

Girl Guides Australia

OLAVE PROGRAM RESOURCE



GIRL GUIDES
AUSTRALIA

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1. What is the Olave Program?

The Olave Program is a part of Girl Guides Australia, which in turn is part of the World Association of Girl Guides and Girl Scouts (WAGGGS), the world's largest voluntary organisation for girls and young women.

The Olave Program is a personal development program for members of Guiding in Australia aged 18-30. It focuses on the three aspects of community, adventure and self-development.

An Olave is a member of a State Girl Guide Organisation who has had her 18th birthday but has not yet had her 30th birthday, and who elects to participate in the Olave Program by registering as such in her state.

The Olave Program empowers young women to further develop as confident, self-respecting, responsible global community members. It also provides a voice for the young women of Guiding.

Participating in the Olave Program provides great opportunities for challenge and adventure, getting involved in the community, meeting new people and developing new skills and abilities.

Peer Groups consist of Olaves who meet together on a regular (or semi-regular) basis. Peer Groups may be set up according to geographical areas (ie regions or districts), or to meet the needs of those with similar interests (for example, canoeing or advocacy).

The Olave Program was reviewed in 2013-2014, and a number of improvements have been made as a result of an ongoing project called Olave Program Ignite. This project will continue throughout 2016.

This Resource contains a wealth of information about the Olave Program and Girl Guides Australia. There is a list of contacts at Section 9 for any further questions.

"Through the Olave Program I think I've developed into someone I'm proud of being."

2. Olave Program Framework

2.1 OVERVIEW OF THE OLAVE PROGRAM FRAMEWORK

The Olave Program is a personal development program for members of Guiding in Australia aged 18-30. It focuses on the three aspects of community, adventure and self-development.

Olaves take opportunities to:

- ▶ Make a positive difference in their communities through volunteering, service and advocacy;
- ▶ Challenge themselves through new experiences especially in the outdoors and internationally; and
- ▶ Develop skills and knowledge to enable them to grow as individuals.

The Olave Program is underpinned by the Guide Promise and Law and the innovations and traditions of Australian Guiding



Olaves and Peer Groups should structure their programs around the Olave Program Framework, to ensure that opportunities are available to participate in a wide variety of activities and to support the growth of individuals.

The Olave Program Framework is intended to enhance rather than limit an individual's experience in the Olave Program.

"I am constantly amazed by the variety of people that I have met through the Olave Program from across Australia, who are brought together by a shared commitment to personal growth and working to improve our community, as well as being up for all sorts of adventures."

2.2 COMMUNITY

2.2.1 What is Community?

Community: Olaves take opportunities to make a positive difference in their communities through volunteering, service and advocacy.

This could involve:

- ▶ Taking action to improve your community
- ▶ Developing an understanding of global issues and sharing your knowledge with others
- ▶ Volunteering at events and activities
- ▶ Connecting with a range of diverse groups within your community
- ▶ Developing and implementing a project of your own or with like-minded people
- ▶ Supporting Guiding at a local, state, national and international level
- ▶ Speaking out on issues you are passionate about
- ▶ Working in partnerships with other organisations to implement positive change

Olaves are all connected to a variety of different communities, and take opportunities to contribute in a positive way to the growth, development or happiness of their communities.

Volunteering is any activity within a community that is performed without expectation of payment or reward. It can be a one-off activity, or a regular commitment. Examples of volunteering include having other roles within Guiding (for example, a Unit Leader or a Free Being Me Project Leader), or an involvement with an external organisation (such as St John's Ambulance).

Although there is no clear distinction between service and volunteering, service tends to be more about projects that will improve the community. Collecting donations for a women's refuge or spending a day tree-planting would be examples of service projects. These can be short-term or long-term projects.

Advocacy is defined by WAGGGS as "influencing people to take decisions that will improve our lives and the lives of others". Whatever the issue, advocacy is about taking a stand and working for positive change. Advocacy involves speaking out, doing and educating. For Olaves and Guides around the world, this involves speaking out about important issues that affect girls and young women, developing projects which directly improve people's lives, and educating girls and other young women so they can positively change the world around them.

Olaves are encouraged to explore making a contribution to their communities via all three methods – volunteering, service and advocacy.

"The Olave Program has enabled me to be an advocate to my friends about not burying your head in the sand when it comes to women's health."

Groups
Fundraising
Migrants Network
Children Breast Care Bags Unit Leader Elderly
Advocacy Skills Lifesaving Conservation
Local Council Helping Vulnerable Knitted Squares Refugees
Guiding Management Role Stop The Violence
Free Being Me Social Justice Campaigns Community Event
National Committee WAGGGS Advocacy Projects First Aid
External Organisations UN Days Collect Donations
Region Committee State Committee
Volunteer Guide Properties Environment
Fun Runs Make Items Take Action
Projects

2.2.2 Ideas for Community activities

- ▶ Volunteering with a Guide Unit
- ▶ Sitting on a region, state or national Guiding committee such as a property committee or the state Program Committee
- ▶ Running or assisting with a project or event in Guiding
- ▶ Making useful items for people in the community such as knitted blankets, journals or breast care bags
- ▶ Taking on a manager role in Guiding such as Region Manager or District Manager
- ▶ Collecting items such as toiletries for women's refuges, or canned food for a food bank
- ▶ Volunteering at community events such as fun runs, pride marches or sausage sizzles
- ▶ Participating in social justice campaigns such as Stand Up Against Poverty
- ▶ Volunteering with another organisation such as Ronald McDonald House or Oxfam
- ▶ Learning skills to benefit the community such as first aid, lifesaving or fire fighting
- ▶ Participating in a WAGGGS advocacy project such as Stop the Violence
- ▶ Take action on a UN Day such as International Day of the Girl
- ▶ Providing service to Guiding properties through repairs, maintenance or cleaning
- ▶ Providing support within a Peer Group to other Olaves
- ▶ Fundraising for worthy causes
- ▶ Assisting the environment by participating in a conservation effort
- ▶ Helping vulnerable groups such as refugees, victims of crime or violence, the elderly, children or new migrants
- ▶ Sharing knowledge of your community including civic responsibilities with others
- ▶ Developing advocacy skills in others
- ▶ Bringing together different community groups for shared events or projects

Volunteering Australia: www.volunteeringaustralia.org

WAGGGS Advocacy information, toolkits and opportunities:
www.wagggs.org > About Us > What we Do > Advocacy.

"I love helping other people as it makes me feel more positive about myself."

2.3 ADVENTURE

2.3.1 What is Adventure?

Adventure: Olaves take opportunities to challenge themselves through new experiences especially in the outdoors and internationally.

This could involve:

- ▶ Stepping out of your comfort zone and developing self-confidence
- ▶ Experiencing Guiding on an international level through overseas trips and experiences
- ▶ Exploring natural and urban environments
- ▶ Making global connections through the World Association of Girl Guides and Girl Scouts (WAGGGS) or other international organisations
- ▶ Expanding your horizons by taking part in a range of different activities
- ▶ Attending camps and events at a local, state, national and international level
- ▶ Developing skills in planning, risk management and problem solving and sharing this expertise with others
- ▶ Participating in opportunities and programs offered by WAGGGS

A true adventure is one that is challenging for the individual. Regardless of the nature of the adventure, it will need to be well-planned with all relevant risk management in place.

"I love being involved in the Olave Program. It has challenged me and taken me out of my comfort zone as well as making new friends and participating in what I love doing."

2.3.2 Camping and adventure activities

The rules which apply to Olave Program camps and adventure activities are found in Guide Lines: www.girlguides.org.au > Leaders & Volunteers > Resources & Programs > Guide Lines.

