Why, How, and What? Youth workers increasing accessibility and quality of non-formal education

REPORT of the Study Session held by WAGGGS in co-operation with the European Youth Centre of the Council of Europe

European Youth Centre Budapest
5-12 November 2017

This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.
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1. Executive summary

This is the final report of the “Why, How, and What? Youth workers increasing accessibility and quality of non-formal education” Study Session organized by the World Association of Girl Guides and Girl Scouts, in partnership with the European Youth Centre of the Council of Europe between 5-12 November 2017, in Budapest, Hungary. This study session has brought together 30 participants with expertise on non-formal educational methods and learning design. Participants have explored WAGGGS’ educational method and leadership offer, as well as discussed the purpose of guiding and quality assurance. The activity was closely linked with the priorities of the Council of Europe’s Youth Department, as it set out to foster young people’s access to their rights and young people’s autonomy by developing their capacities through non-formal education to contribute to increased inclusion in the society and their organization. The activity also had a specific focus on gender and diversity mainstreaming as one way to contribute to building a culture and practices which promote equal participation by young men and young women.

As an outcome, participants designed activities in these four areas and laid down the basis of a toolbox. The full composition of 30 attendants of the group included twenty-five (25) participants from WAGGGS, there has been five (5) external participants, one (1) expert delivering two sessions on learning design, five (5) members of the programming team - supported by one (1) extra staff member from WAGGGS and one (1) Educational Advisor from the Council of Europe Youth Department.

The output of the activity was a toolbox with NFE training sessions that, as a result, will increase youth workers understanding of the essentials of the Girl Guiding and Girl Scouting (GGGS) educational method and their ability to deliver - and support their peers to deliver - a holistic educational programme, learner-led and inclusive activities.

2. Introduction

Organiser

World Association of Girl Guides and Girl Scouts (WAGGGS)

Background and overview of the study session in a nutshell

We believe that all girls and young women have the right to access a high quality educational programme through non-formal education. Girl Guide and Girl Scout organisations have a lot of experience in delivering activities at grass-roots level. However, we have noticed a struggle in some associations and local groups to offer grass-roots activities based on a clear understanding of the full educational value and process they entail.

In addition to the activities that WAGGGS has planned to carry out in this area, this study session represented a further step, in that it aimed at offering a tool that empowers youth workers to design and deliver quality non formal education activities to young people. The purpose is to enable them to take the lead in supporting learning of other young people and their peers according to NFE quality criteria and WAGGGS Educational Method.
Aim

The aim of the project was to enhance the possibility for all our volunteers to gain understanding and expertise of non-formal education methods and quality criteria applied to the Girl Guide/Scout educational method and develop a set of training modules and a framework for a toolbox.

Objectives

- Experience a pedagogically enriching environment
- Work with others in a vibrant, intercultural setting
- Experience collaborating with youth workers outside the Guide and Scout movement
- Explore in depth the aims and implications of the educational method and how those interact with privilege
- Explore notions of quality in NFE
- Gain expertise in designing NFE training sessions that are Relevant, Exciting, Accessible and Learner-led

The output of the activity was a toolbox with NFE training sessions that, as a result, will support youth workers in:

- Increasing their understanding of experiential learning, peer to peer learning, peace education, personal development (the 5 essential elements of the GGGS educational method)
- Improving their skills of planning learner-led educational activities
- Improving their ability of offering a holistic educational programme, leading to enable young people to become responsible citizens of the world
- Increasing their commitment to delivering an inclusive programme that takes into account the needs of young people and how those are affected by gender as well as by social, cultural and economic background.
- Being fully aware on how privilege affects the ability of young people to be part of a youth movement and their experience in it, having a specific focus on gender
- Increasing their ability to mainstream gender and diversity across all activities at grassroots level, having as expected outcome the inclusion of young people with fewer opportunities

Participants

The full composition of 30 attendants of the group included twenty-five (25) participants from WAGGGS, there has been five (5) external participants, one (1) expert delivering two sessions on learning design, five (5) members of the programming team - supported by one (1) extra staff member from WAGGGS and one (1) Educational Advisor from the Council of Europe Youth Department.

The WAGGGS participants were highly experienced in training on the Girl Guiding and Girl Scouting educational methods and learning framework, as well as in one of the four core
topics: educational methods, purpose, leadership mindsets, and quality assurance. Some of them were trainers of trainers, and had experience developing training materials. They mainly came from Member Organisations from 13 countries are part of the Council of Europe, but we had a 3 participants coming from outside Europe (Hong Kong and Argentina).

