

# World Association of Girl Guides and Girl Scouts



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## **WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS**

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## PREFACE



### Why a Tool Kit on Membership?

The World Association of Girl Guides and Girl Scouts has recognized a worrying trend in its Member Organizations over recent years. Many Associations are losing membership at an alarming rate or are only able to retain members for a limited period of time. Decreasing membership has a number of effects on Associations:

- ♣ The quantity and quality of Girl Guiding/Girl Scouting offered can be affected if there are not enough adults to take on responsibility.
- ♣ Girls and young women are not taking part in the progressive programme as they are leaving before they have the opportunity to do so.
- ♣ The benefits of being part of the Movement is diminished
- ♣ Finances and human resources are weakened.
- ♣ WAGGGS impact on the situation of Girls and Young Women worldwide is limited – it becomes more and more difficult to achieve our Mission.

The above are simple examples from a complex issue, however, it is clear that WAGGGS must be ready to support Associations as they address these challenges.

WAGGGS has developed a menu of support for Associations on this topic. This menu includes Round Tables on membership, tailored support to some Associations with critical membership loss and this Tool Kit.

The concept of the Tool Kit was developed by the Europe Region of WAGGGS following the WAGGGS Forum 3, held in November 2001. It was decided to follow up this Forum with a Tool Kit that would be a practical support to Associations wishing to develop a recruitment and retention plan for their Association. Later, it was decided in conjunction with the other Regions, to develop this tool kit for use by Member Organizations around the world as the issue of declining membership is not limited to one or even two Regions.

Beata Petes, a member of the Association of Hungarian Girl Guides spent two months as an Intern in the Europe Office WAGGGS, collecting and drafting this tool kit. It would not have been possible to produce it without her commitment and competence. The kit is also a combination of best practice and experience along with some expert input from volunteers actively involved in the subject.

World and Regional levels should support Associations with strategies, materials, motivation and encouragement, but at the end of the day, the membership problem can only be resolved at local level. Hopefully this tool kit will be a starting point for strategies to be developed by Associations at national, regional and local levels.

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## 1. INTRODUCTION

### 1.1 Why use this tool kit on recruitment and retention of membership?

For a number of years now WAGGGS has been aware of a worrying trend among its membership – membership is decreasing. It has taken some time for WAGGGS and its Member Organizations to realize the extent of the problem but now we are addressing the issue vigorously and in a way that really responds to the needs of girls and young women in our countries.

If we are to reverse this decline in membership then we must think differently, ask ourselves hard questions and be prepared for awkward answers. This kit asks some of these hard questions and hopefully provides some of the answers as well as many ideas and concrete activities.

#### What does your Association want? A past or a future?

In many parts of the world, we have to decide whether we want to remain the same and stick to old habits, structures and programmes that we have had for many years and potentially gradually disappear OR be brave, accept change and find new ways of delivering the fundamental principles and values that define our Movement and that are still so relevant.

**Potential benefits** of a campaign to increase membership are:

- Raised awareness of Girl Guiding/Girl Scouting in your area
- More volunteers for Girl Guiding/Girl Scouting
- New leaders for your units
- New girls for your units
- Increased involvement of parents
- Enhanced reputation of Girl Guiding/Girl Scouting
- A better understanding of the contribution Girl Guiding/Girl Scouting can make to the community
- A demonstration of the value of volunteering through Girl Guiding/Girl Scouting
- Closer relations with the press and media
- Fun!!!

Remember that just like Programmes, recruitment should be 'girl led'. When trying to think how to appeal to girls and young women it is important to consult them – to ask them what they want – remember – the customer is always right!

### 1.2 How to use this kit

The Tool Kit concentrates on good examples of national strategies and local and small-scale projects. These are examples proved to be effective. You are invited to try these and to consult with the Association who has provided that particular experience. There are lots of web references given for you to get more information or to link you to the Association that has implemented the project.

Tab 1



#### USE IT!

Use It! Boxes give a very brief outline of successful examples. If you are interested you can find out more by making contact with the Member Organization yourself. Some examples are taking from Recruitment and Retention Kits produced by National Associations – Associations who already have kits include Girlguiding UK, The Irish Girl Guides, The Catholic Guides of Ireland, Guides Australia Inc and Girl Guides of Canada – Guides du Canada.

Not every example will be available in English, French or Spanish – most likely it will be in the national language of the Association. However, once you have found something that is interesting to you, contact the Association and ask if they have a translation or if it would be possible to receive a summary translation, or, better still, talk to someone who has been involved in the action. Sharing and talking to each other is the best way to get new ideas and to understand ideas and actions – sharing of best practice amongst Associations is key and one of the benefits of being part of a worldwide organization.

This Tool Kit is designed to be a living document. It will be available on the Internet at <http://www.wagggsworld.org>. Alongside the Internet version of the document will be an online library where initiatives, guides, programmes and reports on subjects related to the toolkit will be stored. This will be accessible for anyone to download what he or she would like to use. If you have a project or idea you would like to see added to the online library then please complete the information form at the back of this publication and email it to [toolkit@wagggseurope.org](mailto:toolkit@wagggseurope.org) or fax the form to 003225410899. We also welcome any specific examples that could be added to the toolkit itself.

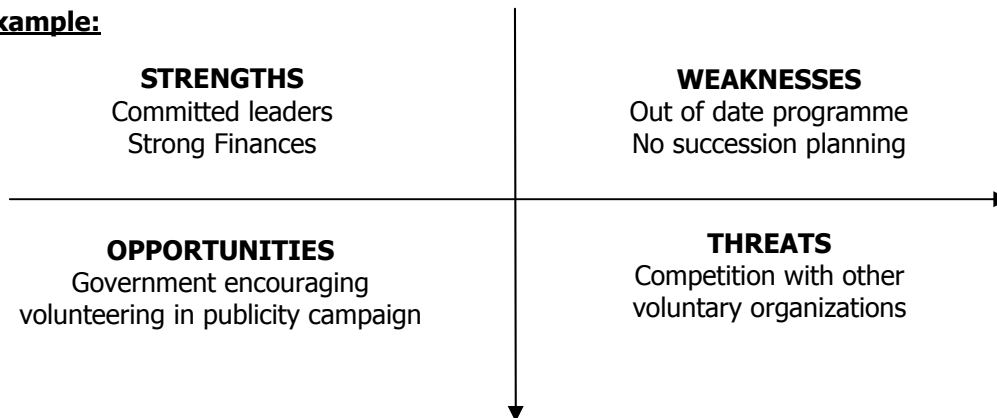
## 2. GETTING STARTED ~ ASSESSING YOUR SITUATION

Before you start to recruit new members you need to know what you can offer them and to be sure that what your Association promises it also delivers. The WAGGGS Performance Analysis and Performance Assessment document can help you to do this and you can find copies in the on-line library but there are also some other tools you can use:

### 2.1 SWOT Analysis

SWOT stands for Strengths, Weaknesses, Opportunities and Threats and provides a framework for discussing and analysing each of them. Strengths and weaknesses comment on things inside the organization, opportunities and threats outside. Using this framework, you then need to make the most of your strengths and take advantage of the opportunities while at the same time doing something about your weaknesses and making sure the threats facing you do not damage the organization.

#### **Example:**



You can find more information on this in the WAGGGS Guidelines on Structure and Management available in the On-line Library.

### 2.2 PESTLE Analysis

A PESTLE analysis is another useful tool to be used when analysing the situation of your Association. A PESTLE analysis will help you to assess the external macro-environment in which your Association operates. It complements your SWOT analysis.

There are six parts to a **PESTLE** analysis:

<b>P</b> olitical factors	E.g. Legal policy towards non-governmental organizations Political Stability
<b>E</b> conomic factors	E.g. Economic situation of girls and young women Support available from funders
<b>S</b> ocial factors	E.g. Health Population demographics Outlook of society on volunteering/youth organizations Employment market
<b>T</b> echnological factors	E.g. Access to IT
<b>L</b> egal	E.g. Changes in legislation for the voluntary/NGO sectors
<b>E</b> nvironmental	E.g. New ways of living, migration, natural disasters

The outcomes of your PESTLE analysis can also be used in the opportunities and threats section of the SWOT analysis.

It is important to think very hard when making the SWOT and PESTLE analysis. Only by being completely honest with ourselves can we start to move forward.



**USE IT!**

Carry out a SWOT and PESTLE Analysis with your National Board, National Council, Programme and Training Committee and other groups in your Association. Involve as many girls and young women in this. There may be different outcomes and opinions so compare the results. Items that appear frequently are likely to be a major issue – either positively or negatively ~ and need to be promoted or addressed. Develop a summarised PESTLE and SWOT analysis that will be your reference point when developing your Recruitment and Retention plan.

Discuss it as a National Board. Identify the priority issues to be addressed and start to develop plans to do so.

It is likely that a National Board will be able to quite comprehensively identify why some members are leaving and why some are staying and indeed why others do not wish to join at all. However it is necessary to undertake research – both internally and externally – so as to be able to quantify the National Boards thinking and to give clear indications of the future direction to be followed.

It is also necessary for the Association to define what its needs are and that will only be achieved through analyses of available data and gathering of more data.

**2.3 Internal Research**

It is absolutely essential that each Association has a system to record membership data in an accurate and timely way. Useful data to record are:

<b>Girls</b>
Age
Location
Sex (if Association admits boys and girls)
Length of time spent as a member in each section (e.g. Brownies, Guides)
Ethnicity
Religion

<b>Adults</b>
Age
Location
Sex (if men in leadership)
Family status (e.g. married, unmarried/children)
Length of time spent as leader
Ethnicity
Religion
Qualifications taken in Associations

Each Association will have additional data that it wishes to record and each Association may collect data in its own way – e.g. all data is collected in one big questionnaire once a year or in small ways throughout a year. The important issue is that data must be collected on a yearly basis – probably towards the end of the first Girl Guiding/Girl Scouting term – to be most accurate and useful.

In some Associations the collection of data is linked to the payment of membership fees which can deter some from submitting accurate numbers. It is important that each Association finds a way to collect accurate numbers as the continual health of the Association depends on it.

Once data has been collected then some conclusions can be made – e.g.

- ♣ the Brownie membership is very high – but there is a large drop in the Guide section;
- ♣ there are many leaders aged 18~25 – but very few aged 26~35;
- ♣ the average membership span of someone who entered the Association at the age of 8 is 4 years.

The data itself will not give you the answers you are looking for – but it will indicate the questions that you need to find answers for.

Once you know the questions that need to be answered it is possible to start looking for the answers - but this is not only to be done externally.

## 2.4 Questionnaires to leavers and stayers

It is necessary to talk to our current membership to see what we can learn from them. This can be done using focus groups – groups where a particular idea or question is explored – e.g. what do you think Girl Guiding/Girl Scouting can offer to a 10-year-old? Why have you stayed a member? – You may be surprised by their answers! Don't forget to tailor your questions to the appropriate age group!

### Tab 3



### USE IT!

#### Setting up a Focus Group Process

Focus groups are a powerful means to evaluate programmes or the experience in Girl Guiding/Girl Scouting or test new ideas. Basically, focus groups are interviews, but of 6-10 people at the same time in the same group. One can get a great deal of information during a focus group session.

#### Preparing for Session

- ♣ Identify the major objective of the meeting.
- ♣ Carefully develop five to six questions (see below).
- ♣ Plan your session (see below).
- ♣ Ask potential member of the focus group to the meeting. Send them a follow-up invitation with a proposed agenda, session time and list of questions the group will discuss. Plan to provide a copy of the report from the session to members and let them know you will do this. (Please note, if using young people please ensure that parents give permission where necessary)
- ♣ About three days before the session call each member to remind him or her to attend.

#### Developing Questions

- ♣ Develop five to six questions - Session should last one to 1.5 hours -- in this time, one can ask at most five or six questions.
- ♣ Always first ask yourself what problem or need will be addressed by the information gathered during the session, e.g., examine if a new service or idea will work, further understand how a program is failing, etc.
- ♣ Focus groups are basically multiple interviews. Therefore, many of the same guidelines for conducting focus groups are similar to conducting interviews.

Perhaps more importantly we need to talk to those who have left Girl Guiding/Girl Scouting before the natural end of an age section or at the time when they should be changing age sections. These 'exit' interviews can be very revealing. If a Girl Guide/Girl Scout says they have left because the programme is boring or the leaders do the same activities each meeting then you have an internal problem that needs to be addressed. If their reason for leaving was 'embarrassment' at being a Girl Guide/Girl Scout, or that it just was not 'cool' or relevant enough then that is an external problem that needs to be addressed. Of course, it is not possible to go through a complete programme revision based on one person's opinion but, if the same answers are coming up repeatedly then it is likely to be a widespread problem.





### Italy ~ AGESCI – [www.agesci.org](http://www.agesci.org)

AGESCI, one of the Associations in the Italian Federation undertook to find out why they were losing membership and developed a questionnaire to gather data on their membership loss:

**The Objectives of the questionnaire were** to try to understand a sudden decline in membership in order to identify its causes, its variables and its characteristics.

To try to assess:

- Which reasons led boys and girls to leave AGESCI
- If this was linked to the quality of the programme offered by the leaders
- The “cultural” relevance of Guiding and Scouting
- Other social factors that were causing boys and girls to choose other activities.

#### Methodology

**Identification** of a sample of outgoing members (all in 1998) to be contacted according to criteria:

- Age
- Sex
- Region
- Social environment
- Age section

Up to 1000 interviews were carried out by phone interview with a predefined simple questionnaire, with specific parts for each age section. Control questions were added to verify the consistency of the answers. Interviews were analysed to identify common characteristics of a territory to assist planning.

AGESCI also extended their research to adults. They looked into what attracted or did not attract young women to be leaders in the Association.



### Italy ~ AGESCI? [www.agesci.org](http://www.agesci.org)

Questions related to Goal to increase Adult leaders

#### **Why do young women not wish to be leaders in Girl Guiding/Girl Scouting?**

- Because they have no time.

Why?

- Because Girl Guiding/Girl Scouting takes up a lot of time.

Why?

- Because there is a lot to prepare for one person.

Why?

- Because that is the role of the leader.

Why only that one leader?

- Because that is the way it has always been.

Why?

- Because.... And here is the point you may wish to address first – the expectations and training of leaders.

The same question could go another way:

#### **Why do young women not wish to be leaders in Girl Guiding/Girl Scouting?**

- Because they have no time.

Why?

- Because they have to be working all the time in their jobs and can't get time off for Girl Guiding/Girl Scouting.

Why?

- Because employers do not understand the value of it.

Why?

- Because no-one has ever told them...and this could be the question that needs answering...

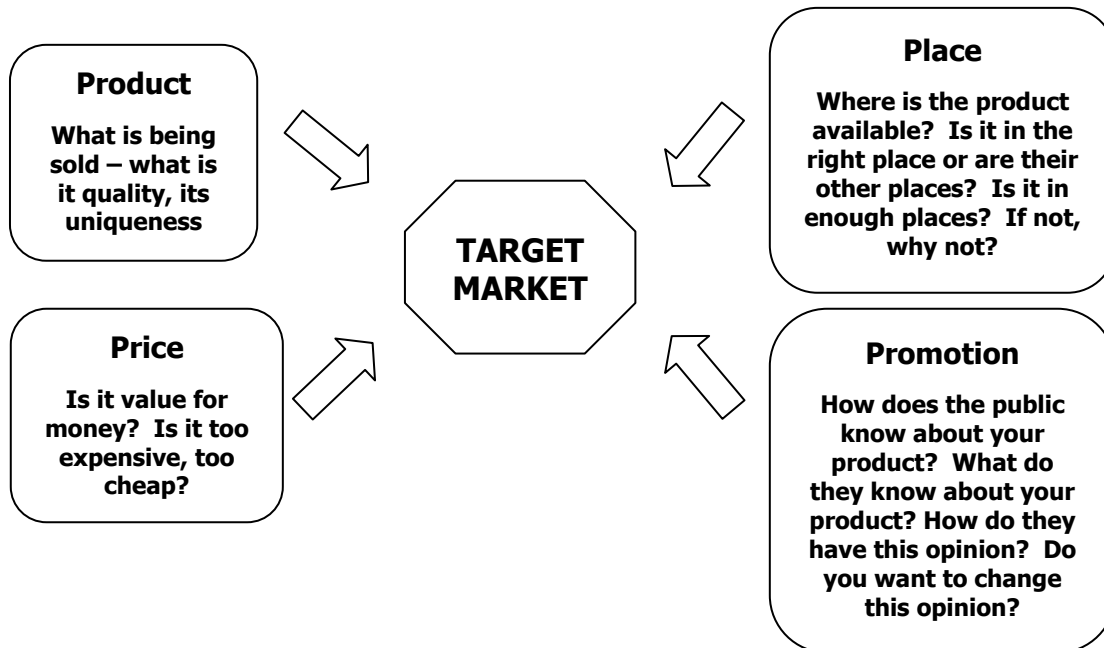
Use this technique when developing the actions to reach your goals – you may find that the real issue that has to be addressed is quite different to what you originally thought.