For camps involving only Olaves and/or adult members

- ▶ There is no requirement for a person to hold a camping qualification
- ▶ There must be at least one person who holds a current Provide First Aid Certificate (or equivalent)
- ▶ A Camp Notification / Application Form (OUT.01) must be completed (only relevant sections)
- ▶ A Risk Management Plan (ADM.56B) must be sent to the State Outdoors Manager and copied to the State Olave Program Manager
- ▶ Participants must complete and provide an Adult Information Form for Activities (ADM.28)

For adventure activities involving only Olaves and/or adult members (see Chapter 6 of Guide Lines for full details)

- ▶ An Adventure Activity Form (OUT.02) must be completed
- ▶ A Risk Management Plan (ADM.56B) must be sent to the State Outdoors Manager and copied to the State Olave Program Manager
- ▶ There must be at least one person who holds a current Provide First Aid Certificate (or equivalent)
- ▶ Participants must complete and provide an Adult Information Form for Activities (ADM.28)
- ▶ The qualifications of leaders or instructors carrying out all adventure activities must be confirmed by the State Outdoors Manager.

Risk management must be an integral part of planning for all Olave Program activities, even if they are not camps or adventure activities.

- ▶ Girl Guides Australia insurance information is found here: www.girlguides.org.au > Leaders & Volunteers > Insurance (username: leaders, password: ggainfo)

For any activities which involve youth members, the relevant requirements regarding approvals, qualifications and ratios (as per Guide Lines) must be fulfilled.

Don't forget to report any accidents or incidents that occur during Olave Program events by using the appropriate forms:

- ▶ For any accident that involves an injury to any Guiding member, family member, contractor or visitor, use ADM.24A: Notification of Accident.
- ▶ For any other any incident that does NOT involve an injury (which may include things such as property damage, theft, and near misses or an unsettling incident), use ADM.25A: Notification of an Incident.

These forms may be obtained from your State Girl Guide Organisation or here: www.girlguides.org.au > Leaders & Volunteers > Forms (username: leaders, password: ggainfo)

Olaves participating in activities or events run by Scouts or other organisations (if they are attending in their capacity as Olaves) need to adhere to Guide Lines to in order to ensure the safety of all members.

2.3.3 International opportunities

There are many fantastic international opportunities available through Girl Guides Australia or through the World Association of Girl Guides and Girl Scouts (WAGGGS) for Olaves.

GOLD

Guiding Overseas Linked to Development (GOLD) is an international service project for Olaves. The project is a partnership project between two or more WAGGGS Member Organisations, aimed at developing Guiding in one of those organisations. The participating Member Organisations work together to determine what area of Guiding the recipient organisation wishes to focus on and the project is mapped out over a fixed term.

Girl Guides Australia has been involved in GOLD projects with the Girl Guide Association of Thailand (together with Girlguiding UK), as well as the Girl Guide Association of the Cook Islands (together with Girlguiding New Zealand). A new GOLD project will begin in 2016.

Being selected for GOLD is an incredible opportunity to learn about Guiding in a different country and to work closely with Guides from other Member Organisations. It is a chance to share some of the great parts of Guiding in Australia, as well as experiencing the local culture of the recipient organisation.

WORLD CENTRES

There are four "World Centres" (in England, Switzerland, Mexico and India), where girls and women from around the world can develop their leadership and life skills through international friendship, challenge, adventure and self-development. There is also a Fifth World Centre pilot project, exploring how WAGGGS can provide an international experience using existing facilities in Africa.

There are many opportunities for Olaves to work or volunteer at these World Centres, as well as to attend international seminars and events which are held regularly. For more information, visit: www.waggs.org > world > centres.

"It wasn't until I spent four months as an autumn volunteer at Our Chalet in Switzerland that I fully realised how much Guiding had to offer young women outside of unit leadership roles."

WAGGGS EVENTS AND SEMINARS

Some of the specific events and seminars offered by WAGGGS are:

- ▶ Juliette Lowe Seminar: mainly held at the four World centres, in rotation. Each Seminar has a different theme or focus, though always focusing on international knowledge and leadership.
- ▶ Helen Storrow Seminar: traditionally held at Our Chalet (WAGGGS' first World Centre in Switzerland) and addresses the most relevant issues in our global society such as the natural environment, leadership, self image, gender inequality and advocacy.
- ▶ CSW: each year, WAGGGS sends a delegation of young women to the United Nations Commission on the Status of Women (CSW), an annual meeting in which UN members discuss issues around women and gender equality.

These opportunities are advertised via the WAGGGS website: www.waggs.org.

INTERNATIONAL ASSISTANCE

There is funding available through Girl Guides Australia and other organisations to assist with international adventures:

www.girlguides.org.au > Leaders & Volunteers > Financial Assistance (username: leaders, password: ggainfo)

"Volunteering at Our Cabaña in Mexico has had an enormous benefit to my life in general, and in particular, to my Guiding life."

"My time at the World Centre reaffirmed my belief in the power Guiding has to make a difference to the lives of young women all around the world, and I left with a desire to help do so."



2.3.4 Ideas for Adventure activities

- ▶ Trying an adventurous outdoors activity such as caving or mountain climbing
- ▶ Going for a night hike in the city
- ▶ Getting out on the water by going sailing, canoeing, kayaking, rowing, kite surfing, windsurfing or stand up paddle boarding
- ▶ Volunteering at a World Centre
- ▶ Trying out different methods of travel – bike riding, canoe, on foot or public transport
- ▶ Gaining skills as an instructor in an outdoor activity such as swimming or abseiling
- ▶ Learning outdoor navigation skills such as mapping, orienteering, compass or navigating by the stars
- ▶ Travelling interstate or overseas
- ▶ Participating in orienteering or rogaining
- ▶ Exploring urban environments
- ▶ Getting airborne – in a glider or a plane
- ▶ Developing climbing skills, either indoor, outdoor or bouldering
- ▶ Going to the snow and trying skiing, snowboarding, ice climbing or skating
- ▶ Attending a UN WAGGGS event
- ▶ Organising and running an adventure activity for others (Olaves or Guides)
- ▶ Participating in a mud bash race
- ▶ Combining lightweight camping with an adventure to follow a river or
- ▶ Learning new skills such as fencing or pistol shooting
- ▶ Going riding – on a horse, a road bike or a mountain bike
- ▶ Getting up high on a high ropes course or abseiling

2.4 SELF-DEVELOPMENT

2.4.1 What is Self-development?

Self-development: Olaves take opportunities to develop skills and knowledge to enable them to grow as individuals.

This could involve:

- ▶ Developing practical skills to assist in all areas of life
- ▶ Volunteering for leadership or management positions and/or working to develop the relevant skills
- ▶ Developing and expanding supportive social networks
- ▶ Setting goals and achieving them through Olave Program Awards or personal projects
- ▶ Upskilling in the areas of project management, event management and governance within Guiding
- ▶ Actively participating in a Peer Group to enhance your development and the development of others
- ▶ Exploring new interests, skills and opportunities, including gaining external qualifications
- ▶ Undertaking learning and development opportunities through Guiding on a variety of topics

Self-development for each person is different. It might be governance, car maintenance, self-defence, IT skills, time management, performing arts, meditation or something else completely different. Peer Groups provide opportunities to learn skills as a group, and to try new activities! The Olave Program Awards structure provides opportunities for individuals to set up personal projects for developing skills or gaining qualifications (see Section 4).

“The roles I have held within the Olave Program, both at a state and national level, gave me skills that complimented my university studies.

Public speaking, policy writing, chairing meetings, attending Board meetings, strategic planning, and event management are just some of skills that I gained during my time in the Olave Program.

Professionally, I would not be where I am today without the skills I gained during my time in the Olave Program.”

2.4.2 Guiding resources for self-development

Within Girl Guides Australia as well as the World Association of Girl Guides and Girl Scouts (WAGGGS) are a number of different resources to assist the development of a variety of skills including leadership, management and advocacy skills.