Planning team

**Course Directors:**
Manuela Capraro (acted as course director until September 2017) - Global Programmes Manager at WAGGGS
Eliza Popper (acted as course director after September 2017) - Global Programmes Manager at WAGGGS (replacing Manuela on maternity leave)

**Planning team members**
Andii Verhoeven - Head of Innovation and Leadership Development at WAGGGS
Korrapin Lertkittisuk, the Guides and Scouts of Finland
Olympia Tsamasfyra, the Greek Guiding Association
Rosie Austin, Girlguiding UK
Nefeli Themeli - Global Programmes Manager at WAGGGS

The programming team has been supported and worked in an equal partnership with László Milutinovits, Educational Advisor in the Youth Department of the Council of Europe in order to deliver a high quality study session which is in line with the overall aims, values and principles of the Council of Europe and especially with the aims, values and priority areas of the Council of Europe’s Youth Department.

Expert

Snezana Baclija Knoch is a freelance trainer and facilitator experienced in learning and game design. She joined us for two sessions to share her expertise on designing learning methods and tools. The workshops were about discovering the way of designing tools for learning in an innovative manner. The objectives of the workshops included exploring the nature of creativity and of doing things differently while still having clear expected learning outcomes in mind, and also looking at good examples, tools and practices. Finally, participants also developed an understanding of usability/quality criteria for activity development.

3. Programme – inputs and discussions

Flow of the programme

Preparation for the study session began about 2 months prior to the event, when participants were engaged in online group work. We created 4 groups who had the task of familiarising themselves with different material and resources on the themes of the study session. Each group prepared a 1.5 hour workshop on their theme, to be delivered in the first two days of
the seminar. Each group was supported and coordinated by one of the planning team members.

The study session was opened by László Milutinovits, Educational Advisor at the Council of Europe’s Youth Department. He welcomed the group on behalf of the European Youth Centre Budapest and introduced the work of the Council of Europe, the EYCB and the purpose of Study Sessions. After some get-to-know and team-building activities the participants learnt about the agenda of the week. The study session was divided into two major parts: first participants received input on the main topics of the study session (both by delivering sessions to the other participants and by participating in sessions delivered by the planning team or the invited expert). In the second part of the week participants implemented the newly gained knowledge and competences while designing non-formal educational activities and creating the basis of a toolbox. The activities went through a testing phase in which participants could try out each other’s activities and give feedback to one another. The framework creation process also included the element of feedback. The study session finished with an evaluation process and discussion on the upcoming process ahead. In the follow-up phase, the emphasis was put on creating and piloting the toolbox, before finalising it and spreading it as a new important resource to use across the WAGGGS network and beyond - thanks to the external participants of the study session.

The following main topics were addressed during the study session:

Starting from the Purpose

The session illustrated the importance of developing the educational programme starting from the purpose, instead of the concrete activities. Participants thought about what made up of girl guiding and girl scouting experience via the hot air balloon activity. There were so many components that even a balloon was not sufficient to hold all.

Then participants reflected which ones were the most essential elements that needed to remain in the balloon and it got down to a few. There was some common theme in these few remaining elements, which is the “Purpose” of Girl Guiding and Girl Scouting: “Provide the framework and opportunities for girls to grow, learn and develop a voice for themselves within the global community. When this is achieved, they can be the voice of others.” We debriefed by asking participants to reflect on how present “Purpose” is in leading their guides/scouts and what should be our “Purpose”. This also illustrated how "outcome thinking" is a better approach to understand why we do it before going into how and what to do. Participants also understood WAGGGS' purpose - the vision and mission.

Our Mission is:
To enable girls and young women to develop their fullest potential as responsible citizens of the world
And our Vision is:
All girls are valued and take action to change the world

WAGGGS Educational Method
During the session, participants learnt about the Girl Guiding and Girl Scouting educational methods in order to better understand how to apply them.

LEARNING IN SMALL GROUPS
We learn to: support each other, negotiate, make democratic decisions, assert our needs, solve problems together and take the lead.

MY PATH, MY PACE
We learn to: respect individuals, make our own choices, learn in the best way for us, value our achievements, collaborate not compete and be confident.

LEARNING BY DOING
We learn to: face challenges, learn through experience, take risks, make mistakes, get involved and pay attention.

CONNECTING WITH OTHERS
We learn to: value others, appreciate diversity, listen, connect, make a difference, develop empathy and communicate.

CONNECTING WITH MY WORLD
We learn to: be active citizens, get our hands dirty, enjoy the outdoors, get involved in our community, speak out for change and pay attention to the wider world.

Leadership Mindsets
Participants were introduced to the 6 leadership mindset of WAGGGS, splitting into groups to discover each one in more detail and discuss how they can be used in and outside of WAGGGS to be better leaders.