## 2.5 External Research

### Marketing and Market Research

As the National Association carries out its internal research and discussions, it is essential to combine this with gathering external information about how your Association is perceived and how Girl Guiding/Girl Scouting can be better 'sold' to its potential customers. Today's girl can be seen as a consumer, therefore her wishes as well as needs in Girl Guiding/Girl Scouting must be taken into account and form the basis of professional planning and promotion. Highly specialised marketing has emerged in order to help businesses reach the youth market, but so far word-of-mouth still has an important role to play in attracting the girls' attention. For Girl Guiding/Girl Scouting this means that girls are still our best advertisers, depending on their experiences within our activities.

Marketing has four elements, known as the marketing mix:



It is likely that Market Research in each area will have to be carried out to answer the questions posed in the marketing mix. In the commercial environment Market research is defined as:

*Research that gathers and analyses information about the moving of goods or services from producer to consumer<sup>1</sup>*

Therefore, market research deals specifically with the gathering of information about a market's size and trends.

We can translate this to the Girl Guide/Girl Scout environment as

*Research that gathers and analyses information about the transfer of Girl Guiding/Girl Scouting from Associations to members and/or prospective members.*

But it is not just research among youth members that needs to be carried out. Research needs to be carried out among all those who have an interest in your Association – parents, funders and partners are just a small selection. Being able to build a picture of how your Association is perceived in society – by all the different sectors of society – will assist you in developing your Recruitment and Retention Plan. Research will have to take place in many different areas – and will be dependent on whether the greatest need in your Association is for adults or for youth members – and can be a complex, yet rewarding, process. A basic breakdown of areas to research are:

<sup>1</sup> Definition from Hyperdictionary, COPYRIGHT © 2000-2003 WEBNOX CORP.

<p><b><u>Customers</u></b>  Girls and Young Women  Potential Adult Volunteers  Parents  Society in general</p>
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<p><b><u>Products and their Market Share</u></b>  Similar Organizations – what do they offer and what is their Market Share compared to yours?</p>
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<p><b><u>Trends</u></b>  What are the interests of your current and potential customers?  What are their lives like?  What are their ambitions or needs?</p>
--

**Customers**

**Girls and Young Women**

When looking at what will attract girls and young women to your Association, you will need to assess what they want from Girl Guiding/Girl Scouting. Market research helps us to be aware of what girls and young women are doing or buying when not carrying out Girl Guiding/Girl Scouting activities. By knowing what your current and potential members enjoy it should be possible to tailor your activities to them more specifically.

As a National Board, ask yourselves these questions:

Do you know...?

- ♣ What are the ten most popular TV shows for young people in your country?
- ♣ Aside from school, what are the top five uses of time for a 12 year old girl?
- ♣ What are the most popular career choices among girls aged 13~5?
- ♣ How much money does a 12 year old have to spend each week?
- ♣ What is the best selling national music artist in your country for this year?

These are examples of the type of questions that could be part of a market research project – there are many others. The answers to questions like these will help you to develop attractive programmes and projects and recruitment strategies. For example, if 14 year old girls spend about 10 hours a week on the Internet, can you provide on-line Girl Guiding/Girl Scouting activities or a special Girl Guide site? Could Patrols have an online meeting? Knowing what your customers, or potential members, like and dislike, want and need, is the key to developing membership – if we don't know what our current and future members want or like – and how to package Girl Guiding/Girl Scouting so it is attractive to them - we will not be able to retain them or recruit them.

**Potential and Current Adult Volunteers**

As with girls and young women, we need to research what is attractive or not to adults who may be volunteers in our Associations.

As a National Board, ask yourselves these questions:

Do you know...?

- ♣ What are the top five areas of work for women under the age of 40?
- ♣ The percentage of the female population who are working, the percentage searching for work, the number of women who are working and taking care of children?
- ♣ Aside from work, what are the top five uses of time for a 30 year old woman?
- ♣ How is the average disposable income (e.g. after tax, rent and amenities) for a woman with 2 children?
- ♣ What is the percentage of women in different age brackets who already volunteer regularly?
- ♣ What are the motivations of a 30 year old woman who volunteers?

These are examples of the type of questions that could be part of a market research project – there are many others. The answers to questions like these will help you to develop ways of recruiting adults and ensuring that the ways of work in your Association for adult leaders can be adapted to fit their lifestyles and availability – and provide what they would like to gain from volunteering.

## Parents

Parents are a key group for research – if the quality, value do not convince a parent for money or image of the Association then it is likely that children will not get the opportunity to join. Parents must feel comfortable that their children are safe and that they time they are spending in Girl Guide/Girl Scouts is time well spent. In addition, much of the research for Adult Leaders will be relevant for Parents – working patterns may make it difficult for parents to take children to meetings, income levels may make Girl Guiding/Girl Scouting too expensive – or indeed, too cheap.

## Products and their Market Share

There are many other Youth organizations that can attract young people. We must define what our Unique Selling Point (USP) is. What makes Girl Guiding/Girl Scouting different from any other youth organization? What is the added value of coming to Girl Guides/Girl Scouts and how is this better than another organization? Remember that you must make your USP relevant to the local community – it must be unique there. Make an environmental scan of all the organizations that have similar activities to your organization. Look into their membership profile – who are their members? How long do they stay members for? What attracts them to membership? Are their ways of work you would be able to adopt?

It is also important to make an environmental scan of organizations that are not the same as yours but that are very popular among the public you are trying to recruit – an example could be sports club. Are there ways of work you could learn from them? Could you have a partnership with them to promote Girl Guiding/Girl Scouting to more potential members? Could you have your meetings in the sports club venue rather than the old hall where no one else goes?

## Trends

A trend can be defined as a general development or change in a situation or in the way that people are behaving. An example of a trend could be that in Country X the age of marriage for young women is later than in the past and that women subsequently have children at a later age. Once we have identified the trends we can then consider how they will affect the marketing of our product.

Youth Trends are normally identified following extensive research, usually carried out by professional research companies and/or marketing agencies and/or academic institutions for sociological purposes. The results are usually only for the original client by paying on the open market. However, in some circumstances it may be possible to get such research on a *pro bono* or goodwill basis. However, if you do not have such resources available then you could carry out a small research project with the local groups in your area. Trends can often be gathered by looking at the world around us – e.g. the trends of marriage and family, trends in the workplace, trends with regards to international travel. Often trends can be observed inter-generationally – All three generations of one family what life was like for them with regards to family, work, community and health and you will get a clear understanding of what trends are current.

However, there is a danger. Trends may be just a passing phase and not necessarily lead towards Girl Guiding/Girl Scouting values. Not every trend is positive and consequently an Association should follow not every trend. But, even negative trends can be used positively. For example, if adolescent pregnancy is on the rise in your country among 12~16 year olds then you would have a good basis to promote WAGGGS' Sensitive issue on the Prevention of Adolescent Pregnancy and be positioning your organization as truly supporting and reacting to the trends facing young women.



### USE IT!

The Strategies for Growth Committee have prepared a document "Strategic Plans 2005~2008, Research ~ background paper" W.Board.4249. This analyses general trends worldwide. <http://www.wagggsworld.org>

**Tab 7****USE IT!**

General trends can be found in reports developed by international institutions such as the European Union, the Council of Europe and the United Nations:

<http://www.europa.eu.int/comm/eurostat/Public/datashop/printcatalogue/EN?catalogue=Eurostat>

[http://europa.eu.int/comm/public\\_opinion/](http://europa.eu.int/comm/public_opinion/)

<http://www.un.org/events/youth98/backinfo/yreport.htm>

<http://www.ilo.org/public/english/>

<http://www.sales-and-marketing-books.com/Sales-and-Marketing-Books/Street-Trends.htm>

<http://www.un.org/esa/socdev/unyin/>

<http://www.unicef.org/voy/>

[http://www.coe.int/T/E/cultural\\_co-](http://www.coe.int/T/E/cultural_co-operation/Youth/1_News/Lastest_Publications/5_Research.asp#TopOfPage)

[operation/Youth/1. News/Lastest Publications/5 Research.asp#TopOfPage](http://www.coe.int/T/E/cultural_co-operation/Youth/1_News/Lastest_Publications/5_Research.asp#TopOfPage)

Contact the Department of Education or Ministry for Youth and ask what Youth Trend materials are available.

Contact the governmental department that deals with population statistics. Another place to look for information is private companies who develop marketing strategies for consumer products. Often they will have commissioned research to assist them in reaching their target most effectively.

Compare what has been found out about trends and the results of the SWOT and PESTLE analysis. By now, the trends and the opportunities should lead in a similar direction, helping the Association identify the most positive way to work and in which key direction.

**Tab 8****USE IT!**

Based on the nation's statistics, **the Girl Scouts of Japan** have carried out a very comprehensive analysis of the number of girls of every age in schools and correlated it with the number of Girl Scouts there are in a particular school district. Although time consuming, this very specific work is very useful to be able to pinpoint very clearly the potential membership in an area, allowing the Association to market to the girls in an age specific way

<http://www.girlscout.or.jp>

**Tab 9****USE IT!**

**CNGEI** (Italy) worked in partnership with a university to carry out research.

<http://www.cngei.it/>

**Tab 10****USE IT!**

In some countries National Youth Councils have carried out research on Youth Trends and this could be used by Associations.

**Girlguiding UK's** publication 'Girls Get Real' <http://www.girlguiding.org.uk>

**Tab 11****USE IT!**

**Girl Scouts of the USA** have a number of publications available through the Girl Scout Research Institute: <http://www.girlscouts.org/about/ResearchInstitute/publications.html> a very extensive and useful research.



## USE IT!

If an Association cannot produce or commission youth trends reports on its own why not co-operate with other Youth Organizations and form a consortium to lobby a research agency to do research for free or for a very reduced price. There is power in numbers...

Why not draft your own questionnaire and ask Girl Guides/Girl Scouts to get their non-Girl Guide/Girl Scout friends to fill it in – it will not be as scientific or as representative but it will give a good start.

Some sample questions to start the thinking process:

- ♣ How much 'pocket money' do you have to spend each week?
- ♣ What job would you like to have when you finish your education?
- ♣ What is your favourite TV programme?
- ♣ What is your favourite sport?
- ♣ What is your favourite pastime?
- ♣ Who do you admire most in the world?
- ♣ Who do you admire most in your local community?
- ♣ What qualities do you think are most important in other people?
- ♣ Do you surf the Internet – if so, for how long on average each week?

Another option could be to get a group of girls of different ages to 'design' the perfect guide group/ meeting/uniform, publicity campaign - you will soon get an idea of what they would like to have and what they are looking for.

**Further assistance on carrying out research can be found in the Tool Kit on research produced by the Europe Region WAGGGS and the European Scout Region and downloadable from [www.waggseurope.org](http://www.waggseurope.org)**

**It is likely that many of the same techniques as have been used to assess your current situation and gather information will be used in other parts of your recruitment and retention plan – for example when assessing the image of your Association or defining your brand.**

Once all the possible data has been gathered – internally and externally and added to your marketing mix it will be easier to develop your recruitment and retention plan and to be able to target it to the appropriate sections of society and to the answer the real need of your Associations – adult leaders or volunteers.

### 3. GETTING STARTED ~ DEVELOPING YOUR STRATEGY

#### 3.1 Setting goals, developing a recruitment and retention plan

Once all the demographic data, trends and SWOT/PESTLE analyses are gathered together, an Association should have a clear idea of its situation. Now it is necessary to decide where an Association wants to go.

#### Good planning is essential whatever you are doing

Whether you want to organize a recruitment plan for the whole Association or only for your immediate area there is one common point: you have to prepare a proper plan of action – a recruitment plan - suitable for your needs.

Use the planning techniques you normally use for strategic planning or for managing your projects.

The National Board should start to set goals that will guide the whole recruitment and retention process and set a clear direction for what has to be achieved. Membership increase will not be increased over night and it may be that the first priority of your Association is to halt membership loss rather than increase membership. The over all membership plan may have several stages – depending on the needs of the Associations. A basic example of a staged Recruitment and Retention Plan for an Association that has been experiencing an overall 5% decrease in membership each year for the past three years could be:

YEAR	One	Two	Three	Four	Five
GOALS	Raise awareness of the problem of decreasing membership to 100% of the Association.	Slow membership loss to 2% overall in the whole Association and slow membership loss by 3% in the Ranger section	Achieve a less than 0.5% decrease in membership in all age groups	Achieve a 2% increase in membership figures in the Ranger Sections and Guide Sections	Achieve a 2% or higher membership increase in all age sections
GOALS	Gather up to date data on the total membership of the Association	<i>Clearly each goal will have significant actions to be developed to reach each goal</i>			

These goals should be SMART (Specific, Measurable, Achievable, Realistic and Time Bound) and if possible even SMARTER (Specific, Measurable, Achievable, Realistic, Time Bound, Exciting and Relevant) once you have goals you can start to think how you are going to achieve them. Break each goal down into its most basic parts. Always ask the question why until you cannot ask it any more. When a strategy is being put together, build in checkpoints to your process, thus allowing each stakeholder to assess the impact and to discuss changes of strategies if needed.

#### 3.2 Building, implementing and assessing your strategy

Tab 13

#### USE IT!



#### **Girlguiding UK** (*Recruitment Tool Kit –Girlguiding UK* <http://www.girlguiding.org.uk>)

Recruitment and retention is not something that happens overnight in your organization, so set realistic – but challenging - aims and do not let yourself get depressed by the lack of results at the beginning. Also be patient with colleagues as it is better to have fewer results in the beginning than having only burnt out team members due to the lack of quick results.

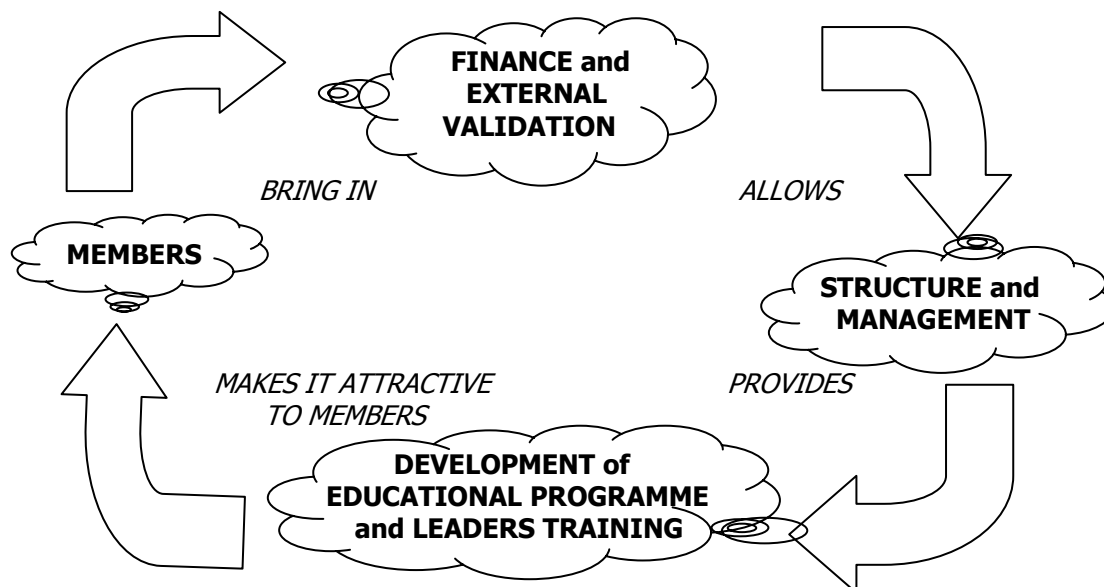
Develop a SMART plan and do not forget to set realistic time scales. Whenever you run a project it always takes longer than you think. Part of the problem is unavoidable – information does not get through in time, circumstances are changing. But it is also because of unrealistic time scales.

An effective plan will help to overcome difficulties and help you to refocus on what needs to be done and your role in it.



There is often a belief that working on one thing will fix a problem, but all things are interconnected. Each element in our natural world has an interdependence, our political structures rely on the people who elect them, our economy depends on business, buyers and sellers – nothing can exist or develop on its own. It is the same with the development of Girl Guiding/Girl Scouting and in particular the recruitment and retention of membership.