WAGGGS

GLOW is the WAGGGS online global learning portal, which offers online courses including ‘i-Lead’. This is an opportunity to discover more about leadership through interactive materials, activities and forum discussions. <http://glow.waggs.org>

ALQP

The Australian Learning and Qualification Program (ALQP) is the formal framework that allows Olaves to develop skills for leadership roles, with the intention of using these skills within Girl Guides Australia as a Unit Leader, Assistant Unit Leader, Outdoors Leader or Manager. For more information on the ALQP see the Girl Guides Australia website www.girlguides.org.au > Leaders & Volunteers > Australian Learning & Qualification Program (username: leaders, password: ggainfo)

Many trainings and opportunities offered by the National Learning and Development team are open to all members of Guiding – which means that Olaves who do not have leadership qualifications are very welcome to attend and participate. These include:

Learning Topics: Suggested activities and resources for self-directed learning

- ▶ Including Advocacy & Social Issues, Campfires, Guiding History, Management, Promise & Law, Knots & Pioneering, WAGGGS & World Guiding
- ▶ www.girlguides.org.au > Leaders & Volunteers > Australian Learning Qualification Program > Learning Topics (username: leaders, password: ggainfo)

Adult Endeavours: Syllabus of activities assessed by a skilled mentor

- ▶ Including Faith Awareness, Environmental Awareness, Health & Fitness and Women in the Lead
- ▶ www.girlguides.org.au > Leaders & Volunteers > Australian Learning Qualification Program > Adult Endeavours (username: leaders, password: ggainfo)

Outdoors Modules: Tasks and activities assessed by an Outdoor Skills Assessor

- ▶ Including camping, expeditions, canoeing, kayaking and rowing
- ▶ www.girlguides.org.au > Leaders & Volunteers > Australian Learning Qualification Program > Outdoor Modules (username: leaders, password: ggainfo)

Region Trainings and Workshops: Training tailored to meet needs of districts, regions and states

“The Olave Program has helped me to develop into a person that is ready for a leadership role in this amazing organisation.”

2.4.3 Ideas for Self-development activities

- ▶ Learning governance or management skills through a course or practical experience
- ▶ Developing new social networks - meeting people through new groups or activities
- ▶ Undertaking Olave Program Awards
- ▶ Participating in the running of a project and gaining project management skills
- ▶ Developing mental health through practicing mindfulness, meditation or stress-management techniques
- ▶ Learning a language or other cultural awareness
- ▶ Gaining external qualifications through a university, TAFE, college or other provider
- ▶ Exploring the Learning Topics on the Girl Guides Australia website
- ▶ Developing creativity by exploring poetry, landscaping, painting, drama, music or dance
- ▶ Improving skills around the home in painting, repairing furniture or gardening
- ▶ Developing outdoor skills such as survival techniques, knotting or shelter-building
- ▶ Learning about current affairs and engaging in debates
- ▶ Improving financial literacy by undertaking a course or workshop or practicing budgeting and responsible financial management
- ▶ Developing practical life skills such as changing tyres or cooking
- ▶ Learning photography or how to make movies
- ▶ Helping to run an event and gaining event management skills
- ▶ Developing fitness and strength by trying new sports or outdoor activities
- ▶ Learning about the history of the local area, the state or any given time period / country
- ▶ Attending talks and learning from experts in a subject of interest
- ▶ Becoming a Guide trainer and help others develop



3. Peer Groups

3.1 OVERVIEW OF PEER GROUPS

A Peer Group consists of a number of Olaves who meet together on a regular basis. Peer Groups may be set up according to geographical areas (ie regions or districts), or to meet the needs of those with similar interests (for example, canoeing or advocacy).

Olaves who are seeking a Peer Group (or a new Peer Group) can contact their State Olave Program Managers for information about other Peer Groups in their area, or any online Peer Groups. Finding a Peer Group that is a good fit is important to foster positive dynamics. Olaves should feel free to take time to explore different options and find a Peer Group that works for them.

Peer Groups are not necessarily the same as Award Support Groups (see Section 4).

“Nothing can compare to being in a room with a diverse group of women who all have the same basic vision.”

3.2 REQUIREMENTS FOR PEER GROUPS

There are no set rules around how often a Peer Group needs to meet, or exactly what it needs to do. This is up to the Olaves who are members of the Peer Group to decide. However, it is important that Peer Groups are registered, provide their state with updates of their activities and are open, accessible and accountable.

The basic requirements for a Peer Group are:

- ▶ Registered with the State Girl Guide Organisation (as per state processes) and has a name.
- ▶ Has a nominated Contact Person for the Peer Group who is willing to be accountable for passing on communications from State Olave Program Manager or Region Manager to the Peer Group, and responding to requests from the Region Manager or State Olave Program Manager as required (and ensure that contact details are regularly updated).
- ▶ Be open to new Olaves joining the Peer Group.
- ▶ Be committed to facilitating participation in the Olave Program Framework.
- ▶ Ensure that all activities are in line with the Promise and Law, Guide Lines and the Code of Conduct.

Olaves can be members of more than one Peer Group. For example, they might be involved with Peer Groups in different locations (at university and at home), or for different interests.

3.3 STRUCTURE OF A PEER GROUP

There is no required structure for a Peer Group, save that there must be one person who is the nominated Contact Person. The Contact Person must be willing to be accountable for:

- ▶ Passing on communications from State Olave Program Manager or Region Manager to the Peer Group (for example, information about events, opportunities or important Guiding updates) to ensure that all Olaves are fully informed; and
- ▶ Responding to requests from the Region Manager or State Olave Program Manager as required (for example, requests for information about activities that the Peer Group has engaged in, requests for assistance with region events) to ensure that the region and state are aware of what is occurring in the Peer Group.

Remember to notify the State Olave Program Manager if the Contact Person for a Peer Group changes!

Peer Groups can operate in different ways – some have a formal structure with regular meetings, some might meet at region or state events, and others depend on particular individuals to make things happen.

One of the downsides of Peer Groups where there are no set roles, is that everyone assumes that other people will organise events and activities – and so either nothing happens or plans fall through. For that reason, it can be useful (especially with a new Peer Group or a Peer Group that is seeking to become more active) to appoint or elect positions as Chair, Secretary and Treasurer (or whatever names the Peer Group chooses).

For example, the Chair might be responsible for coordinating planning sessions every semester and being the Contact Person, the Secretary responsible for ensuring that all events are advertised in plenty of time, and the Treasurer responsible for money received by fundraising and ensuring that payments are collected from Olaves for each activity.

Giving people specific roles can make it clear what responsibilities lie with whom, and to keep the Peer Group on track. However, it is also important to rotate these roles regularly so that individuals don't get overwhelmed and everyone has a chance to participate. It would be important for the Peer Group to be clear about the boundaries of the position and to ensure that everyone still has a say in the Peer Group and a share of the responsibilities and opportunities.

Check out the Learning Topic on Effective Meetings: www.girlguides.org.au > Leaders & Volunteers > Australian Learning Qualification Program > Learning Topics. (username: leaders, password: ggainfo)

3.4 COMMUNICATION IN A PEER GROUP

Many Peer Groups utilise social media to organise activities and events. Here are some tips to make the best use of social media for communications:

- ▶ Ensure that all Olaves are familiar with the Girl Guides Australia Social Media Policy in Guide Lines.
- ▶ It is best to create a closed or secret Facebook group so that details of events, and comments, are not publicly available.
- ▶ Ensure that if any Olave does not wish for photos to be available online, that her wishes are respected.
- ▶ To encourage more Olaves to become involved in Peer Group events, put up photos so everyone can see the great activities that are occurring.
- ▶ Share posts about activities and photos with State and National Facebook pages so that other Peer Groups and Olaves can be inspired.
- ▶ Ensure that communications online are always appropriate and polite, in accordance with the Social Media policy as set out in Guide Lines.

