



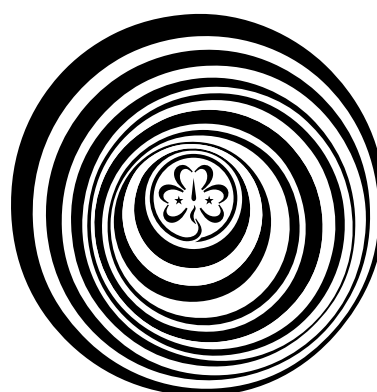
World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
Guías Scouts

POLICY and GUIDELINES

Adult Training, Learning, and Development



2012



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Adult Training, Learning, and Development

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Foreword

The purpose of leadership training is to equip leaders with the skills and knowledge to perform their roles effectively.

This resource consists of two documents. First it outlines WAGGGS' policy on adult training, learning, and development. Secondly it provides guidelines for National Associations to develop a strategy and complete the Adult Training, Learning, and Development Framework which replaces the WAGGGS' Training Scheme accreditation. The document is aimed at Member Organizations¹ and National Associations.

The Policy and Guidelines will be supported by a Facilitation Guide² and a toolkit which outlines methods, techniques, and tools for trainers/facilitators to plan, implement and measure training and learning opportunities.

The Adult Training, Learning, and Development Framework marks a way of providing training for adult members in response to the changing needs of society, our organization, and our adult members. The emphasis is on a learner-centred approach, where both the learner and the trainer/facilitator **share** the responsibility for the learning process.

Over the last decade, WAGGGS, like most organizations, has faced increased pressure to go beyond traditional task-based training to facilitate whole person development. Training is no longer seen as a one-off event which is applied across a group of individuals without considering individual experiences, competences and qualifications. Advances in communication technology also allow us to think in new ways about how, when and where training and learning can take place. They allow us to look at different and more creative ways to deliver training for both leaders and members.

This policy and guidelines document takes a holistic approach to training, learning and development and focuses on providing a positive learning environment for adults.

Using this approach we aim to:

- enable learning
- facilitate meaningful personal development
- support the development of competences relevant to the Girl Guiding and Girl Scouting role
- help adult members to identify and achieve their potential as individuals and as leaders in the Girl Guiding and Girl Scouting Movement

The WAGGGS Policy and Guidelines: Adult Training, Learning, and Development is intended to apply to all forms of adult development and training carried out by all Member Organizations regardless of their way of working.

¹ A Member Organization is the national body of Girl Guiding/Girl Scouting that is accepted as a member of WAGGGS; a Member Organization can consist of one national association, or it can be a federation of a number of national associations of Girl Guides/Girl Scouts and/or the girls in a merged organization

² Available at www.waggs.org



Introduction

The World Association of Girl Guides and Girl Scouts (WAGGGS) Policy: Adult Training, Learning, and Development supports the fulfilment of the Mission and the achievement of the Vision 2020.

WAGGGS' Mission:

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

WAGGGS' Vision 2020:

All girls and young women are valued and take action to change the world

WAGGGS Policy: Adult Training, Learning, and Development supports National Associations to :

- create a Training, Learning and Development Strategy
- design an Adult Training, Learning, and Development Framework

WAGGGS recognizes that constituent Member Organizations and National Associations represent a wide range of cultural backgrounds and make use of a variety of learning approaches to facilitate the leadership development, personal and professional growth of leaders.

POLICY ON ADULT TRAINING, LEARNING, AND DEVELOPMENT

WAGGGS actively promotes the training, learning, and development of adult members to fulfil their roles and achieve the Mission of WAGGGS.

This policy endorses the Girl Guiding and Girl Scouting Method as a means of enabling adult members to gain the necessary knowledge, skills, values and attitudes to ensure the delivery of high quality Girl Guiding and Girl Scouting educational programmes.

Context

This WAGGGS policy is based on the Fundamental Principles of Girl Guiding and Girl Scouting and it updates previous policy statements. The policy:

- acknowledges and reflects the changes in society and in WAGGGS, and
- considers the needs, experiences and expectations of adult learners

In order to create effective learning environments, Adult Training, Learning, and Development Frameworks should:

- embrace new methods and developments in adult learning
- recognise the learner-centred approach
- create effective adult learning environments
- assess and respond to the needs of adult learners
- ensure the delivery of learning opportunities for all adult members regardless of their background or their experience
- use new technologies where appropriate, such as the internet, e-learning, podcasts etc.

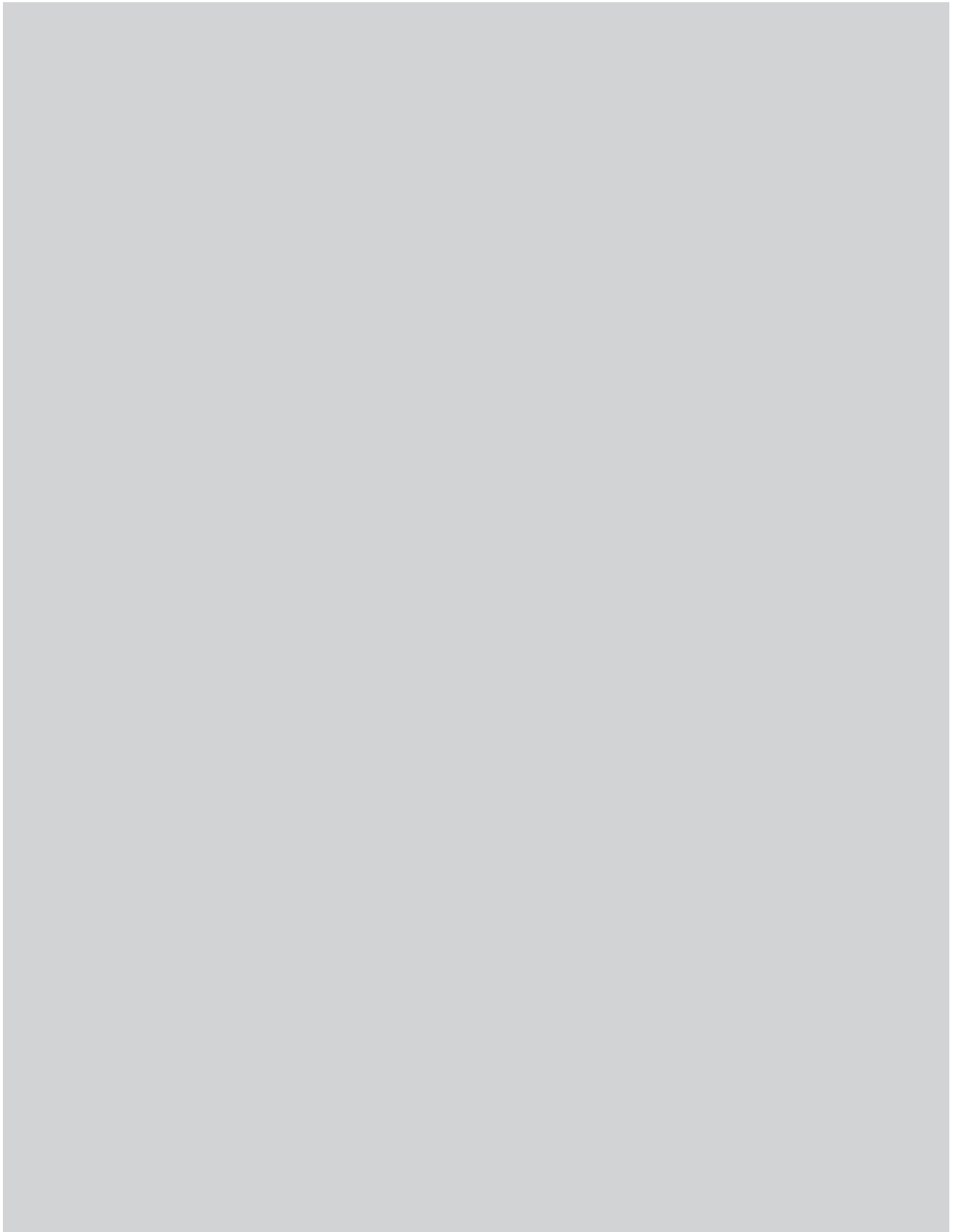
Responsibilities

It is the responsibility of WAGGGS to support each National Association to develop and implement an Adult Training, Learning, and Development Framework.

It is the responsibility of each National Association to design and implement a national Adult Training, Learning, and Development Framework which follows the WAGGGS Policy and Guidelines: Adult Training, Learning, and Development, and which provides opportunities for adult members to reach their full potential in their roles as leaders.

The Adult Training, Learning, and Development Framework should be implemented in accordance with other relevant WAGGGS policies.

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1 Introduction

This resource aims to ensure that all National Associations offer relevant and needs-based leadership training for adults that is consistent with WAGGGS' principles and that reflects current trends in learning and training. These guidelines will assist National Associations in adopting the learner-centred approach in their adult training, learning, and development programmes.

The purpose of the Guidelines is to:

- support National Associations to develop a strategy on leadership and learning
- assist National Associations to set up a national Adult Training, Learning, and Development Framework
- enable National Associations to consider the Girl Guide and Girl Scout Method and Principles in learning and training situations
- promote the Girl Guiding and Girl Scouting Fundamental Principles and Values within a changing world
- identify people within and outside the Association who have the necessary competences to support the Association's training needs
- recruit and motivate talented and resourceful people to share responsibilities within the Association
- prepare individuals to fulfil existing and future roles and responsibilities
- establish a system for monitoring and evaluating the effectiveness of adult training, learning, and development.

National Associations can use this resource to:

- develop their adult training, learning, and development structure and strategy
- monitor and evaluate the adult training, learning, and development in the Association
- demonstrate the Association's commitment to the development of leaders at all levels and responsibilities.

The guidelines should be used in conjunction with the Facilitation Guide³ and toolkit which provide tools and resources to support Associations.

³ Available at www.waggs.org

Definitions

Definitions of key terms used in this document can be found in the Glossary on page 38.

1.1 The Adult Training, Learning, and Development Framework

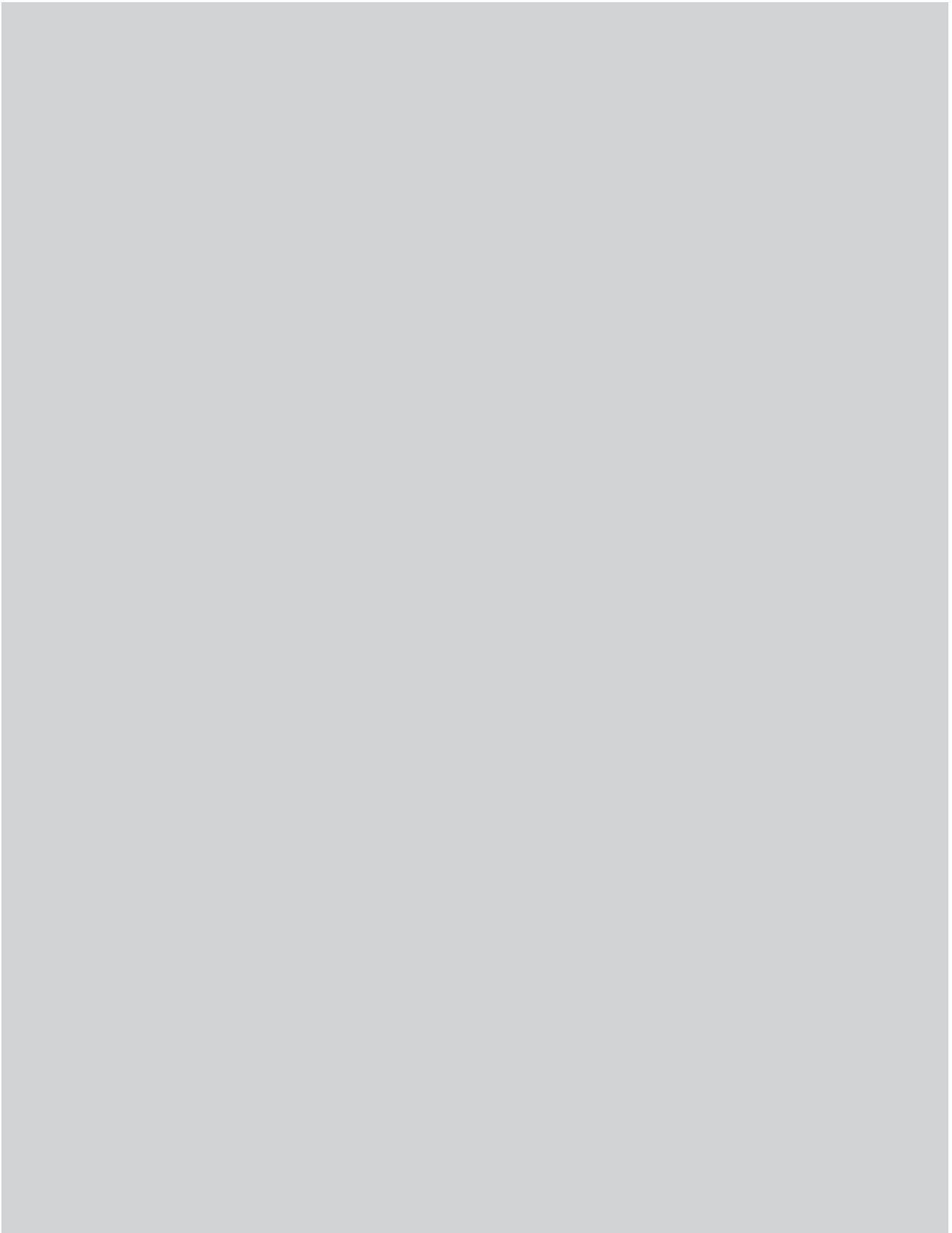
This framework has evolved from the WAGGGS' Training Scheme accreditation. National Associations will be expected to produce an Adult Training, Learning, and Development Framework in order for WAGGGS to accredit their training, learning, and development programme.

