviour. These Associations also must consider when and how to provide occasions to practise equal partnership. In some Associations, this is provided by occasional co-educational activities with other male or mixed groups, e.g., Scouts, other youth organizations, etc. To be a real opportunity for co-education, it is important to incorporate specific educational objectives acknowledging the aspect of working as equal partners. That is, planning for these events needs to specifically address the co-educational aspect.

Among Merged or Joint Guide and Scout Associations, there are many different patterns of structures and variety in the way these Associations practise co-education or single-sex education at local and national level.

For example, even though the goal of Associations is to implement co-education, not all local units/troops may be mixed. Usually the local unit/troop makes its own choice



whether to be mixed or not. Some units/troops have mixed patrols and some have single-sex patrols working together in mixed units/troops. Some have mixed patrols at the youngest ages, separate the patrols by sex in teenage years and then join them together again as young adults.

Merged or Joint Guide and Scout Associations strive to have a mixed leadership in units/troops, however sometimes there are not enough adults of either sex available to fulfil this aim.

In these Associations there are also different structural options including presence or absence of quotas regarding leadership positions at different levels and the representation of female and male.

These Associations must, however, consider how they are promoting equal partnership. The aim is to develop girls and boys into women and men who, on an equal basis, take responsibility in the home and in society. To achieve this Associations have to ensure that both girls and boys have equal opportunities, taking into account their different backgrounds in order to strengthen and develop their abilities. Merged and Joint Associations cannot assume that equal partnership will happen naturally because their activities include members of both sexes.

Working with girls and boys on equality must be based on recognising that their conditions are different, including the resources needed to develop them.

There are also WAGGGS-only Association, which at some point decided to admit boys into membership. All of these present different patterns: some have boys at all age groups and others admit boys only at very young ages and ranger/leader ages. Unit/troop members are free to decide whether they want to include boys or not. A certain number of units/troops still work in a single-sex setting. Whatever the ways of work in the Associations, specific educational objectives should be determined in order to prepare girls and young women and boys for equal partnership and to fulfil WAGGGS' Mission.

***How does your Association include the preparation of girls and young women for equal partnership in its programme and activities? [All]***

***What legislation impacts your work in the field of equal partnership and to what extent?***

***How do you address the legislative requirements? [All]***

***What external organizations have you worked with which have given your members an opportunity to work in a mixed sex environment? [SS]***

***How does society in your country view single-sex education/mixed-sex education? [All]***

***How does society in your country view co-education for partnership? [All]***

***What other opportunities does the Association offer for girls and young women to prepare themselves for equal partnership in those areas? [All]***



### 3. Historical Factors Affecting Choice of Setting: Girls Only or Girls and Boys Together

It may be noted that, in the past, this aspect of our work has frequently been clouded by political discussions related to Membership of WAGGGS and WOSM. The Policy recognises that education which prepares girls and young women to fulfil their responsibilities in society, in partnership with men, is a matter of importance in fulfilling our Mission, regardless of the choice of setting by individual Associations. The focus of the Policy and this document is educational.

The establishment of different settings for Girl Guiding/Girl Scouting reflects the evolution of Member Associations as well as changes in society since the early days of the Movement. As Girl Guiding and Girl Scouting spread around the world, different cultures and needs gave rise to a variety of approaches to education and, as a result, variety in the educational programmes offered to girls and young women. These reflect different cultural backgrounds, perceptions of the roles of men and women, and beliefs and experience relating to education. In particular, changes in the education of girls and women in many countries prompted Associations to review and alter their particular way of work.

WAGGGS has proved to be unique in providing leadership opportunities for several generations of women, as well as opportunities for the advancement of women, even in societies which have been dominated by men for centuries. The choice of setting in which to provide these opportunities has been made by each Association based on many factors including:

- ◆ Cultural norms and expectations in society regarding the education and training of youth, specifically, the education of girls and young women, and the roles of women and men.
- ◆ Ongoing changes in the way society in each country considers the roles, responsibilities and development of youth.
- ◆ Trends in educational methods and their application to non-formal education.
- ◆ Historical context in each country and Association.
- ◆ Economic constraints limiting resources for organization development and management, e.g., efficiencies relating to pooling resources and expertise to benefit both Girl Guide/Girl Scout and Scout organizations.
- ◆ Expertise in development and delivery of educational programme and adult training.
- ◆ Demographic trends affecting ability to deliver educational programme and adult training, e.g., the effect of changing patterns of women's work on the availability of leaders.
- ◆ Interests and needs of members.
- ◆ Perceived ability of the Association to provide opportunities to meet goals and to achieve WAGGGS' Mission.

