

Science and Mathematics Education Centre

**“Helping girls and young women grow into confident, self-
respecting, responsible community members”
A Case Study of Girl Guides Australia**

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Doctor of Philosophy
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DECLARATION

This thesis contains no material that has been accepted for the award of any other degree or diploma in any university.

To the best of my knowledge and belief this thesis contains no material previously published by any other person except where due acknowledgement has been made.

Signature

Date October 2011

ABSTRACT

The public perception of Girl Guides is often one of a staid and conservative organisation of ‘good’ girls, who perform community service and tie knots, and adult members who are straight-laced and slightly boring, but willing helpers. This study examined whether these perceptions are justified or whether the programs of Girl Guides Australia follow the principles of non-formal education, as claimed by the organisation, and provide its members with opportunities that are useful in today’s world. Specifically, this research explored the perceptions of: the Australian Guide Program by youth members ($N=437$) and their parents ($N=434$); the Australian Adult Leadership Program for Leaders of those youth members ($N=438$); and the Australian Trainers’ Training Program for Trainers of those Leaders ($N=67$).

Quantitative data were collected from four groups – youth members, their parents, Leaders and Trainers – through the use of questionnaires which were structured to gather similar information for each program using age-appropriate language. Three adult-member focus-group discussions were also held to provide background information regarding the motivation of participants holding a leadership position in Guides. Using the statistical package PASW Statistics (also known as SPSS), data for each group were analysed separately, and comparisons were made of the perceptions of different youth member age groups. Differences between the four participant groups were also examined where appropriate. The qualitative focus-group data were analysed manually.

Results showed that all groups identified the use of non-formal education principles, such as learning by doing, mentoring, shared decision-making, having well-trained leaders, being voluntary in nature, providing a personal challenge and practical skill-

based learning, being self-paced, involving age-appropriate non-competitive activities, facilitating teamwork and providing leadership skill development. The groups also recognised the educational nature of the programs and reported a wide range of practical and personal skills that had been learned. Youth members and parents reported that participation in the program had helped Guides to become more self-confident, self-respecting and responsible. All groups perceived that participation in the programs had helped with school / study, socially and in the workforce. Parents appreciated the non-competitive, safe and girl-only environment where their daughters could have fun. Data showed that Leaders delivered the youth program in a developmentally-appropriate way in which increasing autonomy was given to Guides as they got older. Trainers and Leaders agreed that participation in their respective programs had extended their skills and prepared them for their roles in Guiding. The focus groups identified the intangible ‘Guiding Spirit’ as binding everyone together and helping to reinforce the willingness to volunteer time and effort for the benefit of all Guide members.

In summary, the study has shown that the programs provided by Girl Guides Australia were considered to follow the principles of non-formal education for the benefit of youth and adult members in terms of practical skill development, leadership opportunities, fun, friendship and personal development. Participation in the programs provided by Girl Guides Australia satisfies the organisation’s mission of:

... helping girls and [young] women grow into confident, self-respecting, responsible community members.

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LIST OF ABBREVIATIONS

| | |
|--------|--|
| AALP | Australian Adult Leadership Program |
| AGP | Australian Guide Program |
| APL | Assistant Patrol Leader |
| ATTP | Australian Trainers' Training Program |
| B-P | Robert Baden-Powell |
| FD | Further Development modules |
| GA | Guiding Awareness |
| GGA | Girl Guides Australia |
| GP | Guiding Partner |
| LD | Leadership Development |
| LQ | Leadership Qualification |
| PL | Patrol Leader |
| TP | Training Partner |
| WAGGGS | World Association of Girl Guides and Girl Scouts |

Chapter 1

INTRODUCTION AND OVERVIEW

1.1 Introduction

In 2003, the Department of Economic and Social Affairs of the United Nations Secretariat presented a report entitled *World Youth Report 2003: The global situation of young people* which stated that “Many of the profound difficulties faced by young people around the globe ... are subjects of widespread concern at the national and international levels” (p. 274). Because of changes in their personal environments, such as unemployment or insecurity at work and changing family dynamics, young people’s youth is “characterised by uncertainty and risk” and “effective strategies are needed to resolve these concerns” (p. 274).