This interdependence can be more clearly illustrated by a diagram:



WAGGGS has identified six areas that need to be considered in order to develop quality and quantity Girl Guiding/Girl Scouting:

- Educational Programme** The Educational Experience that can be marketed to recruit members, can be developed to retain members and can be part of the PR/marketing strategy for supporters/funders
- Training** Equipping adult leaders to deliver the Educational Experience
- Structure and Management** The organization that supports the leaders to deliver the Educational Experience
- Membership** The diversity, recruitment and retention of leaders and girl and young women by the organization to deliver the Educational Experience
- Relationship to Society** The image that will attract potential members, potential funders
- Finance** The capacity financially to develop the organization, train leaders and develop resources

Tab 14

**USE IT!**

WAGGGS has developed policies and guidelines on each of the areas above. They are available to download from <http://www.waggs.org>

The interdependence of each area is a critical element of any recruitment and retention plan. For example, a brilliant Marketing campaign brings in an increase of 20% of membership, however, the renewal of the educational programme was left until after the Marketing campaign – so the new members joined and received an out of date programme. They did not stay very long!

The Performance Indicators designed by WAGGGS to assess the strengths and weaknesses of Associations are a valuable tool in this process. Areas where there are weaknesses or where there are elements missing may be elements that should be included in your plan. Remember that a strong Association should be able to recruit and retain members – not lose them.



The National Board of an Association must be the initiators and sponsors of the development of a Recruitment and Retention Plan but they may wish to delegate its implementation, monitoring and evaluation to another group – such as a Recruitment Group. However, a Recruitment Group should not only operate at National level. At the end of the day, recruitment takes place at local level so it is useful to have Recruitment Groups at all levels of the Association. However, take care that there is not an over-bureaucratic structure that will divert energy from the real needs and that there is communication between the groups.

Building and Implementing a strategy relies on sound project management skills and it is important that all members of recruitment group or any other group understands the basic concepts.

Tab 15



### USE IT!

Project Management techniques and general strategic management techniques for the development of a Recruitment and Retention Plan can be found in the **WAGGGS Guidelines on Structure and Management and Project Management** <http://www.waggggs.org>

**The Council of Europe** have also produced a very useful kit on Project Management for Youth Organizations. <http://www.training-youth.net/site/publications/tkits/tkits.htm>

### 3.3 Establishing Recruitment Groups

Establishment of new groups and maintenance of the existing ones requires strategic thinking from the Association. It is much easier if this is done by a group of people who have this responsibility exclusively. At national level it is important to gather together people who have:

- Direct experience in Recruiting and Retaining membership
- A broad knowledge of all the areas of the Association e.g. Programme, Finance, Structure and Management
- Are dynamic
- Are knowledgeable on the External environment of your society
- Not afraid of change and
- Able to communicate well with others.

People should not be members of this group just because of the position they hold in the Association. Search out good, strong members – they may be people that have never been known before. Make sure there are young women in the group – and if possible, some youth members.

It may be that satellite groups are established to look at a particular topic e.g. adult leaders or the Brownie section – the same criteria should apply to these groups as well.

Once the Group has been established then it can make the Recruitment and Retention Plan happen. Remember that it is not possible to only address one area at a time so the group must be good at multi-tasking. The group may start by looking at the recruitment and retention plan and chop it up into smaller pieces with more specific actions and time frames as well as finding out the personnel needed. The group should then either take on action points themselves or work with other groups.

It is important that the whole Association recognises the need to recruit and retain membership and it can be a difficult task to get everyone to accept the probable change that will come with the process. It is vitally important to manage change well and at all levels of the Association. If the Association is not ready to accept change then that becomes the first goal of the National Board and the Recruitment and Retention team.



**Brazil ~ Federação de Bandeirantes do Brasil** <http://www.bandeirantes.org.br/>

### **Reinforcement the statement**

#### ***What does your Association want? A past or a future?***

The Federação de Bandeirantes do Brasil has invested recently in looking at how it can change the perception of the Girl Guide/Girl Scout Movement in Brazilian Society and really consider what the future will be.

Four Strategies have been put in place:

#### **First**

##### **Change of mind**

To spend time in Leaders and Commissioners Forums talking about change and helping all see that change can be positive. In addition, everyone was made to feel part of the development of the Association and involved in the responsibility for the future of the association.

The forums allowed a wide questioning of motives that are preventing the growth of the Association. Also, it gave space to a wide debate and raising of alternatives that could lead the Association to break up structural barriers and extending dialogue with society without losing the nature, aims and identity of the Association. Key points were:

- To change formats – way of work and operational costs;
- To change procedures and attitudes – to make them flexible;
- To change exigencies that interrupts a wider and more modern relation of the Association with the society;
- To relocate legal and administrative positions and structures;
- To review target audience and be prepared to assist them with flexible programs and ways of work;
- To change sustainability structures.

This new perspective did bring results as the leaders and Commissioners became more open to changes.

##### **The Value of Talents**

The Association looked to ensure that the talents and abilities of young people and professional staff were valued and used appropriately. This was to ensure that these young people were the lead actors of change. Such valuing also led to better relationships between young women and other adults in the Association and ensured their inclusion in questions of common interest.

##### **Wider tools**

To extend tools in order to look for new partners and to increase membership.

Projects of social impact, to make Girl Guiding/Girl Scouting something that companies and schools want to invest in or support as well as a partner for citizenship education. Two things were carried out:

- Re-adjustment of current programmes
- E-learning tool

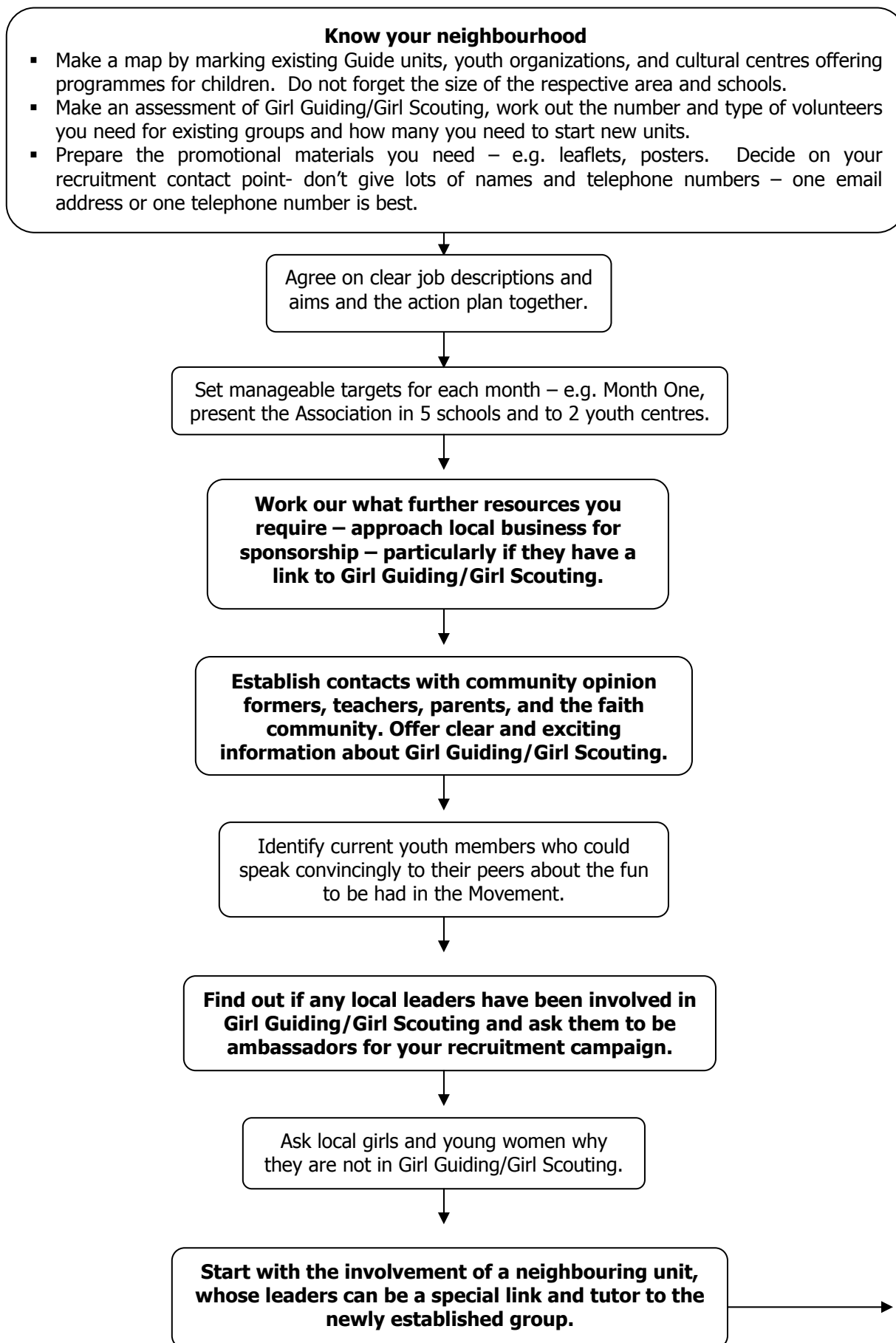
##### **Regional Structure**

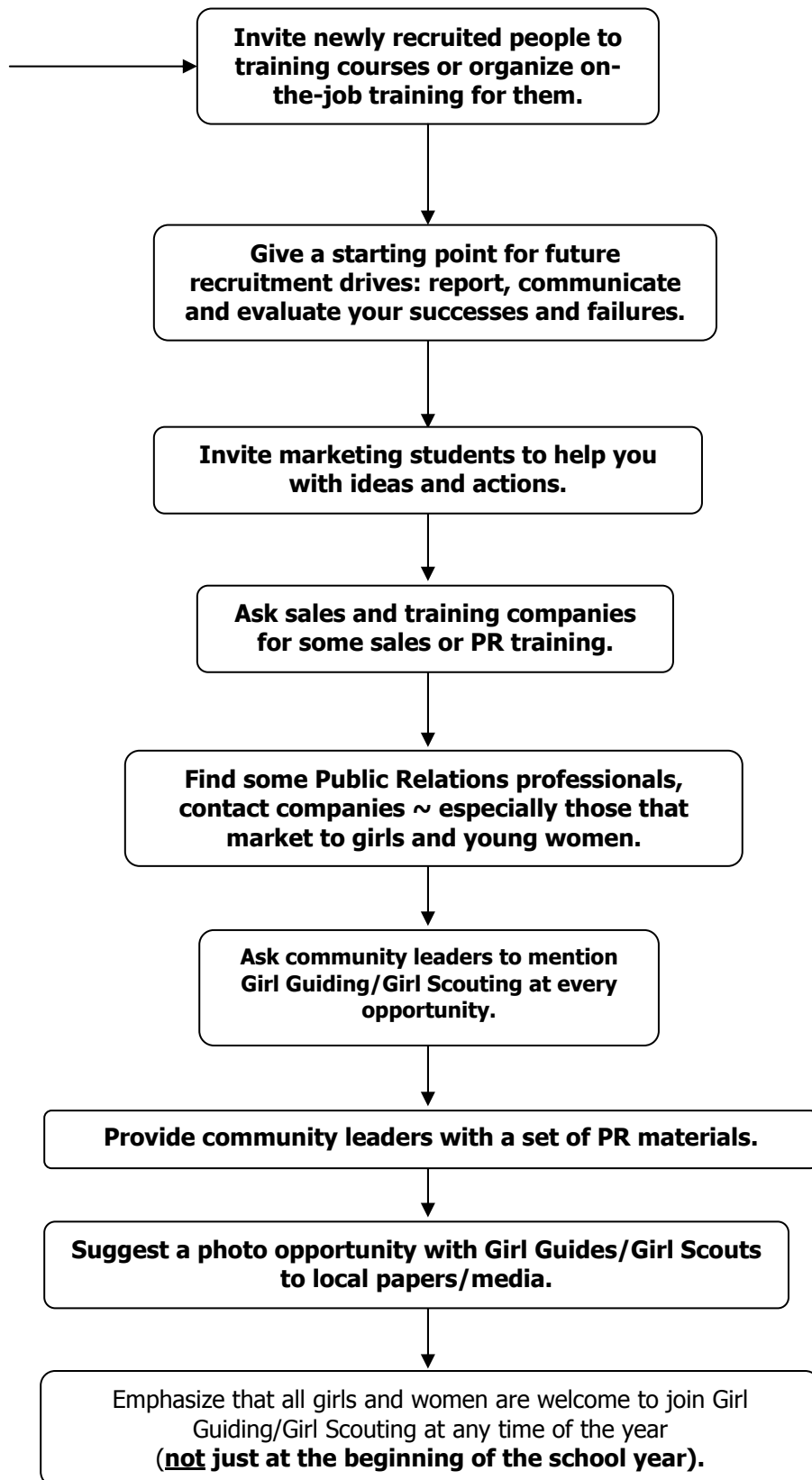
The aim was to invest in the Regional structure to sustain the growth of the Association. It was anticipated that structural and material resources would be needed to fulfil the membership increase and the demands of growth. Therefore offices were well equipped, with both material and human resources to fulfil the demands.

### **3.4 Developing the plan at local Level**

Of course, recruitment is going to work best at a local level – therefore any strategy you make needs to be transferable to a local community and neighbourhood. The above criteria can be used to establish a Recruitment and Retention team at local level as well but it is important to ensure that members of the group have a strong local knowledge and strong contacts with the local community. Once the local group is in place then the following steps can start.

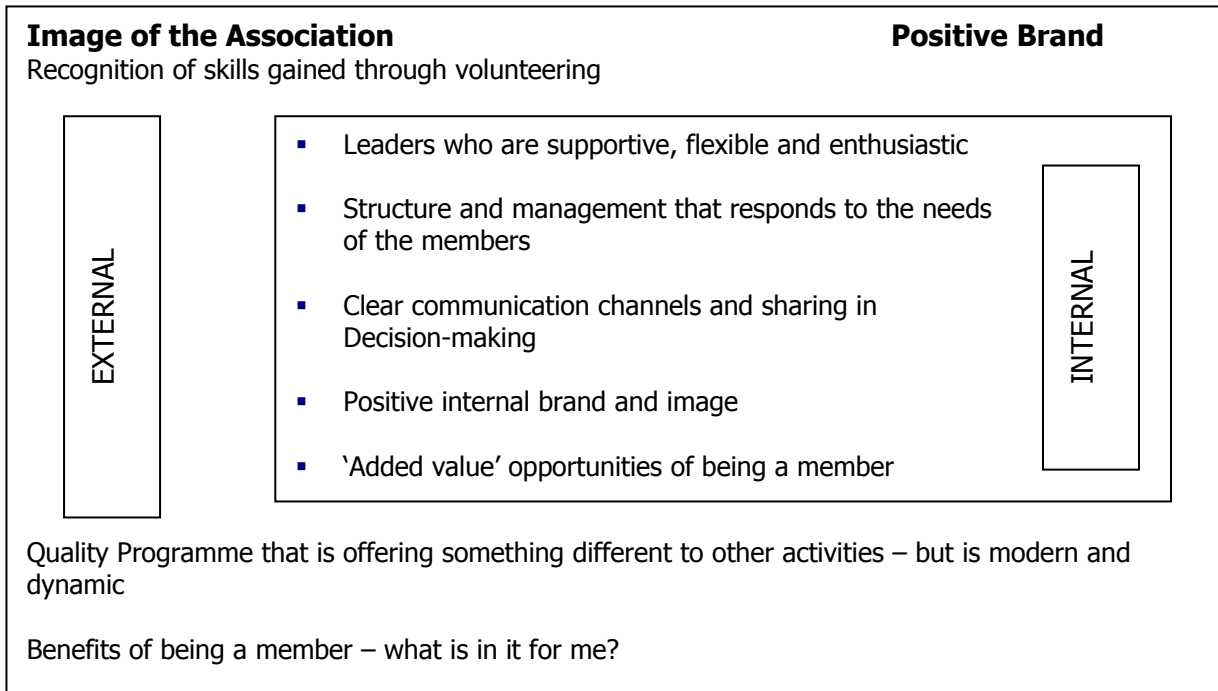
An example of a local strategy could be:





## 4. ATTRACTING NEW MEMBERS – AND KEEPING THE CURRENT MEMBERS

As has already been stated, recruiting and retaining members is not simply about putting up posters and hoping that new members will turn up. It is a complex and multi-faceted process that needs to address the whole of your Association – as expressed in the Recruitment and Retention Cycle. However, the diagram below summarises the main areas that need to be developed. Some are external issues – to help you recruit new members – others are internal issues that will help with retention. It is likely that each Associations' Recruitment and Retention Plan will need to focus on most if not all of these issues. It needs to be remembered that some of these issues may only be seen with the eyes of non-members – that is why it is important that research has been carried out prior to starting the plan with members and non-members.