Throughout the 1980's and 1990's, through the work of the World Conferences, WAGGGS has reaffirmed its focus on the education and development of girls and young women. WAGGGS has confirmed its role in preparing girls and young women to work in partnership with other people, including boys and men. For example, at the 27<sup>th</sup> World Conference in Singapore in 1990, it was agreed that WAGGGS should help girls to prepare for equal partnership with boys and to encourage the development of girls through Single, Joint or Merged National Organizations. It was recognized that this agreement encompassed continued work in the areas of developing feelings of equality and eliminating discrimination on the basis of sex. The need to ensure constitutional rights of equality of opportunities



and positions in Merged/Joint Associations and to develop an equal partnership with men was highlighted.

No matter the setting in which an Association is working, the Mission is constant. The preparation of girls and young women to contribute to society, including through working together in partnership with others, is an important aspect of the work of the Association.

***What do you see as the trends and needs of education, both formal and non-formal, in your country? How will this affect the educational programmes for girls and young women? [All]***

***How are you making your educational programme accessible to all girls and young women in your country? [All]***

***To what extent are your educational programmes relevant to the role of women in your society today? [All]***



## 4. Important Aspects of Partnership Education

**Education for Partnership:**.....A quotation from Girl Guiding/Girl Scouting: A Challenging Movement, included in the introduction to the Policy on the Education of Girls and Young Women in WAGGGS, provides a good overview of the importance of education for partnership:

“The World Association, however, is convinced that the education of girls – as well as the education of boys – includes ‘education for partnership’. Girls and boys are taught to recognize their differences and their potential, to respect each other’s individuality and abilities, and to find ways to build a world of peace and justice together.”

Many aspects of our educational programmes aim at building a firm foundation to contribute to society as well as to work effectively and productively with other people. Through the educational programme, girls and young women develop a variety of skills and values that will help them work together, as well as with important partners in their future, including people of different backgrounds, age, interests, abilities and gender. Working successfully together with men is an important aspect of equal partnership and there are many aspects of education for partnership that will help girls and young women work well in the many different partnerships they will encounter.

Also from Girl Guiding/Girl Scouting: A Challenging Movement, the following sentence offers further insight into the importance of partnership education:

“Members work in small, self-governing groups, exercising the initiative and leadership skills that prepare girls and young women for equal partnership in society. Attention to building foundations today ensures that girls and young women will be able to play an active role in living, working and shaping a healthy balanced world of tomorrow.”

### Partnership Training in the Setting of Non-formal Education

As outlined in *“The Education of Young People: A Statement at the Dawn of the 21<sup>st</sup> Century”*, rapidly changing societies in all parts of the world have necessitated shifts in our patterns and expectations regarding education. In particular, responsibility for education in life skills and values is shifting steadily to organizations providing non-formal education, particularly youth organizations. To be able to function and contribute within the society in which they live, young people must acquire and develop the appropriate knowledge, skills, attitudes and values to meet their needs. The specific needs of young people vary from one country to another, and from one individual to another, depending on their particular circumstances. In all cases, however, their needs include being able to be actively and responsibly involved in the world around them. Increasingly, the skills related to being a productive member of society are being acquired through non-formal education, such as that provided by Girl Guide and Girl Scout Associations. Further, our educational programmes are particularly suited to developing those skills and attitudes due to our learning philosophies based on learning by doing, progression and working in partnership with others, e.g., youth peer group and youth-adult relationships.

### Role Models

Similarly, the context of non-formal education offers ready-made opportunities for role modelling effective partnerships. Girls and boys need role models of both sexes in order to observe how partnership works in society. As family patterns change, in some



societies, it cannot be assumed that both male and female role models are present in all families. Therefore organizations such as Girl Guiding/Girl Scouting fulfil an important role.

