



# Introduction

*“You cannot teach a man anything, you can only help him to discover it for himself.”*

Galileo Galilei (1564-1642)

Training is a priority for WAGGGS’s development and growth!

At the 3<sup>rd</sup> WAGGGS Training Forum 1995 the Training Forum recommended that the WAGGGS Guidelines on Training, 1989 should be reviewed.

In October 1996 a Training Ad-hoc group was set up with two experienced trainers from each region. The aim of the Training Ad-hoc Group was to review in-depth the existing WAGGGS Training Guidelines. Based on a questionnaire to selected Associations in each Region, the Training Ad-hoc Group prepared recommendations to the Training and Development Committee in January 1997. As a result the Training and Development Committee decided to prepare new WAGGGS Training Guidelines.

At the same time the WAGGGS Training Policy was developed and approved by the World Board. The purpose of the Training Guidelines is to assist Associations in implementing the WAGGGS Training Policy.

WAGGGS actively promotes training based on the Girl Guide/Girl Scout method, as a means of enabling adults to gain the necessary knowledge, skills, attitude and values so that they can carry out their responsibilities effectively, thus strengthening the quality of Girl Guiding/Girl Scouting.

Regional Committees and staff are encouraged to support Associations to work with WAGGGS Training Policy and Training Guidelines in order to strengthen their Training Scheme for the benefit of Girl Guiding/Girl Scouting.



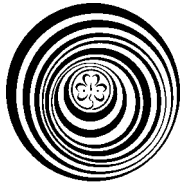


# WAGGGS Training Guidelines

The purpose of these Training Guidelines is to assist National Associations in implementing the WAGGGS' Training Policy through:

- identifying adults with necessary skills to meet the needs of the National Association
- promoting the Girl Guiding/Girl Scouting fundamental values within a changing world
- developing skills relevant to a changing world
- providing opportunities for examining attitudes, both of the adult and of the National Association
- imparting knowledge to prepare adults to fulfil their roles
- enabling National Associations to use the Girl Guide/Girl Scout method in training
- setting up a system for monitoring and evaluating the effectiveness of the Training Scheme.
- setting up a Training Scheme



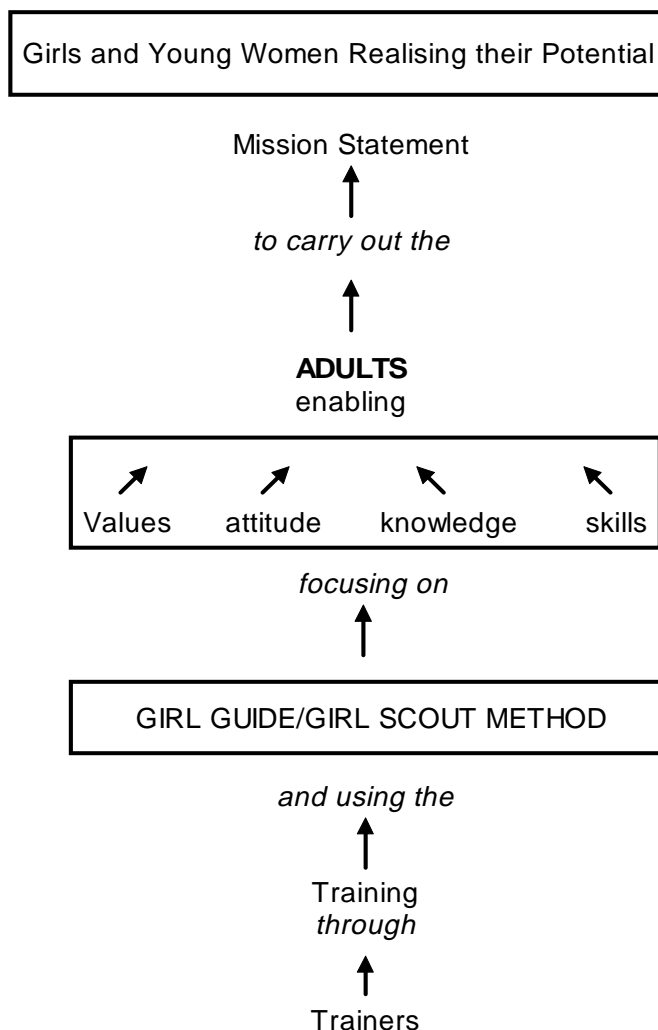


# Why Training?

## Focus on Adults

WAGGGS' Training Policy is designed to focus on the **adult** members of the organization. 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.

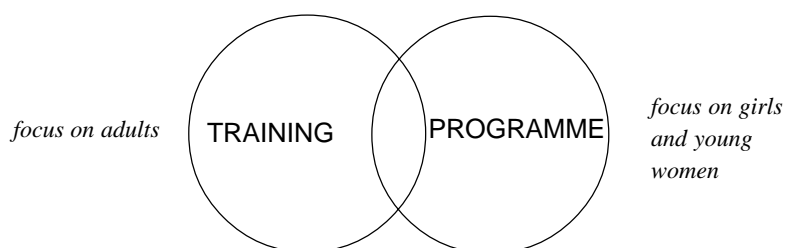
The following illustration supports this position.



**Explanation of the illustration:**

- Begin with the **Mission** of WAGGGS: “To enable girls and young women to develop their fullest potential as responsible citizens of the world.
- This Mission sets the **direction of the movement**, the path to follow in our changing world.
- Whose responsibility is it to carry out this mission?  
... every **adult** member within the National Association
- How does each National Association ensure that those **adults** have the necessary tools to do this?  
... by providing **training** to **empower** them to carry out their job
- Who trains the adults? ... **Trainers**  
Again, what is the job of the adult?  
... to achieve the mission of WAGGGS
- And how will the adults be **empowered** to carry out this job?  
by providing training in **knowledge, skills, attitude and values**

based on

**The Girl Guide/Girl Scout Method****The Relationship between Training and Programme****Both Training and Educational Programme:**

- embrace the Fundamental Principles of WAGGGS
- use the Girl Guide/Girl Scout Method in carrying out their function
- are adaptable to the changing needs of youth
- are dependent upon the effectiveness of the role of the adult leader
- assist in identifying the needs of the adult leader

It is essential that Training and Programme committees (where combined or separate) consult with each other since training has a direct influence on the effective delivery of the programmes at local level.