### 4.1 Image and Branding

The perceptions of Girl Guiding/Girl Scouting in society varies from Association to Association, but great emphasis should be given to its relevance to today's girls' needs. Girl's lifestyle aspirations show that the most important things they want for their future are the following:

- ♣ A well paid and interesting job
- ♣ Travel
- ♣ Fulfilling relationships with family and friends
- ♣ An education
- ♣ Access to social provision e.g. Health Care
- ♣ A chance to have fun

If your membership loss is occurring in the girl membership – then it will be necessary to address how your image and brand are perceived by girls and by parents. If the membership loss is to be addressed by first recruiting more adult leaders then it will be necessary to first look at how adults who could be volunteers perceive the Association.

In general, changes in image, such as uniform, risk offending or alienating some members, but in general can make the organization more marketable. Ask the girls and young women what they want.

Logos and branding are especially important for young people. If a brand name is condemned as old-fashioned, there is little hope that it will get the attention it needs. People will not want to buy it or be associated with it.

## 4.2 Branding

A brand is the shorthand way people think about and refer to a company or product – in other words – it is what the product or brand represents – the image it conjures up when the name of the product or company is heard. It instantly identifies the company or product and differentiates it from the competition. In business, the ultimate goal is establishing brand loyalty, where the customer is committed to a product or service and purposely seeks to purchase the offering without considering other options. This is a result of trust that has built in the brand over a long series of positive customer experiences.

How can this relate to Girl Guiding/Girl Scouting? We need to think what is our brand? What makes us special? What do we have that could inspire loyalty to Girl Guiding/Girl Scouting. How do we develop trust in what we offer?

Brand development has three distinct steps:

### 4.2.1 Creating your brand identity

Your identity is the visual or external way in which you are presented – e.g., publicity materials, uniforms - how you communicate without words to your target audience – or customers. Key elements of brand identity include your logo, tagline, style of visual design and verbal communication, physical environment and appearance. Many people refer to this as the Corporate Identity – but it is more than just having well laid out publications following a similar style – it is about the emotional connection that is generated when the image of a particular product or brand is seen. Some clear examples are the brand identities created to market sports goods – being cool means having a certain type of sports shoes.

In Girl Guiding/Girl Scouting we can use our single sex or co-educational identity to brand our Associations. If your Association is the only Association in your market offering a girls-only experience – then that should be part of your brand identity. If your Association is a co-educational Association then this is also part of your brand identity. The positive experience given by both of these choices and the reasons for the choice should be part of the construction of your brand identity – particular in a time when Gender Equality is still an issue and needs promoting in many parts of the world.

Tab 17



#### USE IT!

In your Recruitment Group or as a National Board, pick eight well-known products in your countries that have a lifestyle connection. As a group, brainstorm the first things that come into your mind when you see the product. What has made you think of the product in that way? Then look at some adverts for the products and identify the key points of the advertising materials that have generated the perception you have of the product – even when it is just standing on its own. These are the keys that have created the brand identity.

Then, take the 'product' of Girl Guiding/Girl Scouting and work in the opposite direction – what so you want people's reaction to be when they see or hear of your Association? Write down all the possibilities and group them together. Then think – what would you have to do to make people think that about your 'product'?

The next step is to think – are there any other organizations who could have a similar brand to yours? If there are, study them carefully and try to identify the differences – what is it that you have that they do not have - and how can you capitalise on this?

Using Focus Groups will also help the definition of a brand.

Establishing a brand will help your Recruitment and Retention plan – and help you to decide the focus your plan is going to have, and at the same time you will have identified your brand.

### 4.2.2 Building brand awareness and recognition

Once your brand is established, and you have agreed what you want the brand to achieve, it is necessary to ensure that everybody will recognise your brand and understand what it represents.

The two elements of brand recognition are consistency and frequency. This is in all forms of communication – from when you say the name of the Association, the general language you use to describe the Association to the way publicity materials are designed – one style that reflects all the elements of your brand.

A good way to develop a brand is to have a short statement that can go alongside the name of your Association e.g. Girlguiding UK – Surprise Yourself or Girl Scouts USA – where Girls grow Strong – this statement – or tag line – should say something very clear about your Association. It is unlikely you would say it when saying the name of your Association – but it can become a 'leitmotif' on all documentation produced. If you are unsure as to what your tagline could be, think about some of the brands you already know and what their taglines are. Then, think about what you want to say – it does not matter about the actual words but what message you want to get across – once you know that – you can pass the search for the actual words to someone who has this creativity.

#### **4.2.3 Delivering a positive brand experience**

Finally, you'll need to ensure that the experiences your members have live up to your brand's claim. It is no use advertising something that does not actually exist. As such, every section and level of your Association must clearly understand your brand's promise, and ensure that it is applied fully and consistently across all aspects of the Association – in the unit, at training courses, on the website, even when answering the phone to a potential new recruit. A positive experience will be passed on and shared – but not as much as a bad experience will be.

In some Associations, such a branding process may require significant change in the culture of your Association. Change management and change strategies often have to go hand in hand with your development plans.

When creating the brand – make sure it is based on what your target group want and not on what you want to preserve. Tradition is important, but perhaps the same traditions can be branded in a different way.

#### **4.3 Image**

The difference between branding and image can be difficult to identify. One way to do this is to think of brand is what you think of and image is what you see. A brand is associating in your mind with a particular lifestyle, e.g. if you wear a certain brand of trainers you will be a strong, independent woman. Image is what the eye sees – what the publicity material for the same brand of trainer's looks like. If we take the trainers example – the branding of the trainers is to say that wearing these trainers are what makes women strong, independent and self-confident – but when the trainers themselves are unpacked, they are in a very old –fashioned style and no young woman would want to wear them as they are unfashionable. Sometimes the brand is so powerful that it can overcome a negative image – but this is rarely sustainable.

The image of Girl Guiding/Girl Scouting can have external as well as internal influences. For example an external influence could be a link to a particular religion or faith system where the Association has a positive image in line with the religion or faith system. Another example might be an Association in a country where there were youth movements, based on Girl Guiding/Girl Scouting and run by the Government where the modern Association needs an image that is different to that of the Governmental organization.

Internally, image can be shaped by the design used in promotional materials, how Associations are represented in the media, uniform, participating in relevant debates and meetings on girls and young women.

It is important that the image of the Association reflects the brand and vice versa. If an Association has created a brand for itself as a place where young women develop their fullest potential, it is important that the promotional material has pictures of young women on it – not of 7 years olds or 70 year olds! It is also important that the right materials are used to promote a modern image. Text messaging/SMS/email/internet publicity channels all promote a more modern image – particularly to younger girls and young women than a leaflet would do. Give-aways such as pens are nice, but something 'trendy' e.g. a mobile phone holder or a charm bracelet can be more attractive and a more modern image. Reinforcing the positive image and brand – internally and externally is key to ensure the image is established and supported by the general public and current members. Some ideas to do this are:

- ♣ Establishment of a network of Ambassadors for Girl Guiding/Girl Scouting
- ♣ Training for all leaders and volunteers in how to sell Girl Guiding/Girl Scouting
- ♣ Improve confidence for leaders and volunteers in recruiting other people (start actions in pairs; an experienced person can coach new people in ways of promoting Girl Guiding/Girl Scouting)
- ♣ Take part in public debates about children and young people
- ♣ We have to show our "face" in media (television and newspapers) not only with pictures and stories from trips, but our opinion on issues relating to girls and young women especially in relation to WAGGGS' themes and advocacy issues.

Two WAGGGS toolkits can help you to develop and promote a positive and modern image of Girl Guiding and Girl Scouting:

- Media Relations Kit
- Relationship to Society Guidelines

If you would like to receive more copies of these kits, please contact the Communications Team at the World Bureau.

Tab 18



### USE IT!

**Brazil ~ Federação de Bandeirantes do Brasil** <http://www.bandeirantes.org.br/>

Getting an Idea of Public Opinion.

You can use a simple questionnaire:

- How do we see ourselves in Girl Guiding/Girl Scouting?
- How do others see us?

The image we think that we have is very rarely the same as others see us.

In general we can say that the image of Girl Guiding/Girl Scouting is or could be as follows:

- A modern and active non-formal educational movement.
- Organizes programmes which concern the community and people who work with different problems and challenges that are present worldwide.
- It is a voluntary organization organizing non-formal educational activities for children and young people.
- It is a Movement that is around and active all around the world.

To whom and how we would like to present this image?

#### 4.4 Recognition of skills gained through volunteering/Leaders who are supportive, flexible and enthusiastic

##### 4.4.1 Adult Membership ~ Volunteering (See 5.3.2)

Girl Guiding/Girl Scouting is no longer the only attractive option for adults willing to take on extra responsibilities. Many have heavy family and work responsibilities and many adults don't want to take on any responsibilities at all. Many may want to take a limited part - only in meetings – only at weekends – only at camps - but not as the main leader. The same applies to many parents, who want to help us but only occasionally.

##### Who are our volunteers?

- Energetic and motivated people
- People who feel a responsibility towards society and want to make a difference
- People willing to improve their lives and increase their opportunities

Associations have to make a serious self-assessment of what they offer adults, and if they listen to their needs. Associations have to adapt to the needs of a changing society, and open their Association to everybody. It is quite common for Associations to state that they are open, but in fact a lot of adults feel and say that they are actually closed. Remove barriers that stop adults from getting involved in Girl Guiding/Girl Scouting.



Associations cannot grow without more volunteers, so we should appreciate, value and reward them. Persuade women and girls to join Girl Guiding/Girl Scouting by promoting the benefits to them, not the benefits they bring to the organization. There is some altruism involved in voluntary work, but everyone wants to get something out of it. It may be fun, an experience, but there are other things too.

Benefits of volunteer work:

- Develops initiative and proactive attitude
- Develops responsible thinking
- Trains towards responsible citizenship
- Builds trust and solidarity in communities
- Develops team working skills
- Supports the individual to live out their moral needs
- Offers opportunity for integration (helps young mothers to re-enter the labour market after long years being at home) (moving to a new community)
- Offers opportunity to serve others
- Friendship
- Breaks down barriers
- Enjoyable ~ it's your choice
- Can be useful re CV; getting jobs

Features of volunteer work:

- Persuades individuals and communities to take an active role in the solution of their problems
- Useful both for the one who gives and for the one who receives

Before starting it is essential that you:

- Understand what you offer to people
- Present the offer in a way that appears to be something that people want

Tab 19



### USE IT!

**Girl Scouts of the USA** has carried out a lot of work on this topic. [www.girlscouts.org](http://www.girlscouts.org)

Research shows that our leaders in many parts of the world are getting younger and younger. Young leaders have different needs than leaders who are around the age of 50.

Tab 20



### USE IT!

Make a survey within your Association; ask what is in this for your volunteers? What do **they** enjoy? Use the answers to inspire other women to get involved.

Do not only look for helpers currently involved in Girl Guiding/Girl Scouting.

Perception of volunteerism is often culturally related. For example, volunteering in some Central and Eastern European countries has been unusual for a long period, or has been forced by the State, which did not allow really active citizenship. It has even had a bad reputation in some cases because it has been seen as taking away paid employment. In order to overcome these barriers, media campaigns, round tables, discussions and demonstrations could be organized in order to demonstrate the non-monetary benefits of voluntary work for the volunteers themselves. Establishment of databases with available volunteering activities should be encouraged. Girl Guiding/Girl Scouting is one of the traditional voluntary organizations requiring regular commitment and, as such, Associations could play a leading role in changing this attitude.

In many countries, volunteering has a long history and competition with other voluntary organizations and programme opportunities may be the greatest challenge.

Nowadays the availability of childcare encourages participation in voluntary organizations. On the other hand careers, family and time pressures and stress may discourage people from volunteering. On the one hand we can foresee an increase in volunteerism, while on the other hand we may foresee a decrease or change in volunteerism.

The extent of volunteerism can be seen as a health indicator of a society. In many careers, successful employees are expected to be volunteers.

#### 4.4.2 Presenting the benefits/motivation

Prepare and distribute leaflets on the skills and knowledge adult volunteers will gain by being active in your organization. For example; organizing weekly meetings and skills can improve organization skills; working with other leaders provides you with the ability to work in teams; managing a group of young people develops your leadership skills.

Some examples are:



##### **International**

- Global representation for and by young women to international organizations, Government Ministries and other NGOs within countries.
- Friendship, understanding, togetherness and solidarity with 10,000,000 girls and young women.
- Members of the largest global organization for girls and young women.
- Opportunity for girls and young women to attend and benefit from international and intercultural events.
- World Conference.
- Promote cultural awareness, understanding and appreciation.
- Rich diversity of membership.
- Advocacy at global level on behalf of issues concerning girls and young women.
- Attendance at international seminars/events (Juliette Low/Regional/World Conference/Seminars)



##### **Opportunities**

- Unique platform for discussion, debate and decision-making by and for girls and young women.
- Opportunity to network.
- WAGGGS is a resource.
- Empowerment for girls and young women.
- Promoting partnerships – internally and externally.
- Learn from each other therefore less duplication.
- Fun and adventure.
- Spirituality.
- Range of international awards



##### **General Strengths**

- Increased status and credibility for Member Organizations.
- Assistance of professional staff and expert volunteers.
- Commitment to the ideals of Girl Guiding/Girl Scouting.
- Setting and maintaining international standards.
- Efficient and effective central organization for production of materials and PR.
- Girls and young women participate on an equal basis.
- Rich history.
- Female tradition and identity.



##### **Sense of Identity**

- Commonality of purpose – common goals and principles and values, but strong individual national identity.
- Sense of identity at individual, national and international level.
- Growth and development of girls and young women/realisation of girls' and young women's potential.
- Provides a vision for girls and young women.



##### **Services**

- Advice and support for countries working towards membership.
- Production of programme and thematic materials
- Production of advice and support in relation to sensitive issues concerning girls and young women.
- Training to develop self-confidence.
- Leadership training for girls and young women.
- Provides variety of regular support material and resources – information and training.



## Financial Element

- Financial assistance through WAGGGS, Mutual Aid and WAGGGS' links with other organizations where less affluent countries get out more tangible aid.
- Richer countries through membership are showing evidence of a tangible commitment to Girl Guiding/Girl Scouting.
- Efficiency and further economies of scale.

### Tab 21



#### USE IT!

In order to help Adult Volunteers to transfer the skills gained in your Association to other areas – e.g. the work place it is necessary to be able to translate all Girl Guides/Girl Scouts activities into `business' or everyday language as well as being able to identify the skills needed in each role. It is a good exercise to do this and provide a complete list to all adult volunteers. Some examples include:

- District Commissioner – Leader of a team of adults.
- Group treasurer – financial management, budgeting, monitoring of income and expenditure, fundraising.

Your current and potential volunteers will be happy to see this. It can help your volunteers feel more confident and valued in the work they do within Girl Guiding/Girl Scouting. Although a huge number of our volunteers commit themselves in an altruistic way, it is still important to encourage them to recognize how they can benefit in their every day life from being active in Girl Guiding/Girl Scouting.

### Tab 22



#### USE IT!

**Ireland** [www.irishgirlguides.ie](http://www.irishgirlguides.ie) ~ "Are you tired to the core? Or Bubbling with enthusiasm?" Support and Training for Active Recruitment and Retention, publication by The Irish Girl Guides.

#### 4.4.3 Involvement of parents

Parents have direct experience of our work. They see their children coming home happy, full of enthusiasm and talking about things they would never do at home.

As soon as their children join:

- Invite adults/parents into our Association, perhaps by offering them a short term membership
- Ask them to help occasionally
- Don't hide the fact that you need support perhaps to do the accounts, organize transport, find campsites or simply help in the unit by setting up a weekly parents' rota.
- Once you have managed to involve them, make them feel that you wouldn't be able to do without them.
- In Associations where Girl Guiding/Girl Scouting did not exist when parents were young, it may be motivating for them to be able to do things they couldn't do when they were young.
- Do not refuse any help (even small), because it will probably not be offered again.
- Do not ask them for too much at once, it's better to have them doing smaller jobs, than not to have them at all.
- Once parents become involved in the unit, keep in mind that Girl Guiding/Girl Scouting is for their children, not just for them. Be aware that parents can have conflicts or discussions amongst themselves that may not help your unit at all. It depends on culture, but in some parts of the world it might be better not to allow parents to interfere too much. Conflicts can easily arise from children's successes or different social backgrounds. Do not forget in these cases you are there to educate their children, not the parents themselves.