Remember to ensure that all communications are accessible to all members of the Peer Group (for example, if some Olaves don't have Facebook make sure that information is distributed by email as well). Consider the use of technology to ensure that Peer Groups remain connected even if separated by distance.

Check out the Learning Topic on Communication: www.girlguides.org.au > Leaders & Volunteers > Australian Learning Qualification Program > Learning Topics. (username: leaders, password: ggainfo)

3.5 SETTING UP A PEER GROUP

There are any number of reasons why an Olave may be looking to set up a new Peer Group. It may be that a group of Guides have recently turned 18 and want to continue their Guiding journey in the Olave Program at a time that suits them. Alternatively, an active Olave may have moved to a new area where there is no Peer Group, or a Unit Leader who is 18-30 may be seeking to develop herself through Guiding and want to set up a Peer Group.

The first step in setting up a Peer Group is to contact the State Olave Program Manager. She will be able to assist with the process, and it is also important that she is aware of the creation of new Peer Groups.

The next step is to find some like-minded young women who are also interested in creating a Peer Group. This usually involves working with Region or District Managers to identify leaders aged 18-30 who may wish to participate in the Olave Program,

contacting Guide Units with 17 year old Guides to get in touch with young women who may have recently left Guiding when they turned 18.

Once a small group of Olaves has been identified, they should meet (perhaps with the State Olave Program Manager in attendance) to:

- ▶ Decide how the Peer Group will meet and how often (of course this can always be changed).
- ▶ Nominate the Contact Person for the Peer Group. This role involves being accountable for passing on communications from State Olave Program Manager or Region Manager to the Peer Group, and responding to requests from the Region Manager or State Olave Program Manager as required.
- ▶ Set goals of what the Peer Group wants to accomplish each year and evaluate regularly.
- ▶ Register the new Peer Group, including details of the Contact Person as per state requirements or procedures (check with the State Olave Program Manager).

All Olaves in the Peer Group must be paid members of the State Girl Guide Organisation and have complied with the child protection policy of the state with regard to Working With Children Checks (or similar).

Sometimes it can take time to establish a new Peer Group, and Olaves should not be disheartened if it does not occur as quickly as they might expect. Consistent communication and conversations with people inside and outside Guiding can assist in developing momentum and attracting new Olaves.

Check out the Learning Topic on Team Building: www.girlguides.org.au > Leaders & Volunteers > Australian Learning Qualification Program > Learning Topics. (username: leaders, password: ggainfo)

“The Olave Program is a really great opportunity for me to be able to connect in Guiding with people my own age.”

3.6 PROGRAMMING FOR A PEER GROUP

Olaves and Peer Groups structure their programs around the Olave Program Framework, to ensure that opportunities are available to participate in a wide variety of activities and to support the growth of individuals. When planning for activities, think:

- ▶ Is this an adventure or a challenge?
- ▶ Is it about learning new skills or designed to help individuals grow and develop?
- ▶ Is it beneficial for the community?

It is important to remember that the Olave Program Framework is intended to enhance rather than limit an individual's experience in the Olave Program.



Check out Section 2 for more information about the Olave Program Framework and ideas for activities and projects for each of the three aspects – Community, Adventure and Self-Development.

Different Peer Groups will agree on their program in different ways. Some Peer Groups may plan for the upcoming semesters, others may plan for the whole year and others might plan only one activity in advance. Bigger events, or events with Guides or other organisations should always be planned well in advance. Check out Section 2.3.2 for relevant information regarding camps and adventure activities. Effective risk management must always form a key part of Peer Group programming!

Some quick tips to assist with planning:

- ▶ Check with the state or region as to what events are coming up and whether Olaves can help out at or attend.
- ▶ Find out what external fundraising or service activities are planned in the local area.
- ▶ Learn when the different International Days are scheduled (the full list of UN-recognised days are here: www.un.org > Observances > International Days)
- ▶ Nominate different Olaves to organise different events or activities so that no one person is stuck with organising everything (this will also ensure that activities are not limited to those enjoyed by one particular person, or held in one particular location).
- ▶ Don't just think small – what about an international or interstate trip for the Peer Group?

Below is one example of a Peer Group plan for half a year:

| DATE | ACTIVITY | ORGANISER |
|-----------------------------------|---|-----------|
| Sunday 25 January | Peer Group planning evening – at Guide House (includes celebration for Mya's OBP Award) | Larissa |
| Sunday 22 February | State Thinking Day event – running an activity and the first aid tent | Bronwyn |
| Wednesday 4 March | Indoor rock climbing evening | Miranda |
| Friday 20 March | “Presenting with Pizzazz” training for all Olaves | Aisling |
| Saturday 4 April – Sunday 5 April | Overnight camp at state Guide property including organising busy bee | Kate |
| Wednesday 15 April | Self-defence class, also inviting local 14+ Guides | Bek |
| Saturday 2 May | Olave Program breakfast prior to state AGM | Nicole |
| Friday 15 May | Teach Something, Learn Something (everyone brings a new skill to teach) | Lindsay |
| Saturday 6 June – Sunday 7 June | Relay for Life – Peer Group team entered (fundraising for Cancer Council) | Jen |
| Friday 19 June | OBP Award planning and showcase evening (state awards coordinator present) | Lauren |
| Saturday 11 July – Sunday 12 July | Overnight hike at local national park | Emma |

3.7 RECRUITING TO A PEER GROUP

The very best way to recruit new members to a Peer Group is to get out and get seen in the Guiding community and the wider community! Unless people know about the Olave Program and what Peer Groups get up to, they are unlikely to be interested in joining.

Here are some tips to recruit new members to a Peer Group from within Guiding:

- ▶ Forge links between a Peer Group and a local 14+ Guide Unit and hold some joint events so that Guides and Olaves get to know each other.
- ▶ Have a list of birthdays for 16 and 17 year old Guides in the region – send out birthday cards containing the AGP-OP Link Badge syllabus when the Guides turn 17, and a card with an invite to the Peer Group event when they turn 18.
- ▶ Set up a 'Big Sister' or buddy program for Guides in the district or region with the Olaves.
- ▶ Have a regular Peer Group representative at district or region meetings to get to know the Leaders who are 18-30 years old, or ask the District or Region Manager to send out an email.

Of course, there are also young women in the wider community who might be interested in joining a Peer Group. Think about holding stalls at community events, where appropriate, such as the local university orientation week, library or community fete.

3.8 PEER GROUPS AND GUIDING

Some Peer Groups are connected to a district or a region, while others might be based at a State level. Therefore, some Peer Groups may be connected to their State Girl Guide Organisation via a Region Manager as well as the State Olave Program Manager. Some States also have, or are introducing, Olave Program representatives or positions at region level.

It is important for Peer Groups to be connected to the Guiding that is happening in their district, region or state. Olave Program Peer Groups should be an integral part of the local Guiding community, which may include running events, fundraising and giving service to Guiding so that the Guides get to know who they are and what they do.

Peer Groups should ensure that they have a representative at district or region meetings to keep the region or district informed about the Olave Program as well as to keep the Peer Group informed about region or district matters.

“Events such as Shindig have been fantastic for being able to see what Olaves are all about and I loved being able to do things with Olaves even before I was old enough to be one!”

3.9 CONFLICT RESOLUTION IN A PEER GROUP

In any group of people there may be conflicts that arise, and Peer Groups are no different. How the conflict is handled will be very important, both for the individuals concerned and the Peer Groups as a whole. Each state has its own grievance policy and procedure, which should always be followed. Generally speaking, Olaves can escalate issues or conflicts to the State Olave Program Manager or Region Manager. However, it is best for a Peer Group to attempt to resolve the conflict first.