# Identifying Adults with Necessary Skills to Meet the Needs of the Association

## What is this about?

This chapter considers how to identify adults to meet the needs and positions required within the Association.

## Recruitment

The image of the National Association and of Girl Guiding/Girl Scouting is important when you are recruiting new people. Outdated educational programmes could be one reason for a lack of leaders and members. The image of the National Association depends on the quality of the work of the National Association and how it is marketed to its members and the outside world.

Recruitment for specific (volunteer/paid staff) positions within the National Association can be made by a process of election or selection and appointment. Whichever method is chosen the principle factor to consider is suitability of the candidate for the specific position available. This will ensure satisfaction for the National Association and the individual.

### Stages of recruitment:

#### Identify needs of the National Association

When a National Association wants to recruit a volunteer to take on a position it may be a person for a position at local level such as a unit leader or a treasurer. It may also be a person for the regional or national level such as a District Commissioner, a trainer, or a member of the Programme Committee. The key question to be addressed is: What is the specific need within the National Association that must be met? Is it a need related to running the local unit, a need for the management of finances or a need for a new trainer?

#### Define job and job description

The job has to be clearly defined, being either the job for the unit leader, the job of accountant, the District Commissioner, the trainer or the member of the Programme Committee. The existence of every role is for a defined purpose and the National Association should explain what it wants to have done and what exactly is required of that person. It will be helpful for both the National Association and the new person to have a job description to ensure that needs and expectations of the National Association are met and roles and responsibilities clearly defined.

**Identify target group**

It is often considered difficult to recruit new adults. However, when identifying the target group the National Association considers a group of people who could be potential persons to approach for this specific job. The target group may comprise of former Girl Guides/Girl Scouts, parents or others who have shown interest in the work of the National Association. Considering the target group helps one to focus on elements such as what kind of skills, attitude, knowledge and values would it be helpful for the person to have in order to carry out the roles and responsibilities of that position?

**Identify the right person for the job**

When the target group is defined, the National Association makes a prioritized list so one knows who will be the best person for the job.

**Contact the potential volunteer**

How will you plan to meet them to ask them about the job and explain “why we want you”? What can the Association offer in return?

**Carry out an induction plan with the new volunteer**

In order to carry out the position any new person who joins the team needs an induction to the new position and to the environment around her. Most of the induction may be carried out as ‘on the job training’. It needs to be clear who is responsible for setting up and carrying out the induction and also if the person has a probation period?

**How to identify the needs and expectations of the volunteer**

When we have to meet with the potential new volunteer she may already have an idea what Girl Guiding/Girl Scouting is all about. She may or may not know about the work of the National Association without being clear of the Mission, aim and objectives of the National Association today. Through the recruitment process the National Association needs to clarify what needs and expectations the volunteer may have, e.g. what are their expectations from the National Association in terms of support and training and how can the Association help the person to clarify their ongoing needs for stimulating motivation?

### **Needs Assessment Tools**

When the National Association is preparing a recruitment plan it would be helpful to use an assessment tool as a starting point.

#### *Suggested assessment tools*

- Nominal Group Technique (NGT)
- Force Field Analysis
- Strengths, weaknesses, opportunities, threats (SWOT)

### **Retention**

Attracting new adults is important for the development of the National Association. However, it is also important to retain the existing adults. A National Association maximises its performance from the contribution, experience and enthusiasm of its current adults.

#### **The National Association should identify how to:**

- meet the needs of existing adults to support their role in Girl Guiding/Girl Scouting.
- ensure job satisfaction, meaning that adults are comfortable with their responsibilities and the National Association is pleased with their performance
- ensure that they still benefit from being a member
- show recognition and appreciation

There needs to be an acceptance that there may not be any benefit for the National Association if the same adult continues to do the same job for ever! After having had the same position for many years the person may find the job less inspiring or be 'burned out' which may affect the members she is responsible for. It may even be that she has not updated her knowledge of the National Association so she is giving out wrong information. If members find that the adult does not meet their needs, they may leave and the National Association would have then lost members!! In any case, committed adults who would like to take on another position in the National Association should be given relevant training to carry out the new job. The National Association should consider how to:

- have ongoing evaluation process for all positions,
- identify success indicators for jobs carried out
- set length of appointment and renew positions or re-appoint at the end of the period
- assist in identifying new challenging jobs for those who have had the same position for a long time
- appreciate jobs undertaken and say thank you and well done!

## Summary

**Training** will assist in focusing on the following elements in recruitment and retention:

- create awareness of the importance of identifying needs of the National Association before recruiting adults.
- how to organize the recruitment process.
- which tools to use to assist the recruitment process and these can be adapted to the local realities.
- job description and person specifications or profile for all functions.
- a clear scheme for the induction of the new volunteer.
- a support structure which focuses on meeting the needs of the existing adults.
- a comprehensive and ongoing scheme for valuing the contribution made by volunteers through reward and recognition.



# Promoting the Girl Guiding/Girl Scouting Fundamental Values within a Changing World

## What is this about?

This chapter explains the Girl Guiding/Girl Scouting fundamental values, the relationship between values in society and the Girl Guiding/Girl Scouting values and how these can help individuals to adapt to a changing environment.

## Define the Fundamental Principles (Promise and Law)

The Fundamental Principles are expressed in the original Promise and Law laid down by the Founder. (Constitution and Bye-Laws, Article 2).

This does not mean that every National Association must adopt the exact “wording” of the original Promise and Law for the Promise and Law of their National Association. What it does mean is that all National Associations belonging to WAGGGS must have a Promise and Law that contains the *essence of the fundamental principles* which were defined at the 21<sup>st</sup> World Conference which took place in Toronto, Canada, in 1972. These are:

- ***the essence of Duty to God***  
*the acknowledgement of the necessity for a search for a faith in God, in a Supreme Being, and the acknowledgement of a Force higher than man, of the highest Spiritual Principles*
- ***the essence of Duty to Country***  
*acceptance of the concept of responsibility to the communities in which we live*
- ***the essence of Service***  
*the acceptance of the practice of helpfulness to others*
- ***the essence of the Law***  
*duty to others and the Brotherhood of Man;  
self-discipline  
respect for all living things*

When expressed this way, in terms of the “essence” of what is important, it allows each individual National Association to determine the wording of their own Promise and Law to reflect the constant changes taking place within their specific society.