His Excellency Major General Michael Jeffrey AV CVO MC, while Governor-General of the Commonwealth of Australia and when presenting Duke of Edinburgh Award participants with their Gold Award, said: “The importance of the [Duke of Edinburgh Award] program lies in the way it prepares young people to develop skills, confidence, resourcefulness and maturity – in essence the essential qualities we need to be an active participant in our community” (Jeffrey, 2007, para. 7). He expressed the view that the teenage years, and those of early adulthood, are when individuals discover what they are capable of and thus form their future character:

We discover our inner strengths and capacities, we learn to make judgements about people and to trust wisely, we accept personal responsibility for how we act, and we learn about the value of perseverance ... Quite simply, our nation’s future depends on young Australians developing their full potential

in terms of personal achievement, community involvement and leadership. (Jeffrey, 2007, para. 14)

These thoughts were echoed by Her Excellency Ms Quentin Bryce AC, Governor-General of the Commonwealth of Australia, in an address to recipients of the Queen's Scout and Baden Powell Awards in 2008 when she said:

Adolescence can be a period of conflict, stress, sensitivity, and impressionability; a period in which physical, mental, and emotional changes occur ... adolescents are expected to ... develop a stable set of values, while establishing an identity ... a healthy self-esteem and an ability to care for themselves. (Bryce, 2008, para. 7)

The *World Youth Report 2003* stressed the importance of participation by young people in policy making and in programs that affect their lives. Having the opportunity to question, express their views and be listened to helps young people to “develop skills, build competencies, acquire confidence and form aspirations” (p. 275). The more opportunities that they have to participate, the more competent they become. The objective is to give young people the skills to make informed choices enabling them to live the life that they want.

Programs such as those provided by the Duke of Edinburgh Award Scheme and Scouts fit into the General Assembly definition of “social participation, relating to community involvement” (Department of Economic and Social Affairs, 2004, p. 279) and were seen as extremely beneficial to young people by their Excellencies Jeffrey and Bryce. Social participation is one of four elements of participation affirmed in the Convention on the Rights of the Child (1990) as promoting a “culture of respect for children and young people” (p. 279). Meaningful participation,

however, needs to provide first-hand experience by engaging the participants in areas of interest identified by the young people themselves.

In 2008, Hall found that engagement was more likely if the activities in which youth participated: were challenging and thought provoking; allowed choices; were free from distraction; were well paced; and allowed adult mentoring, youth independence, youth leadership and group problem-solving. She concluded by saying that youth who participated with their peers in programs that provide positive social and learning experiences, rather than just filling time, experienced healthy long-term outcomes and that it is important for facilitators to recognise the importance of the mode of delivery. Programs were most successful when the facilitators were creative, well-trained, good at building relationships, and committed to those programs for the long-term (Hall & Gruber, 2007).

Following a review of research concerning at-risk youth, Dubay and Hall (2008) found that programs that build resilience create a foundation for positive youth outcomes. They expressed the view that after-school programs provided a suitable vehicle for promoting resilience if they made the members feel “comfortable, supported and safe in exploring their interests and identity” (Youth-Centred Program section, para. 2) and if members were involved in decision making, program development and leadership opportunities. Such programs need to guarantee respect for the youth members, diversity among the members, and an expectation of high standards of behaviour. The authors said:

As schools focus more time solely on academics, there is less time for curricula focusing on social and emotional development. Youth need developmental opportunities that include decision-making, risk-prevention and positive youth

development, which encourages resilience and other positive qualities. (Program Environment section, para. 3)

As suggested by Jeffrey (2007), Bryce (2008), Dubay and Hall (2008) and Hall (2008), not all learning and personal development takes place in the rigid situation of schools, colleges or universities. Some happens every day as people respond to their environment and assimilate information by observing and participating in life. Many people also learn and develop by placing themselves deliberately in a situation which focuses on particular aspects of their lives. They have placed themselves there voluntarily and have identified that particular desire by responding to their need or a sense of curiosity.

Whilst it might be relatively easy to identify what skills can be developed by choosing to take music lessons, or by choosing to visit a museum, it is not so obvious what, if anything, can be learned by joining such movements as the Girl Guides or Boy Scouts. The public perception of such organisations is often of a staid, conservative, conformist situation where members – typically youth members – are good girls and boys who perform community service and tie knots. It is not unusual for adult members to be viewed as straight-laced and slightly boring people to whom one might turn when a willing helper is required.

Are these perceptions justified? Does Guiding, in Australia in particular, offer opportunities to its members that are useful in today's world? Are the activities just a way of filling in time? Do the programs that Guiding offers have sound underlying principles and are those programs delivered in an appropriate way? This study examined these questions from youth and adult points of view.

Through the analysis of data collected from members of Girl Guides Australia (GGA), knowledge has been gained about the personal development opportunities and experiences of adults who participated in the training and leadership programs, and the perceived benefits of that participation. Similar data were also collected from youth members, aged 5–17 years, to identify what Guiding brings to their lives in terms of skills and opportunities. Parents of those youth members have reflected on what they consider Guiding has given to their daughters.