There are many different ways to deal with conflict. People may choose to ignore it, complain about it, blame someone for it, or try to deal with it through hints and suggestions. Alternatively people can be direct, clarify what is going on, and attempt to reach a resolution through common techniques like negotiation or compromise.

The key to avoiding or minimising conflicts is for Olaves to abide by both the Promise and Law, and the Girl Guides Australia Code of Conduct. Behaviour that is contrary to the Promise and Law and/or the Code of Conduct should be noted and named. It is always best to have discussions or raise concerns about poor behaviour in private rather than in public, and face to face is better than via email or on the phone.

For more information and resources, check out the Learning Topic on Conflict Management: www.girlguides.org.au > Leaders & Volunteers > Australian Learning Qualification Program > Learning Topics (username: leaders, password: ggainfo)

“Incorporating the Promise & Law as a part of everyday life helps me keep my integrity in hard times and to always pick myself up and keep going.”

3.10 ADDITIONAL SUPPORT NEEDS IN A PEER GROUP

All Peer Groups contain Olaves of many different abilities, interests, skills and capabilities. Some Peer Groups contain Olaves with additional support needs, and this section provides some information to ensure that all Olaves are accommodated within a Peer Group.

All Olaves must ensure that any special or additional needs are noted on registration forms or ADM.28 forms when attending events. This is important for the safety and enjoyment of everyone at events. Olaves who are running activities or events where there will be participants with additional support needs should consider whether extra staff or carers are required.

The NSW-ACT Girl Guides Special Needs websites contains useful information and stories: www.specialneedsgirlguides.com.au.

Check out the Learning Topic on Supporting Others: www.girlguides.org.au > Leaders & Volunteers > Australian Learning Qualification Program > Learning Topics (username: leaders, password: ggainfo)

“My Peer Group consisted of such different individuals who would have never met or become friends if it wasn't for the Olave Program.”

3.11 FINANCES IN A PEER GROUP

Peer Groups may choose to handle finances in a variety of different ways. Many Peer Groups work on the basis that each Olaves attending the particular Peer Group activities pays her own share at the time.

Some Peer Groups will instead have a bank account and Olaves pay a monthly or termly fee to contribute to all the Peer Group activities. If a Peer Group chooses to have a bank account, it must comply with the policies and requirements of the State Girl Guide Organisations (which may include having the District or Region Manager as a signatory on the account, for example). If in doubt, check with the State Olave Program Manager.

Money that is received by way of fundraising must be dealt with according to the basis upon which the fundraising occurred. It is always necessary to be clear about what organisation or person will benefit from the fundraising, and to ensure that all the money goes to that organisation or person in a timely manner.

Refer to the fundraising policy in Guide Lines: www.girlguides.org > Leaders & Volunteers > Resources & Programs > Guide Lines

3.12 PEER GROUPS AND EXTERNAL ORGANISATIONS

3.12.1 Scouts Australia

Scouts Australia, in particular the Rover Scout section (18 - 25 years inclusive) have traditionally worked closely with Guiding. Events such as balls and large camps (Moots) are run regularly by Rover Scouts and Olaves are often invited. Likewise, Rover Scouts may also be invited to events run by Olaves. Local Rover Scout contacts can be sought from the State Olave Program Manager or by contacting the Scouts state office.

Please remember that Guide Lines must be adhered to when planning or joining events to ensure the safety of all members.

3.12.2 Other organisations

Olaves can also be involved in partnerships with other likeminded organisations. Individual Olaves or Peer Groups can choose to work with any other organisations that are in line with the values and mission statement of Girl Guides Australia. One piece of useful information for assessing an external organisation is the Girl Guides Australia Framework for Social Partnerships tool.

www.girlguides.org.au > Leaders & Volunteers > A Framework for Social Partnerships (username: leaders, password: ggainfo)

“My highlight so far being part of the Olave Program is making lots of friends that stick with you for the rest of your life. You share so many good memories with them!”

4. Olave Program Awards

4.1 OVERVIEW OF OLAVE PROGRAM AWARDS

The Olave Program Awards structure recognises that all Olaves are different and as such offers a range of challenges to cater for everyone. With the flexibility to be viewed as both a whole system or as many individual awards, the Olave Program Awards structure allows participants to set their own path. Choosing their own Award Support Groups, and mentors to guide them on their way, Olaves are continually supported and encouraged to grow in knowledge and reach their goals.

The Awards structure will undergo review in 2016 as part of the ongoing Olave Program Ignite project. These changes will not affect Olaves who have already commenced awards. All Olaves starting work on Awards prior to any changes will be encouraged to complete their Awards in the form in which they commenced them, and will of course receive full recognition.

Many of the Awards require an Award Support Group to be nominated.

An Award Support Group is a group of at least four other adult members of Guiding in Australia. At least two of the members must be between 18 and 30, and where possible the majority of the Award Support Group is to be in this age group. The members of an Award Support Group should know the Olave who is undertaking the Award well enough to be able to assess what will be a challenge for her. The Award Support Group should be in regular contact, whether online or face-to-face.

"A highlight of mine includes volunteering at the Lone Pine Koala Sanctuary as part of my Olave Baden-Powell Award. I discovered how amazing dingoes were and challenged a fear of birds."

4.2 OLAVE BADEN-POWELL AWARD



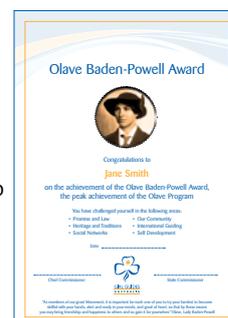
The Olave Baden-Powell Award is the peak achievement award for Olaves and requires a strong commitment to self-development and service. The syllabus focuses on the original six aspects of the Framework with the addition of a further development component.

Using the syllabus, a Plan of Action is developed which is put to a chosen Award Support Group and approved prior to commencing the Award.

The Award can be started after turning 18 years and must be completed prior to turning 30, in a minimum of two years and maximum of six years.

The syllabus and registration forms are available to be downloaded here:

www.girlguides.org.au > Get Involved > Olave Program > Awards



4.3 OLAVE CHALLENGE

The Olave Challenge provides the opportunity to discover more about parts of the Olave Program. Olaves challenge themselves by providing service to the community, as well as undertaking two additional challenges in other areas of the original Olave Program Framework. Each activity should be developed in consultation with the chosen Award Support Group.

The Olave Challenge can be started any time after turning 18 years but must be completed before turning 30, and undertaken in a maximum of two years.

The syllabus and registration forms are available to be downloaded here: www.girlguides.org.au > Get Involved > Olave Program > Awards.



4.4 AGP-OP LINK BADGE

The AGP-OP Link Badge is a great place to start having a better look at what the Olave Program is all about. Specifically designed for youth members moving from being a youth member into the Olave Program, this badge gives participants an experience of each of the Olave Program's aspects. It explores the Framework fully, but only gives a small taste to begin the Olave Program experience.

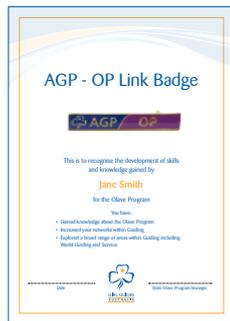


The syllabus is split into two parts with Part A requiring completion prior to turning 18 and Part B after turning 18 but before turning 19.

Completing Part A earns a certificate and completing Part B earns the metal AGP-OP Link Badge which can be worn on the badge tab of the Adult uniform.

The syllabus and forms are available to be downloaded here:

www.girlguides.org.au > Get Involved > Olave Program > Awards



4.5 COMMONWEALTH AWARD

This is an award that is open to any Guide or Olave in a WAGGGS Commonwealth country. In Girl Guides Australia, the Commonwealth Award can be completed by any member aged 14-30 years.