The framework provides a holistic approach to learning for adult members which is based on the learner contributing as much to the design and implementation of their learning process as their trainer/facilitator. The learning process embraces new forms of learning using information technology and it incorporates the WAGGGS' principles of non-formal education and experiential learning. It acknowledges that an adult member brings experience, qualifications and attributes to their volunteer role which contributes to their own learning as well to that of the trainer/facilitator. The Adult Training, Learning, and Development Framework recognizes that learning is a lifelong process and not the result of a one-off training event. It promotes adult learning through a variety of means and throughout an adult member's life with the National Association.

1.2 Learner-centred approach

This approach recognizes the adult learner as a person with knowledge, perspectives, values and unique learning and motivation needs which are based on their life experiences and their current role as a volunteer. The trainer/facilitator values and responds to the ways in which learners can best learn and develop their competences. Through this approach the trainer/facilitator uses a variety of approaches and styles to meet the learner's optimal way of learning.

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2 Training in the World Association of Girl Guides and Girl Scouts

The 1998 WAGGGS Training Policy and Guidelines outlined the WAGGGS' Training Scheme accreditation programme. Since then many Member Organizations and Component Associations have had their training schemes accredited by WAGGGS, a clear indication that they are supporting their leaders to carry out their roles and responsibilities.

Since the 1998 Training Policy and Guidelines were introduced, our understanding of terms such as 'learning', 'training' and 'development' has evolved. Learning, for example, is no longer seen as an activity that only happens in schools or in other formal institutions; it is considered a lifelong process, taking place in formal, non-formal and informal settings and for anyone who wants to improve their skills, expand their horizons and achieve their potential.

The phenomenal growth of the Internet and social media has increased communication across borders and now forms a natural part of both formal and non-formal educational systems. Along with most of the world, individuals in WAGGGS have increased access to information technology. As a result, there has been a change in attitude towards learning because learners can electronically access and select what they would like to learn and how it should be delivered.

The role of the trainer/facilitator has evolved from direct delivery of content to facilitating and supporting the learning process. The responsibility for learning has shifted from being entirely the domain of the trainer/facilitator to being a joint endeavour with the learner. WAGGGS has responded by changing its training approach from delivering training opportunities to creating a learner-centred environment jointly with the learner.

This change is reflected in the terminology we now use to describe the National Associations' structure for training: we now refer to the Adult Training, Learning, and Development Framework and no longer to the WAGGGS Training Scheme. The new title emphasises a learner-centred approach whilst acknowledging the role of the trainer/facilitator.

2.1 WAGGGS as a Learning Organization

By instilling an appreciation of continuous learning and development among adults, we promote the concept of 'Learning Organizations' as defined by Peter Senge⁴:

In 'The Fifth Discipline', Peter Senge describes Learning Organizations as places...

“ *where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole (reality) together* ”

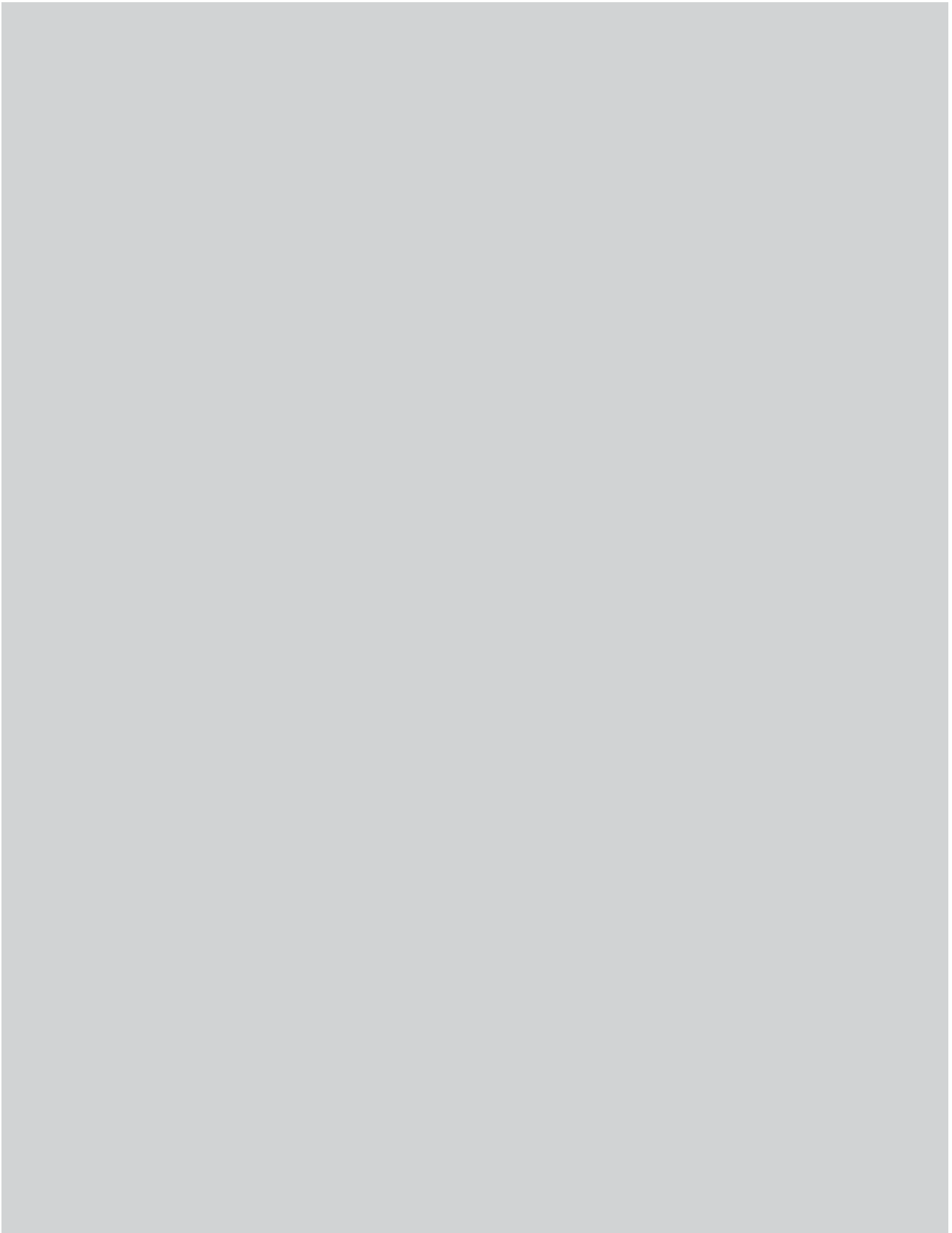
The priorities that define WAGGGS as a Learning Organization are:

- Support for the development of learning and training strategies in Member Organizations
- Regular review of learning and training implementation
- Adoption of emerging trends in adult learning
- Use of technologies for adult learning
- Use of non-formal education for young people and adults
- Sharing of 'best practices' across all Member Organizations

Each National Association contributes to WAGGGS as a Learning Organization by incorporating all of the above elements into their Adult Training, Learning, and Development Strategy.

⁴ Senge, Peter M. (1990): The Fifth Discipline: the Art and Practise of the Learning Organization

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3 The Fundamental Principles and Values of Girl Guiding and Girl Scouting

The Fundamental Principles and Values of Girl Guiding and Girl Scouting should inform all training, learning and development for all our members, including adults. The training, learning and development process should also link with other key strategic areas such as Membership and Relationship to Society, and particularly with the Educational Programme⁵.

The Adult Training, Learning, and Development Framework should reflect:

- the Fundamental Principles of Girl Guiding and Girl Scouting
- the Values of the Movement
- an understanding of and commitment to the Promise and Law
- the Girl Guide and Girl Scout Method
- the challenges of today's changing world.

3.1 The Mission and Vision of WAGGGS

The Mission of the World Association of Girl Guides and Girl Scouts is:

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

This mission can best be achieved if Girl Guiding and Girl Scouting provides high quality leadership training and the opportunity for members to make a difference in their community.

WAGGGS' Vision 2020 is that:

All girls and young women are valued and take action to change the world

Adult members should understand that by reaching as many girls and young women as possible through the WAGGGS educational programmes they can help to achieve the Vision 2020. The Adult Training, Learning and Development Framework needs to be comprehensive in scope and practical in delivery to create the right learning environment for adult members to achieve the Vision.

⁵ See www.waggsworld.org for policy documents on WAGGGS' six strategic areas

3.2 Promise and Law

The Girl Guide and Girl Scout Promise and Law underpin all the work of the organization (see WAGGGS' Constitution and Bye-Laws, Article 2, July 2008). All Member Organizations have a Promise and Law that reflects the essence of the original Promise and Law as expressed by the Founder.

3.3 The Girl Guide and Girl Scout Method

The Girl Guide and Girl Scout Method is based on providing non-formal educational programmes to enrich the development of girls and young women as citizens - physically, intellectually, spiritually, morally, socially and emotionally. Non-formal education is learning outside the formal educational structure.

“ *Our method of training is to educate from within rather than to instruct from without; to offer games and activities which, while being attractive to the girl, will seriously educate her morally, mentally and physically.* ”

Sir Robert Baden-Powell, 1918

National Associations aim to prepare girls and women to take on responsibility as equal partners with men in their society. Some National 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 chooses the approach that best suits their needs⁶.

3.4 Guiding and Scouting Principles

The principles below are fundamental to WAGGGS and its Member Organizations and are appropriate to use in many adult learning environments within the organization.

Patrol system: Girl Guides and Girl Scouts within a unit work in groups of around five to eight peers, one of whom is the designated patrol leader. This group then participates in unit activities and programmes.

Through **experiential learning** or 'learning by doing' individuals learn through performing a task as well as through study, discussion and observation

Progressive self-development: a member progresses individually through the Girl Guide and Girl Scout programme by choosing her own route and proceeding with her own chosen activities at her own pace.

Through **intergenerational learning**, young people and adults cooperate together and learn with and through each other.

Outdoor activities and 'learning through adventure' help to build self-confidence, self-awareness and character as well as raise awareness about the environment.

Service in the community encourages a sense of responsibility for society and its members.

Intercultural learning and international experiences promote respect, mutual understanding and tolerance for others as well as a sense of responsibility for the world in which we live.