The following sections: introduce the concept of non-formal learning as this is the environment chosen by GGA to deliver its programs; explain the historical background of Guiding to give the context for the development of the Guiding programs; provide the personal background of the researcher in relation to Guiding to help to explain her interest in the subject area; overview the research methodologies used in the present study; and show why the study is significant. The research objectives and questions are also given.

1.2 Out-of-School Learning Environments and Girl Guides Australia

Since the 1950s, there has been a lot of research undertaken to define and explain ways of learning other than through schooling. That research seems to have converged on three types: formal, informal and non-formal (Hill, 2001; Smith, 1996; Tuijnman & Bostrom, 2002). In the 1980s, it was suggested that describing the informal education setting as free-choice education (Falk & Dierking, 1998) might be appropriate, but that formal, informal and non-formal education or learning are the terms that are more widely used.

In broad terms, formal education takes place in institutions of learning; informal education takes place through daily experiences; and non-formal education takes place in a structured setting outside the formal setting (Tuijnman & Bostrom, 2002).

Referring to a 1972 UNESCO document, Smith (1996) stated that the definition of non-formal education is “any organised educational activity outside the established formal system ... that is intended to serve identifiable learning clienteles and learning objectives” (p. 3) and is typically linked with community groups and organisations. Using this definition, GGA is correct to position itself as a deliverer of non-formal education (Girl Guides Australia, n.d.-a). For GGA, the organised educational activities are the programs that it offers; the clientele is the membership; and the learning objective is the mission of the organisation. That mission is to enable girls and young women to grow into confident, self-respecting, responsible community members (Girl Guides Australia, 2008). The mission statement throughout the period of data collection for this research was:

Guides Australia: helping girls and young women to grow into confident, self-respecting, responsible community members.
(Macky, 2001, p. 2)

GGA promotes itself as a provider of non-formal education for any female from the age of five years who wishes to participate in a values-based, voluntary organisation. The program is designed to enable girls to become good and responsible citizens of the future, and to facilitate personal growth for adult members as they work with those girls (Macky, 2001). The values system is explained in Chapter 3 of this thesis.

The societal situation in Australia reflects that of the USA where research (Larner, Zippiroli, & Behrman, 1999) has shown that the parents of today often had spent the

out-of-school time of their youth in the family or home environment. Today, however, changes in family dynamics and society in general mean that school-aged children have quite different experiences. Working parents, unsafe neighbourhoods, street violence, inappropriate attention from strangers, alcohol, drugs, sexual activity, vandalism, inappropriate Internet usage and gang membership are all features of modern society that cause concern. Non-formal education situations can help children to explore new skill areas, discover hidden talents, and build personality traits to help them to combat the undesirable aspects of this experience (Larner et al., 1999). These personality traits have been described as the “other three Rs – resourcefulness, responsibility, and reliability” (Larner et al., 1999, p. 7).

Other research in America (Eccles, 1999; Eccles & Templeton, 2002) showed that out-of-school programs, provided by organisations such as Girl Guides and Boy Scouts, play a valuable role in helping children and young adolescents to combat the problems of low self esteem, anxiety and withdrawal that can lead to anti-social or unhealthy behaviour. The programs allow participants to develop independence, peer relationships and leadership in a supportive, non-competitive, tailored environment. Macky (2001) claimed that this is just the environment provided by GGA.

When Baden-Powell first established the Scout movement in 1908, he intended it to be for boys only, and so the placement of interested girls posed a problem. That was solved, of course, by the formation of the Girl Guides. The standards and conventions of the early 1900s determined that the two organisations should be separate but, in more recent times, that separation has been questioned. However, research has shown that, in certain areas, both boys and girls do better with peers of the same sex (Gilligan, 1982; Halliday, 2007; Macky, 2001; National Coalition of

Girls' Schools, n.d; Telcher, 2003). Gilligan (1982) claimed that girls think, interact, display leadership and make decisions differently from boys and are more proactive in attempting personal growth and development in a single-sex environment. Salomone (2003) argued that all-girl settings provide a certain comfort level that allows girls, especially younger ones, to develop greater self-confidence and broader interests. Such arguments have reinforced GGA's decision to remain a single-sex organisation (Macky, 2001).

Non-formal education programs rely on the abilities of the Leaders to deliver them effectively and consistently. Quinn (1999) maintained that programs that respond to the needs and interests of young people follow principles of best practice, including recruiting Leaders carefully and investing in staff and volunteer development because "quality of adult leadership is critical to program success" (p. 106). The Australian Adult Leadership Program was established by GGA with the aim of providing and maintaining that high-quality leadership.