The way that men and women interact together in different leadership settings (outdoors, in regular meetings, etc.) is observed closely by the young people. It is important to be aware of the message female leaders give when men come in to lead particular kinds of activities in a single-sex group. Similarly, when men and women share leadership of a group they have a particular responsibility to model partnership in the way they work together.

### What do we mean when we say “Equal”?

It is important to understand that when we use the term “equal partnership” it describes a partnership that brings together individuals with different skills and backgrounds, each making a contribution to the work. The nature of the work and the balance of the partnership will depend on the individuals involved as well as on the setting, e.g., cultural norms and practices. Offering equal opportunity, and taking the responsibility that goes with equal participation, does not mean that the participants are alike. Partnership embodies concepts of complementarity (making different but important contributions) and mutual acceptance, responsibility and respect. Education for partnership is not about making individuals the same as each other, i.e., the goal is not to make the girls and boys the same. Rather, it is about helping each individual to develop the skills and attitudes that enable them to contribute effectively in a partnership setting.

### What do we mean by “Co-education”?

As indicated in the preceding section, many Associations have chosen to offer their educational programmes in a setting where girls and boys are working together. It is important to recognize that, while putting girls and boys together is required for co-education, it is only one aspect of co-education. Co-education also embodies equal opportunity and mutual respect and responsibility. Where there is not conscious effort to provide equal treatment and access and to develop and support mutual acceptance and empowerment, there is not co-education. Some examples of how Associations work to guarantee these aspects of their co-educational approach are provided in Section 7. Co-education promotes equal partnership between men and women and boys and girls but also aims to provide a setting in which participants understand differences and learn from each other.

### Empowerment

In order for girls and young women to realize their fullest potential, they need to be empowered, i.e., given the power to make decisions that affect their lives. The Girl Guide/Girl Scout educational programme seeks to achieve this by equipping young women with skills and giving them opportunities to exercise them. A single sex setting often provides more opportunities for girls which then gives them the confidence to use these skills in society alongside men. However, there needs to be some recognition that society is not single sex and that, to be of real value, the experience gained in Girl Guiding/Girl Scouting must equip girls to interact with males. Equally, although in a mixed setting the empowerment of girls and boys should occur in parallel, it may be necessary to explicitly consider whether the educational programme is equally effective in its empowerment of both sexes.





## Interdependent as Opposed to Independent

It is important to consider what is the end-point of the Girl Guide/Girl Scout educational programme, i.e., what does it mean to be able to “develop your fullest potential”? Do we want to turn out girls who will develop that potential in spite of boys/men or in partnership with them? Do we give an implicit message that ‘girls are better’ or that ‘girls don’t need boys’ by ignoring the existence of males in our educational programme?

### Competitive Ability

However, it is naïve to pretend that the world we live in is one in which our skills and experiences are automatically recognized. To achieve your potential often requires you to compete with others for opportunities and experiences, not only to work in collaborative partnerships with them.

***What priority does your Association give to preparing its members for equal partnership? Can you identify procedures that efficiently promote these priorities? [All]***

***What do you foresee as the ways in which your Association will offer members co-educational opportunities in the future? [SS]***

***What do you foresee as the ways in which your Association will offer members single-sex opportunities in the future? [C]***

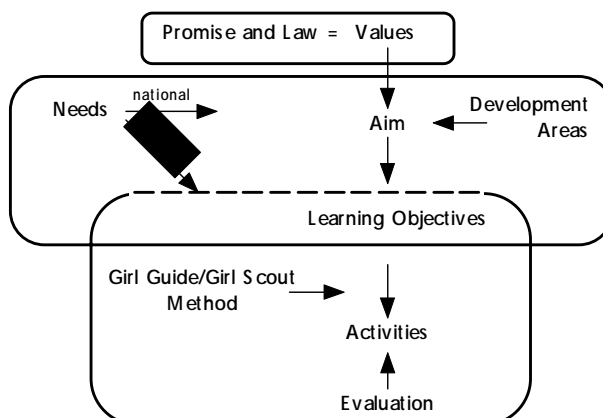
***How do you ensure that when men participate in unit activities they are not only involved in stereotypically ‘male’ activities? [All]***



## 5. Implications for Educational Programme

WAGGGS' Educational Programme Guidelines address the principles important to developing Girl Guide/Girl Scout educational programmes. This section focuses on aspects of educational programme development that relate particularly to preparation for equal partnership. They should be considered within the framework of educational programme development provided by the Guidelines.