### Tab 23



#### USE IT!

**Ireland** [www.irishgirlguides.ie](http://www.irishgirlguides.ie) ~ "Are you tired to the core? Or Bubbling with enthusiasm?" Support and Training for Active Recruitment and Retention, publication by The Irish Girl Guides.

#### 4.4.4 Safety Issues

References may be asked from other Girl Guides/Girl Scouts or representatives of the community, where applicable. This may spread the feeling that the volunteer is joining a club, which is a pleasure, but in other countries this may discourage people to join. The rules and procedures need to be considered according to the national laws and cultural environment.

Many Associations request a police check of the potential volunteer before offering a voluntary placement for them. This is compulsory in some countries, but should be considered for other Associations as well. People who are working on a voluntary basis are ambassadors of our organization and as such we need to guarantee that parents can trust them while taking their children on activities.

Tab 24



#### USE IT!

UK [www.girlguiding.org.uk](http://www.girlguiding.org.uk)  
Safe from Harm Policy.

Tab 25



#### USE IT!

##### Sweden/Italy/Denmark

What to do with those adults 20-30 who want to be Scouts/Guides but **don't want** to be leaders.

Not training camps, they want periodic opportunities, projects, and jamborees. Often don't want to work with children, just to be "attached".

What can we do with these people? Probably not paid up members. Could be that they can't make commitment on a weekly basis, want projects.

People are younger longer. We should provide something up to 25, not leaders ~ but own programme.

#### 4.4.5 The relationship between volunteers and professionals

The concept of volunteering has changed radically, therefore new ways should be considered. Girl Guiding/Girl Scouting should be recognised by the outside world as a voluntary organization working to professional standards.

- Our volunteers should be trained to be competent in their field.
- Encouragement of effective working styles at each level of the association.
- Avoid conflict of interest or misunderstanding between volunteers and paid staff.

#### 4.4.6 The right start

Before you start a recruitment campaign, develop or familiarise yourself with the syllabus they are to follow.

Encourage volunteers to take up opportunities and support them through the challenges they select. Give them the chance to try out different fields and ideas and discuss their effectiveness afterwards. People may like to start with small responsibilities and continue with more challenging activities once confidence is achieved. Develop their capabilities. Involve them in the planning of the programme so that they will know in advance what their contribution is to be. Help new members to have fun. Your Association or region will certainly benefit from new and enthusiastic approaches. Do not forget to celebrate this and their progress and success.

##### New volunteers

Before someone joins the Association it is necessary to have an orientation discussion/interview to discover the person's skills, availability, interests and what motivates them.

It is recommended that each volunteer have a personal file in the Association. This can be useful when other work within the organization requires a volunteer, etc. Remember that we are not looking for specialists, professionals or experts on youth/children work, but for people, who are ready to learn, gain practice and act responsibly.

Each newcomer has to understand and accept the Promise and the Law of our Association before making the decision to join. If an ethical code exists, it is useful to discuss this as well.

Always agree on a clear job description and discuss it with the volunteers in order to avoid any misunderstanding. Some National Organizations have stopped calling their volunteers "leaders", "assistants", "helpers" but all have the same title and all have similar and clearly defined responsibilities. It is necessary that we have a clear vision on how new members are integrated.

#### **Are we welcoming enough?**

What about offering child care for the period when a mother takes part in a registration event or training course?

What about building strategic partnerships with NGO representatives or clubs of ethnic groups or immigrants from different parts of the world?

Did you ever experience when "outsiders" arrived and there was some anxiety in the group? Training of existing volunteers should be offered to make our new volunteers feel welcome. It can be very daunting joining a new group that is well-bonded together.

Both the national Boards and the units must be ready to welcome newcomers. It is easier if there are co-ordinators at every level who will be the responsible contact person for the newly invited volunteer. Co-ordinators need to have a clear picture of all parts of the Association or unit. Co-ordinators need to act when the newcomer is still fresh and showing interest. If the newcomers don't feel comfortable at the very beginning and don't feel they are important and useful they might lose interest.

You should accept what the person has to offer and this means, in most cases, that you have to understand what she can offer. When a person first arrives, she might not necessarily know what volunteering opportunities might be available. Therefore, it is necessary that during a personal or telephone conversation you get to know her as much as possible in order to be able to identify what could be interesting for her. You need to build a good personal relationship with her. You should talk about your Association or unit and how you experienced it. This may include private information like where your children are while you are with your Guide unit, how you manage a weekend camp being a mother. This helps the person understand the reality of Girl Guiding/Girl Scouting, namely that it is run by busy working mothers, students, business people just like herself.

#### **4.4.7 Contracts for volunteers**

When volunteers decide to join our Association (whether as a unit leader, treasurer, camp leader, etc.) it is reasonable to have a clear agreement on expectations and what there is to offer. In some cases, the development of a contract between the volunteer and the Association may be appropriate. Contracts are useful from different approaches:

- makes the volunteers feel important
- encourages them to stay until the end of their contract
- offers the impression that they are not making a commitment for a whole life, but for a limited period, which may encourage them to join.
- offers a basis for future reports.
- States clearly the expectations and responsibilities

However, for some, contracts may be seen as too formal and rigid and make the volunteering seem more like a job. What may also be appropriate is to have a good conversation between the new volunteer and the person responsible for the training of the volunteer on expectations and responsibilities. Each Association should find its own solution that is both effective and culturally sensitive.

#### **4.4.8 How to provide support for new leaders?**

- ♣ Understand her needs, motivation, time constraints and commitments.
- ♣ Maintain good communication based on partnership and common understanding, clarity.
- ♣ Provide new adult members with information on events, training courses and campaigns. Accompany her to these events or make sure that there is someone whom they know already.
- ♣ Never give new leaders a job you would not like yourself or you feel is not challenging enough. Good personal relations and your sensibility and openness will help you to understand if she likes small and comfortable tasks or she stays in the Association only by receiving challenging tasks.

- ♣ Encourage her to do some research by herself in order to get acquainted with the Association's website, magazines and handbooks. This can help her to find her own way of working and proceed at her own pace.
- ♣ In many Associations across Europe the following saying is still relevant: *"if you are paid for your work you are a worker, if you are not paid you are a volunteer, if you pay for doing the job: you are probably a Guide leader."* Although this might be the reality, do not forget that this might hinder people from volunteering and even late reimbursement of expenses might cause financial difficulties for volunteers.
- ♣ Do not expect that everything she does will be perfect at once. If she makes a mistake, provide constructive and encouraging feedback and support. Do that by acknowledging her contribution and show your sincere appreciation for all she does.
- ♣ Offer permanent support, availability, advice and encouragement. Make her feel valued and trusted. It can be very supportive if a designated member of the unit is responsible for training on the job and is available when needed.

#### 4.4.9 Co-ordination of our volunteers

An ideal case would be that each volunteer has a contact or co-ordinator who they can turn with any challenges that occur. The co-ordinator should make regular contact with all their people. These meetings or visits should be reported back to the respective bodies and dealt with in the volunteer's personal documents. Please note that laws and regulations of documentation and dealing with personal information vary from country to country.

Tab 26



#### USE IT!

**Brazil** [www.bandeirantes.org.br](http://www.bandeirantes.org.br)

##### **Leaders and Commissioners Forums**

Democratic open space for debate about issues that restrain the development and increase of Guiding and its process of insertion in the modern world. To look for diverse alternatives of organizing the groups and developing local guiding focusing on the guarantee of the unity of institutional thought.

- To break up dialogue barriers among leaders and commissioners;
- To socialize and democratise the information;
- To relocate the work of the commissioners as "responsible for make the local Guiding happen"
- To provide free access to adequate tools for the leaders (most are young people) to work with the groups.
- To promote an adequate training to leaders;
- To negotiate with the community and to promote the expansion of the local guiding;

These forums allow and internal revision and change in structural areas of the Institution.

#### Remember to recognise and congratulate your volunteers

Apart from the good feeling that you get from offering something useful to society, people need to be recognised within their voluntary role. It may happen by offering badges, recognition of special achievements in newsletters, sending a supporting letter to an employer, holding a special celebration to celebrate our volunteers, or through receiving publicly recognised qualifications.

Tab 27



#### USE IT!

**USA** [www.girlscouts.org](http://www.girlscouts.org)

Starting to do this but early days. Competencies.

Tab 28



### USE IT!

**Finland** [www.partio.fi](http://www.partio.fi)

Youth Council produced toolkit to help young people translate their experiences into CV speak. (Scouts have leaflets that they leave in business places).

Tab 29



### USE IT!

**Denmark** [www.dds.dk](http://www.dds.dk)

Youth Council developed tool so young people can talk about their Guiding competencies in business language.

#### 4.4.10 Stopping being a volunteer

One of the big changes that many Associations have to face is that volunteering is no longer a life-long commitment. For many women, the time available for volunteering is strongly shaped by family, career and other interests. Many women may only wish to be on the committee for one year at a time or for a specific project or task. We must be ready to accept this and value the contribution they can give – not resent what they cannot. However, it is also important that 'fixed term' volunteers know that they are welcome back in the Association as suits them and that they are kept in touch with the Association and up to date with what is happening.

Tab 30



### USE IT!

**USA** [www.girlscouts.org](http://www.girlscouts.org)

Lifelong affiliation, how can they make a contribution? Offer variety of things can do, mentoring etc.

Volunteer Notebook ~ sample application forums/training/recognition. Recognition.

#### 4.4.11 Exit interviews

Just as exit interviews are necessary with youth members, they are also essential with Adult volunteers so that revisions can be made to training schemes and to support structures for Adults. Use the same techniques with adults as with the youth members.

#### 4.4.12 Adult Training

If we want to give Girl Guides/Girl Scouts the best time in Guiding/Scouting it's important that leaders are well trained, but nowadays it's difficult to get enough leaders trained because adults don't have much time.

Training is one of the means to prepare, support, recognise and motivate our volunteers. It has crucial importance when the volunteer is new to our Movement and when they start their voluntary work.

#### What can we do?

- We must be more open for adults who haven't been Girl Guides/Girl Scouts before and welcome them to our Associations and then train them in the basics of Girl Guiding/Girl Scouting.
- Organize trainings not only at weekends. Ask the leaders WHEN – WHERE – HOW they want to receive their training, we must be much more flexible in our way of doing things.
- Organize trainings in local units/groups, close to the leaders or potential leader's home, organize the event in the evening, depending on the trainee's needs.
- Invite parents as well, so that they can have a look at the programme and probably get them interested.
- Run the training together with the Guide-meetings, meet the leaders 1 or 1½ hours before and prepare the programme together and train them according to the needs.
- Leaders need training about the needs and realities of today's children – how to involve parents – how to handle conflicts – how to co-operate – how to deal with values.
- A Training programme should be adapted to the needs of the individuals so every single leader feels that this is really a training for herself.
- Organize part of the training (practice) when children are present so trainees don't have any excuse for not taking part in the training.



- Don't use too many papers in training, give them time to discuss things and give them an unique experience.
- The training has to motivate leaders so that they run the programme better in the unit/group after the course.

#### 4.4.13 Developing a training programme for Adults

Strategic planning determines the training of our volunteers: we need to know how many volunteers we need, with which skills and for which tasks. Changing needs should be answered by changing training programmes. It helps to avoid burn out of our leaders.

It starts earlier than the first day of training. Personal interviews help to identify needs and expectations of our participants. It is worth considering training groups of mixed age ranges, sometimes this is the only chance as otherwise there would be too few participants. Features of learning are not dependant on age, although sharing can be beneficial for the participants.

Individual experiences have a great role in the content of our training programme. Some key points to remember are:

- ♣ Do not recruit new people if you do not have sufficient volunteers to offer them adequate training and support.
- ♣ Offer a safe and positive learning environment.
- ♣ Offer practical ready-to-use or ready-to-adapt exercises.
- ♣ In training situations it is easier to recognise the first signs of burn out and lack of interest.
- ♣ Training may offer the opportunity to find new roles for the volunteer.
- ♣ Training should help participants to become more self-confident with their roles as volunteers and in their place of work/community. Exercises may be included so participants recognise what they gained through their voluntary involvement.

Tab 31



#### USE IT!

**WAGGGS' Training Guidelines and Performance Indicators.** [www.wagggsworld.org](http://www.wagggsworld.org)

Tab 32



#### USE IT!

##### **The Green Girl Guides, Denmark**

Identified weak/threatened units that had poor/no leaders and/or poor/no programme. Held a conference to bring these units together with the goal of motivating the leaders and training them in recruitment and retention strategies. A toolkit was provided afterwards to help in these situations.

Tab 33



#### USE IT!

##### **Brazil**

##### **E-learning**

It is an alternative to prepare leadership with reduced costs and to extend the possibilities of access to new information and knowledge channels. Project at initial level.

##### Objectives:

- To provide cheap tools for development and training of adults at Guiding;
- To establish a virtual channel for ideas exchange and training in order to develop the potential of citizens who are responsible for the future guiding leaders;
- To increase the number of leaders through a stimulated and innovated tool

##### Target Audience:

- Leaders
- Rangers (Young people 18 – 21 years old)

##### Method

Training through internet with professionals who work on the themes presented.





## USE IT!

### Cultural Awareness Training Session at Overture Network

Outcomes of brainstorm:

1. *Why should we have trainings in cultural awareness in Girl Guiding/Girl Scouting?*
  - We live in a *global village*, where diversity is a reality
  - We should get to know the habits of others, open up our minds to them (it is therefore important to meet the parents of immigrant children in our groups)
  - We should understand our own *prejudices*: why we have them, how they develop
  - We should *recognise* the situation of minorities in our society, assist them in their integration process and in becoming active members of the society they live in
  - Intercultural work is working with values and making these values understandable and a reality
  - It is easier to meet, to talk and to work with others when we are aware of the different values we possess.
  - At first you 'discover' the values of other individuals, then it is easier to understand their group culture
  - CAT helps to understand if you discriminate between people, you *recognise* racist tendencies in yourself, you recognise and reorient your own values
  - Girl Guiding/Girl Scouting means to be *committed to the development of society*. Our societies include ethnic minorities. Associations therefore have to be *open and inclusive* and deal with others in a non-discriminatory way.
2. *What are the barriers to developing cultural awareness trainings in our Associations?*
  - There is a lack of knowledge of how to filter and process information about minorities
  - CAT is a relatively new issue, – 'it does not affect us', 'we are open, aren't we?', 'we are not doing social work'
  - Associations represent a broad spectrum of society. At local level many people are sceptical, most groups are self-focused and are located sometimes physically separate, there is a 'them/us' mentality present.
  - Associations are often hierarchical, therefore slow in starting with new initiatives.
  - Associations might not have the resources to get CAT going: funding and trainers (volunteers)

Associations have *other priorities*.

#### 4.4.14 Mentoring New Adult Leaders

Mentoring is defined as a sustained relationship between a mentor and a mentee. In Girl Guiding/Girl Scouting this could apply to an experienced adult volunteer being a mentor to a new adult volunteer (the mentee). Through continued involvement, the mentor offers support, guidance, and assistance as the younger person goes through the process of learning, faces new challenges, or works to become part of a group or unit.

The two types of mentoring are natural mentoring and planned mentoring. Natural mentoring occurs through friendship, working together, teaching and training. In contrast, planned mentoring occurs through structured programs in which mentors and mentees are selected and matched through formal processes.

More and more Associations are developing mentoring programmes as it is seen as a clear way to support new adult Volunteers. Having someone to guide and share challenges with can be a huge support.

Mentoring programmes usually work by looking to match a suitable mentor with a mentee. Potential mentors are recruited from various parts of the Association but it is important to remember that not everyone is a natural mentor. In addition, it is important that training is available to mentors and that guidance systems are in place. Nominations for mentors can be sought formally and informally through flyers, posters, mailings, and word-of-mouth. Another process is to encourage the prospective mentee to identify her own mentor. Matching can be done formally and informally through interviews, personal profiles, comparative interest inventories, and get-acquainted sessions.

In programs where mentors and mentees are given a chance to choose each other, planned mentoring takes on many aspects of natural mentoring.