## **The Relationship between Values in Society and the Fundamental Principles**

The values of the organization are inherent in the Fundamental Principles, but become meaningful only after thoughtful examination of what they are and what they mean to each individual member in her own life. More importantly, they will be interpreted differently and prioritized differently from person to person, from society to society, from culture to culture.

The Fundamental Principles are the **beliefs** of Girl Guiding/Girl Scouting. A belief is something that is said or stated. **Values** go a step further. Values are behavioural responses or actions - a resulting behaviour from an individual in response to holding that belief. If I truly value my stated beliefs, my words and my actions will be consistent. If, however, I have never given much thought to what my values really are, I may rationalize my behaviour in any given situation as the correct one, even though in another very similar situation, I may act totally different. If you value honesty, for example, would you ever keep the extra change a shop assistant gave you by mistake? Drive over the speed limit? Tell a small lie to avoid hurting someone's feelings? Arrive late for an appointment when avoidable?

Thus it becomes very important to allow the members of National Association to begin to look seriously and thoroughly at their own values, and how they came to accept them. Then to look at various life situations and assess how their values influence their behaviour.

## **How Values can help Individuals adapt within a Changing Society and World**

- Ultimately our values guide us through life. Yet, how do we select them?
- Do I know what I value? Am I sure?
- Are my words and actions consistent with my feelings and beliefs?
- What values do I hold that are especially important?
- Which ones am I truly proud to believe in, and which would I publicly affirm?
- Which would I be willing to risk my life for?

Society and the world, as we know it, is ever changing. Every day, every one of us meets life situations which call for thought, opinion-forming, decision-making and action. Some of our experiences are familiar, some novel; some are casual, some of extreme importance. Everything we do, every decision we make and every course of action we take is based on our consciously or unconsciously held values.

We are faced today with many more choices than in previous generations. Choices that are constantly challenging our value systems. Ideally, our choices will be made on the basis of the values we hold, but frequently, we are not clear about our own values because we have never really taken the time to seriously think about them.

Hence we experience confusion, conflict, and indecisiveness. Some typical areas where we may experience confusion and conflict in values are: politics, religion, work, leisure time, school, love, sex, family, material possessions, money, health, rules, authority.

If, however, I have taken the time to really examine what my own personal values are, after thoughtful consideration of various alternatives and consequences, then I will act consistently and with conviction.

Having completely reflected upon what my value system is all about, and being sure that I understand what and why I believe what I do, then given any situation or challenge that may arise in today's world, I will be more able to face and deal with that challenge effectively.

Thus to clarify values, to find something to live by, may be one of the most significant thrusts a person can give to her life in this changing world.

## **Summary**

**Training will provide opportunities for the adult member to:**

- become familiar with the Fundamental Principles of Girl Guiding and Girl Scouting.
- develop an increased understanding and commitment to the Promise and Law.
- clarify her own values and those of the National Association.
- seek new and innovative ways to face the challenges of today's changing world.





# Developing Skills Relevant to a Changing World

## What is this about?

This chapter focuses on progressive self-development in Girl Guiding/Girl Scouting and the different skills needed in order to cope in a changing world.

## Why are Skills needed?

The world as we know it today is fast becoming a global village. Countries which were hard to travel to can be reached within a matter of days and written communication established over the internet within a matter of minutes. It has never been more important that people are informed, have knowledge and skills to cope with a changing world.

Learning to adapt and to adjust to the constant changes and challenges confronting us today requires that the individual perceives education as a life-long process and is continually in search of self-improvement and progressive self-development.

While being an educational movement, Girl Guiding/Girl Scouting does not work in the same way as the formal educational system. Through membership of the Movement the members work through a system of progressive self-development for each individual. The Movement points the way to possible directions of explorations, and the Girl Guide/Girl Scout chooses her route and proceeds with her chosen activities at her own pace, experiencing self-motivation, and freedom of choice. In this way each member progresses individually as well as learning to interact successfully as part of a group, developing her own imagination and creativity.

At the youngest age, 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 try to take some responsibility for themselves. As the girl grows older and develops, she should be taking on more responsibility for her own self-development. She will be exploring, making her own decisions and discovering her abilities, and through that process she will need adult guidance and formal structures to assist her in coming to her own conclusions. The leader can help her to see the way forward and to reflect on past progress made.

Mastering the skills identified below would enable the individual to:

- do a better job;
- adapt more effectively to a changing world.

## Life Skills

- Personal Awareness
- Having clear values
- Building Self-esteem
- Being assertive
- Learning effectively
- Managing time
- Problem-solving
- Communication
- Building teams
- Managing stress
- Relaxing
- Looking after one's health
- Being able to reflect

### **Being able to use these skills would:**

- lead to a better understanding of self;
- help one to understand how and why others behave the way they do;
- improve working methods;
- improve relationships;
- enhance the quality of one's life;

## Management Skills

- Leadership
- Management
- Strategic Planning
- Supervision
- Mentoring and Coaching
- Conflict-resolution
- Negotiation
- Understanding how groups function
- Financial Management
- Communication
- Working in Teams

**These skills will help the leader to:**

- lead more effectively;
- motivate others (staff/volunteers) to do a better job;
- manage resources (e.g. money, people, equipment) available more effectively and efficiently;
- improve work standards and quality.

**Technical and Technological Skills**

- Preparing interesting materials
- Planning a Training Programme
- Tools for Evaluation and Monitoring
- Report Writing
- Assessing successes and weaknesses
- Conducting a variety of meetings, workshops, seminars, conferences, etc.
- Using information technology.

**These skills are aimed at learning how to make:**

- presentations more interesting and stimulating
- planning more relevant and systematic
- working with large groups more effectively
- strategies in reaching out to the community more effective

With the rapid growth and advancement made in computer technology, IT (Information Technology) skills become important. Knowledge of how to use the computer and the many software (programmes) available will make work and communication easier, faster and more efficient.

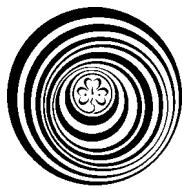
Note: The skills listed are not exhaustive and may overlap among the categories. Neither are they listed in order of priority.