The steps of educational programme development are defined in the Educational Programme Guidelines as follows:



The question of education for partnership will predominantly affect the following:

### Identification of Needs

Key to a successful educational programme is the identification of the needs of the girls and young women in society. This is necessary whether the educational programme will be delivered in a single sex or mixed setting. If a mixed setting then it is essential that the needs of the girls and the needs of the boys are considered. Where they differ, the educational programme has the more complex task of meeting both sets of objectives.

### Learning Objectives

These are measurable objectives that aim to develop a value, attitude, behaviour or skill in order to achieve the overall aim of the educational programme for the particular age group. It may be that with a particular group, it is necessary to set a specific learning objective that relates to a value, attitude, behaviour or skill particularly important for partnership e.g. understanding differences.

### Activities

These are chosen to achieve learning objectives in the educational programme and should be selected based on the needs and aspirations of the participants. Whether operating in a single-sex or co-educational setting, it is important to consider a broad range of activities and the preferences of those involved should always be taken into account. A balanced educational programme will always include a full range of indoor and outdoor activities appropriate to the physical, intellectual, moral, emotional, spiritual and social development of the individual, regardless of the educational setting. In all settings, care will be taken to avoid restricting the educational programme to traditional stereotypes of activities favoured either by girls or by boys.



## Evaluation

It is necessary to evaluate the effectiveness of the all aspects of the educational programme including preparation for equal partnership. When working in a mixed setting it will be necessary to conduct an evaluation of educational programmes for the girls and the boys separately.

***Do you consider the needs of girls and boys separately when developing your educational programme? [C]***

***Do you evaluate the effectiveness of your educational programme for both boys and girls? [C]***

***When did you last ask girls (and boys) whether there were particular activities they would like to do but are missing from the educational programme? [All]***

***When you last revised your educational programme, how was the gender issue considered? [All]***

***Does your educational programme further promote stereotypes of what are traditionally 'girls' or 'boys' activities? [All]***

***How does your educational programme prepare members for equal partnership? [All]***

***How does your educational programme prepare girls and young women for leadership roles? [All]***



## 6. Implications for Training

Preparation for equal partnership needs to be an integral part of adult training as well as educational programme. WAGGGS' Training Guidelines address important aspects of identifying and preparing adults to provide leadership in Girl Guide/Girl Scout educational programmes. This section focuses on aspects of adult training that relate particularly to preparation for equal partnership. As stated in the Training Guidelines:

“Although it is acknowledged that the Girl Guide/Girl Scout Movement is a youth organization that provides a non-formal educational programme focusing on girls and young women, the view within this training policy is that an effective educational programme is measured by the quality and competence of adult leadership. Such leadership is achieved by providing quality training for adult members in order that they may carry out the Mission of WAGGGS.”

Training seeks to enable adults to gain the necessary knowledge, skills, attitudes and values so that they can carry out their responsibilities effectively. It incorporates both specific training related to educational programme activities and understanding regarding the underlying principles. Factors to consider when designing training include the following subject areas. The details will depend on whether an individual leader is working in a girls-only setting or working with girls and boys. The level of detail provided, e.g., about the development of young people will of course depend on the level of involvement with the different groups. For example, while it is important to know about the needs and interests of both boys and girls when preparing a joint activity, the leader of a mixed group will need more specific knowledge in that area.

### Specific Knowledge

- ◆ Development of girls and boys: needs and interests at different ages
- ◆ Preferred styles of leadership, decision-making and ways of work of different individuals who work together as leaders; gender-related preferences; relationship between roles and gender; understanding and managing expectations; evolving effective teamwork
- ◆ Trends in educational methods and implications for education in a Girl Guide/Girl Scouting setting
- ◆ Principles behind educational programme, e.g., aims of co-educational setting regarding preparation for equal partnership
- ◆ Context of equal partnership in society

### Skills

- ◆ Decision-making; recognition of different methods and ability to use various methods.
- ◆ Leadership modelling equal partnership
- ◆ Conflict resolution
- ◆ Balancing the educational programme to meet needs of all members