The six leadership mindsets are:

- Reflective mindset (Leading self)
- Collaborative mindset (Leading relationships)
- Critical thinking mindset (Leading through enquiry)
- Worldly mindset (Leading in context)
- Gendered mindset (Leading for equality)
- Responsible action mindset (Leading for change)

Quality
WAGGGS, having in mind its vision and mission, uses its education methods to provide a quality girl guiding and girl scouting experience. It describes a quality experience as Relevant (R), Exciting (E), Accessible (A) and Learner-Led (L). In other words, REAL is the way WAGGGS is measuring quality of its activities. Educational tools designed in the organisation need to make sure to fulfil and reflect on REAL. Each part in R.E.A.L. matters and has a certain effect on Girl Guiding and Girl Scouting experience and learning. In this
session, participants learnt what is REAL and how they can apply these quality standards to their activities.

*R for RELEVANT.* Activities should be meaningful, useful and helpful for girls, using means they are interested in. What the girls have learnt makes a difference in their life today and in the future, enabling and empowering them to live the life they aim for.

*E for EXCITING.* Activities that are fun, active, challenging, engaging and innovative, which girls cannot find anywhere and would want to be involved in.

*A for ACCESSIBLE.* All the girls should feel welcome, valued, safe to take part in and express their identity regardless of their backgrounds or special needs in an open-minded environment.

*L for LEARNER-LED.* Girl Guiding and Girl Scouting empowers and encourages girls to take the lead, to decide their own learning journey and gives them a chance to grow 21st century skills.

Theory of change / Outcome thinking

Before the study session, participants were encouraged to collect resources in their national or local organisations which they thought could be interesting for the other participants to learn from. After lunch participants were split into smaller groups to discuss the resources that they had brought with them. They discussed resources and tools that they thought were both good and bad. When feeding back, participants reported that the important factors essential for a successful tool were:

- available in different formats,
- clear and concise,
- logical flow,
- open for modification
- and accessible.

Some good examples included ‘learning for dummies’ type model and the use of personal journals for young people. The importance of understanding the purpose of the tool was explained to participants before the theory of change. A theory of change model was introduced, and used in relation to WAGGGS.

Outcome thinking was explained using Why, How, What and the importance of ‘design forwards-check backwards’. Participants asked to complete a theory of change in relation to the toolkit.
Learning Design

Snezana Baclija Knoch, international trainer and facilitator with expertise on activity and learning design attended as an external facilitator to give a session on Innovation and Creativity in Learning Design. She introduced 6 games to the room and participants were able to choose 2 games to play. Reflection questions were given for most games and discussed in small groups. A quick debrief was given by Snezana. Next morning, participants attended another workshop, prepared by her on learning design. This workshop mainly focused on the creative process followed to design games. As a result participants learnt about activity design and used these learning outcomes when designing their own activities later in the week.

Connection to the Council of Europe

During the Study Session participants got familiarised with the functioning and priorities of the Council of Europe, in particular the work of the European Youth Centres. Participants were also introduced to the resources of the Council of Europe, especially the Compass, Gender Matters manual and the Guidelines on Integrating gender equality in intercultural youth activities. Participants had the opportunity to learn more about the No Hate Speech Campaign during a fishbowl discussion, where the WAGGGS programme Voices against Violence was also introduced. During the study session, the Action Day Against anti-Semitic hate speech happened, and participants were encouraged to take an action during their free afternoon exploring Budapest. Later participants shared what they’ve done with one another.

Aim of tool

Upon learning about the basics of purpose and outcome thinking, educational methods, leadership mindsets, quality assessment and learning design, participants were invited to co-create a tool that aims at informing and helping leaders to develop their knowledge, understanding and competencies connected to leadership and leading activities. Participants developed a set of activities in the framework of a unique peer-led toolkit, enabling readers to provide high quality experiences for members of the girl guiding and girl scouting movement.

The creation process

Participants were asked to imagine the best tool possible. Responses included:

- Boxes of different sized cards;
- different colours;
- and difficulties;
- It’s important to be exciting and relevant, but at the same time need to be accessible.
- To be used by individuals and small groups,
- Translated into other languages.
This set the framework for deciding on how to build the tool. Then participants brainstormed about the content it needed to cover in the 6 pre-identified chapters:

- Introduction
- Purpose
- GGGS educational method
- Leadership mindsets
- Quality
- Closing

Participants then worked in smaller groups, first developing activities for the 4 content chapters (they developed 8-20 activities per theme). These activities were play-tested by the other groups and received feedback, in order to be improved.

Once activities were finalised, participants created the framework texts for the six chapters. The whole process was supported by the members of the planning team. The toolkit was not finished and after the study session, WAGGGS worked on the finalisation and production of the tool (foreseen for summer 2018).
4. Results and conclusions

During the study session, participants learnt more about the Council of Europe and WAGGGS, our educational methods and the WAGGGS leadership mindsets and returned home with increased motivation and competences to spread this knowledge in their organisations. Our external participants understood why, how, and what WAGGGS is doing and will be able to take it back to their organisations. We’re hoping for further cooperation with these organisations.