**Summary**

**Training will provide opportunities for the adult members to:**

- acquire life skills, management skills and technical and technological skills relevant for their personal development so adults can do a better job while coping with a changing world.





# Providing Opportunities for Examining Attitudes, both of the Individual and of the Association

## What is this about?

This chapter explores the significance of attitudes and ways in which attitudes may change.

## Attitudes

Everyone knows what an “attitude” is. Or do they?

We cannot see attitudes directly; we infer them from the things a person says and does. Invisible though they are, attitudes have a powerful influence on everyone’s likes, dislikes, and behaviour. And all of us try, most of the time, to create favourable attitudes in the people we meet. Is this not particularly so within the Girl Guide/Girl Scout Movement?

An attitude has three important components - **thinking, feeling and acting**.

Given this, an attitude may be defined as a *learned* tendency to *think, feel, and act* in a particular way towards a given object or class of objects. An object may be a person, a group, an institution, or something abstract like education or religion.

Put another way, an attitude is a *feeling* about what is happening within one’s personal reality within society. This feeling causes an individual or group to view (*think* about) things in a certain way and thus affects how issues, concerns and situations are dealt with (*action* taken). Attitudes are, in fact, part of an individual’s or group’s acquired personality characteristics. Hence “cultural” attitudes, for example.

### *What is the relationship between beliefs, values and attitudes?*

A **belief** may be thought of as the “thinking aspect” of an attitude - the individual holds some belief about the object. If one has a negative attitude about something, one will also have an unfavourable belief(s) about it. And this belief aspect of an attitude affects its emotional or “feeling” aspect. Beliefs are the verbalized statements that accompany the feeling aspects of attitudes.

A **value**, on the other hand, may be viewed as the “acting aspect” of an attitude - the individual responds in some way as a result of thinking and feeling a certain way. This corresponds with what was stated in Chapter 2 about values - the resulting behaviour from an individual in response to holding a certain belief.

So although there is a subtle difference between beliefs, values and attitudes, all three go hand in hand and influence each other.

Example: If one has the belief that women are bad at computers, then one has a negative attitude to the work women do when working on computers and one will not value what is produced by women as highly as produced by men.

## **How Members benefit from exploring attitudes**

*Learned* is a very important word in the definition of attitude because it indicates that if attitudes can be learned, then they can be “unlearned” or changed as a conscious and desired choice. If this premise is not accepted then the question arises: “Is it possible to change attitudes?”

Changing attitudes is not an easy process. However, it is possible when approached in a caring, sensitive way. This is where training comes in. Effective trainings can provide important opportunities for adults to identify, explore and reflect upon their own attitudes and the attitudes of the movement.

Members may benefit from such a process in various ways.

- increased understanding about the “object” that is the focus of a current attitude, this may lead to a willingness to resolve a conflict or establish better communications between individuals or groups
- increased self-awareness, greater awareness and clarification of one’s own attitudes and how they affect behaviour
- an opportunity to change to a new way of thinking
- enhanced creativity and problem solving skills
- greater cohesiveness in teamwork to achieve the goals of the Movement.

## Waystochangeattitudes

Some areas of training that would be particularly useful to focus on are:

- Personal Growth
- Motivation
- Self-esteem
- Recognition

**Personal Growth** - As previously stated, effective trainings are a most important tool to provide opportunities for adults to identify, explore and reflect upon their own attitudes and the attitudes of the movement. Only then can they make a conscious and desired decision to change their attitude(s). This is the very process that encourages personal growth and development.

**Motivation** is why somebody does something. Whether initiated internally by needs or drives, or externally by incentives and re-inforcers, motivation influences the way we *think, feel and act* in the wider world around us. This is the very definition of attitude. Therefore, it naturally follows that the stimulus of motivation will influence our attitudes. “What makes a person decide to become a volunteer?” “What makes one turn one’s head as an attractive member of the opposite sex walks past?” Motivation is about what fuels these activities, how the process takes place and how it is aimed in a particular direction.

**Self-esteem**, in fact, simply stated, is one’s attitude about how they feel about themselves, what they think of themselves as a person. Do they like themselves? This is very important because people will act in ways that reinforce their image of themselves. If, through training, we can raise an individual’s level of self esteem, we are in fact changing their attitude about themselves.

**Recognition** - this would be connected to external motivation stimulus - incentives to begin and continue carrying out one’s job, reinforcement and encouragement to strive for further growth, and recognition that one is doing the best possible job with the tools they have. To encourage further growth we need to provide more learning tools as they move from level to level in their training, as well as tangible evidence of their achievement (a pin, a certificate or a new position with more responsibility).

One of the most recent “Attitudes” that has been adopted by WAGGGS is that of involving Young Women in Decision-Making. WAGGGS now has an official policy with respect to what its attitude about this is. One of WAGGGS’ goals adopted at the 29<sup>th</sup> World Conference 1996, Canada:

*“To involve young women at all levels of decision-making”*

*Does this not extend also into the field to our youngest members? A young woman cannot have the skills necessary to be an effective decision-maker if she has not been exposed to opportunities to develop such skills.*

## **Summary**

**Training will** *provide opportunities for the adult member to:*

- examine one's personal attitudes and determine how they affect one's life
- increase self-awareness
- change to a new way of thinking
- enhance creativity and problem solving skills
- achieve greater cohesiveness in teamwork
- grow in self-esteem
- view attitudes in terms of our changing world



# Imparting Knowledge to Prepare the Adults to Fulfil their Roles

## What is this about?

This chapter looks at the need for adults to acquire relevant knowledge to fulfil their roles in the Association.

## To create Awareness of the History of Guiding

When Baden-Powell founded Scouting, in 1907, he did it in response to the perceived needs of his time. When he founded Guiding, in 1910, he did it in response to British girls asking for the right to become “girl scouts”. Each National Association, too, has been created at a certain time, to respond to certain needs. During its life, it grows and adapts according to the changes of its society. It has to continually adapt its organization, programmes and methods.