Some key points on mentoring:

- Face-to-face meetings and regular contacts with an experienced leader guarantee a continuous learning process, emotional help and motivation.
- Mentoring makes new leaders feel valued and respected.
- Mentoring may be motivating for experienced leaders to discover what they themselves learnt as volunteers. Leaders who are no longer able to run weekly meetings can help other leaders. This takes less time but still helps the mentor to stay in Girl Guiding/Girl Scouting and share her knowledge.
- Mentoring contributes to both the personal development of the mentor and mentee.

#### **4.5 Benefits of being a member – what is in it for me?**

In today's world, people are not willing to make a commitment if they cannot see what benefits they will get from it. For younger girls this is not such a big issue – as long as they are having fun they will keep coming – but if the commitment in time, in finance or in energy becomes too much for the parent or guardian then the young girls' membership may not continue. The same can apply to older girls but with the added complication that there are many other activities they can choose from and there is always the pressures of schoolwork. For would-be-volunteers, it can be difficult to find time for something that appears to have no benefit and doesn't add to their personal skills or vocational skills.

Non-formal education such as Girl Guiding/Girl Scouting improves life skills and social skills. These skills and competencies include: organizational management, project management, teamwork, leadership, problem solving, intercultural awareness and communication.

The Recruitment team needs to outline the benefits for the different ages of potential members and present them in an age appropriate or audience appropriate way. There is no point in telling a 7 year old that she will be able to develop her social communication skills by joining Girl Guides/Girl Scouts – although her parents/guardian will be very interested – the seven year old needs to know that she will make new friends and try out lots of new games and activities.

#### **4.6 Quality Programme**

When we watch a TV programme, a play or a film we stay watching because there is something about it that we like – we are interested. If we are not interested, we stop watching and choose something else. The problem for us today is that there are too many plays, too many TV shows and too many films – it can be difficult to choose and to know if there is something that interests us or not. Often, we rely on the opinions and recommendations of others to help us choose – if our friends tell us a film is good and that we will find it interesting – we are more likely to go and see it – we have been reassured about the quality and we know we will find it interesting.

When using the Girl Guide/Girl Scout programme as a recruitment and retention tool we need to have the same attitude:

- ♣ Is it interesting?
- ♣ Does it mean something to the life of the girl participating?
- ♣ Can we be sure of the quality?

A good quality educational programme that is relevant, up to date and uses innovative and dynamic methods and, most importantly, is girl led, will retain membership. With so much choice available to young people they are used to making choices and having more options for change when they get bored or disinterested in something. If we want to keep our members so that they can have the good experience of Girl Guiding/Girl Scouting then we need to ensure that the programme grabs their attention. However, it would be wrong to adopt an approach where Girl Guiding/Girl Scouting offers the 'cool activities' and not the educational experience. Non-formal education is *organized educational activity outside the established formal education system that is intended to serve an identifiable learning clientele with identifiable learning objectives.*<sup>2</sup>

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<sup>2</sup> The Education of Young People - A Statement at the Dawn of the 21<sup>st</sup> Century, Alliance of Chief Executive Officers

The combination of modern and dynamic methods with real learning experiences are what define a quality programme. A programme that is girl led and where the girls are totally immersed in its development will be a programme that will be attractive to non-members and which will keep current members interested.

For many Associations there will be a need to revise the programme of more than one age section in order to ensure a quality programme. Therefore decisions will have to be taken on which programme should be the first to be revised. This may mean that the overall increase in membership may not take place so quickly and this needs to be considered when monitoring the recruitment and retention plan.

#### **A word of warning!**

The image and brand of your Association will need to be supported by the quality programme offered to the members. One must reflect the other. Further more, it is important that publicity materials do not show artwork of girls enjoying activities that are not on offer or are only on offer occasionally. A website showing girls abseiling down rocks will look very exciting to many girls – and will give the impression that this is a usual activity for the group. If the reality is that abseiling happens once per year at the group camp there will be some very disappointed members who will have received some false advertising.

#### **4.6.1 Service to society**

It is important that Girl Guiding/Girl Scouting does not become too inward looking. A core value for our movement is service to others and this can be a Unique Selling Point for our movement and a way to show our relevance to society and to build active citizenship in our members. However, this aspect seems to be disappearing in some Associations. Has it really disappeared or do we not show what we offer? Remember: in Girl Guiding/Girl Scouting personal development is not the only thing that happens. If that were the only thing, we would easily find competitors, a specialised outdoor organization may have more concentrated knowledge on that topic. We are able to develop the individual as a whole and part of that is service to others.

If an Association is involved in Community Service then use this in external communications. Use it to show the contribution to society made by Girl Guiding/Girl Scouting. Does your unit clean the riverbank each spring? Does the community know about that? Are you visiting hospitalised children each month? Are you running HIV/AIDS awareness programmes? Tell this to others. A general comment is that Girl Guides/Girl Scouts do things as a duty, so we are happy doing it and do not necessarily want the whole community knowing about it. But if more people were aware, perhaps more would join your unit and carry out similar actions.

#### **4.6.2 Using technology**

Many girls and young women now surf the Internet in order to make contact with likeminded girls and young women or to find out information. Websites can be used as an educational tool with exclusive resources, chats and activities. In some Associations Virtual Groups of Net Guides have been established in rural areas. In other Associations the use of IT is part of the methodology for delivering the educational programme – why have a programme record book when there could be an on-line record system? Instead of a handbook, why not a CD-Rom? Why not organize a treasure hunt using SMS to receive the clues rather than pieces of paper?

Although not everyone in the world has the same access to IT more and more young people are achieving some degree of access and this is unlikely to decline. However, it is important that technology is used safely and privacy is protected. Many of our Member Organizations have experience in how to connect and reach girls and young women safely.

**USE IT!****Jamaica ~ Community awareness project**

The Girl Guides Association of Jamaica has started a project for girls from the disadvantaged areas of the capital city by offering them a Hangout centre in the Headquarters of the Association. The project falls under the broad strategy of increasing visibility within the capital and on the other hand allows Rangers and young leaders to develop skills in the area of service.

The target group is disadvantaged girls in the 7-18 age group. The objectives of the project are:

- To provide girls and young women from vulnerable areas with skills training in the areas of health, nutrition, physical, social, intellectual and emotional development.
- To facilitate the development of young women in Girl Guiding/Girl Scouting by training them to be peer trainers

The Programme is offered each Saturday between 10.00 am to 5.00 pm.

The project is run by 30–50 young women in Girl Guiding/Girl Scouting, aged 14-35. The group also includes young women who are not active in Girl Guiding/Girl Scouting because of long working hours. Volunteers receive training on how to run events. There is one co-ordinator who is present at every activity while the peer trainers change during the time of the project.

Participating young girls are given the opportunity to become members of the Movement, but are not expected to join up in order to benefit from the facility.

**USE IT!****Girl Guides of Canada ~ Guides du Canada [www.girlguides.ca](http://www.girlguides.ca)****Organize community awareness campaign**

Can the public see evidence of Girl Guiding/Girl Scouting in the streets of your community? People must be able to see Girl Guiding/Girl Scouting wherever they go - to the supermarket, to the swimming pool, to the bank, to a hairdresser, to a fitness centre, to the family care centre. It must be made clear to every age group, to every society group that your Association welcomes new members.

The composition of your community awareness team is crucial. A small enthusiastic group of volunteers is enough to start with. You have to emphasise that this is a short-term fun project, which might make it easier for you to find the people you need. Assign one member of your team to encourage media attendance at your Registration event. Assign jobs to team members in consultation with the volunteer, taking into consideration her needs, interests, skills and expertise.

The more visible and accessible your location, the more likely it will attract new members. Set up in a high-visibility area in your community: mall, community centre, and fitness centre.

How to run the event:

- Prepare signs and decoration
- Secure entertainment and arrange a child-friendly corner.
- Invite plenty of Girl Guides/Girl Scouts to assist the event
- Design an evaluation form and ask for feedback from the parents



### USE IT!

**Bahamas Girl Guides Association** ~ The Guide Club [www.bahamasgirlguide.org](http://www.bahamasgirlguide.org)

The Guide Club is mainly for young women who were never Guides. It can be used as a recruitment system for leaders as the young women re prepared for leadership when they return to the family islands.

Each club has a sponsoring body, which is a tertiary level educational, institute and is part of the Bahamas Girl Guides Association.

The Club has two main purposes:

To empower the young women to develop their fullest potential as citizens of the world.  
To prepare the young women to become unit leaders in the Girl Guides Association

The club develops its own programme using guidelines from the Association. There is the possibility to work with units of girls on occasion and the club is self-governing.

#### THE LINK SYSTEM

In the Bahamas a LINK system has also been established. Its purpose is to provide a means:

- for young women who love girl Guiding/Girl Scouting and wish to continue in the Movement but do not wish to become leaders and /or do not wish to be confined to the rigorous schedule of the uniform branch.
- of the Bahamas Girl Guides Association keeping in contact with its young alumni as well as having a pool of young women, from which representatives to events may be drawn, ideas may be fielded and future Council members may emerge.
- by which young women may be kept informed of Girl Guiding/Girl Scouting (at all levels)
- by which young women (Guides) may network as they complete their tertiary education, begin a career and start a family.

Membership is open to any young woman age 17 – 28 who has previously been a Guide or who subscribes to the principles of Girl guiding/Girl Scouting and makes her promise as a Guide.



### USE IT!

**Denmark** [www.dds.dk](http://www.dds.dk) [www.pigespejder.dk](http://www.pigespejder.dk) [www.dbs.dk](http://www.dbs.dk)

Attracting 7-11 year olds. Chasing the Grockle (a Danish "monster"). Poster and TV Campaign ~ attracts them to an event where they are introduced to Guiding. Attracted some new but also raised public awareness. Posters in supermarkets/schools etc.



### USE IT!

**Switzerland** [www.msds.ch](http://www.msds.ch)

National Scout and Guide day. Traditional advertisements but on one day. Had a PR agency to help. One afternoon ~ children came and enjoyed the day but it can be difficult to get them to **keep** coming. Attendees need follow up.

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### USE IT!

#### STUDENT VOLUNTEER PROGRAMMES

Many Universities and Colleges have Student Volunteer programmes. These programmes are designed to encourage students to develop their skills outside academia and to enhance the image of the university or college in the Community.

Why not offer placements as leaders in local groups and units to the Programme Organizers?

Why not offer service projects at camps and campsites – a group of students could help with renovations on a campsite over a weekend.

Why not develop a social programme on HIV/AIDS awareness or Human Rights with the University/College?

Tab 41



### USE IT!

**Canada** [www.girlguides.ca](http://www.girlguides.ca)

Website. Sites technology/Across Canada linked to a Bone building challenge. Teaches girls to stay safe on the internet. Access through Girl Guides of Canada web site.

Tab 42



### USE IT!

**The Green Girl Guides, Denmark** [www.pigespejder.dk](http://www.pigespejder.dk)

Girls Jamboree on Internet.

New way of doing pen pals via internet.

#### 4.7 Structure and management that responds to the needs of the members

Any sort of change can be difficult to implement, manage and sustain – there are always people who want things done the old way! However, if we are to make Girl Guiding/Girl Scouting as relevant as possible to girls and young women we have to make changes – and that includes changes in the way Associations are organized or in the ways that we carry out our Girl Guiding/Girl Scouting.

If we are able to recruit new members we have to make sure that our Associations are strong enough to take new members – not be overwhelmed and collapse under the sheer weight of numbers! That means that there needs to be units in areas where recruitment is taking place that can accept new members, that there are leaders ready to welcome new members, that there are effective systems to register new members and follow up on those showing an interest. Much of this may seem bureaucratic - but in order to ensure that a new member – young or old - gets an quality experience in all their contact with us then we have to look at our structure and management.

Another area that may need to be looked at is the decision making structures in our Associations. As we realise the need to react quicker to trends and the changing needs of our membership we may need to consider if our Associations really can react quickly enough or if our decision making structures slow us down. Consider what is the average length of time needed to agree to a new initiative in your Association? Does it seem too long – if it seems too long – it probably is too long!

A trend among many Associations now is to have fewer Committees or Councils but to have more task groups working on time-bound individual projects. Where there are Committees – and some are needed – the membership is highly skilled and experienced and is there because of their skill – not because they have been long-standing members of the Association.

Clear lines of decision-making, combined with highly skilled volunteers and a lean structure will help an Association implement a Recruitment and Retention plan and set firm foundations for the future. There may be huge resistance to this change – but the positive end point needs to be the focus – not the difficult mid point.

#### 4.7.1 Clear communication

One of the keys to dealing with change is clear communication – if people feel they are not informed they become more hostile to change and feel disengaged from the process. By ensuring clear communication at all levels the discomfort with change will be minimised. It is also important to ensure that Communications are two way – that those feeling the force of change have an opportunity to comment and give feedback – and when they need to – to present their unhappiness.

Ideas for communication include:

- ♣ Produce a recruitment newsletter for the period of your recruitment drive
- ♣ Provide regular Question and Answer sheets on new initiatives
- ♣ Provide inclusive training on new programmes etc
- ♣ Develop key messages on the Recruitment and Retention Drive and ensure that they are in all communications, magazines, relevant publications etc.
- ♣ Develop internet chat rooms on recruitment and retention where members can swap ideas, give feedback and get more information.
- ♣ Have District Commissioners or their equivalent gather comments and provide answers so that there is face to face communication as well as virtual.
- ♣ Continually reinforce how much all leaders are valued – provide ways for the celebration of successful recruitment and retention plans.

A word of caution – do not dismiss every criticism as merely a resistance to change. Sometimes, with all the best planning and research in the world an initiative has flaws when it is actually implemented local leaders are going to be the ones to identify the flaws and problems – listen to their points first before filing them as “Change resisters” - they may be right!

#### 4.7.2 Where does Girl Guiding/Girl Scouting happen?

Take care ~ if a group meets in a church, then one would assume it is a faith based group, if a group meets at a swimming pool, one would assume it would be a swimming club. Where you meet may prevent you from recruiting new members e.g.:

- ♣ Lack of access for people with disabilities
- ♣ Alignment with one particular faith could discourage girls from other faiths from joining
- ♣ A ‘sporty’ meeting place could put off those girls who are not so sporty
- ♣ A meeting place that is difficult to reach could put off the parents/guardians or deter members.

Why not think creatively and think about where girls and young women can be found – where you find them is here you should be meeting them.

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#### USE IT!

The Membership Development Guide (2001), Girl Guides of Canada [www.girlguides.ca](http://www.girlguides.ca) identified the following potential meeting places:

- ♣ Shopping malls or along main streets
- ♣ Meeting rooms in town offices and other public buildings
- ♣ Community rooms in apartment buildings
- ♣ Community rooms in retirement homes or social centres
- ♣ Meeting rooms in fire stations and supermarkets
- ♣ Lunchrooms or meeting rooms in office buildings and banks
- ♣ Banquet rooms in local family-type restaurants
- ♣ Cafes and Clubs

Remember, these are not just places to hold meetings, but where you can initially be launching your recruitment drive.



## 5. INCREASING MEMBERSHIP

In this section we have tried to provide lots of ideas on how on to recruit new members and increase membership.

### 5.1 Girls and Young Women

A long time ago, children were members of an Association from early childhood, continued as leaders and finished only as elderly people. The situation can be completely different nowadays, as resources and research show that the majority of children and young people are members for just 2-4 years on average. Later on in life they tend to reappear again when they become parents themselves and have their own children.

Associations need to offer children as much training, experience and challenges as possible in the "short" time they are involved in Girl Guiding/Girl Scouting. Therefore it's very important to listen to what children and young people have to say about how they see Girl Guiding/Girl Scouting. The more we understand them, the more we will be able to create activities that are interesting. Never stop analysing their needs, especially as demographers claim today that social generations are only five years apart.

### 5.2 Extend membership

#### Invite new people into the Movement

In many parts of the world our classical target group is often seen as the privileged class, but it should not be – we should be open to all – privileged or less privileged. Allocating a social fund for youngsters in need can include new target groups. Why not apply to Funders who support urban regeneration projects or social projects for impoverished young people to provide this?

Newcomers from outside Girl Guiding/Girl Scouting enable your Association to offer your service to a wider public by enabling more people to be involved and will enrich the Girl Guiding/Girl Scouting experience.

Think differently – there are many ways to attract girls into Girl Guiding/Girl Scouting.

Tab 44



#### USE IT!

**UK** [www.girlguiding.org.uk](http://www.girlguiding.org.uk)

Girlguiding UK have adopted a multi-part approach to attracting new members and keeping their current members – these include:

- Different uniform that people are prepared to wear.
- Programmes need to be more girl led.
- Small events, shorter themes. Not long programmes.
- Fewer achievement badges.
- Bright posters ~ fun ~ need to deliver.
- Small increase in number of older girls. Welcome pack.
- Freebies ~ leaflet telling them what Guiding is about.
- Keepsake box.