⁶ WB 3481 WAGGGS Co-Educational Statement 2011

3.5 Non-formal education

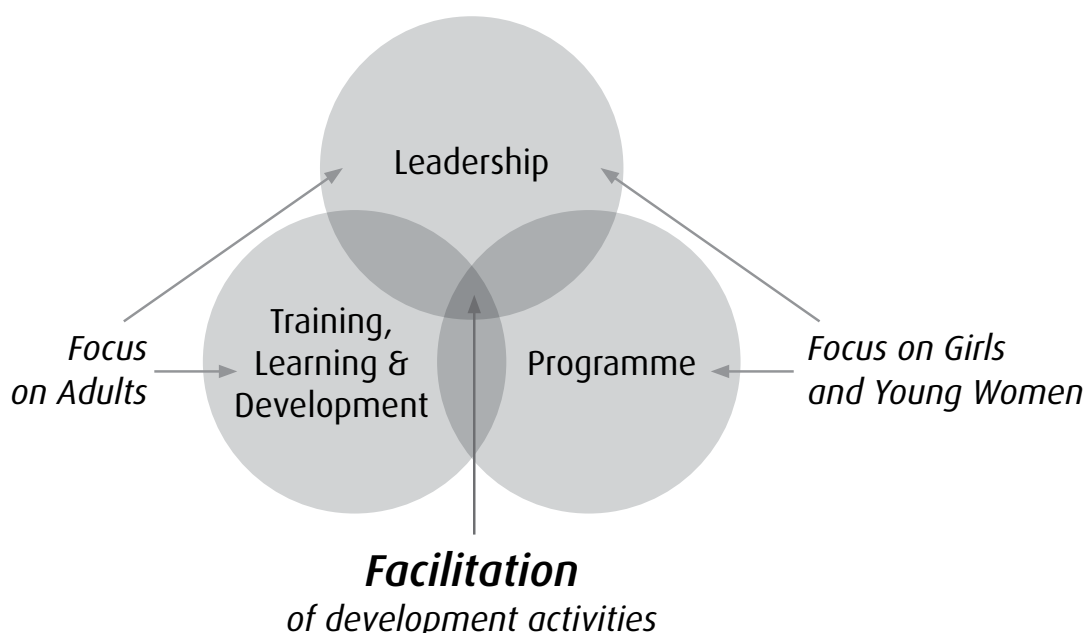
WAGGGS believes that non-formal education is an important way for young people to gain the knowledge, skills, values and attitudes they need to play an active role in society. The non-formal education programme enables members to develop decision-making, teamwork, conflict resolution and other leadership skills and it encourages them to become committed, autonomous and responsible young people who can work with others to build a better world.

WAGGGS is working with other youth organizations to achieve international recognition for non-formal education so that the knowledge, skills, values and competences gained by our members are acknowledged by external agencies, governments and employers.

3.6 Adult learning in WAGGGS

WAGGGS is committed to the ongoing training, learning and development of its adult members. It recognizes that adults may learn differently to children. Knowles⁷ defines successful adult learning as being based on experience; involving the adult in planning and evaluating; focusing on subjects which are immediately relevant; and being problem-centred. WAGGGS takes this approach in its adult training, learning and development.

All WAGGGS' ways of working, programmes and activities interconnect. The diagram below demonstrates the interconnection between the three strands of Girl Guiding and Girl Scouting – leadership (both adults and young women), educational programmes, and training, learning and development (focusing primarily on adults). Each strand has different elements but there are areas of convergence between all three.



⁷ Knowles, Malcolm K. (1998): The adult learner: The Definitive Classic in Adult Education and Human Resource Development. Houston, TX: Gulf Publishing

3.7 WAGGGS' values

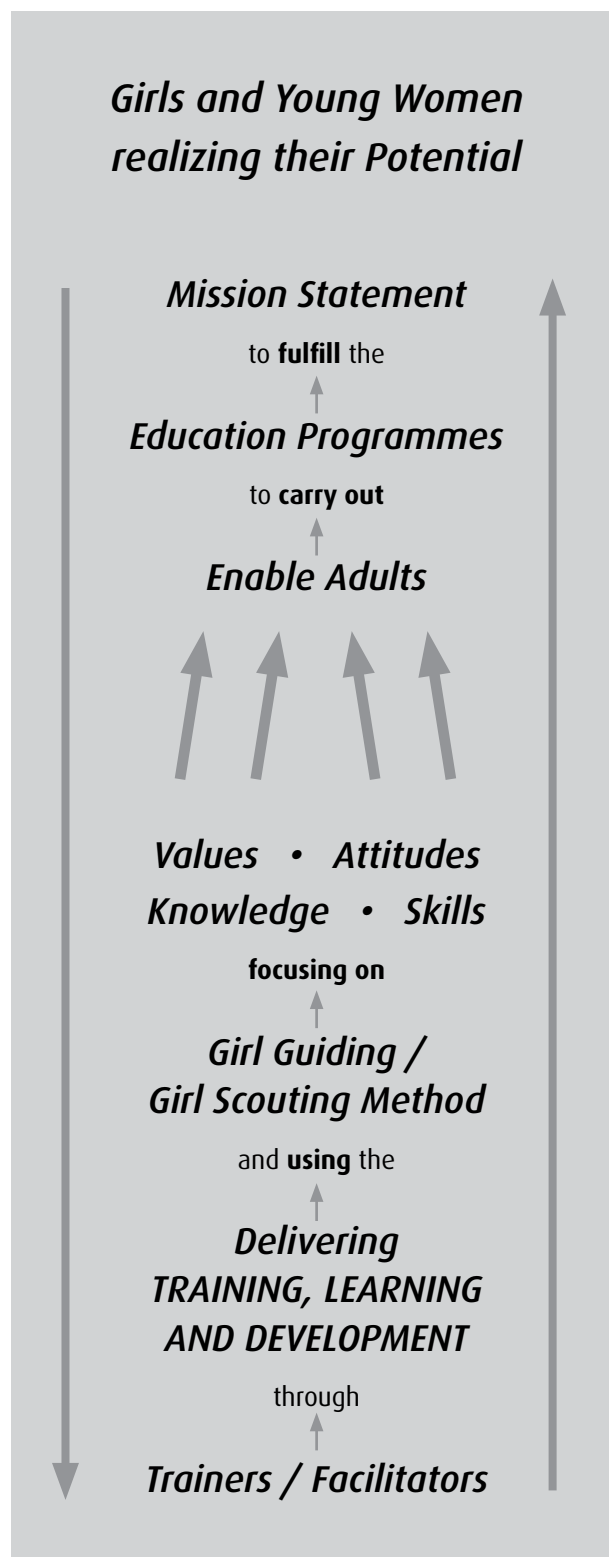
WAGGGS' values can be defined as:

- Progressive*
- Recognition of spiritual dimension*
- Open to all*
- Global commitment*
- Responsibility*
- Equal opportunities*
- Service-mindedness*
- Sustainability*
- Integrity*
- Voluntary commitment*
- Environmentally conscious*

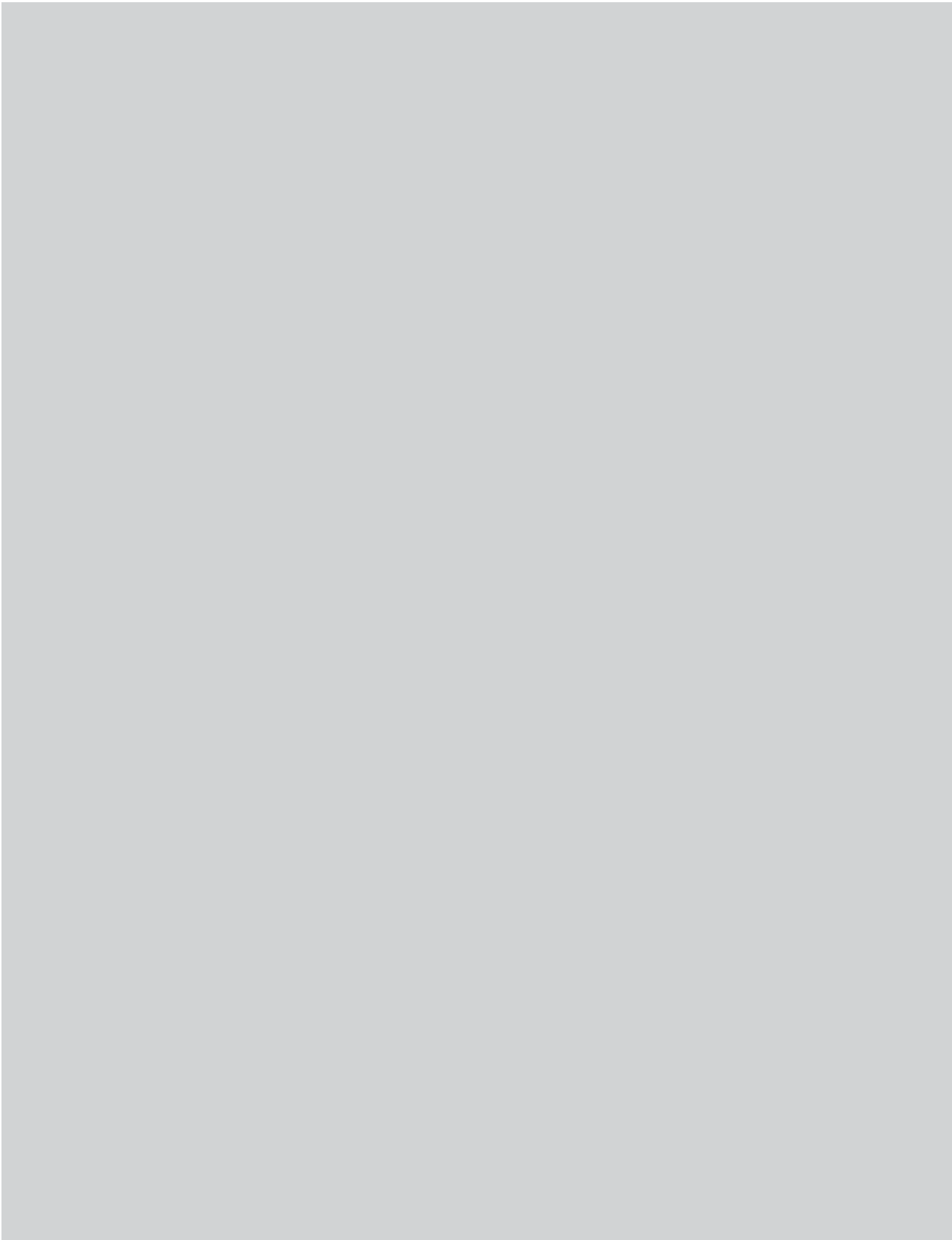
All of these Principles and Values underpin Girl Guiding and Girl Scouting. They should be incorporated in the training, learning and development of our adult members.

3.8 Connecting Adult Training, Learning, and Development with WAGGGS' Mission, Principles and Values

The diagram opposite illustrates the connection between adult training, learning, and development, WAGGGS' Mission and its educational programme. The direction for this diagram can move in both ways. The Mission cascades down and directs the work of WAGGGS **and** the Mission can be achieved through the work which starts with our trainers/facilitators.



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4 Trends in society and Girl Guiding and Girl Scouting

It is important for National Associations to be aware of changing trends and attitudes in society. Changes and trends may impact on learners and trainers/facilitators.

4.1 Trends in society

Globalisation and multiculturalism

The world has become “smaller” through the spread of global business, ease of travel, new technologies and the increase in multicultural societies. National Associations’ Adult Training, Learning and Development Frameworks need to accommodate today’s culturally and linguistically diverse learners.

“Information age” and communication

The explosion in new technologies means that people now have instant access to information and the ability to communicate immediately and constantly. This can have implications for the training methods used to engage and retain the learner’s interest.

Changes to the way we work

Our ability to concentrate on a task is changing. According to researchers in ‘Interruption Science’⁸, the average worker switches tasks every three minutes and, once distracted, takes nearly half-an-hour to resume the original task. Multitasking, once seen as beneficial, is shown to lower productivity, create stress and block deep learning, yet it is everywhere in the lives of adults. Children too, influenced by social media, are often both here and elsewhere at the same time.