### To create awareness of this history leads us to focus on various points:

- history of WAGGGS and of the National Association;
- how, with time, the National Association has grown, how it has adapted the fundamental principles, its organization, programmes and methods, according to the changes of the reality in its society,
- organization and structures of the National Association,
- organization and structures of WAGGGS, at world level and regional level,
- encouragement to explore further the principles and beliefs underlying the identity of WAGGGS,
- ...and a small check-up to be sure that each adult has understood the presentation (this is an example of an opportunity to use the monitoring process.)

The level of knowledge depends on the specific training programme. If one needs a training programme for a Guider, the contents or level of the above mentioned elements must be appropriate for her to make it possible to carry out her task.

## To focus on the Development stages of Growth from Infancy to Adulthood

To educate a girl, using the non formal educational programme, it is necessary to know her abilities, to understand why she is, today, able to do some things and not others. It is necessary to know the environmental influences that have shaped her personality.

### Howdowe:

- make adults conscious of the whole development process of growth (i.e. intellectual, spiritual, physical, emotional, social, moral growth) of girls and boys, emphasizing on the age group they are responsible for,
- make trainers conscious of the developmental process of adults,
- help adults to place the individual girls they are responsible for in the scale of the stages of growth and to determine their needs and abilities so that they can adapt activities,
- encourage adults to look for further information about a girl's family, education, life experience, hobbies, in order to shed light on her personality and abilities.

### 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.

Focusing on the development of the individual:

- makes trainers conscious of the developmental process of adults,
- helps adults to place the individual girls they are responsible for in the scale of the stages of growth and to determinate their needs and abilities, so that they can adapt activities,
- encourages adults to look for further information about a girl's family, education, life experience, hobbies, in order to shed light on her personality and abilities.

## **To provide information necessary to meet the Challenges of a 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

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

## Educational Settings

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.

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.

## Summary

**Training** will give adults knowledge and encourage them to look for further information on:

- History of WAGGGS and the National Association: principles, evolution, organization and structures.
- Development process of individual growth.
- Issues the National Association is confronted with being part of society.



# Enabling Associations to use the Girl Guide/Girl Scout Method in Training

## What is this about?

### **Girl Guide/Girl Scout method**

As a movement, Girl Guiding/Girl Scouting has a number of features which distinguish it from other youth organizations; among those is the Girl Guide/Girl Scout method.

The Girl Guide/Girl Scout method is a way of work which enhances the development of girls and young women by providing a flexible approach, equal opportunities, progressive self development, team work, service to the community, feeling of belonging and appreciation of nature.

This method helps Leaders/Guiders to achieve the Mission of WAGGGS which is “to enable girls and young women to develop their fullest potential as responsible citizens of the world.”

The founder of our movement, Baden-Powell, introduced the Girl Guide/Girl Scout method as a unique way to develop young people.

### **Commitment through the Promise and Law**

The Promise and Law are the heart of the movement. They present each member with a philosophy of life.

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 Law. Each member voluntarily commits herself to accept to live according to the principles of Girl Guiding/Girl Scouting by accepting the Promise and Law as guidelines for living.

The wording of the Promise and Law is normally made appropriate to the different age groups so that the values are accessible to Girl Guides/Girl Scouts at different stages of maturity. With increased maturity the Promise and Law assume deeper significance and understanding.

### **The Patrol System**

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

Its main characteristics are that it encourages members to learn from one another, to lead one another and provides an environment where everybody plays a role and has responsibilities.

It provides educational opportunities such as involvement, promoting team spirit and co-operation, development of guiding, taking and sharing responsibilities and practising democratic skills including methods of decision making.

### **Learning by doing**

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 listen to or observe passively how to do something. Doing something personally means learning faster and better. It also means making one’s own mistakes and learning from them.

When the method of “learning by doing” is in place, the Leader participates well and has a decision-making role to play. This encourages better and quicker learning, self-initiative and creativity. It also gives the framework for the members to try out their abilities in a safe environment so they can learn from their experiences.

### **Progressive Self Development**

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 training scheme may be developed and training courses may be suggested by the National Associations, district or body within the association, the decision on how to proceed with her chosen area/aspect of training is taken by individual adult members. It is left to each adult member to decide which area/aspect she would like to specialise in, at her own pace, exercising self motivation and freedom of choice.

### **Symbolism**

Symbolism is all the things that tie a group together creating a feeling of belonging and group cohesion.

The best known symbols within the Girl Guide/Girl Scout movement are the uniform, the Promise and Law, the trefoil and the “Be Prepared” motto. Members all over the world know and use these symbols.

Symbolism denotes the unity of all members in the movement around the world.

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

For many people, involvement in Girl Guiding/Girl Scouting is a lifetime commitment. The Promise they made as a child is something that they live according to for the rest of their lives. The co-operation between the young person and the adults within the movement has a practical function, as well as helping to dispel the illusion of a generation gap.

Training should ensure that adults understand their role as a key part of the movement and not the centre of the movement. The relationship between the young person and the adult should be based on co-operation where the aim is to encourage the young person to progress in their self development and understanding of responsibilities.

### **Outdoor activities**

Baden-Powell stressed that outdoor activities would be invaluable in building self confidence, self awareness and character.

The purpose of the outdoor activity may be to develop special skills that are useful for adult members in their daily life. The activity can have the aim of strengthening spiritual awareness, raising self-confidence, encouraging self initiative, motivating team co-operation which is essential at a time when our environment is under threat.

### **Service in the community**

Girl Guides/Girl Scouts working with and in support of their environment is 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 every individual member 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.

It is important for the Leaders to understand that when their girls undertake service in the community as an activity, there should be a gain for the individual girls as well as the community that she is working in. Leaders should ensure that girls should benefit through personal development and the community should benefit through an improvement in the environment or services provided.

### **International Experiences**

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.

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.

## **Summary**

**Training will provide opportunities for adult members to:**

- understand the value of the Girl Guide/Girl Scout method in the development of individuals;
- understand that the elements of the Girl Guide/Girl Scout method empower adult members to participate actively in self -development and the development of one's community.



# Setting up a System for Monitoring and Evaluating the Effectiveness of the Training Scheme

## What is this about?

This chapter explores the areas of monitoring and evaluation as critical elements in the success of Training Schemes devised by the Association.

## Identifying Training Scheme Objectives

In order to know whether or not we succeed in what we are doing, it is important that we are clear about what we set out to do - the objectives are clearly set right at the beginning.