It includes a variety of different areas to challenge Guides to be their best, and for Olaves this is assessed by an Award Support Group.

The syllabus is available to be downloaded here: www.girlguides.org.au > Get Involved > Olave Program > Awards.



4.6 DUKE OF EDINBURGH'S AWARD

The Duke of Edinburgh's Award is an international award for young people aged 14-25 years. The award encourages young people to challenge themselves by experiencing the world around them and developing their full potential through a range of personal and physical activities. There are three different levels: bronze, silver and gold.

The award can be cross-credited with Guide awards such as the Olave Baden-Powell Award. The Duke of Edinburgh's Award is coordinated in each state by a volunteer Award Coordinator who is appointed by the State Girl Guide Organisation. For more information, visit: www.dukeofed.com.au.

4.7 SELF AND PEER ASSESSMENT

All the awards in the Olave Program Awards structure involve completing challenges. This section provides an outline for Olaves as to the way in which self and peer assessment works in the Olave Program.

A challenge is a goal or aim that you set for yourself and carry out to the best of your ability. A challenge may involve:

- ▶ Learning something new, or more about something;
- ▶ Discovering a better way to do something;
- ▶ Trying something you dislike or find difficult; or
- ▶ Improving or adding to skills you already have.

To determine whether an award has been earned, you and your Award Support Group both need to be satisfied that you have completed the challenge(s) to the best of your ability by self and peer assessment.

"I believe that being a part of the Olave Program has helped me trust myself more and aim for more than I thought I could achieve."

SELF-ASSESSMENT

In your self-assessment of challenges, you should be able to address the following questions:

- ▶ **Was it really a challenge for me?** Why was it a challenge?
- ▶ **Did I achieve what I set out to do?** If you had to adjust your plans along the way, was it still a challenge for you?
- ▶ **What did I learn from this challenge?** Can you identify particular areas in which you have improved a skill or learned something new?
- ▶ **What was the most difficult part of this challenge?** Did you expect this part to be difficult?
- ▶ **How do I feel about what I have completed?** Are you proud of what you have accomplished?
- ▶ **Is there anything I would do differently next time?** Can you identify any areas you might change, or did you get any feedback from others?

PEER ASSESSMENT

Your Award Support Group should have seen, and approved, your original plan of action for the challenge. You then need to keep them up-to-date with how the challenge is progressing, and report back to them once the challenge is completed. The format you use for this is up to you. It may involve a written report, oral presentation, group discussion, and/or the use of photos or videos. Your Award Support Group should have the opportunity to ask questions about your challenge.

In determining whether you have completed the challenge to the best of your ability, your Award Support Group should consider the following questions:

- ▶ **Did she achieve what she set out to do?** They should know what you had originally planned, and understand from your report what you actually achieved.
- ▶ **Was it really a challenge for her?** They should be aware of your strengths and weaknesses, and have approved your planned activity as a challenge for you. They now need to assess whether you did actually challenge yourself and identify how you have improved or developed yourself in some way.
- ▶ **Did she try her best in this challenge?** They should be able to tell whether or not you truly tried your best.
- ▶ **What could she do differently next time?** They may be able to identify some areas for improvement, or suggest a different way that things could have been done.

Your Award Support Group should then provide you with their comments or suggestions and let you know if they are satisfied that you have completed the challenge. If they are not satisfied with your challenge, they need to be able to identify specific areas you need to improve or change.

“The Olave Program has enabled me to try many new activities and challenge myself in areas I would have never thought of even participating in.”

4.8 GOOD SERVICE AND LONG SERVICE AWARDS

Girl Guides Australia has a number of awards that may be presented at local, state or national level in recognition of good service to Guiding. These include awards such as the Boronia, Banksia, Wattle, Emu and Red Kangaroo. Members of Guiding may nominate any other members for these awards, and Olaves are encouraged to actively consider putting forward nominations for these awards to ensure that all members receive due recognition for their contribution.

Girl Guides Australia also presents Long Service Awards to recognise the length of time someone has been a uniformed adult member.

Full details of these awards are found in Chapter 7 of Guide Lines: www.girlguides.org.au > Leaders & Volunteers > Resources & Programs > Guide Lines.

The WAGGGS Asia-Pacific Region recognises the achievements of Unit Leaders and District/Region/State Managers through the presentation of Leadership Awards. For more information, visit <http://asia.wagggs.org> > How we work > Awards > Leadership Award.

5. Organising Events

Many Olaves are involved in running events, whether big or small, for Olaves, other members of Guiding or the general public. Below are some general guidelines and tips for organising events. Most states also have specific event guidelines and resources, so Olaves are encouraged to contact their State Olave Program Manager for further information.

“Each Olave Program event I have been involved with has presented different challenges and I am proud of how I handled all of them. I believe the experiences of the past and these challenges will enable me to improve and expand on any events I run in the future.”

Step 1: Set-up

- ▶ Have a great idea for an event!
- ▶ Find out what approvals or permissions are required to run the event. If in doubt, the State Olave Program Manager can provide assistance.
- ▶ Once the event has received the relevant initial permissions or approvals, be clear on what further reporting or permissions are required for the Region Manager, State Olave Program Manager or similar.
- ▶ Speak to people who have run these types of events before to learn lessons from them.

Step 2: Planning

- ▶ Get together a reliable Event Committee to assist with the planning and running of the event.
- ▶ Agree an Action Plan and Timeline (what needs to be done, by whom and when).
- ▶ Put together a detailed Budget which includes all income and expenses for the event. As a general rule (but each state may vary), all Guide events must at least break even.
- ▶ Complete all required Risk Management documentation.
- ▶ Write a Communications Plan to identify how the event will be advertised, how participants will receive communications once they have registered, how communications will be managed during the event, and any reporting that is required.
- ▶ In designing posters or collateral for your event, be mindful of the Girl Guides Australia Style Guide: www.girlguides.org.au > Leaders & Volunteers > Resources & Programs > National Style Guide.

Step 3: Staging of the event

- ▶ Undertake the actions set out in the Action Plan to make the event happen.
- ▶ Work within the Budget.
- ▶ Move in accordance with the Timeline (adjusting if necessary).
- ▶ Manage the risks identified in the Risk Management plan.
- ▶ Ensure all relevant people are kept informed of progress, and any issues that may arise, in accordance with the Communications Plan.

Step 4: Close

- ▶ Conduct an evaluation of the event and the planning process – identify what went well, and what could have been done better.
- ▶ Ensure that all relevant reports are completed and provided to the relevant people.
- ▶ Write up an article on your event for a state newsletter, and share photos of the event online.
- ▶ Take time to reflect on and celebrate your achievements!

These guidelines have been adapted from the Girl Guides Australia Project Management Process: www.girlguides.org.au > Projects & Work > Project Hub.

“Through the Olave Program I have learnt how to organise and run events successfully. This skill has become very useful as all of my friends seem to be getting married and I am able to support them in planning their weddings!”

6. Olave Program Mentors

One of the recommendations arising from the Olave Program Review was the establishment of the role of Olave Program Mentor. It is envisaged this would be a role for older Olaves to provide the advice and support to enable younger Olaves to explore and take on project, committee and event management responsibilities. This would provide an additional challenge for women who have been involved in the Olave Program for a number of years and who have a wealth of networks, skills and experiences to share with younger Olaves. Further information about this scheme will follow in 2016 as part of the ongoing Olave Program Ignite project.

There is no reason for older Olaves not to take on an informal mentoring role even without an official position. Further, the value of a mentor (or mentors) for all Olaves, whether inside or outside of Guiding, cannot be understated. All Olaves are encouraged to seek out mentors in life and to take on roles as mentors for other people.