The design and delivery of training, learning and development programmes should consider and embrace the influence of computers and social networking. This may alter the style and length of the learning sessions.

Families

In most developed nations and increasingly in developing countries, the role of women has changed significantly, with a large percentage balancing careers, family, volunteer work and other activities and, in increasing numbers, doing so as single parents. This has resulted in a reduction of available time to take on volunteering roles and attend training.

Changes in profile of volunteers

An increase in the number of adults working professionally in the human services field means that many of our volunteers and adult members already have professional leadership, communication and relationship-building experience to bring to their volunteer roles. National Associations need to ensure that the experience and qualifications of their volunteers are recognised, and that they are given appropriate roles and responsibilities to keep them engaged and challenged.

⁸ Clive Thompson (2005): Meet the Life Hackers

Accountability and risk

There is a greater sense of accountability and risk management, particularly in the western world. National Associations should consider how they manage and mitigate the risks associated with programmes and activities, especially with regard to the quality of delivery and the monitoring and evaluation of learner outcomes. Risk management should also form part of the training and learning programme.

Learning Trends

Learning is lifelong. We learn as babies through copying. Later much of our general knowledge is gained through school education. Even after completing our formal education, we continue to develop our skills and knowledge and adapt to new technologies. An Adult Training, Learning, and Development Framework should contribute to the individual's lifelong learning process by acknowledging and building on previous experiences by providing opportunities for further learning and development.

4.2 Trends in Girl Guiding and Girl Scouting

Within Girl Guiding and Girl Scouting, there have been many changes. National Associations may have changed in a number of ways:

- more flexible use of ceremony and structure in the educational programme
- fewer 'rules'
- routine use of technology to communicate with and educate members
- adult members joining for a limited time rather than for life
- shared leadership roles for adult members
- emphasis on international Girl Guiding and Girl Scouting: more travel, greater connection
- resources drawn from non-Girl Guiding and Girl Scouting sources via the Internet
- more direct focus on personal growth and development
- concern over legal and financial risk management, e.g. assessment, performance management, audits and criminal record checks
- increased use of experiential learning
- more focus on the needs of the individual as well as on the needs of the organization
- collaboration and partnership with organizations outside Girl Guiding and Girl Scouting
- emphasis on building the leadership capacity of young women
- loss of teenage members
- shortage of women volunteering as leaders and administrators
- increased outside commitments for both girls and women
- some associations delivering less outdoor activity while others are delivering more.

These trends will vary depending on the country, cultural norms, length of time Girl Guiding and Girl Scouting have been established, and the size of the organization. The trends impact both female-only and mixed organizations and should be considered in the development of the Adult Training, Learning, and Development Framework within National Associations.

4.3 Current Trends Affecting Approach to Training, Learning and Development in Societies around the World

The delivery of training, learning and development around the world is changing. The overall trend is moving towards an emphasis on learning rather than on training by:

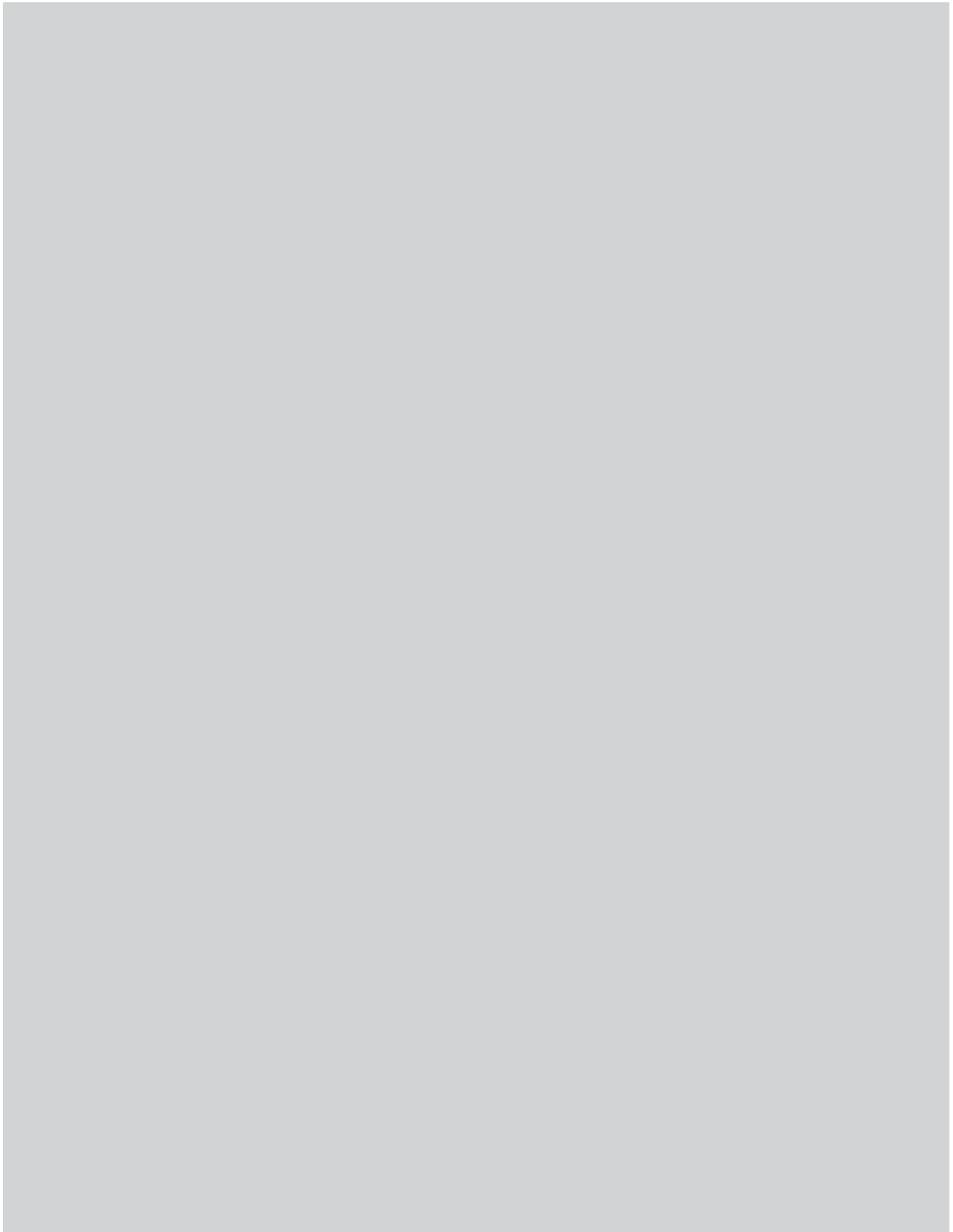
- meeting a learner's individual needs through an appropriate and individual method of delivery
- creating a learning environment rather than a training environment
- using individually tailored learning packages
- acknowledging the learner's prior knowledge and experience related to the topic
- recognizing that learning takes place in various environments, accepting that formal, informal and non-formal learning environments are all valid.

National Associations need to consider all modes of learning and training when designing or revising their Adult Training, Learning, and Development Framework. These can include:

- use of computers and similar media
- "on the job" learning and support
- experiential and action learning
- experiences of personal development e.g., reflecting, sharing, arts activities
- recognition of prior learning
- mixed delivery (learning techniques using some or all of the above techniques)

By incorporating these suggestions, a National Association will ensure that its Adult Training, Learning, and Development Framework reflects current trends in society, Girl Guiding and Girl Scouting and in training and learning so that it therefore accommodates today's adult member.

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5 Guidelines on Adult Training, Learning, and Development

This section describes how the Adult Training, Learning, and Development Framework will help to achieve the WAGGGS' Mission through its learner-centred training approach. These guidelines provide guidance for National Associations developing their Adult Training, Learning, and Development Strategy. This strategy will then feed into the National Association's Adult Training, Learning, and Development Framework which is required by WAGGGS for accreditation.

5.1 The WAGGGS Approach to Adult Training, Learning, and Development

Adult members play an essential role in fostering the growth and development of girls and young women by acting as role-models and by sharing their commitment to lifelong learning. Training provides adult members with skills, knowledge, attitudes, experiences and other learning opportunities needed to be effective in their roles.

The WAGGGS Policy and Guidelines: Adult Training, Learning, and Development highlights the value of learner-centred training, an approach that bases training design and delivery on the individual learning styles and preferences of the adult learner. The guidelines explain the key elements and benefits of learner-centred training.

5.2 Learner-centred training

The traditional way of preparing and empowering adult learners to gain greater skill, knowledge and competence is through training. Training can range from highly structured presentations to a series of interactive games; from action learning in teams to self-directed online learning; from experiential exercises to project-based learning.

These guidelines focus on learner-centred training, which recognizes the adult learner as a person with knowledge, perspectives and unique learning needs based on their life experiences and their current role as a volunteer. Through this approach the trainer/facilitator uses a variety of approaches and styles to meet everyone's optimal ways of learning.

The learner-centred approach incorporates:

- dealing with different learning styles
- theories of adult learning
- characteristics of volunteers and adult learners
- ways of building confidence and trust
- techniques for conducting needs and programme assessments
- Kolb's Learning Cycle (see point 5.3)
- research on adult brain function

“ You cannot teach a man anything
You can only help him to discover for himself ”

Galileo Galilei

The key role for the trainer/facilitator is to facilitate learning. Taking a facilitative approach to training means that the job is not over when the information has been presented, the skills practiced, or the game played. The most effective learning takes place when the learner is asked to reflect on the meaning and impact of the experience.

Whether presented as a few open-ended questions or an elaborate team activity, the process of debriefing (or reviewing⁹) what has been learned will add value to every kind of training method. It helps to identify and personalize the experience for the learners. By facilitating a discrete debriefing process, the trainer/facilitator takes care that every learner has engaged in the learning experience, understood the key points of the material and knows how to relate the material to their role in Girl Guiding and Girl Scouting.

The learner-centred approach is not without its challenges, foremost of which is convincing trainers/facilitators to relinquish some control of the learning process. Our adult members come with a wealth of experience, knowledge and expertise which should be incorporated into the training so that trainers learn also and so that those being trained remain challenged and committed to the programme. Acknowledging that the adult learner has legitimate ideas of what a training programme should cover and how it should be delivered may not be immediately welcomed by trainers/facilitators who are used to a more unilateral form of training. The learner-centred approach can be introduced slowly and sensitively so that all participants including trainers/facilitators feel comfortable with the expectation that everyone will be involved in the training/learning process.

5.3 The Process of Learning

Learning is a process by which individuals or groups acquire knowledge, skills, experience and/or develop attitudes and values, resulting in a changed behaviour.

(WAGGGS Facilitation Guide (2011) p. 55)

Learning is something that we all do, but is difficult to describe because it is a unique and ongoing experience for every individual. Learning can vary with the type of task given and the learning style, culture, age, motivation and values of the learner. One can learn through a one-off educational experience or through an ongoing and lifelong process of increased understanding which may happen unconsciously.

WAGGGS promotes learning as a process and not just as a transfer of information. For example, WAGGGS enables our young adult members to learn about global themes and issues such as advocacy, international collaboration, governance and the environment by providing opportunities through its education programmes, attending international meetings, working with other organizations, and participating in the governance structures of WAGGGS. Through these opportunities young adult members are challenged to extend their vision and look at ways to affect change.