Objectives are a series of specific accomplishments designed to address the stated needs. An objective is an **endpoint**, not a **process**. It is a description of what will exist when the Training Scheme has been implemented. The clearer the objectives, the easier it is to plan and implement activities that will lead to attainment of these objectives. Writing clear objectives also makes it easier to monitor progress and evaluate the success of the Training Scheme.

Objectives must be **specific** (what and when), **measurable** (how much), **achievable**, **relevant** (suitable and appropriate) and **time-bound**.

Checklist:

<b>S</b> Specific	Is the objective clear in terms of what, how, when and where the situation will be changed?
<b>M</b> Measurable	Are the targets measurable (e.g., how much of an increase or how many people?)
<b>A</b> Achievable	Is the project able to secure the level of involvement and change reflected in each objective?
<b>R</b> Relevant	the objective meet the needs of the specified population?
<b>T</b> Time-Bound	Does the objective reflect a time period in which it will be accomplished?

There are different “levels” of objectives to be considered:

1. Achieving the **Mission of WAGGGS** requires that the Training Scheme is carried out in a participatory way - when discussing needs, planning the Training Scheme, investigating resources, implementing the Training Scheme and monitoring and evaluating its progress and impact. This objective could be considered as the wider objective.
2. The **Training Scheme objective** is the change to be accomplished during the lifetime of the Training Scheme on the participants. It is the direct effect of the Training Scheme. It is helpful to consider this objective as the “immediate objective”.
3. **Specific training course, each with specific objectives**, are trainings for adults undertaking specific responsibilities, i.e. leaders for Guides, Brownies, Commissioners, Campers etc. Because of the different tasks and the different levels of involvement of adults, it is important that each course compliments the overall objective of the Training Scheme.

In order to make evaluation easier, objectives should be as **SMART** as possible:

Specific Measurable Achievable Relevant Timebound

**An example:**

1. **The Wider objective:** To enable girls and young women to develop their fullest potential as responsible citizens of the world.
 

**The Training Scheme objective:** Training empowers the adult mentally, socially, physically, emotionally and spiritually to carry out their supportive role in achieving the mission.
2. **Specific training objectives:**
  - 2.1 **Training of Trainers:** Provides the trainers with an opportunity to learn the principles and practice of preparing, running and evaluating training courses for adults.
  - 2.2 **Training of Guide leader:** Enables her to understand the educational programme for the Guide Section.
  - 2.3 **Training of Board members:** Provides skills to Board Members to empower them to manage the National Association effectively.

Analysing your objectives can be very rewarding. You will know what your training must achieve to make a positive and lasting change to people's lives. You will know that your training has a purpose and that the activities with which you are involved have a value which relates to this purpose.

## Identifying Indicators

To be convinced that we are doing our activities in the right way, that we are achieving the objective of the training; and that we are having an impact on the Mission of WAGGGS, we need to collect evidence of our success. This is not something we do 10 years after we have set up our training scheme, but something we think about right at the start and track from the outset.

The evidence that will demonstrate that you are achieving the objectives at each level can be referred to as indicators. The evidence needs to be collected as information or data and so must be well targetted:

- how much/how many (quantitative)
- how well or what kind of (qualitative)
- by when (time)

It helps to remember QQT when identifying indicators - Quantity, Quality and Time. This forces us to be very clear about what we mean when we state our objectives:

### Example:

1. **The Wider objective:** To enable girls and young women to develop their fullest potential as responsible citizens of the world.

*Indicators :*

*Number of girls and young women involved in Guiding during a specific time period*

*Number of adults involved in Guiding during a specific time period*

*Evidence of improvements in quality of guiding.*

2. **The Training Scheme objective:** Training, empowers the adult mentally, socially, physically, emotionally and spiritually to take responsibility in carrying out the mission of WAGGGS.

*Indicators:*

*Number of adults trained per year*

*Number of training courses offered to adults*

*Membership figures*

*Evidence of change in quality of guiding*

**3. Specific training objectives:**

- 3.1 Training of Trainers:** Provide the trainers with an opportunity to learn the principles and practice of preparing, running and evaluating training courses for adults.

*Indicators:*

*Number of trainers attending*

*Number of training for trainers offered*

*Evidence of improvements in the quality of the training courses for trainers.*

- 3.2 Training of Guide leader:** Enable her to understand the educational programme for the Guide Section.

*Indicators:*

*Number of leaders attending*

*Number of training for trainers offered*

*Evidence of improvements in the quality of Guiding in the Guide section.*

- 3.3 Training of Board members:** Provide skills to Board Members to empower them to manage the National Association.

*Indicators:*

*Number of National Board members attending*

*Number of training offered*

*Evidence of improvements in the quality of management of the National Associations.*

## Collecting Information: the Monitoring Process

Monitoring is the process of routinely gathering information on all aspects of your trainings. Monitoring provides the information to help you analyse your training's current situation, identify problems and find solutions, keep training activities on schedule, measure if you are meeting your objectives and make decisions about resources. Monitoring is continuous. A monitoring system should be in place before the training starts.

It is important to plan from the outset how the information will be collected and who will collect it. Information may already be available from existing sources; special data gathering may be required involving interviews, questionnaires, observation schedules (a checklist of visible or observable evidence) or some other tools. It will be important to think about the cost and time implications of data collection, about the skills needed to make it an effective process and above all whether the data gathering is worthwhile. The golden rules are to keep data collection to a minimum and to keep the process as simple as possible.

Remember to think about what evidence you will need to collect at the start of your training and to plan the data collection process. Too often the collection of information is left too late. Yet without relevant information, we can not know how successful our activities are, nor whether we are achieving our objectives. In other words, without monitoring, we can neither manage our trainings well, nor evaluate the results.

## Evaluating the Results

The results the evaluation process will provide will be vital. Without evaluation, we will not learn from our mistakes nor will we learn from our successes - and it is our responsibility to learn from both. Evaluation is not about judging the performance of the individual or the National Organization, it is solely about learning and about developing our ability to distinguish between what does and does not work and to develop our approach as a consequence. Taking risks and learning what does and does not work is an important part of our approach to finding new ways to do what we do better. In this sense, we should not avoid innovation because of a fear of failure. We should try new approaches and set ourselves new challenges – to learn from the outcomes.