### Attitudes

- ◆ Recognising and avoiding stereotypes
- ◆ Understanding and respecting cultural differences
- ◆ Openness to understanding the need for different settings and the need for opportunities for preparing young people for equal partnership



## Promoting Values

- ◆ Respecting and valuing differences with respect to gender
- ◆ Valuing non-traditional roles; innovation in finding opportunities
- ◆ Exploring and valuing different working methods

In order to evaluate the effectiveness of the training scheme in this area, it will be necessary to:

- ◆ review the content of the training scheme with respect to preparation for equal partnership
- ◆ monitor the content and delivery of training sessions
- ◆ set the context of training in relation to society at large
- ◆ appraise leaders with respect to presenting and role modelling equal partnership

***How do gender issues and preparation for equal partnership get addressed when you train your adult leaders? [All]***

***How do you train your Unit Leaders to be good role models for the girls and young women in the Unit? [All]***

***How does your training scheme take into account the setting in which an individual leader will be delivering the educational programme? [All]***



## 7. Implications for Organization and Structure in Associations

All Associations have to make provision for continuing activities directed towards achievement of their aims. Structure is a key part of this and is concerned with how the work of the Association is divided and assigned to individuals, groups/teams or committees, and how the required co-ordination is achieved. The management of an Association has to do with the integration of the resources available, i.e., human, financial and equipment, to undertake activities that will produce results through which the Association achieves its Mission, goals and objectives.

There are several aspects of structure and management that have the capacity to influence, as well as role model, the way in which the Association provides preparation for equal partnership, including:

### The methods used to make decisions

There are a wide variety of ways in which decisions can be made ranging from consensus to simple majority. The gender balance of the decision making group may affect how decisions are made, e.g., men may prefer the efficiency of the straightforward vote whereas women may be more comfortable with a consensus-building approach. The methods used for making decisions should be consciously considered and selected in view of the preferred styles of the participants.

### The roles fulfilled by men and/or women within the Association

There may be a tendency for Associations to reflect stereotyping in the roles men and women fulfil, e.g., at the unit level, men may more frequently lead the adventurous, outdoor programme activities while women may be leading indoor educational activities; or, at the national level, women may more frequently be positioned in programme or international portfolios while men are assigned to managing finances or capital assets. Some Associations seek to achieve a balance by setting rules regarding gender balance. Some have guidelines requiring both female and male leaders in a mixed group; others have quotas of males/females in decision-making structures. It is important to consider gender balance on an ongoing basis, e.g., in the creation of ad hoc committees, when working in a co-educational setting.

### Overall structure of the Association

Different people function better within different kinds of structure, e.g., some people prefer a hierarchical structure in which each level has clearly defined responsibilities while others prefer “flatter” structure involving more people in broader decision-making areas. It is important to consider how the structure facilitates working in partnership as well as how partnership is modelled through the structure we select.

### The way partnership is modelled at different levels in the Association.

Associations working with mixed groups must be careful to ensure a balance at each level, e.g. by choosing to have two individuals, one female and one male, working together at each level.



## Organizational culture, e.g., whether it favours or promotes individuals of one gender

This may be appropriate, of course, if working in a single-sex setting. When boys and girls/ men and women are working together, the culture itself is an important part of modelling and promoting equal partnership.

***To what extent does your Association promote young women in the decision-making process? [All]***

***How does your Association address the issue of equal partnership in structure and management? [All]***

***Do you find that positions stereotypically held by men in your society are also “men’s jobs” in your structure, e.g. treasurer? [All]***

***How do you ensure the participation of women in all levels of your Association? [C]***

***To what extent does your Association ensure that the role models provided by Leaders, Trainers, Decision-makers etc. are truly balanced at all levels in terms of equal partnership? [C]***



## 8. Resource List

- WAGGGS' Forum for Europe**, July 1997
- The Education of Young People: A Statement at the Dawn of the 21<sup>st</sup> Century*  
Beijing Conference sections
- Girl Guiding/Girl Scouting: A Challenging Movement**, 1997
- WAGGGS Training Policy and Guidelines**, March 1999
- WAGGGS Educational Programme Policy and Guidelines**, March 1999
- Self-assessment of Your Association**, October 1997
- Koeduktion – wie heisst das schon** (Georgs-Verlag 1990)