⁹ Greenaway, Roger & Hilditch, David (1993): Playback: A Guide to Reviewing Activities. Duke of Edinburgh's Award

The learning process can be illustrated as a cycle. The best known model of adult learning is Kolb's Learning Cycle¹⁰, which sets out a four-staged process of learning:

Experiencing something (observing, feeling, perceiving)

Reflecting on the experience (responding, wondering, remembering)

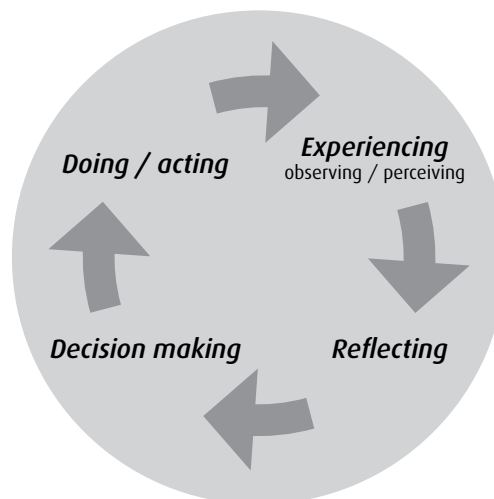
Evaluating and decision-making (analysing, connecting, extending)

Doing things in a new way (planning, acting, testing)

The cycle builds on itself to become a spiral of growth and expanding competence. Learning can begin at any one of the four stages of the cycle, according to the preferred learning style of the learner.

The role of the trainer/facilitator is to encourage the flow of learning in the adult learner. This method links with the WAGGGS Leadership Development Programme in which participants also flow through four steps: Connect – Extend – Challenge – Act.

Kolb's Learning Cycle



5.4 Development

The learner-centred approach ensures that each learner is engaged throughout the training process and that they absorb their new knowledge and experiences in a meaningful and applied way. Although this approach may take more time than straightforward trainer delivery, it will save time in the long run by ensuring that learning takes place – that the knowledge or skill is understood and can be applied. The WAGGGS' training, learning and development approach also aims to provide opportunities for the individual to develop socially, intellectually, physically, emotionally, spiritually, and morally.

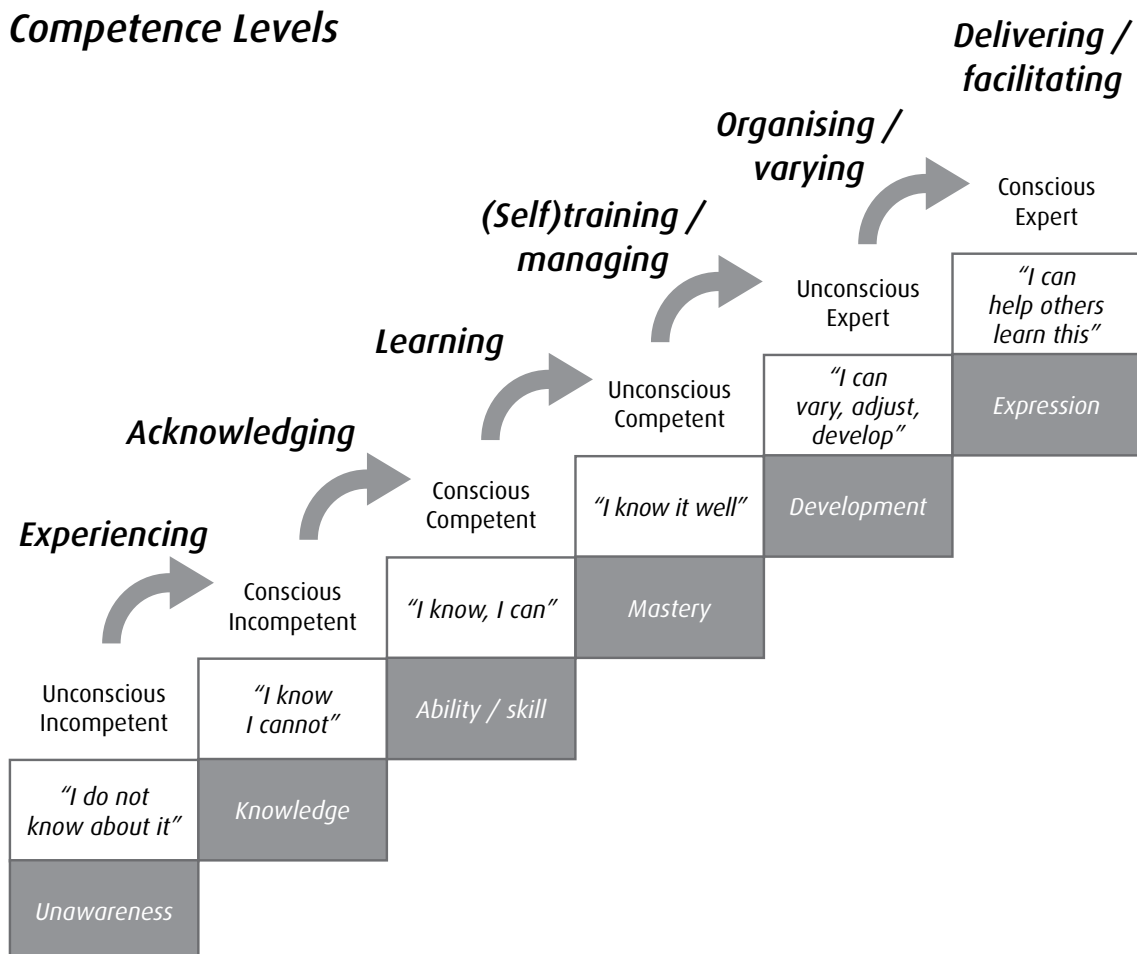
Helping individual leaders to fulfil their potential in life requires a multi-faceted and ongoing commitment by the National Association. Such a transformation takes time, creativity and resources whatever the age of the adult member.

¹⁰ Kolb, David A. (1984): *Experiential Learning: Experience as the source of learning and development*

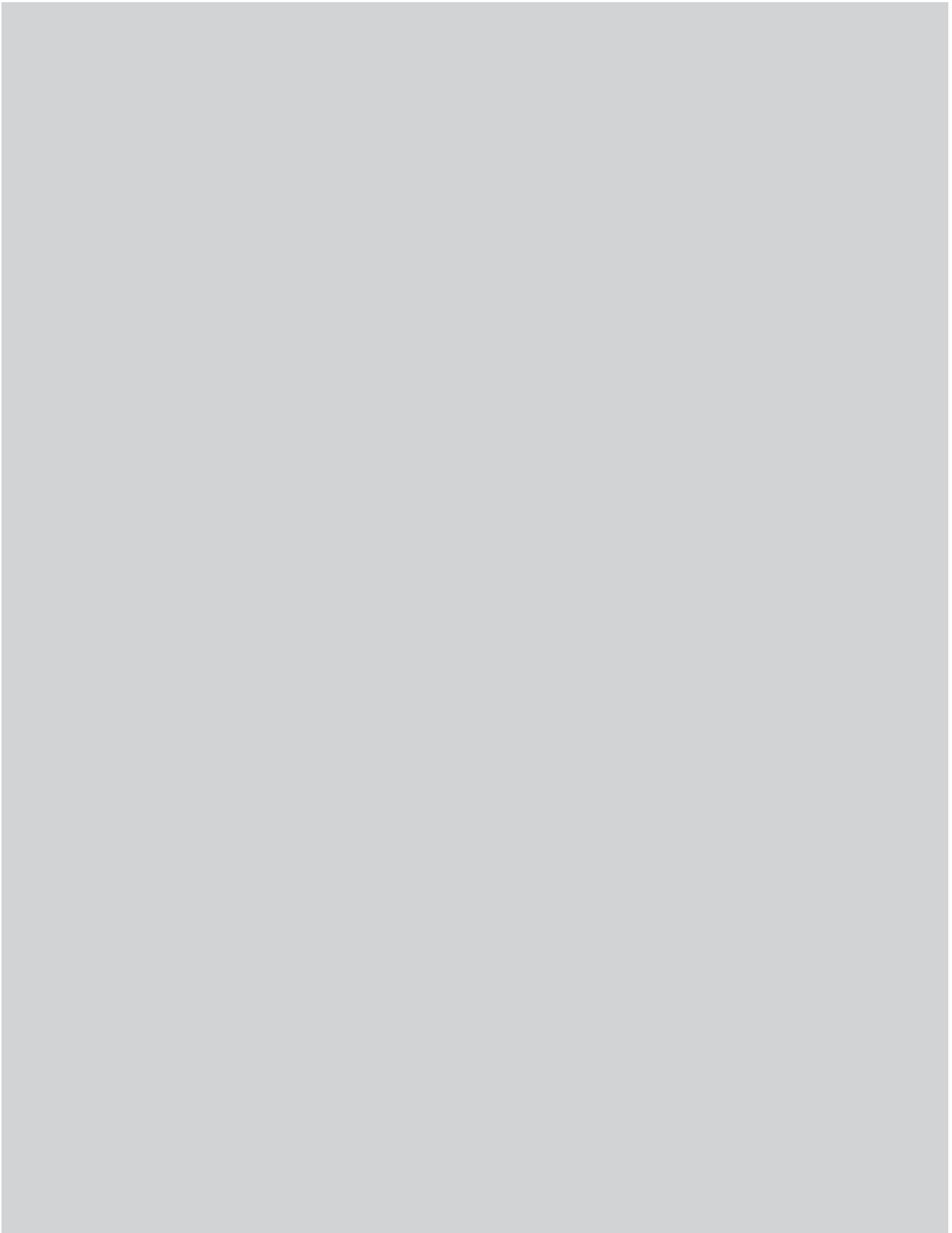
Throughout the training and learning process, an adult learner should develop competences. Below is an example of how competence levels can progress. This diagram can assist the trainer/facilitator to assess which is a suitable learning method for their learner(s):

- An adult member may start the training programme from a position of not knowing what they need to know (unconscious incompetent). The trainer/facilitator may therefore wish to start with discussing the actual learning process.
- This may develop into having the information but acknowledging that the learner cannot yet use this information in their own leadership role (conscious incompetent).
- The adult member may then start to feel that they can use the information and the learning (conscious competent).
- It may then become quite natural for them to apply the learning (unconscious competent).
- This may lead to the adult member starting to use their learning to develop others (unconscious expert).
- Finally the learner should become conscious and confident that they can help others learn their skills (conscious expert). This is where we aim for our adult leaders to be.

Competence Levels



NOTES





6 Developing a Strategy

This section provides advice and information on developing an Adult Training, Learning, and Development Strategy and Framework.

National Associations vary in their organizational structure and governance according to culture, membership structure, and historical set-up. For example, some organizations have school-based Girl Guiding and Girl Scouting activities for girls and women only while others are independent of the national educational system and have girls and boys, women and men as members and leaders.