One of the big items has been the holding of a pop concert each year where only girls who were members of the Association could have tickets. Up and coming pop groups are used rather than the very famous – although usually there is at least one well-known group or artist. Every year, the Association is able to fill 11,000 seats and all the tickets are sold out in a matter of hours. The concert is held in the early evening, which is safer and allows for it to be a day out for most people.

There has been good publicity for the concerts and it has been good for the image of the Association. The only advertising is done through Girlguiding UK channels. The event does not make a profit but does break even – however profits can be achieved on merchandising which only helps spread the brand and image of the Associations.



### 5.2.1 Integration of Ethnic minorities

Ethnic minorities, especially those who have recently come to your country, may be willing to create their own groups or may be included into already existing groups. Integrated groups have the advantage that they represent the whole society. It can be very enriching for all participating members to be active in an intercultural environment.

Immigrants bring their traditions, their cultures, their habits and maybe their Girl Guiding/Girl Scouting experiences as well. In some parts of Europe, leaders are saying that Western countries should not lack leaders as the leaders from Eastern Europe have moved there.

In order to have minorities as longer-term members, we need to consider the circumstances in which we welcome them, and adapt our programme according to their needs. Some people may say, what is the point in adapting our programme to the special needs of newcomers? Does this not prolong the segregation that exists in the society we live in? But all young people have special needs of some kind or other. If we want to keep a Brownie in the group, we need to find the games that she likes. If we simply invite new people into existing groups without making an assessment of the situation and making the necessary changes, we could lose both old and new.

Tab 45



#### USE IT!

**The Netherlands**, Sam Sam Project ~ Scouting Nederland ~ Further information on SAM SAM from [www.scouting.nl](http://www.scouting.nl)

10% of the population of the Netherlands are of non-Dutch origin. Most of them live in the bigger cities and in several quarters of these cities the number of persons of ethnic minority background are exceeding Dutch majority numbers. Scouting Nederland is very aware that its membership is not representative of the current Dutch society; over the past few years Scouting Nederland has tried to implement a policy to increase the participation and integration of minority young people into the organization. This is considered a long-term project. To achieve this, various intercultural projects and activities are carried out, aimed at broadening the base for intercultural co-operation.

The Sam Sam project will run for two years. The most important lesson in the project is that the presence of minority volunteers in Scout/Guide groups renders the participation of minority children easier. It has also been discovered that cultural barriers can be removed and understanding increased. Importantly, the issues of the minority youth must be taken seriously and respectfully. This implies that the organization should adjust its way of working e.g. the structure of the Association, its 'meeting culture' and other traditions in the organizations. The most important factor will be to concentrate on the individual needs of minority volunteers.

#### *Methodology*

Four regions have been identified where there are substantial minority youth as well as refugees. Project Co-ordinators have been appointed and staff contracted. Partnerships have been established with the organizations that work with minorities – e.g. social rights agencies, cultural agencies, and religious institutions. With these partners an action plan is formulated and project teams formed. The project teams are established out of the group of 'bridge builders' and consist of up to seven volunteers of both Dutch and non-Dutch origin. Training and information gathering follows for all the volunteers and PR material is produced.

In the Implementation phase networks are established, PR activity is carried out, support is given to volunteers, handbooks produced and permanent places for the bridge builders are found in the association as regular volunteers.

It is anticipated that through this project proportional representation of ethnic minorities at various levels within Scouting Nederland will have been achieved in five years.

Tab 46



**USE IT!**

**Sweden** [www.scout.se](http://www.scout.se)

Work in the Bosnian community within Sweden and also with the Bosnian Girl Guides/Scouts as well (i.e. they work with the immigrants AND also contact the original country Guide/Scout organization). They believe it's important to go to communities - don't ask them to come to us.

Tab 47



**USE IT!**

**Girlguiding UK** [www.girlguiding.org.uk](http://www.girlguiding.org.uk)

Considers diversity as a priority. At regional level, global connections are stressed. At local level in Leicester there are 3 'ethnic' groups and good co-operation exists with Muslim foundations; good relationships are developed between non faith specific groups and Muslim groups.

Tab 48

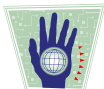


**USE IT!**

**Belgium** [www.scouting.be](http://www.scouting.be)

Research on underprivileged children shows that there is a need for a reduced membership fee.

Tab 49



**USE IT!**

**Denmark** [www.pigespejder.dk](http://www.pigespejder.dk)

The Green Girl Guides, Denmark, had a programme on integrating ethnic girls in local groups in Copenhagen

Tab 50



**USE IT!**

**Switzerland** [www.msds.ch](http://www.msds.ch)

PBS has a policy on the federal level of an intercultural strategy based on the dialogue model. 6 local projects exist including 1 Muslim group that is member of the Association

Tab 52



**USE IT!**

**Germany** [www.pfadfinderinnen.de](http://www.pfadfinderinnen.de)

A new project is being launched for children in a refugee camp.

Tab 51



**USE IT!**

**USA** [www.girlscouts.org](http://www.girlscouts.org) connects branding to fundraising. They have a book on what they stand for and give to volunteers. It is translated into different languages. Important to remember that there is diversity within diversity. GSUSA stress the need to identify people appropriately, e.g. not just Hispanics but Cubans, Puerto Ricans etc.

**USE IT!**

**The Netherlands** [www.scouting.nl](http://www.scouting.nl)  
**"New friends" project, Scouting Nederland**

Scouting Nederland tries to get more children from ethnic communities including immigrants, refugees and asylum seekers involved in Girl Guiding/Girl Scouting activities. The activities take place in Amsterdam, Rotterdam, Utrecht and The Hague.

Experience shows that leaders feel the need for training courses relating to intercultural activities. A 'start-up course' enables ethnic prospective leaders to perform well, both within newly formed and within existing Scout and Guide groups. A special information team, consisting of both ethnic and native Dutch volunteers, travels throughout the country with materials developed specifically to introduce the ethnic communities to Scouting and Guiding.

Internal and external forms of communication give Scouting Nederland exposure to a multi-cultural organization. The professional staff reflect the society they live in.

The members of the project group develop programmes and materials based on other cultures in order to allow native Dutch members to grow and to make ethnic members feel at home.

Scout and Guide groups are encouraged to take the initiative to get in touch with and organize joint activities with ethnic groups; they are also supported.

Scouting Nederland tries to integrate activities around ethnic communities in the inner cities into more general activities for all youngsters.

Scouting Nederland offers basic support to new initiatives which may lead to the establishment of new ethnic Scout and Guide groups, by sharing knowledge and experience gained. Discussion takes place between project staff members of the relevant local and national projects, such as 'Salaam Scouting/Guiding' and 'Local Co-operation Activities'.

**USE IT!**

**The Netherlands** [www.scouting.nl](http://www.scouting.nl)  
**The Extended School Day Project, Scouting Nederland**

An extended school day is offered at a primary school in Utrecht that is attended by a great many ethnic children. Extended school day activities are designed to increase the educational opportunities for children in a playful manner. The final meeting takes place at the local Scouting/Guiding group where the real Scouting/Guiding programme can be played so that the children can be introduced to Scouting/Guiding. In the course of the project a tool kit is developed containing a scheme which enables volunteers to get to work straightaway

**USE IT!**

**France** [www.guidesdefrance.asso.fr](http://www.guidesdefrance.asso.fr)  
**Les Unites Soleil, Les Guides de France**

The programme called "Unites Soleil" is offered to children who are mainly living in immigrant families, in the outskirts of huge towns or are in any way disadvantaged. It started in 1973. The "Unites" allows the expression of all different religions and respects differences as opportunities and richness. Groups regularly organize special events during school holidays and collect clothes for people in need as well.

Activities are open to both girls and boys and also interested parents are welcome to help out with the activities. As Units involve children and young people from different cultural backgrounds, travel to their countries of origin plays an important role for young French people, so they can discover the original background culture of their peers. Also these trips may be the first home visit after a long time for children coming from that particular country.

The establishment of new units provides equal opportunities for all children and young people. Contacts are often made while playing with children on the streets and mutual trust develops step by step through personal contacts. Meetings sometimes take place in public areas around the block houses. Many meetings are organized on Sunday, which is seen as the "longest day" by many children. Meetings with parents are essential, so leaders of the group visit families regularly. All different forms of creative expressions are valued and welcomed (singing, dancing and pantomime).



**Brazil ~ Federação de Bandeirantes do Brasil [www.bandeirantes.org.br](http://www.bandeirantes.org.br)**

Creation of new Guide groups inside the units of the National Institution *Lar Fabiano de Cristo* in different states. The institution assists underprivileged children and young people.

To open the guide groups in this institution, our association needed to reformulate the attitude, to review the exigencies and to adequate itself to the recent world. The main thing to be guarantee was the unity of thought: Mission, principles, values and the Guide method. The groups' structure was adjusted to the different realities where they act.

The Lar Fabiano de Cristo Institution has a diverse programme that includes health assistance, school reinforcement, assistance to the families and occupation workshops.

The Federação de Bandeirantes do Brasil joins completing the educative work of the institution in the socialization of the children and Young people and their insertion in society promoting education towards citizenship.

The agreement includes:

- Joint planning and evaluation, programmes adjustments and flexible structures according to the possibilities of the Lar Fabiano de Cristo Units.
- The use of uniform is free – they use only a T-shirt and the Scarf
- Establishment of a leaders team with positions that do not conflict with the structure for leaders inside LFC, but that gives sustainability to the work developed.
- Days and times for Guide activities according to the schedule of LFC Institution.
- An educative programme with priorities to assist the reality of the children and young people of the communities.
- No charged access to documentation and training needed to the leaders formation.

Nowadays we have 4 units of LFC Institution in 3 states. Population of 426 children and young people assisted. This programme is being extended.



### Workshop on open versus closed groups

#### Overture network meeting [www.overture-network.org](http://www.overture-network.org)

The purpose of the workshop was:

- To discuss the concept of open and closed groups in relation to minorities.
- To find one's views on the best approach for a national association to involve minorities in Guiding/Scouting.

Method

*Each group member should in turn take a piece of paper containing a statement e.g. "This group is for girls only" or "This group speaks Somali only" or "This group has an activity once a year with another local group" and put the statement on a diagram consisting of two sections: one for 'closed', one for 'open', while giving arguments for putting the paper in either the 'closed' or 'open' section.*

*Like in the above described exercise each group member puts pieces of paper (8 in total) in the section of a diagram, and considers which one is the best way for an Association to involve minorities, and gives arguments for this choice. The possibilities for choice could be:*

- 1) *The Association says: "Take us as we are or leave us!"*
- 2) *The Association supports minorities in establishing their own scout groups.*
- 3) *The Association wants to change some aims, objectives, traditions and standards in order to be open.*
- 4) *The Association is pluralistic and welcomes everybody but still young people from ethnic minorities do not join their groups.*

This workshop was held three times with different participants. It raised huge discussions and the following common conclusions were drawn:

- Meetings between different units are very important. To be recognized as an open group you should have activities with other groups on a regular basis. .
- Train leaders at least once a year. Involve more ethnic minority leaders as trainers in order to have a better idea of different ways of Girl Guiding/Girl Scouting.
- It can be considered natural that people from a certain ethnic background want to be together in their own group – at least for some years.
- Nobody agreed to Associations saying: "Take us as we are or leave us" as a way of involving minorities in the Movement. An Association must be willing to change some of its aims and objectives to be open to minorities or support minorities starting their own group.
- If a pluralistic Association welcomes everybody but still no members from minorities join, there is something wrong and this Association has to take action in order to get more people involved.

We have to be open-minded when we want to involve more minorities in our Associations we must look at more than one option but a variety of possible ways.

### 5.2.2 People with Disabilities

We must promote the participation and involvement of people with disabilities in Girl Guiding/Girl Scouting. When working with physically disabled young people it can be harder to find good adult leaders than providing physical access. Special training may be required for volunteers to involve the disabled and guarantee that they receive all the support they need. Although more volunteers might be needed for members with special needs, parents or carers can be valuable supporters. Groups that have worked in this way have a real sense of satisfaction on both sides.



### „Vent du Large“

„Vent du Large“ is a suggestion from the **Guides de France** for mentally handicapped adults. The aim of this unit isn't specialized animation which is done by some other organizations, but it allows handicapped and non-handicapped girls to live Guiding together. "Vent du Large" is for girls above 17 who want to live in Guide and catholic values. They want to be active in their own personal development, to be in sympathy with others and to experience Guiding activities.

Leaders organize meetings and camps during which they do some sports, games, discovers (arts, culture, economy, environment), religion, creative expression (songs, music, dance, theatre)... Certainly, they need to adapt the venue and activities to the capacities of each. Every girl, according to her age and her possibilities can participate as she can. „Vent du Large“ helps each other in teams and develop tolerance.

Involvement of non-handicapped persons it's not only because of solidarity. It's above all to live "different" Guiding. With these girls, they live a lot of simplicity, tenderness, mutual aid, human relations that helps them considering others living different from their lives.

It means new relations, new challenge, where every "Vent du Large" can find herself.

For further information on working with people with disabilities please use the tool kit published by the Europe Region WAGGGS and the European Scout Region – Beyond Barriers available from [www.wagggseurope.org](http://www.wagggseurope.org)

### 5.2.3 Rural and urban areas

Different strategies should be used for targeting recruitment and retention of Girl Guides/Girl Scouts in rural and urban areas.

Special opportunities in rural areas:

- Due to a lack a variety of NGOs there are less programme opportunities for children.
- Due to the small size of the community it is easier to get in contact with key decision makers and get their support for free facilities and other assistance.

Special challenges that can arise in rural areas:

- Children may go to school in a neighbouring town and spend their leisure time there and spend a lot of time travelling.
- Students and young people leave smaller villages, thus causing difficulties in finding and keeping leaders.
- There may be stronger traditions (cultural background) in rural areas that may make it harder for girls and young women to join.

What to do:

- Create a relaxed and open atmosphere to build trust among the groups
- Prepare documentation for the community as well as for outside bodies
- Be prepared to be diplomatic between different bodies (community leaders, families, etc)
- Make yourself unnecessary after a certain time (give the community the information and tools to continue without you)
- Constantly evaluate the process and performance
- Be flexible
- Be sensitive
- Show continuous commitment and responsibility towards the community/process
- Be aware that Girl Guiding/Girl Scouting can only be vital in the long term if it reflects the community's ethnic, cultural and socio-economic mixture.



#### 5.2.4 School-based

Children and young people go to school, why not contact them there directly? Schools can offer a meeting space, use of facilities, teachers' support for special activities, or simply the availability of classes for Girl Guiding/Girl Scouting presentations.

In many parts of the world, Girl Guiding/Girl Scouting takes place in schools.

#### 5.2.5 'Taster activities', short periods

Our values are based on the Promise and Law, this is the core of the programme, which cannot be achieved in six months. Likewise significant personal development cannot be achieved over very short periods, but many people have a fear of long-term commitment and find this an obstacle. Therefore there are some benefits in providing more limited opportunities.

- Girl Guides/Girl Scouts only pay for those meetings/weekends/camps in which they take part. Issue a "ticket-card" so you can keep track of how much they have paid and also keep track of when they have to buy a new card.
- The "ticket-card" describes what we offer and what is expected from them for the next year:
  - 5 meetings – 3 trainings – 1 weekend – 1 summer camp. It's important to evaluate the year then offer them another year.
- Membership for only 2-3 months or 1 year.
- Let children invite friends with them whenever they like.
- Organize open meetings with interesting activities for all, children can try these activities without being members.

#### 5.2.6 Specialisation

Trends show that there is a huge demand for specialist activities.

Special programmes may be offered at national level by taking into consideration local needs. Specific topics such as AIDS prevention, prevention of adolescent pregnancy should be addressed by National Associations. Don't forget, what is an issue today in one country, might be an issue in another country in 5 years time.

Specialisation of the programme may be useful from time to time.

If we specialise in a topic for one year we can show our success to the outside world. Our image could be raised by such actions.

Tab 59



#### USE IT!

**The Netherlands** [www.scouting.nl](http://www.scouting.nl)

#### **Good Practice, Cooperation between Capriool Circus Projects**

The Capriool Foundation is actively involved with circus projects for children who live under difficult circumstances. In the Netherlands the Capriool Foundation works mainly with children of asylum seekers and refugees.