In summary, Training will be successful if:

- we know more about the strengths and weaknesses of our adults;
- we have a workable monitoring and evaluation system that we all share and develop over time;
- we know that we are having an impact at local level and at national level.

## Building an Evaluation Table

How do we go about *identifying objectives* and *activities* and distinguishing between the two?

How do we identify *indicators* as evidence?

What *data* or information do we gather?

How do we present and *analyse* this data?

How can we improve our own skills and work collaboratively with other team members so that *evaluation* is a shared process to which everyone contributes?

Developing an evaluation table for your project can answer these questions. It is a simple but well-structured approach to planning an evaluation that keeps data collection to a minimum.

How to construct the table:

1. **Identify the wider objective** - this is the WAGGGS Mission and is shared by us all.
2. **Identify your project objective** - which should be a response to a real need.
3. **Identify the specific training courses** that you must undertake - in order to achieve the Training Scheme objective.
4. **Complete the matrix form** - filling in the objectives at the top of each section and identifying indicators, tools and the analysis you will perform in the appropriate sections underneath.

Take the time to think about what you and the people you are working with really think is important. Use local wisdom – be imaginative, try things out.

## Summary

*To achieve this objective training will provide opportunities for adult members to:*

- Identify your Project Objective (talking this through in a group meeting may help).
- Identify what activities you will carry out to achieve this objective.
- Identify indicators for each objective.
- Consider data already available and data collection methods, you may need to design simple tools such as questionnaires.
- Consider the need for information to compare your results with ~ do you need to collect any information at the start so that you can measure how things have changed?
- Complete an evaluation table, including your thoughts on what analysis you might perform on the data.
- Plan your data collection schedule: who will do it, when and at what intervals?
- Collate and analyse the data when you can.



# Setting up a Training Scheme

## Definition

A Training Scheme can be defined as a list of courses drawn up as a result of an analysis of the needs of the National Association and the training needs of adult members. It is structured in stages showing a progressive series of learning experiences preparing adults for a specific task in order to improve their performance in their Girl Guiding/Girl Scouting role and enhance their personal growth.

## Criteria for a Training Scheme

- adherence to the Mission and object of WAGGGS;
- setting up a clear aim of what the training hopes to achieve for each of the seven objectives which are:
  - identifying suitable adults to meet the needs and positions required
  - promoting the Girl Guiding/Girl Scouting values within a changing world
  - developing skills relevant to a changing world
  - providing opportunities for examining attitudes both of the individual and of the National Association
  - imparting knowledge to prepare the Leaders to fulfil their roles
  - enabling National Associations to use the Girl Guide/Girl Scout method in training
  - setting up a system for monitoring and evaluating its effectiveness in structure and management, membership, training, programme, relationship to society and finance.
- fulfilling the needs of the National Association as well as the needs of adult members;
- supporting the progressive development of the National Association
- providing a systematic approach to ensure progressive stages for learning experiences;
- considering the development process of adults;
- reflecting flexibility, adaptability and of relevance to the present time;
- be supported by an adequate and appropriate national structure of administration and personnel;

- providing a suitable evaluation tool.
- conducting regular monitoring and evaluation at each stage
- evaluating the effectiveness of the Training Scheme at least once every 6 years.

## **The Process of Formulating a Training Scheme**

- conduct an in-depth study of WAGGGS' Training Policy and Guidelines to identify the essential elements which should be included in the scheme;
- identify needs of the adult members through consultation at different levels e.g. in districts, provinces and regions;
- identify the needs of the National Association taking into consideration the situation in the country;
- organize a gathering of members with training experience and expertise to study the needs of adult leaders and the National Association;
- identify the different levels of training according to the result of the study;
- formulate the aims of each level of training,
- outline a training courses to meet the aims of the different levels,
- design courses for specific needs in different skills

## **WAGGGS' Training Accreditation Scheme**

WAGGGS Training Accreditation is a system whereby WAGGGS World Board certifies that the Training Scheme of a National Association meets the requirements as laid down in the WAGGGS Training Policy and Guidelines.

## **How to Apply for Accreditation**

National Associations are required to:

- study the Training Guidelines to ensure that the Training Scheme covers all the elements (see checklist for reference)
- submit the Training Scheme to the:

**Training and Development Team, World Bureau**  
12c Lyndhurst Road, London NW3 5PQ  
England

## Procedures for Accreditation

- The Training Scheme is reviewed by the Training and Development Committee in consultation with the Regional Executive, Field Executive Trainer and other Committee Members who visit the National Association.
- On approval, WAGGGS Accreditation Certificate is presented to the National Association together with WAGGGS Trainers' Pins. It is the responsibility of the National Association to set up criteria for the selection of Trainers to whom the Trainers' Pins are awarded.
- When a Training Scheme does not meet the requirements, the National Association is given advice and assistance when required by the Training and Development Committee or by members who have participated in the evaluation.
- The National Association will be notified of the results of the evaluation within 3-6 months of submission.





# Format for Presenting the Association's Training Scheme for Accreditation

## Introduction

This should provide, in brief, an overall picture showing how the 7 objectives of WAGGGS' Training Guidelines have been implemented. These are:

- identifying suitable volunteers to meet the needs and positions required
- promoting Girl Guiding/Girl Scouting values
- developing skills relevant to a changing world;
- providing opportunities for examining attitudes both of the individual and the National Association
- imparting knowledge to prepare Leaders to fulfil their roles;
- enabling the National Associations to use the Girl Guide/Girl Scout method in training;
- setting up a system for monitoring and evaluating its effectiveness.

## Objectives

These should focus on what the Training Scheme hopes to achieve, which should be in line with WAGGGS' Policy on Training and the Training Guidelines.

## Types of Training

This refers to the various training courses and stages designed by the National Association to meet the needs of its adult members for example Basic, Intermediate, Advanced, Specialised Training, which form the framework of the National Association's Training Scheme.

## **Training Content**

This is an outline of the content/subject matter for each course designed. It should also show:

- target group - Guides, Commissioners
- duration of training - i.e. 1 day, 3 days
- level of training - basic, intermediate
- length of session - 2 hours, 3 hours
- others (if necessary)

## **Evaluation**

The Training Scheme must be evaluated in accordance with the objectives laid down by the National Association and in line with WAGGGS Training Guidelines.