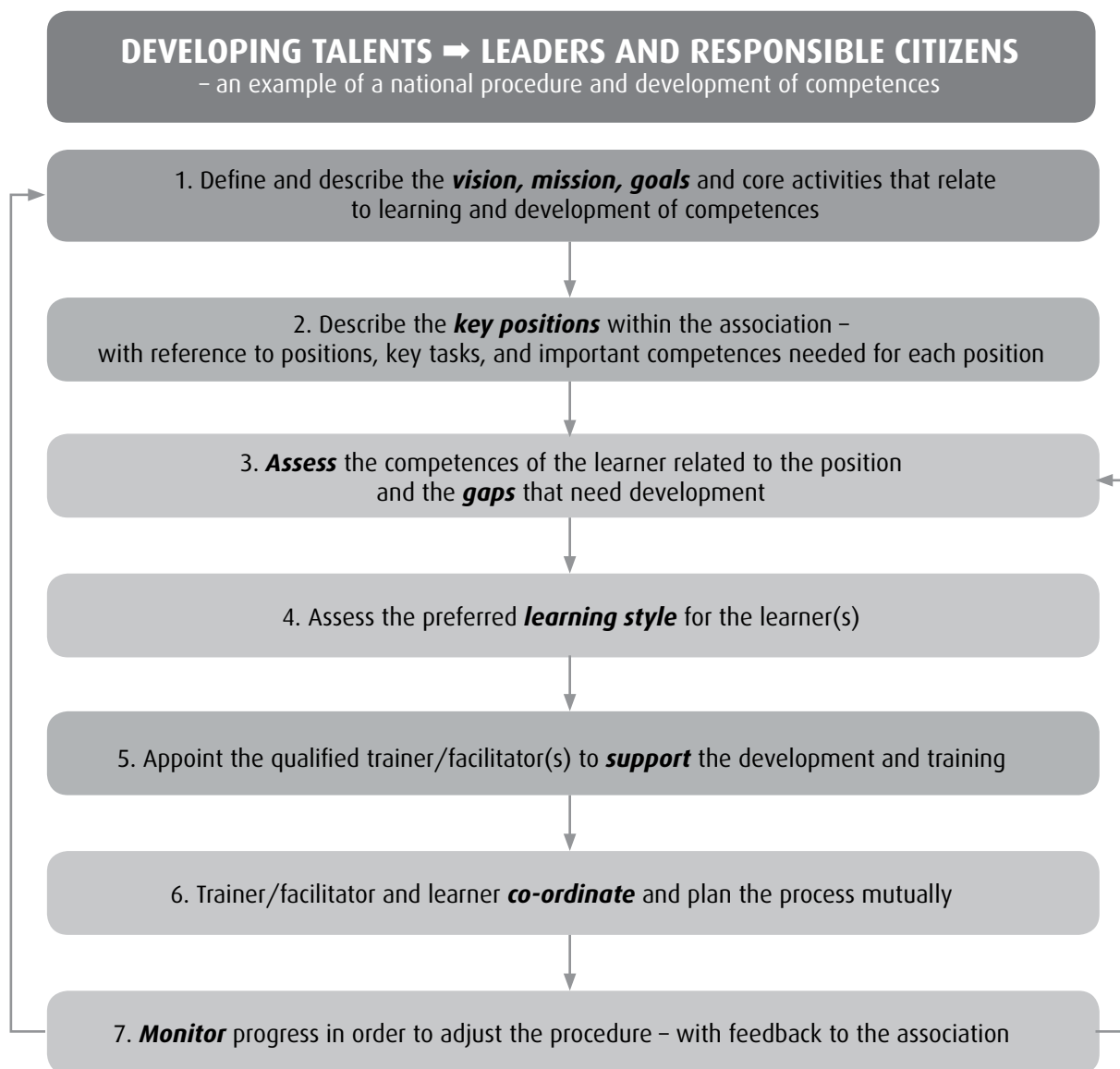
The Adult Training, Learning and Development Framework should incorporate the common elements of adult learning as presented in these guidelines as well as be shaped by the unique characteristics of each organization.

6.1 Facilitating Training, Learning, and Development of Individuals, Groups and Associations

The Adult Training, Learning, and Development Strategy should be aligned to and based on:

- the Fundamental Principles of WAGGGS
- knowledge of how adults develop competences
- the need for competences within associations
- common trends among young people and leaders in volunteer organizations

The chart below outlines the process that a National Association should go through to develop its Adult Training, Learning, and Development Strategy.



Above is an example of a development plan for individual leadership development for a national key position. Cells 1 and 2 relate to the organization, cells 3 and 4 relate to the learner, cell 5 relates to facilitation, and the final two cells relate to the learning process. When developing a training strategy, both aspects of the individual in the organization and the organization as a whole have to be considered.

6.2 Key positions

Every key position in the organization should have a clear job description including the roles and responsibilities, tasks, mandatory competences and any normally required training for the position. The competences needed should inform the training process.

6.3 Identifying the needs and expectations for training and learning

Through the recruitment process, the National Association should identify the needs and expectations of the volunteer and convey its own expectations of the role and plans with regard to induction, training, and further support.

The National Association should:

- identify its needs before recruiting adults;
- create a job description for all roles;
- design a process of ongoing evaluation for all roles;
- identify success indicators for tasks and roles;
- set length of appointment, renewal and re-appointment guidelines for all roles;
- prepare a comprehensive and ongoing system of reward and recognition for valuing contributions by volunteers;
- build a support structure that focuses on meeting the needs of volunteers;
- have a clear scheme for the induction and training of new volunteers;
- publicize support options such as coaching, mentoring and further training;
- identify whether a trainer/facilitator is needed to facilitate agreed training opportunities.

6.4 Role specification for trainer/facilitator

It is important to define the role and function of the trainer/facilitator in the strategy.

The profile of a trainer/facilitator should include:

- experience of working in a non-formal learning environment
- willingness to learn and share
- openness to varied approaches to learning and facilitation
- willingness to participate in the development, implementation and evaluation of the training process

In addition, trainers/facilitator should have competences that:

- empower the learner to take responsibility for learning
- enable a high degree of flexibility in session management
- engage and empower people through excellent communication skills
- achieve high levels of creativity and innovation
- enable and support the learner to be part of self-motivated learning processes

6.5 Developing trainer/facilitator positions

All parties with an interest in training, learning and development in the organization should collaborate to define the duties of the trainer/facilitator and provide any necessary support.

Specific trainers/facilitators should be considered to provide training for:

- The Chief Commissioner and National Board
- Leaders of project teams which are dysfunctional
- Leaders working with people with disabilities
- Leaders working on community action projects

An inventory of training competences currently available within the organization is an invaluable tool for the implementation of this phase of the framework.

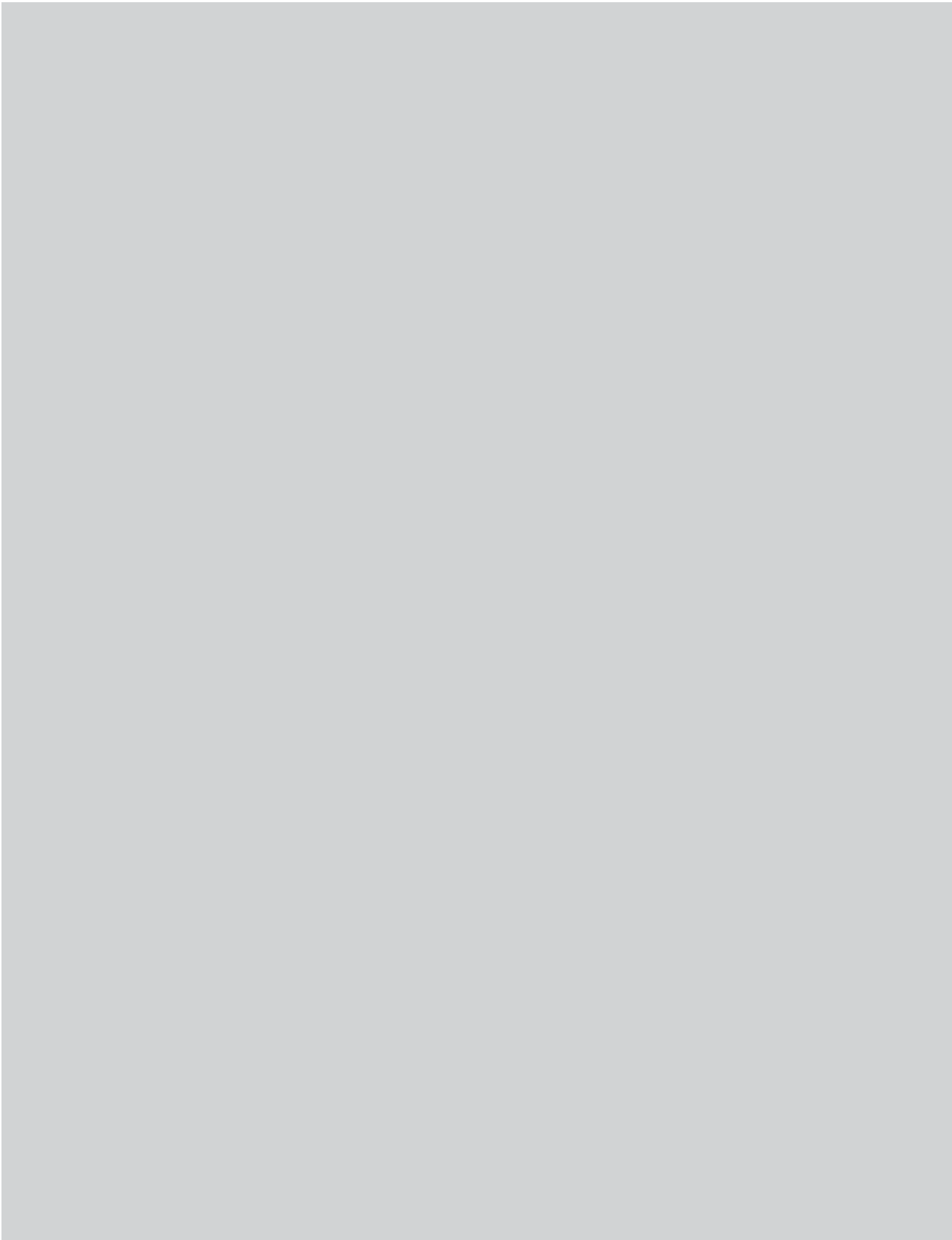
Overleaf is an example of a matrix showing the positions, role description, required skills and training needed.

Position	Role description: Tasks and responsibilities	Skills, knowledge and competences needed to perform the role	Training needed
Trainer/Facilitator	Examples: <ul style="list-style-type: none"> • Describe, plan, implement and follow up on training, learning and development activities • Support the learning process of those who attend any kind of leadership development training 	Examples: <ul style="list-style-type: none"> • Knowledge about the strategy and organizational structure of the association • Skills for facilitation and mentoring • Communication competences • Relevant computer competences 	Examples: <ul style="list-style-type: none"> • On-the-job training in planning and implementation of learning situations • On-going follow-up options to maintain awareness of current trends in training, learning and development
Training Committee including Training Commissioner	Describe the responsibility differences, if any, of the Training Committee and the Training Commissioner		
Advanced trainer/facilitator			
Potential trainer/facilitator			
National Board and Committee Member			
Commissioners			
Unit Leader (any branch or age level)			
Staff			
Non-uniformed members			

6.6 Setting up a Learning and Supportive Environment

Setting up a network to support the development of individuals and groups within the organization is vital to retain adults who leave their leadership positions but may want to remain involved, for example, on projects or as mentors for other leaders.

NOTES





7 WAGGGS Adult Training, Learning, and Development Framework Accreditation Criteria

WAGGGS offers accreditation to National Associations and Member Organizations for developing and implementing standards of adult training, learning, and development that meet the criteria set by WAGGGS. Each National Association should submit an Adult Training, Learning, and Development Framework for accreditation. Once accredited, an organization will be provided with certificates and pins for its appointed Trainers of Trainers/facilitators.

The criteria for the framework and the procedure for accreditation are described in this section.

7.1 Adult Training, Learning, and Development Framework

An Adult Training, Learning, and Development Framework within WAGGGS should include:

- an outline of how the National Association will integrate the Policy and Guidelines: Adult Training, Learning, and Development into its strategy;
- a description of the approach and strategies for adult training, learning and development within the organization, and;
- an organized structure of training, learning, and development opportunities for adult members.

Purpose

An Adult Training, Learning, and Development Framework enables the National Association to:

- develop the potential of individuals and groups
- ensure the quality of the Girl Guiding and Girl Scouting experience for all members
- ensure that all adults are supported to carry out their roles and functions effectively
- provide direction and support for trainers/facilitators
- embed learning within the National Association's strategies and operations
- meet the criteria for accreditation by WAGGGS.

WAGGGS accreditation of the Adult Training, Learning, and Development Framework benefits the National Association by:

- confirming the value of adult learning within the organization
- recognising efforts to fulfill the potential of the entire organization
- maintaining the consistency and quality of adult learning programmes
- enhancing credibility for funding
- raising the status of adult volunteers, especially trainers/facilitators
- aligning the communication flow between WAGGGS and the National Association on matters of learning and training
- providing opportunities for partnerships and collaboration in the wider community.

7.2 Essential Elements of the Adult Training, Learning, and Development Framework

The planning of the Adult Training, Learning, and Development Framework should include the following stages. The content of the Framework can be drawn from the strategy which is outlined in section 6.

Preparation Stage

- a. The Adult Training, Learning, and Development Framework should be developed by members of the National Association who have expertise in adult learning, training and development. Once completed it should be endorsed and actively supported by the National Board.
- b. The learner-centred approach should be integrated in all aspects of the Adult Training, Learning, and Development Framework. The approach should also be integrated into other core areas of work including the Educational Programme and Governance.

Foundation Stage

- a. A needs assessment should be conducted, examining the effectiveness of training, learning and development in all areas of the organization. A range of adult members should be involved in the design and implementation of this instrument, ensuring that definitions and questions encompass a wide perspective.
- b. Each National Association has its own unique context in which Girl Guiding and Girl Scouting takes place and which should be reflected in its Adult Training, Learning, and Development Framework.

The Framework also needs to take into consideration trends and changes occurring in adult learning and training practice, both within and outside of the organization. The description of these trends will need frequent updating to reflect the changing trends.

Information Stage

- a. There should be an organizational chart showing the roles and responsibilities of all those involved and targeted in the Adult Training, Learning, and Development Framework. This will include the qualifications and competences needed to fulfill each role; the recruitment process; methods for initial training; and the means of providing continuing development. These roles and positions will include management and relevant staff, trainers/facilitators, trainers of trainers, leaders, administrators, and other volunteers of all ages who have the potential to be leaders.
- b. Resources available for training, learning and development opportunities need to be detailed, including:
 - the information and communication system that is used to promote and evaluate all learning and training
 - the range of venues available for the delivery of learning and training
 - handbooks, manuals and other supplementary resource materials that are produced or purchased to support learning and training
 - budget allocation for the preparation and delivery of learning and training
 - a statement of how the budget and other resources support the aims and objectives of the Framework.

Design Stage

- a. The aims and objectives of the Framework should draw on the WAGGGS Policy: Adult Training, Learning, and Development as well as on the results of the needs assessment and descriptions of context.
- b. The National Association's approach to training, learning and development should consider:
 - the influences of culture and national priorities
 - the Girl Guiding and Girl Scouting Method in learning and training opportunities
 - Girl Guiding and Girl Scouting Values
 - Competences that may be relevant in a changing world
 - a diversity of learning models, delivery styles and use of media to match the assessed needs of learners
 - flexibility, adaptability and relevance to the present time and situation of the association and its environment
 - the implementation of the World Association of Girl Guides and Girl Scouts Policy: Adult Training, Learning, and Development 2012.

Quality Control Stage

The mechanisms for maintaining quality, monitoring progress and evaluating the outcomes of the training and learning processes should be built into the Framework from the beginning.

- a. Goals and objectives need to be defined in terms of how the learner will demonstrate each competence derived from the training, learning and development opportunities. The Framework should contain a range of suitable evaluation tools to assess impact and identify further learning needs. Simply noting attendance and immediate feedback is not a sufficient measure of quality, progress or outcome.
- b. Adult members can lose contact after their initial training. They need access to ongoing feedback and support from a peer, mentor or the person responsible for their position. A system of support, feedback and evaluation should be provided for each position in the organization so that further training, learning and development needs can be identified and addressed.
- c. The effectiveness of the entire Adult Training, Learning, and Development Framework should be evaluated at least every six years. Continuous monitoring and evaluation of outcomes will provide more accurate and useful information than a single round of evaluation in the final year.

Implementation Stage

A well-organized implementation plan will need to be developed for use throughout the organization. There needs to be ample time for the Trainers of Trainers/facilitators to train and prepare trainers/facilitators to carry out their training and learning processes.

There should be a plan for supportive monitoring, training and feedback for all trainers/facilitators.

7.3 Considerations for excellence

When designing the Adult Training, Learning, and Development Framework, the National Association is encouraged to include:

- estimates of how long the learning process will be for different roles
- a system to recognize prior learning and relevant competences gained inside or outside Girl Guiding and Girl Scouting
- the creation of an effective mentoring system for adult members
- partnerships with other organizations who are experts in learning, training and development
- systems to ensure that trainers/facilitators are routinely updated about changes in the programme and other organizational matters
- strategies to monitor the Framework's alignment with the educational programme and other activities in the organization.

A checklist to support the formulation of the Adult Training, Learning, and Development Framework can be found overleaf.

7.4 Checklist for contents of Accreditation

National Associations should provide content relating to the following topics as part of their Adult Training, Learning, and Development Framework. The Framework should be submitted to the World Bureau for accreditation.

TOPIC TO DESCRIBE OR CONSIDER	DONE	NOTES
Context		
1 How the Adult Training, Learning, and Development Framework addresses: <ul style="list-style-type: none"> • WAGGGS Policy • WAGGGS Values and Fundamental Principles 		
Foundation Stage		
2 Outcome of needs assessment for training, learning, and development for adults		
3 Trends and influences to consider		
Information Stage		
4 Organization chart		
5 Definition of the framework, in particular <ul style="list-style-type: none"> • Roles • Processes • Learning outcomes • Opportunities to progress 		
Design Stage		
6 Aims and objectives of the Adult Training, Learning, and Development Framework		
7 Definition of the resources and how they promote learning and training		
8 Description of the approach to learning		
9 Description of the training, learning, and development processes		
10 The outcomes of the training, learning, and development processes		
11 Description of the learning opportunities and associated timescales		
Quality Control Stage		
12 Measuring the goals and the objectives achieved		
13 Description of the system for monitoring and evaluating training, learning and development in the organization		
14 Description of training and support of the trainers/facilitators		
15 Plans for evaluating the effectiveness and subsequent revision of the Adult Training, Learning, and Development Framework		
Additional Information		
16 Process to ensure all prior achievements are recognized		
17 Plans for communicating with all members on changes to organization		
18 Description of how the Adult Training, Learning, and Development Framework is in line with and supports the educational programme offered to all members		
19 Investigation of partnerships with other organizations to enhance the learning provision		
20 Is this the first time your Association has applied for accreditation? If not, when was your training scheme (re-)accredited?		

7.5 Accreditation Process

The accreditation of the Framework will be carried out by Regional Development Executives, in co-operation with a panel of experts, and confirmed by the World Bureau.

PROCESS FOR (RE-)ACCREDITATION OF THE ADULT TRAINING, LEARNING, AND DEVELOPMENT FRAMEWORK

Step 1:

The National Association notifies the Regional Staff of its intention to apply for (re-)accreditation.

Step 2:

The National Association develops and documents its Adult Training, Learning, and Development Framework with support from the Regional Development Executives. The checklist specifies required documentation.

Step 3:

The National Association submits its completed Adult Training, Learning, and Development Framework to the Region for assessment. The Region notifies the World Bureau of the submission.

Step 4:

The Region's assessment body assesses the application. It may contact the National Association for further information or clarification.

Step 5:

When the Regional staff approve the application, the assessment results are forwarded to the World Bureau, which confirms the assessment. Any queries from the World Bureau should be addressed to the Regional staff.

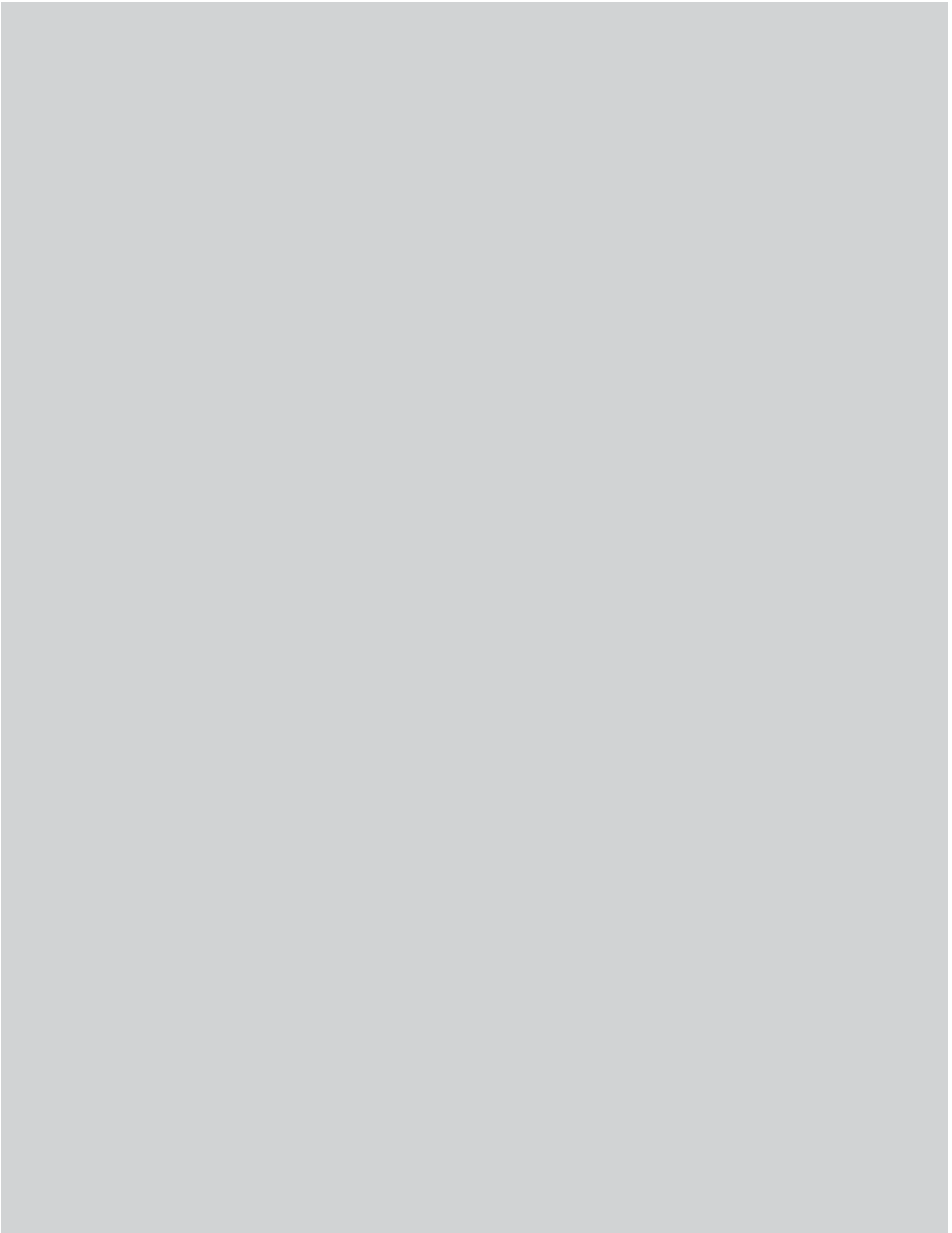
Step 6:

The WAGGGS World Bureau sends the accreditation certificate to the National Association along with the training pins, which are awarded to Trainers of Trainers/facilitators. The certificate letter is copied to the Region staff.

NOTE :

The accreditation/re-accreditation process should take no longer than four months from the submission of the application to the Region Office.

NOTES





8 Glossary

Please find below an explanation and definition of the terms used in this document. These definitions are appropriate within the context of the WAGGGS' learning environment.

Action learning: An educational process where learners study their own actions and experiences in order to improve performance. Learners acquire knowledge through actual actions and repetitions rather than through traditional instruction. Action learning is done in conjunction with other learners, in small groups.

Adult learning: Learning strategies focused on adults; the process of engaging adult learners with the structure of learning experience. Adult learning is also known as 'andragogy' (Greek: 'man-leading') as opposed to pedagogy (Greek: 'child-leading').

Adult members: WAGGGS defines its adult members as those who are aged 18 and over who are volunteers in leadership positions in the organization.

In some National Associations, younger women are considered adults. This policy and these guidelines can be adapted for this group by Member Organizations.

Coach: A learning facilitator who supports a learner in self-led development.

Competence and Competency: The combination of skills, knowledge, experience, attitudes and values that enables a person to successfully carry out a given task at a given level. Competency is the ability of an individual to perform a job properly.

Some definitions claim that the terms Competence and Competency are the same; some definitions explain a difference, referring to Competence as the holistic term for social skills, behaviour and knowledge.

Competency is the ability of an individual to perform a job properly. A competency is a set of defined legal behaviours that provide a structured guide enabling the identification, evaluation and development of the behaviours.

De-briefing: A process through which a trainer and learner will review the learning process, experiences and perceptions in order to learn from and adapt the process.

Development: The scientific, self-led study of systematic psychological, emotional, perceptual and behavioural changes over a lifetime. Used here in the context of personal development.