The main and most tangible outcome of the Study Session is the tool containing activities in all four thematic areas, which will be used by leaders all across WAGGGS member organisations. We truly believe that the tool will make a difference for our member organisations and our leaders across the globe. The tool will be in particular supporting the work of new or less experienced organisations to improve their educational methods and therefore increase the quality of our work globally. The end result is that girl scouts and girl guides across our organisation have the highest quality educational experience and this event contributed to ensuring that the leaders who work with these young people are better qualified to make a change.

Raising the quality of youth work and youth workers is one of the key priorities of the Council of Europe. Our toolbox is providing support to youth leaders to do just that, by adding more purpose to their activities and ensuring quality. We believe that the toolbox produced can be an interesting read for the Council of Europe as it is in line with the educational approaches of the Youth Department and is supporting the development of the competences mentioned in the youth work portfolio.

5. Follow-up activities

Following the study session, the focus was on the finalisation of the tool based on the activities and framework designed by participants during the event. Once the tool is finalised, it will be piloted across the member organisations of WAGGGS to see where the tool needs improvement, before the tool is produced. The piloting process is expected to take about 6 weeks, which is followed by the finalisation of the tool, design, translation and production. We’re hoping that the tool will be relevant for organisations outside of WAGGGS and can adapt it to their organisational realities.
Appendices

Final Programme

Sunday, 5th November 2017
Arrival of participants
19:00 Dinner
20:30 Welcome evening

Monday, 6th November 2017
09:00 Opening with Introduction to Study Session,
10:30 Break
11:00 Team Building
13:00 Lunch
14:00 Purpose
15:30 Break
16:00 GGGS method
17:30 Q & A session
18:15 Reflection group
19:00 Dinner
20:30 Evening programme: “Creating safe space”

Tuesday, 7th November 2017
09:00 Daily opening
09:30 Leadership
11:00 Break
11:30 Quality
13:00 Lunch
14:00 The big picture
15:30 Break
16:00 Change theory in your context
18:15 Reflection group
19:00 Dinner
20:30 Innovation and creativity in learning design by Snezana Baclija Knoch

Wednesday, 8th November 2017
09:00 Daily opening
09:30 Learning design by Snezana Baclija Knoch
11:00 Break
11:30 Q & A / Getting on track
12:00 Tool creation in small groups
13:00 Lunch
14:00 Tool creation in small groups
18:15 Reflection group
19:00 Dinner
20:30 Evening programme

**Thursday, 9th November 2017**
09:00 Daily opening
09:30 Tool creation in small groups
13:00 Lunch
14:00 Check-in
15:00 Free afternoon
20:00 Dinner out

**Friday, 10th November 2017**
09:00 Daily opening
09:30 Peer feedback
13:00 Lunch
14:00 Tool refining in small groups
18:15 Reflection group
19:00 Dinner
20:30 Evening programme

**Saturday 11th November 2017**
09:00 Daily opening
09:30 Tool refining in small groups
13:00 Lunch
14:00 Next steps
15:30 Break
16:00 Evaluation
17:00 Reflection group
18:00 Closing ceremony
19:00 Dinner
20:30 Farewell party

**Sunday 12th November 2017**
Departure of participants
### List of participants

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<thead>
<tr>
<th>First name</th>
<th>Family name</th>
<th>Country of residence</th>
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<tbody>
<tr>
<td>Anja</td>
<td>Blume</td>
<td>Germany</td>
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<td>Anna</td>
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#### TEAM

- **Manuela Capraro (acted as course director until September 2017)**: Global Programmes Manager at WAGGGS
- **Eliza Popper (acted as course director after September 2017)**: Global Programmes Manager at WAGGGS (replacing Manuela on maternity leave)
- **Andii Verhoeven**: Head of Innovation and Leadership Development at WAGGGS
- **Korrapin Lertkittisuk**: Guides and Scouts of Finland
- **Olympia Tsamasfyra**: Greek Guiding Association
- **Rosie Austin**: Girlguiding UK
- **Nefeli Themeli**: Global Programmes Manager at WAGGGS
- **László Milutinovits**: Educational Advisor, Council of Europe

#### Guest

- **Snezana Baclija Knoch**: Trainer, external lecturer
List of references

WAGGGS resources:

- Prepared to learn, prepared to lead
- Learning to thrive

Visibility

The event was advertised on our social media as well as our website. Participants were encouraged to use the hashtag #whyhowwhat.

Throughout the event we used Padlet platform to share information, pictures, learning outcomes, etc.

https://wagggs.padlet.org/WAGGGS/WHW