“The Olave Program has given me incredible opportunities and the chance to meet even more amazing people.”

7. Basics of Guiding

7.1 PROMISE AND LAW

The Guide Promise and the Guide Law are the principles of Guiding for all youth and adult members in Australia.

Every girl and adult that is a member of Guiding throughout the world makes a Promise. The words may be slightly different from country to country but the spirit and meaning of the words are the same wherever Guiding exists.

The Australian Guide Promise is:

I promise that I will do my best
To be true to myself and develop my beliefs
To serve my community and Australia
And live by the Guide Law

Members of Guiding also abide by a set of laws that provide a framework and philosophy for living.

The Australian Guide Law is:

As a Guide I will strive to:

- ▶ Respect myself and others
- ▶ Be considerate, honest and trustworthy
- ▶ Be friendly to others
- ▶ Make choices for a better world
- ▶ Use my time and abilities wisely
- ▶ Be thoughtful and optimistic
- ▶ Live with courage and strength

The Guide Promise is usually renewed at the time when a member turns 18 and becomes an adult member. It may also be renewed when taking on new positions within Guiding or at any time that a member feels she wishes to renew it.

7.2 GUIDING TRADITIONS

There are many traditions and innovations within Guiding that underpin the Olave Program. Individuals, Units and Peer Groups may also have or create their own traditions.

Outdoors

Camping and the outdoors have been an integral part of Guiding from the start. Guiding also involves learning about and caring for the environment, as well as spending time appreciating the beauty of nature. Bushcraft skills, such as navigation, survival and observation, are an important part of Guiding, as are rope skills and pioneering skills. An additional practical aspect of the outdoors is outdoor cooking.

Campfires

Campfires are a strong Guiding tradition. A campfire is not only an opportunity to practice fire lighting and to roast marshmallows, but also to share fun through active and silly songs, as well as share reflection through quiet and meaningful songs. Skits, jokes, stories and yells also contribute to a successful and memorable campfire.

Gang Shows

Gang Shows are performing arts activities which go by different names, including Gang Show, Showtime and Revue, and involve Guides and Scouts. The scripts are written, music composed, the cast produced, costumes created, and sets designed and built by members of the 'Gang'.

Trefoil Guilds

Any adult Member of Guiding can join a Trefoil Guild, which are a group of women over 18 who are passionate about Guiding and who support their local and State members through various means. Members of Trefoil Guilds have often stepped down from more active roles in Guiding and want to continue to share the spirit of Guiding and keep its traditions alive. Current Leaders and Olaves can also join a Guild. Trefoil Guilds have a wealth of knowledge, experience, various skills and history.

World Thinking Day

World Thinking Day is celebrated by Girl Guides and Girl Scouts all over the world every year on 22 February. That date was chosen because it is the birthday of both Lord and Lady Baden-Powell. It is a day to think about our Guiding sisters in all the countries of the world, the meaning of Guiding, and its global impact.

Guides around the world fundraise for the World Thinking Day Fund, which supports the growth of Guiding in other countries. In addition, every year, WAGGGS shares a World Thinking Day theme. Jump on the WAGGGS Website to find out about this year's theme. There are often Toolkits with activities that Olaves and Peer Groups could get involved in. Check out the World Thinking Day website: www.worldthinkingday.org

7.3 GUIDING HISTORY

'Girl Guides have a unique distinction in that they founded themselves' – Robert Baden-Powell.

Guiding has a rich history, starting with Lord Robert Baden-Powell and a historic camp at Brownsea Island. Following the success of his camp, the book 'Scouting for Boys' reached thousands of children who formed themselves into patrols and carried out activities.

Girls also formed patrols and a number of the girls attended the large rally at Crystal Palace in September 1909. These courageous girls voiced their desire to be involved in Scouting, and Lord Baden-Powell's sister Agnes, and later his wife Olave, took charge of the new Girl Guiding movement.

From as early as 1909, girls in Australia were forming Guiding groups and by 1920 Girl Guide Associations had been formed in six states. In 1926 the State Associations federated and formed a national organisation. Since that time, over a million Australian women have been or are still Girl Guides.

More information about Guiding history can be found in the following books:

- ▶ *Window on My Heart* (O Baden-Powell) – autobiography of Lady Baden-Powell
- ▶ *How the Girl Guides Won the War* (J Hampton) – history of Guiding during the World Wars
- ▶ *From a Flicker to a Flame* (M Coleman; H Darling) – history of Guiding in Australia
- ▶ *The First Girl Guide* (H Gardner) – biography of Agnes Baden-Powell

7.4 WAGGGS

Girl Guides Australia is one of the founding members of the World Association of Girl Guides and Girl Scouts (WAGGGS). WAGGGS is the largest voluntary organisation dedicated to girls and young women in the world today with 10 million members in 146 countries. WAGGGS was formed in 1928 and provides a platform for discussion, debate and decision making about issues that affect girls and young women. For more information on WAGGGS visit www.wagggs.org.

WAGGGS has five regions, and Girl Guides Australia is within the Asia-Pacific Region (which includes 26 member organisations and almost 3.5 million members): <http://asia.wagggs.org>

7.5 OLAVE PROGRAM HISTORY

The Olave Program celebrates its 20th birthday in 2016.

Pre-1996

Prior to 1996, young women in Guiding aged 18-25 years could be members of the Ranger Section and participate in the Ranger Program. This was a unit-based model, although in contrast to younger-aged Guide Units, Ranger Units could have participants from across districts, regions and even from multiple regions. Ranger Units were run by the young women themselves, and typically had a Ranger Counsellor (selected by the Unit) available as a mentor. It was unusual for a Ranger to also be a Leader of Youth, although some young women were involved in both Ranger Section and leading Guide Units.

1996 Program and Training Conference

In the lead up to the 1996 Program and Training Conference, a series of workshops were held around the country in preparation for the development of the Australian Guide Program. As this program was only for girls under 18, the young women between 18 and 26 who were involved in the Ranger Program sought to be recognised as adult members and represent themselves at State and National level.

To create opportunities for young women to remain involved in Guiding without needing to commit to running a Guide Unit, the concept of a program for young women aged 18–30 was formed. In June 1996 the Australian Executive approved the development of the Olave Program.

The aspects that were identified in 1996 as being necessary to include in any program for young women were:

- ▶ Fundamentals of Guiding
- ▶ Contact peer group
- ▶ Opportunities to challenge oneself on a personal level, and peer group level
- ▶ Badges to facilitate this challenge, specifically the Olave Baden-Powell Award (which had previously existed for the Ranger Section)

It was also decided that the age range would be from 18–30, and all within that age group would automatically belong to the program. This was because there are international opportunities up to the age of 30, and because WAGGGS had adopted a definition of 'young woman' as being from 18–30.

'Our young women are taking up extended education, developing relationships, have family commitments and are developing careers. A wider age span will mean they may remain in Guiding to enjoy the peer support and personal development of an adult program'

Our Past Our Present

A national Olave Program forum "Our Past Our Present" was held in Melbourne in 1998 which developed many of the key aspects of the Olave Program. The inaugural National Olave Program Team was established; its members were Melissa Anderson, Kate Moore and Maryanne Gunner (elections were to take place in April 1999). Many states had a State Olave Program Chair, but they did not sit on the National Team.

Development of structures

Between 1998 and 2002 was a period of formation for the Olave Program as it sought to develop structures and processes for the new program across Australia. In 2003 the first face-to-face meeting of the National Olave Program Team with State Chairs took place, producing an Olave Program Operational Plan and the Olave Program Vision 'that the Olave Program is highly valued by Guiding and the wider community'.