Education: The process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another, e.g. instruction in schools.

Experiential learning/Learning by doing: Learning by reflecting on an experience and consequently using this experience to inform future actions and decisions. Taking part in a process and then reflecting on what one has done and learning from this.

Experiential learning is related to, but not synonymous with action learning.

Facilitation: Any activity that supports participants to achieve a task. In a learning situation, it is perceived as the process of supporting one or more learners in their developmental and learning process, using different facilitative methods.

Facilitative training: A training environment in which a designated trainer/facilitator uses established standards to guide learners on a learning journey. Learners may ask questions, and are encouraged to apply what they have learned to solve a problem. Facilitative training is based on research that shows learners understand and retain their knowledge when they are involved in the learning process.

Facilitator: A person who helps learners to understand their common objectives and assists them to achieve these.

Informal learning: Learning that is not part of a conscious educative process. Informal learning takes place outside a formal educational setting, often involving interactions and shared relationships among members of society. Examples include language acquisition, cultural norms and manners.

Informal learning is one of three forms of learning defined by the Organisation for Economic Co-operation and Development (OECD). The other two are 'formal' and 'non-formal' learning.

Leader: A leader is a person who cultivates and nurtures the group dynamics and empowers people to take leadership roles (WAGGGS Leadership Development Programme).

Leadership: Leadership is the process of influence within a group that helps the group to achieve its set goals.

Leadership in a group: is the relationship which defines and impacts the life and actions of the individual and group. (WAGGGS Leadership Development Programme)

Learner: A person who is consciously undergoing a learning process or development activity.

Learner-centred: Learning in which the learner is in control of the learning experience, and whose needs and objectives are the focus of the learning process.

Learning: Behavioural change resulting from acquiring or modifying knowledge, behaviours, skills, values, or preferences which may involve synthesizing different types of information.

Learning environment: The framework, both physical and mental, which motivates a learner and trainer/facilitator to learn from each other and alone.

Learning Organization: An institution that facilitates the learning of its members and continuously transforms itself. A Learning Organization has five main features; systems thinking, personal mastery, mental models, shared vision and team learning (Peter Senge: The Fifth Discipline).

Member Organization: The national Girl Guiding/Girl Scouting body that is accepted as a member body of WAGGGS. In some countries the Member Organization is the only Girl Guiding/Girl Scouting National Association, and in others the Member Organization is a federation, a joint body for a number of different Girl Guiding/Girl Scouting and co-educational associations in the country.

See also National Association.

Mentor: An experienced person who supports the personal and task-related development of another person.

National Association or National Organization: A National Girl Guiding/Girl Scouting Association can be the only WAGGGS Member Organization in a country, or it can be part of a federation with other National Associations in the same country.

Non-formal Education: A planned programme of personal and social education designed to improve a range of skills and competences, outside of formal educational structures. Participation is voluntary. Programmes are implemented by trained leaders who are usually volunteers and they use creative methods to engage the learner.

Organizational Learning: Models and theories about the way an organization and its members learn and adapt. In Organizational Development, learning is a characteristic of an adaptive organization, i.e., an organization that is able to sense changes in signals from its environment (both internal and external) and adapt accordingly.

Patrol system: Girl Guide and Girl Scout units are usually divided into patrols, or groups of around five to eight peers, one of whom is the designated patrol leader. The group works together on activities and programmes set by the unit leader.

Peer: Related and equally regarded person - whether that is in age, ability, or level in an organization.

Qualification: The knowledge and skills that are gained through formal education or through experience that qualifies a person to deliver a defined task.

Reviewing: Any process that helps a learner to make use of personal experience for learning and development. Reviewing processes include: reflecting (individually or in groups) on experience, analysing, making sense of experience, communicating, reframing and learning from experience.

See also 'De-briefing'.

Team Learning: The process of working collectively to achieve a common objective in a group. In the Learning Organization context, team/patrol members share knowledge and complement each other's skills.

Trainee: Person undergoing some kind of training or taking part in a learning activity.

Trainer: Person trained to prepare, support and evaluate a learner/trainee in a learning situation. In a traditional setting, a trainer plans, inducts and controls the learning situation. In a learner-centred setting, a trainer assesses the needs and works with the learner to implement the most suitable learning activity.

Training: The acquisition of knowledge, skills, and competences as a result of the teaching of vocational or practical skills and knowledge that relate to specific competences.



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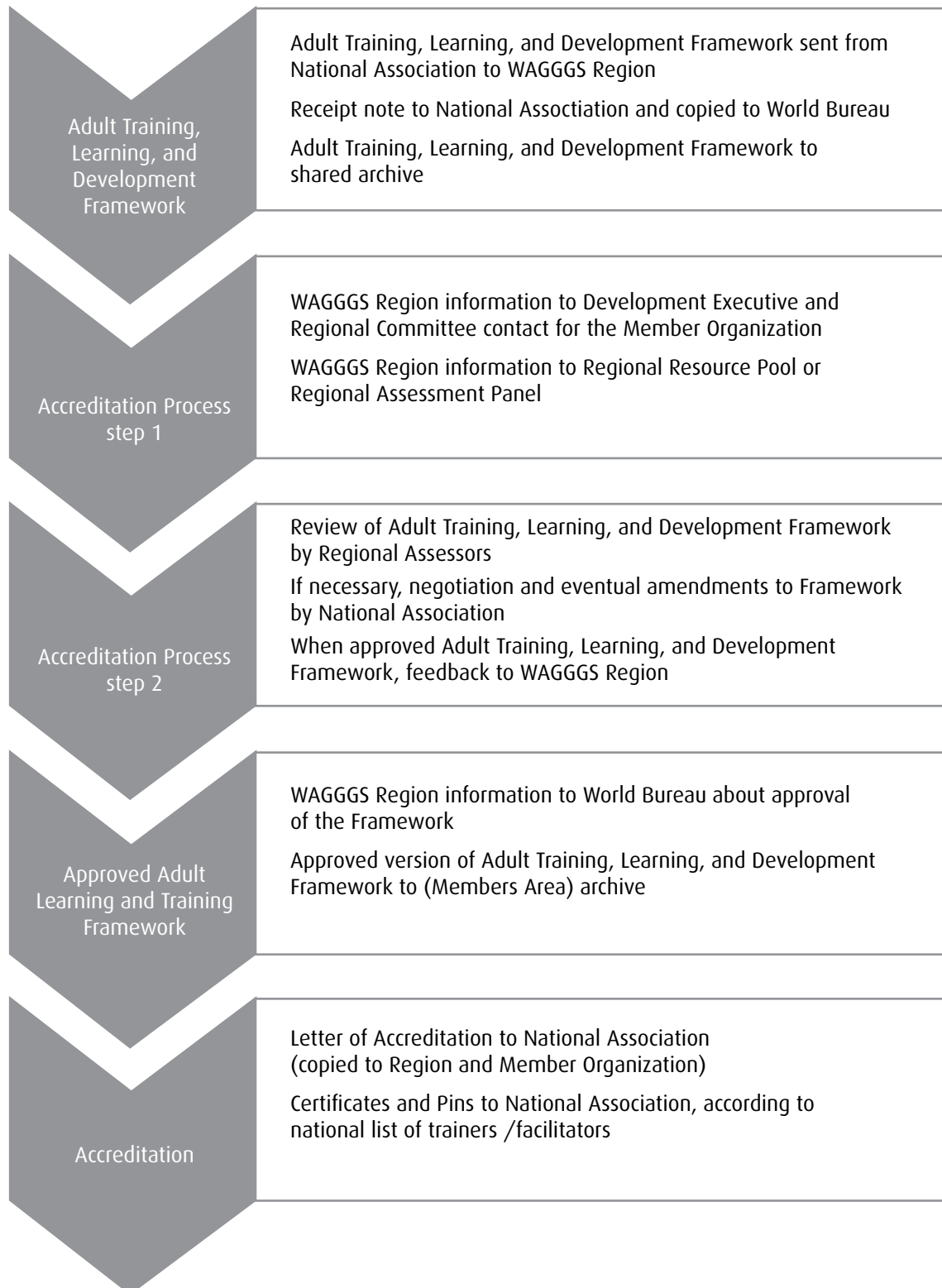
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Appendix A: Flow chart of the Accreditation Procedure



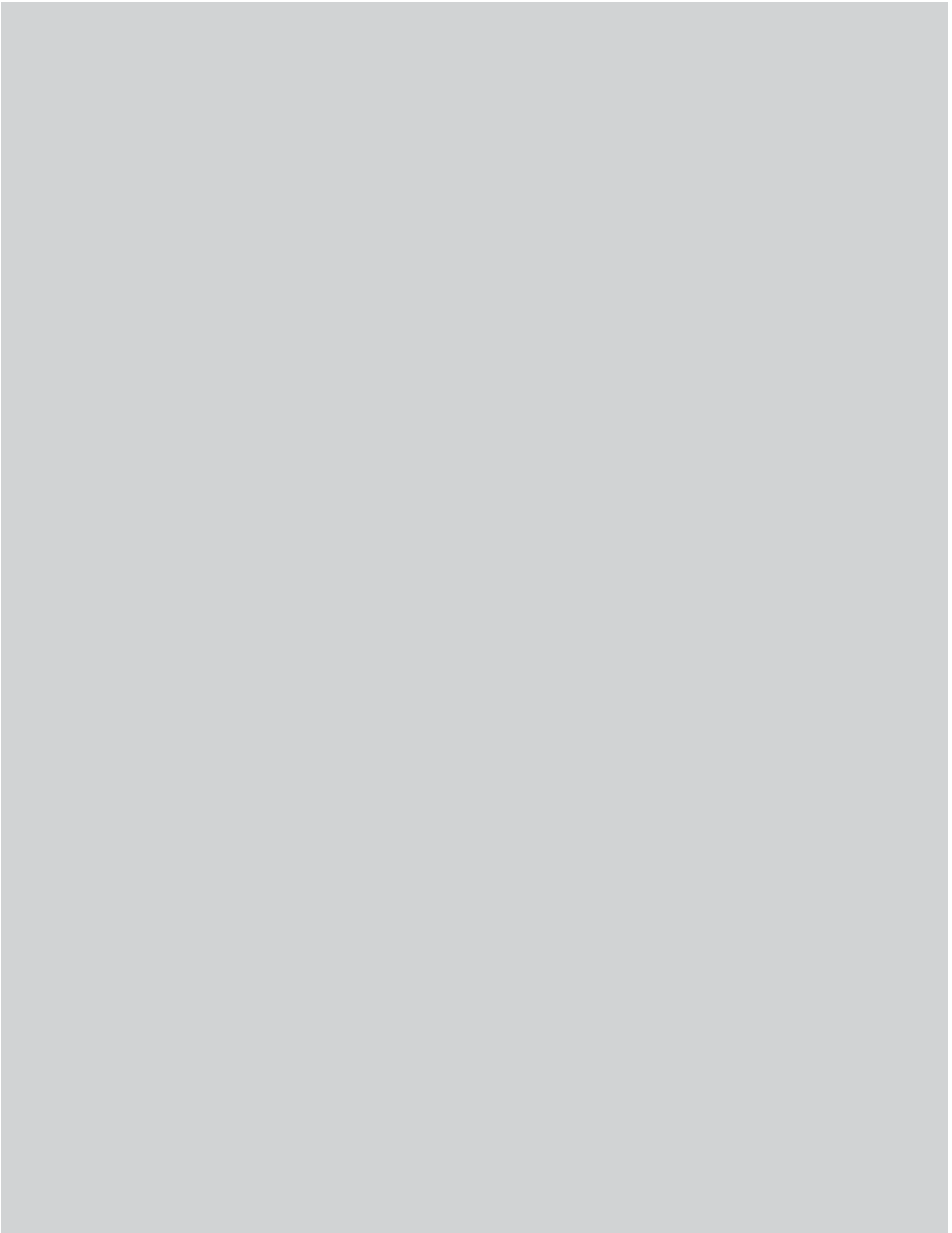


Appendix B: Checklist for contents of Accreditation

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NOTES





World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

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