The Capriool Foundation, Vluchtelingenwerk Nederland (the Dutch organization aimed at helping refugees) and Scouting Nederland worked together on a circus project. The project is aimed at training leaders and Guiders of local Scout/Guide groups to perform circus acts, for example, tightrope walking, juggling, ball balancing acts, acrobatics, stilt walking, and balancing acts. After that a performance is given with the youth members and the children of asylum seekers for family members and other people who are interested.

The children are not meant to be trained as artists, but they are meant to discover their own possibilities playing with each other.

The aim of the project is to bring youth members of the local Scout/Guide group into contact with the children of asylum seekers in a playful manner. Leaders and guiders are trained before the project is carried out. After that, they work on circus acts for at least four weeks in a row.

Through the circus a cultural meeting and co-operation between asylum seekers and Scouting members is created.

As a result of the first circus project the three organizations working together have decided to continue the co-operation with each other and with the circus project at national level. At twelve other locations all over the Netherlands a circus project will be set up in a similar way.



### Guías de México, Mexico

We have two examples for extending membership which we are using with success:

- 1) "Memory Tea" or "Reunion over Coffee". In Spanish these are Té del Recuerdo and Café del Reencuentro. Several of our Districts have held these events with attendances between 30 and 80 former Guides and friends. New leaders and/or Trefoil Guild have been recruited thanks to these gatherings, although numbers are not high as the events were held during school summer holidays.

MEMORY TEA or REUNION OVER COFFEE. A successful idea used by several Districts in Guías de México. Usually organized by the District Committee, they involve personal contacts with former members of Guiding, advertisements in local newspapers and interviews on radio and TV in order to get maximum exposure for the event. The events are usually held in a restaurant with catering provided, usually salad, cake and coffee/tea or soft drinks.

Most Districts set up posters of old photographs and one district had a CD of pictures projected continuously as people arrived. Conversations never cease during these events. Thanks to one District, Guías de Mexico now have a set of "old" uniforms which have been used at several Teas as a fashion show of old and new so that current members are involved, from 4 year olds to 80 year olds. Opportunity is also given for the District President, Commissioner and, where possible, Founder to speak. Needless to say, re-registration as active members is encouraged and the Trefoil Guilds of several Districts have grown, plus (great) granddaughters have become members as well. More information can be found, in Spanish, on our website [www.guiasdemexico.org.mx](http://www.guiasdemexico.org.mx).

- 2) A second idea is as follows:

Identify former BROWNIES - those who have been inactive for at least two years - and invite them to become Guides or Rangers.

One of the northern Districts in Mexico is trying out this idea by checking their old records and telephoning girls with personal invitations to attend events and weekly meetings.

## 5.3 Retention

### 5.3.1 How to avoid loss of members between the age groups?

The structure of Associations may vary but, in most cases, different age sections are separated and members move up to other sections as they complete their programme.

For a Brownie the move up to Girl Guides/Girl Scouts can be a moment of great excitement or a difficult experience.

They may have worries about some of the activities they have heard about, that might prevent them joining the other section.

Remember that the data gathering on membership movement is essential if an Association is to address this problem effectively.

#### How to make this transition easy

- Maintain contacts between leaders of different sections and get information on girls moving up to other age groups. Send them a birthday card or a welcome card.
- Talk about the transition with the Brownie and give a party for the girls moving up into the next age groups.
- Involve the parents by giving them information about the transition and invite them to visit a meeting of the next age section or to attend the meeting with the transition takes place.
- Invite prospective members of a section to a weekly meeting or an afternoon in the camp.
- Organize a meeting or activities at least occasionally when both age sections are together.



The changing of sections does not always happen in all Associations. In some organizations different age groups are all together in units. This may be a decision taken by the National Association or may happen at local level because of a lack of similar aged Girl Guides/Girl Scouts. Challenges make us consider new ways of working and the re-organization of age sections.

### 5.3.2 How to keep Girl Guides/Girl Scouts so they become leaders? See 4.4.1.

Good Leaders can motivate girls to continue and become leaders. If they have seen their leaders successfully balancing their professional career and their family life while being active as Guide leaders, they will try to manage this as well. Make sure that the Association promotes this image and helps their leaders to successfully manage their tasks. Possible actions may include organizing time management seminars, organized babysitting during lengthy activities, etc.

Keeping our members by appreciating their commitment to our organization is vital to our long-term success.

#### Tab 61



#### USE IT!

Why become a volunteer?

- Sensitivity towards social problems
- Need to help others
- Looking for recognition
- A need to change something in the world around them
- Personal experience and fun
- To be touched by the programme
- To be able to support and to be supported
- Preparation for social life and public life
- Wish to live out needs for performing
- Increased career opportunities, improved CV
- Wish to learn
- Experience creativity

What will I get out of being a volunteer?

- Recognition
- To be known by many people
- Sense of belonging
- Good reputation
- New personal contacts, wider social contacts
- Change
- End of segregation or loneliness
- New roles
- Sense of security
- Self confidence
- Personal development
- Acceptance
- Knowledge
- Fun

These are things that you cannot buy and can hardly achieve with any other form of leisure activity.

Clear agreement on what to expect from each other and a regular evaluation and recognition may keep this motivation at a good level.

Motivation must be constantly reviewed. Ways of motivation should vary according to the time the person spends in the Movement, and their circumstances. Training is one of the most important means of motivation. A regular appraisal session is another.

Tab 62



**USE IT!**

**UK** [www.girlguiding.org.uk](http://www.girlguiding.org.uk)

It has been found that it is easier to keep volunteers than find new. Associations must learn to accept episodic contributions. Affiliate membership can support this as it can include men, students who are at university and others who wish to keep in touch with the Association. The addresses of affiliate members are kept and they are sent the Association's magazine.

The Ambassadors scheme gives the Association profile in the local community as well as nationally. Each Ambassador has a very, very small leaflet which they can carry around with them and give to prospective leaders – each leaflet has a central phone number on it.

Asking face to face is what works the best. However many fear rejection and don't know how to ask. It is important to produce materials and to know how to approach certain events e.g. student's events. Good event brings people in from general public ~ events might be for girls but they bring in parents as well. A pack is available from Girlguiding UK on how to organize events. There is also a large pack on recruitment – etc ~ how to recruit, support, train.

Tab 63



**USE IT!**

**Australia** [www.guidesaus.org.au](http://www.guidesaus.org.au)

In order to overcome the fear of rejection when recruiting new leaders recruitment was done in teams. In addition a leaflet on how to get over this fear was produced.

Tab 64



**USE IT!**

**Brazil** [www.bandeirantes.org.br](http://www.bandeirantes.org.br)

**Project " Citizen Sponsor" – Open School**

To extend the social spaces of Guide action through a joint initiative from FBB and the public and private schools. It is the creation of a system of implementation of Guide units of children and young people from underprivileged families under the responsibility of adult volunteers.

Among 238 Guide units, 30% of them develop activities in Public Schools.

What does Guiding offer?

An educative programme based upon social and spiritual moral values, that assists the interests of the age groups between 6 – 21 years old in educative areas as the FBB develops projects related to Peace Culture, Citizenship, Environment, Food and Nutrition, Cultural Heritage and Community Service.

280 hours of activity annually.

Tab 65



**USE IT!**

**Finland** [www.partio.fi](http://www.partio.fi)

A Staff project team that is available to be rented out to districts. Districts can call on the team to start up groups. Now have a "How to set up new groups" publication which is available in English. The Association also held an evening for all students in Helsinki but coming from elsewhere was a fun event – this got lots of new people (culture in Finland is very home area based so captured new people). Letters are also sent to former Guides and Scouts. Use national database to trace people and their addresses - people are pleased to be contacted.

## USE IT!

Tab 66



### **Sweden** [www.scout.se](http://www.scout.se)

Employed two field workers working in four districts. Got new leaders/Guides and Scout membership increased. Local districts liked this and will pay. Now have seven field workers. Work with existing leaders if they can. They don't want new leaders ~ too much trouble/difficulty therefore make the current leaders feel secure. Use statistics to see where there are gaps and where to start new units.

## USE IT!

Tab 67



### **New Zealand** [www.guidesnz.org.nz](http://www.guidesnz.org.nz)

**Reach out sister.** Paid TV campaign, post cards to leaders to send on to potential members. Phone calls didn't go to HQ but to local city. Stands at women's expos in major cities. Target teachers, college students who wanted something on CV. Also picked up interested girls too. Phone calls were followed up, that is very important to do well and quickly. Volunteers were brought in and trained given a Guiding partner and work with someone else at first. Given proper leadership training. Informal support groups for new leaders.

## USE IT!

Tab 68



### **Recruiting leaders**

[www.gcb.be](http://www.gcb.be)

The GCB (Guides Catholiques de Belgique) have had meetings about recruiting leaders. Listed all the reasons for which young people become leaders, for which they **stay** leaders and for which they leave this activity. There are some external factors (profession, family, personal sensitivity ...) but they find internal factors too for which they propose.

#### **What can we do ?**

- A. Develop enthusiasm about the movement
  - ♣ we can motivate the groups to show their enthusiasm
  - ♣ work about the picture of the leaders - inside (to the children) and outside of the groups - to show that we really live unforgettable things
  - ♣ work on feelings (as the 'super' swiss scout shirt)
  - ♣ preparations for the arrival of new leaders
- B. External factors : advantages for external life
  - ♣ having a recognised leader training and certificate (like the BAFA in France)
- C. Acknowledge leaders in the association and show to children what their role is, in order to motivate them later to become leaders themselves.

#### **And concretely?**

- ♣ Shirt as in Switzerland ?
- ♣ Communication : interviewing famous persons to explain what Guides gave them and interviewing employers to let them express what they appreciate if there's "scoutism" in a CV.
- ♣ Go to invitations for important and visible events (receptions at the parliament, national days...)
- ♣ Advertising by attractive posters
- ♣ Keep a part of Guiding magazines to speak to leaders, about leaders, in order to **acknowledge** them
- ♣ Express the point of view of the movement in newspapers
- ♣ Develop media relations and be more present in youth media

Further ideas to develop Guiding :

- ♣ co-education
- ♣ partnerships with other organizations and all societal groups in order to achieve a positive and new image

**The Green Girl Guides, Denmark** ~ [www.pigespejder.dk](http://www.pigespejder.dk)

The Association made a survey on why leaders in the Association became leaders in the first place, what they gained from Guiding, asked if they would still be leaders in five years and asked what they would like to have to ensure better communication. The survey had the goal of learning more about the leaders, how to enable them to stay and to learn more about women who are attracted to volunteering Girl Guiding/Girl Scouting.

The Association has also started to hold a leader's festival with lots of activities, workshops, talks and a concert to motivate the present unit leaders and give them something special to tell other women about their volunteering experience.

The Association also had a promotional postcard campaign with postcards in café's, cinemas etc. The postcards had fun pictures on them and statements on them to raise awareness of Girl Guiding/Girl Scouting among young women.

## **6. CONCLUSION**

Girl Guiding/Girl Scouting means fun, friendship and team spirit. We are dealing with the whole personality and trying to help children and young people to develop their self-confidence and their fullest potential. This takes time, it cannot be dealt with only by short-term commitments or short-term projects.

# Appendix 1

## 10 steps to Planning a Recruitment Drive

### 1. Identify the problem, investigate the needs of the area

- Put together a recruitment team
- Carry out research, find out about the area
- Consult widely with local guiding about what is needed
- Analyse the information

### 2. Set Objectives

- Decide what you need to achieve to improve the situation
- be as specific as possible
- be realistic – start small and grow with success
- do not set yourself more than five objectives
- consult with local guiding about possible ideas

*Examples of objectives might be:*

- Raise awareness in the area about the benefits of guiding
- Ensure that all leaders feel confident in talking about their organization to other people
- In the short term recruit two leaders, one for Guides and one for Brownies
- 

### 3. Decide how you can meet these objectives

- Make a list of everything you can think of that would assist you in meeting the objectives set
- Sort through these, breaking the work into manageable pieces, putting them into priority order, and producing a list of actions for each objective

*Example of a list of actions for an objective*

- Objective: To raise awareness in the area about the benefits of Guiding
- Organize an area road show in key locations in the community
- Run a Family Fun Day in the area
- Plan a targeted media campaign aimed at adults
- Arrange a 'wear your uniform with pride day'

### 4. Decide who will do the work

- The best way to recruit is through personal contact
- Recruitment must happen at local level
- A recruitment team can be very effective providing it has the support of the local units

### 5. Set realistic time scales

- Set realistic time scales that are understood and agreed by all involved
- Communicate clearly what you plan to achieve and when
- Be flexible enough to allow amendment when circumstances change

### 6. Suggested Time Scales

- For setting up and establishing the recruitment team : 3-6 months
- An awareness raising campaign: 6 months minimum
- A recruitment drive: 6 months to 2 years

### 7. Get the resources you need

- These will include time, people, materials, equipment, photocopying and premises
- In your plan draw up a budget

Communicate your recruitment plan

- Write down the plan, this helps you put into words what you want to achieve
- Send a copy of the plan (or summary) to every unit in your area
- Have a discussion evening to consult and inform the leaders about what is going on

## 8. Doing the work

- To put the plan into action you will need one person co-ordinating the activities
- Remember that not all potential volunteers want to commit themselves to being a warranted member of an association. The thought would deter them from volunteering at all.
- Some people do not have the time to make a regular commitment to voluntary work. They are looking for a flexible opportunity that can fit in with their lifestyles.

## 9. Reviewing your progress

- What will you see as success and how will you measure it?
- Re-examine the targets you set at the beginning, were they too high or not high enough?
- Explore other ideas for recruitment as a result of what you did
- Know what your successes are so that you can tell others

## 10. Revise the plan

- Having assessed progress, considered problems and recorded successes you should now arrive at an action plan for the future.

# RECRUITMENT – YOU CAN DO IT!

Almost all good ideas aim to bring the happy face of Guiding face to face with the public.

### The Recruitment Idea

- Bring a Friend
- Get on Local Radio
- Visit schools to take the stage at a whole school gathering or set up a stand at a parents' evening.
- Friends Badge – follow a syllabus produced by the Association or District. Award a badge when successfully completed.
- Freebies – could be postcards, bookmarks (in libraries), balloons, bugs, funky badge.
- Supermarkets – pack bags or display the unit photo's
- Students – try free food with a promotional leaflet wrapped around it OR provide work experience especially for trainee Nursery Nurses OR catch them on Fresher's Day OR invite them for a social event (food and drink provided, of course).
- Ambassadors – ask some well-known adults within the community to speak on behalf of Guiding when they go to meetings, receptions etc.
- A Street Survey
- A Road show – this means taking a display with accompanying entertainment and activities around the area. This can be done on a hired bus, which you decorate and on to which you invite the public to 'have a look' or take over community centres and encourage people to come and see you.
- Provide speakers for other organizations and groups and tell them about Guiding.
- Take a stall at the County Show or other large annual community event – do something to attract attention.
- Challenge your units to increase by two members by the time the next census comes round.
- Try out fun ideas with family groups – your present members with their adult and child relatives. What about a Family Fun Day?
- Why not try an annual recruitment month or even a 'Guide Week'.
- Set up a website now!
- Promotional leaflets and posters – these may be expensive but can be useful to back up all the other work you are doing.
- Freephone helpline or another 'manned' number.
- Training.
- Case Studies in Guiding Magazines.

Remember, when looking for adults, parents are usually the greatest source of support but there may be lots of other adults out there who have fond memories of scouting and guiding too!  
For areas which need special help you may have to find or employ a special person.

## Activity: The Image of Guiding

Spend five minutes answering the questions below, be ready to share your answers.

1. Who do you talk to about what you do in your Guide Association?
  
  
  
  
  
  
  
  
  
  
2. What do you tell them?
  
  
  
  
  
  
  
  
  
  
3. What do your friends / family / work colleagues think about your involvement with Guiding?
  
  
  
  
  
  
  
  
  
  
4. How does this make you feel?
  
  
  
  
  
  
  
  
  
  
5. List three things that you have done in the last year to tell people about the positive things we do in Guiding.  
  
1.....  
  
2.....  
  
3.....
  
  
  
  
  
  
  
  
  
  
6. List three other things that we could do as an organization to let people know more about us and what we do.  
  
1.....  
  
2.....  
  
3.....

*Believe in yourself, be positive about recruitment – you are worth it!*



**Tool kit ~ Good example  
FORM**

1.	<b>Member Organization</b>
2.	<b>Where you think your good example should fit in the document?</b> (Give Section number NOT page).
3.	<b>Outline of the good example</b> (no more than half a page).
4.	<b>Contact information</b>
	Name:
	Position:
	Email:
	Web site address:
	Telephone number:
	Fax number: