



DDCP/EYCB/WAGGGS/2018/12

Budapest, 13 April, 2018

# 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.

# Table of Contents

<b>Table of Contents</b>	2
<b>2. Executive summary</b>	3
<b>2. Introduction</b>	3
Organiser	3
Background and overview of the study session in a nutshell	3
Aim	4
Objectives	4
Participants	4
Planning team	5
Expert	5
<b>3. Programme – inputs and discussions</b>	5
Flow of the programme	5
Starting from the Purpose	6
WAGGGS Educational Method	7
Leadership Mindsets	7
Quality	7
Theory of change / Outcome thinking	8
Learning Design	9
Connection to the Council of Europe	9
The creation process	9
<b>4. Results and conclusions</b>	11
<b>5. Follow-up activities</b>	11
<b>Appendices</b>	12
Final Programme	12
List of participants	14
List of references	15
WAGGGS resources:	15
Visibility	15

# 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



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.

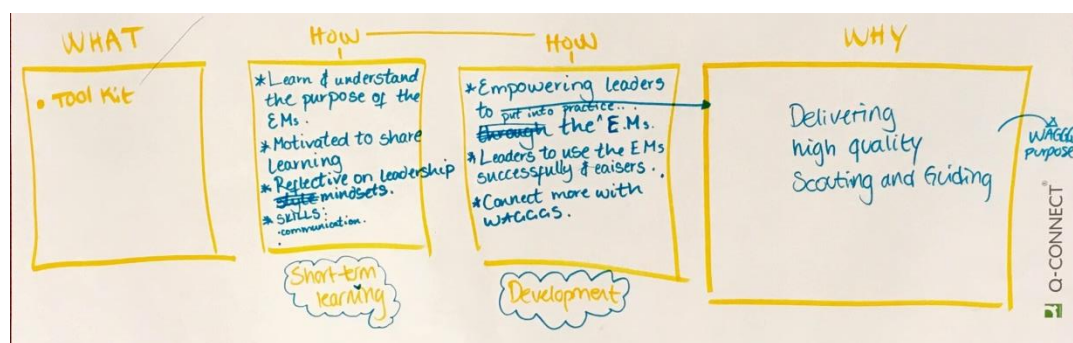
## Theory of change / Outcome thinking

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.

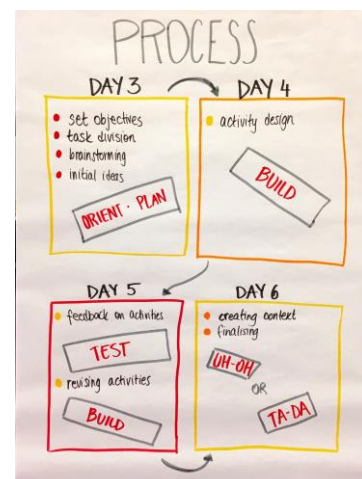
This set the framework for deciding on how to build the tool. Then participants brainstormed about the content it needed to cover in the 6 pre-identified chapters:

- 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, 5<sup>th</sup> November 2017*

- Arrival of participants
- 19:00 Dinner
- 20:30 Welcome evening

### *Monday, 6<sup>th</sup> 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, 7<sup>th</sup> 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, 8<sup>th</sup> 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, 9<sup>th</sup> 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, 10<sup>th</sup> 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 11<sup>th</sup> 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 12<sup>th</sup> November 2017***

Departure of participants

## List of participants

	First name	Family name	Country of residence
WAGGS	Anja	Blume	Germany
	Anna	Damstedt Glæsner	Denmark
	Ayowunmi	Nuga	United Kingdom
	Carlos	Martínez	Spain
	Florence	Ng	Hong Kong
	Hanna	Naukkarinen	Finland
	Heather	Smith	United Kingdom
	Jenni	Raudas	Finland
	Jessica	Donovan	Germany
	Julieta	Cassanello	Germany
	Kira	Järves	Finland
	Klaire	Chavaki	Greece
	Koraline	van Dijk	The Netherlands
	Lusiana	Mailaj	Albania
	Manolis	Miminas	Greece
	Mariisa	Uusitalo	Finland
	Nadja	Stolica	Montenegro
	Nicola	Wareing	United Kingdom
	Pauliina	Moilanen	Finland
	Roger	Lindvall	Sweden
Salome	Khurtsidze	Georgia	
Sanne	Hekman	The Netherlands	
Sofia	Martini	Argentina	
Viktoria	Egorova	Russia	
EXTERNAL	Anne	Molony	Germany
	Bhavani	Ramamoorthi	Finland
	Daniel	Memarpour Hobbi	Spain
	Huyen	Nguyen	Finland
	Kristine	Sargsyants	Poland

TEAM	Manuela Capraro ( <i>acted as course director until September 2017</i> )	Global Programmes Manager at WAGGGS
	Eliza Popper ( <i>acted as course director after September 2017</i> )	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://waggs.padlet.org/WAGGGS/WHW>