Initially, the National Olave Program Team was made up of the National Chair, the Secretary and the Treasurer. Each member had a three year term, but it was a rolling term so that there was one new member of the Team each year. Most states followed the National Team model and had three people on their State Team. There were no formal lines of communication between the National Team and the State Teams.

The first Guiding Overseas Linked with Development (GOLD) project got underway in 2003 with the Girl Guides Association of Thailand and Girlguiding UK. A new Olave Baden-Powell Award syllabus was also launched in that year.

10 year anniversary

In 2006, the National Olave Program Team determined that a review of the Olave Program was necessary to help re-focus and expand the Olave Program. Natasha Hendrick (one of the original State representatives who created the Olave Program) was appointed the facilitator of this process and worked with the National Olave Program Team to conduct the review. The Olave Program definition and Framework emerged as a result of this process. The motto 'Serve, Support, Succeed' was also developed around the same time.

From 2006-2013

Across 2008 / 2009, the National Olave Program Team followed the lead of the other national departments and restructured to its current form of a National Olave Program Committee consisting of the Olave Program Manager, Olave Program Assistant Manager (if appointed) and State Olave Program Managers. The National Olave Program Manager received equal recognition with the other volunteer departments (instead of being represented by the Program Manager). State Olave Program Managers were all granted places on the State Management Committees (or equivalent) around this time, providing a much greater voice for young women in Guiding.

In 2009 the Olave Program developed the Mobile Phone project, which was launched at Girls Celebrate in 2010. This was a project in partnership with Clean Up Australia Day to encourage the recycling of mobile phones, which ran until 2012.

The Olave-Baden Powell Award was updated in 2010 to reflect the six aspects of the new Olave Program Framework, and the AGP-OP Link Badge was introduced in 2011 to encourage 16 and 17 year old Guides to explore the Olave Program. The first Guide's Guide to the Olave Program was launched in 2011.

A new GOLD project was launched in 2012. Olaves from Australia worked together with GirlGuiding New Zealand to deliver training in the Cook Islands through annual visits for 3 years. The Olave Challenge award was launched in June 2012.

2013: Review and moving forward

In 2013 the Olave Program Review process began, with the purpose of examining all aspects of the Olave Program to ensure it is relevant for both current and future Olaves.

A comprehensive research program underpinned the review and incorporated desk research, focus groups, consultation meetings and surveys. Thirty two focus groups held throughout Australia captured the views of 350 members. Four hundred and thirty five members responded to the main Olave Program Survey, including 57 youth members, 239 Olaves and 139 adults aged 30 years or over. Secondary desk research was undertaken on a number of Girl Guiding and Girl Scouting organisations as well as voluntary youth organisations in Australia.

A number of recommendations were made in the Olave Program Review Report (with the assistance of external consultant, Kim Parish), which were approved by the Australian Guiding Committee and the Girl Guides Australia Board in August 2014.

A separate project, Olave Program Ignite, was launched to implement the recommendations of the Olave Program Review Report across 2015 and 2016.

8. Guiding Policy

8.1 CODE OF CONDUCT

Olaves must adhere to the Girl Guides Australia Code of Conduct, which sets the standards of behaviour expected of all adults participating in Guiding in Australia. It is designed to ensure that all adult members, volunteers and employees of Girl Guides Australia and State Girl Guide Organisations are aware of their obligations and responsibilities.

Link to the Code: www.girlguides.org.au > About Guiding > Working Together In Guiding.

8.2 UNIFORM

Olaves wear the adult uniform, with an optional Olave Program bar on the badge tab.



For full details, refer to:

- ▶ the Girl Guides Australia uniform booklet www.girlguides.org.au > My Merchandise > Uniform Information Booklet
- ▶ the Uniform FAQs (www.girlguides.org.au > My Merchandise > Uniform FAQs).

8.3 CHILD PROTECTION

All Olaves must be mindful of, and comply with, the relevant state legislation and State Girl Guide Organisation policies regarding child protection.

8.4 GIRL GUIDES AUSTRALIA STRUCTURE AND GOVERNANCE

There are many fantastic opportunities for Olave to take on roles at a state and national level within Guiding, and an understanding of the structure and procedures of the national organisation is very useful for all Olaves.

Girl Guides Australia

Girl Guides Australia is a company limited by guarantee, whose members are the seven State Girl Guide Organisations. Each State Girl Guide Organisation is an incorporated association in its own state. Olaves are members of a State Girl Guide Organisation.

The governance of Girl Guides Australia is in the hands of the Girl Guides Australia Board, of which the Chief Commissioner is the Chair. Besides the Chair, the Board consists of a director nominated by each State (often the State Commissioner, but not always), two appointed directors and a Treasurer.

The national Management Advisory Committee is chaired by the Chief Executive Officer of Girl Guides Australia, and includes the State Executive Officer (or equivalent) from each State Girl Guide Organisation together with the five National Volunteer Managers (Olave Program, International, Program, Learning & Development and Outdoors).



The Olave Program

Each state has a State Olave Program Manager who is responsible for the Olave Program in that State. Many states have State Olave Program Committees, but the structure and procedures of these committees vary greatly between the states. The State Olave Program Manager is also a member of the National Olave Program Committee (NOPC), which is chaired by the National Olave Program Manager.

The NOPC meet by teleconference every month, and face-to-face once a year. In this way, states are able to share experiences and information to improve the Olave Program in a consistent way and to ensure the voices of young women from across Australia are represented at the national level.

9. Resources / Contacts

9.1 USEFUL RESOURCES

- ▶ Girl Guides Australia website: www.girlguides.org.au
- ▶ Guide Lines: www.girlguides.org.au > Leaders & Volunteers > Resources & Programs > Guide Lines
- ▶ Social partnerships: www.girlguides.org.au > Leaders & Volunteers > A Framework for Social Partnerships
- ▶ Style Guide: www.girlguides.org.au > Leaders & Volunteers > Resources & Programs > National Style Guide
- ▶ Girl Guides Australia Project Management Process:
www.girlguides.org.au > Projects & Work > Project Hub
- ▶ Insurance information: www.girlguides.org.au > Leaders & Volunteers > Insurance (username: leaders, password: ggainfo)
- ▶ Outdoor forms: www.girlguides.org.au > Leaders & Volunteers > Forms (username: leaders, password: ggainfo)
- ▶ Girl Guides Australia Strategic Plan: www.girlguides.org.au > About Guiding > National Strategic Plan 2020
- ▶ Uniform information: www.girlguides.org.au > My Merchandise > Uniform Information Booklet
- ▶ Code of Conduct: www.girlguides.org.au > About Guiding > Working Together in Guiding
- ▶ Olave Program Awards: www.girlguides.org.au > Get Involved > Olave Program > Awards
- ▶ ALQP information: www.girlguides.org.au > Leaders & Volunteers > Australian Learning & Qualification Program (username: leaders, password: ggainfo)
- ▶ Girl Guides NSW-ACT Special Needs website: www.specialneedsgirlguides.com.au
- ▶ WAGGGS website: www.waggs.org
- ▶ WAGGGS Advocacy information, toolkits and opportunities: www.waggs.org > About Us > What we do > Advocacy
- ▶ WAGGGS World Centres: www.waggs.org > Our World > About the World Centres
- ▶ World Thinking Day: www.worldthinkingday.org
- ▶ Volunteering Australia: www.volunteeringaustralia.org
- ▶ GLOW portal: <http://glow.waggs.org>

9.2 USEFUL CONTACTS

Details of the National and State Olave Program Managers may be found here: www.girlguides.org.au > Get Involved > Olave Program > Contact

Details of each State Girl Guide Organisation may be found here: www.girlguides.org.au > Contact Us > My State

If you have any specific feedback regarding this Resource or the information contained within it, please email olave@girlguides.org.au



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Our mission is to empower girls and
young women to grow
into confident, self-respecting,
responsible community members.

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