# Checklist of Training Scheme for Submission

	Yes	No	Not Sure
<b>1. Has your Training Scheme adhered to:</b> <ul style="list-style-type: none"> <li>• WAGGGS Mission?</li> <li>• WAGGGS Objectives?</li> </ul>			
<b>2. Has your Training Scheme addressed the elements as contained in WAGGGS Training Guidelines such as:</b> <ul style="list-style-type: none"> <li>• Recruitment</li> <li>• Values</li> <li>• Skills</li> <li>• Attitudes</li> <li>• Imparting knowledge</li> </ul>			
<b>3. Have you focused on training adults?</b>			
<b>4. Do you conduct training courses for all types of adults as defined in the WAGGGS Training Policy, that is:</b> <ul style="list-style-type: none"> <li>• Unit Leaders</li> <li>• Guiders</li> <li>• Commissioners</li> <li>• Trainers</li> <li>• Council Members</li> <li>• Committee Members</li> <li>• Staff</li> <li>• Others</li> </ul>			
<b>5. Have you used the Girl Guide/Girl Scout method in your training?</b>			
<b>6. Do you monitor and evaluate your Training Scheme at the different stages of implementation?</b>			
<b>7. Do you have sufficient <u>types</u> of training to allow for the full development of your adult members?</b>			
<b>8. Do you have sufficient <u>levels</u> of training to allow for the full development of your adult members?</b>			
<b>9. Do you have a Training Committee to support the implementation of the Training Scheme?</b>			
<b>10. Do you have a sufficient number of Trainers to ensure the development of your adult membership?</b>			
<b>11. Have you provided adequate material resources to your adult members? i.e. handbooks, reference materials</b>			
<b>12. Has the Programme Committee been involved in the setting up of the Training Scheme?</b>			





# Glossary

Within the WAGGGS' Training Policy there are five important words and/or concepts that require clear understanding in order to interpret the spirit of the Training Policy.

## Adults

The main focus of the WAGGGS Training Policy is on the Adult Members who are defined as: Unit Leaders, Commissioners, Trainers, Council Members, Committee Members, Administrative Staff or any other adult who strives to achieve the Mission of WAGGGS. Girls and young women are trained through the effective delivery of the various programmes and their training, therefore, is a natural outcome of the well-trained adult. This is further explained below, along with an interpretation of the relationship between Training and Programme.

## ChangingWorld

Challenges experienced by the society as a result of rapid social, economic, technological and political changes, thereby affecting the traditional roles, beliefs, customs, values, attitudes and norms of its people. The changes experienced in lifestyle as a result of these current and ongoing trends have an impact on traditional organizations and also require the learning of new skills to adapt to the changing environment.

## Non-formal Educational Programme

This is an organized non-formal educational programme outside the established formal system (school) that is intended to serve a targeted group. This non-formal educational programme takes into account the needs and aspirations of young people, should have learning objectives, be based on the values of Girl Guiding/Girl Scouting and be carried out by using the Girl Guide/Girl Scout method. The non-formal educational programme will have some structure but will be flexible in its approach and delivery. In this document non-formal educational programme is referred to as educational programme.

## Education of Girls and Young Women in WAGGGS

The WAGGGS Training Guidelines are produced by WAGGGS for all National Organizations. National Organizations in WAGGGS can have different structures.

Each National Organization aims to prepare girls and young women to take on a responsibility as equal partners with men in their society. Some National Organizations 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.

The World Board has accepted a Policy on Education of Girls and Young Women in WAGGGS.

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

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

WAGGGS recognises co-education as one education method to develop partnership between girls and boys on an equal basis and ensuring equal opportunities while recognising their differences.

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



## Reference Documents

*Educational Programme Guidelines*, April 1998

*Self Assessment of your Association – A Way to Ensure Growth*, October 1997

*How To... Leaflets*, WAGGGS, January 1998

*WAGGGS at a Glance*, 1997

*Girl Guiding/Girl Scouting: A Challenging Movement*, WAGGGS, 1997

These documents can be requested from the World Bureau:

**World Association of Girl Guides and Girl Scouts**

World Bureau, Olave Centre,

12c Lyndhurst Road

London NW3 5PQ

England

Tel: +44 (0) 171 - 794 1181

Fax: +44 (0) 171 - 431 3764

Email: [waggs@waggsworld.org](mailto:waggs@waggsworld.org)





# WAGGGS Training Policy

## Introduction

The **Object of the World Association** according to Article III of WAGGGS Constitution is:

- to promote, throughout the world, unity of purpose and common understanding based on the Fundamental Principles;
- 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.
- to encourage friendship among girls and young women of all nations within countries and world-wide.

## WAGGGS Mission

*“To enable girls and young women to develop their fullest potential as responsible citizens of the world.”* The Mission sets the direction of the Movement and serves as the basis for work that needs to be carried out by our adult members. Trainers play an important role in training adults to enable them to carry out their supportive role in achieving the Mission.

## Training Policy

WAGGGS actively promotes training, based on Girl Guiding/Girl Scouting method, as a means of enabling adults to gain the necessary knowledge, skills, attitude and values so that they can carry out their responsibilities effectively thus strengthening the quality of Girl Guiding/Girl Scouting.

## **Aim**

Training empowers the adults intellectually, socially, physically, emotionally, morally and spiritually to take responsibility in carrying out their jobs. Training must enable the adult to realise her full potential in personal growth and development, ensure job satisfaction and further develop leadership skills.

## **Explanation**

The development of girls and young women depends on the quality of the educational programme, the method used in implementing the educational programme and the general management of the Association. Each Association has to train the adult leaders in order to ensure that they understand their responsibility and commitment and so as to carry out the task required.

Training in WAGGGS is based on the non formal education of adults. Training can be undertaken through organized training events and through the ongoing work of adults such as meetings, seminars, camps and workshop.

It is the responsibility of WAGGGS to support and ensure that National Associations have developed and implemented suitable Training Schemes that take into consideration trends, needs and aspirations of adult member and using WAGGGS Training Guidelines.

It is the responsibility of each National Association to develop each adult member to her fullest potential and to pursue training standard to the highest possible level.

The Association's approach to training should reflect the desire to strengthen the quality of Girl Guiding/Girl Scouting.