GGA relies on volunteers to fill many roles including Leaders and Trainers. Volunteer organisations, globally, are suffering from declining membership. In groups such as Apex or Rotary, adults are giving less of their time because of pressure of work and other commitments. Giving service to the community is not viewed as valuable (Aisbett, 2007). Macky (2001) stated that many women no longer feel the need to contribute to the community because of their participation in the workforce or because, if they do, they might only have limited time available. Because they view their leadership role as a hobby, rather than as a valuable contribution to the lives of young females, they assign it less importance.

Even though a Leader's time might be precious and in short supply, GGA has a duty to its membership to require that standards are met and the correct program is delivered. To ensure that this happens, the Australian Adult Leadership Program (AALP) uses the self-directed, self-motivated approach of learning by doing, whilst recognising what the Leader is already able to do (Macky, 2001). Undertaking learning in order to improve competence in a role has been recognised as a preferred option for adults. The competencies set out in the AALP resemble a contract with the learner to take ownership of the learning process and commit to it, with a more satisfactory outcome for all (Knowles, Holton, & Swanson, 1998). The clearly-defined competency requirements make it possible for new Leaders to identify what learning is required and to address that need in a way that suits their lifestyles and time constraints. The question is whether those required competencies give Leaders the ability to deliver the Australian Guide Program (AGP) in such a way that the mission statement of GGA can be achieved.

1.3 Historical Background to Girl Guides Australia

To understand the ethos and conceptual foundations of GGA, it is important to appreciate its historical background and its transition from the British system to the Australian context. Growing out of a training scheme devised by Robert Stephenson Smyth Baden-Powell for men under his command in the British Army, the Boy Scouts organisation, and from there the original Girl Guides, emerged.

Baden-Powell was born in England on February 22nd, 1857. He was the sixth son and eighth child in a respected, established family. His father was an Oxford professor, an author of many theological and philosophical works, and a kindly clergyman who was well known for his love of nature. Baden-Powell's mother was the daughter of

an Admiral and sister of the Astronomer Royal for Scotland. Professor Baden-Powell died when Robert was three years old, leaving his widow to raise six children under difficult financial circumstances. She was determined that all her children would receive good educations and her sons grew up to be “remarkable men, with exceptional originality and brain power” (Kerr, 1976, p. 15). She instilled in them a strong sense of duty and the ethic of hard work. These characteristics stayed with Robert Baden-Powell all his life.

Because of their insatiable desire to learn and experience new things, Robert and his brothers spent weekends and holidays trekking, camping, boating and generally experiencing the outdoor environment that was the English countryside. The skills of observation, self sufficiency and general survival learned at this time were to serve Baden-Powell well in his chosen career. In 1876, he joined the British Army and served in India, Afghanistan and South Africa. As an officer leading his men in several campaigns in hostile, unfamiliar territory, Baden-Powell came to realise that his men “were well grounded in the three R’s [reading, writing and arithmetic]... but without any manliness, self reliance, or resourcefulness” (Kerr, 1976, p. 19). So he set about training them in the skills that he had learned whilst roaming the countryside, as preparation for their work in the services. During an expedition in Kashmir, Baden-Powell began to make brief, and then more detailed, notes about the content of and the method of training that he had given. These writings became a book entitled *Aids to Scouting for N.C.O.s and Men*, which was later to form the basis of an army training manual (Kerr, 1976). In this context, the scouting referred to reconnaissance but later led to the naming of the movement.

Robert Baden-Powell's reputation as a leader of men was enhanced considerably with the successful command of the siege of Mafeking against all odds from October 1899 to May 1900. He returned to England in 1901 as a hero. During the siege, a number of boys in the town were used as messengers to carry documents from one part of the town to another. The boys were divided into patrols and given peer leaders. It was the success of this arrangement that is thought to have suggested the structure later used in Boy Scouts (Woolgar & Le Riviere, 2005).

His personal popularity had helped to promote the *Aids to Scouting* book that had become a textbook for use in boys' schools. Baden-Powell realised that, if a book written for men could appeal to boys, then one written especially for boys could do even more. After researching the concept of training boys, slowly the idea of training them in the skills of scouting was formed. To test his ideas, he took a group of 20 boys for the first-ever Boy Scout camp to Brownsea Island in the south of England in 1907. Following the success of that, he published *Scouting for Boys* in 1908 in six fortnightly parts. The price of 3d (pennies) brought it into the reach of most boys and the concept was soon adopted all over England. The boys formed themselves into small local groups with an adult to lead them. The Boy Scout Movement had started (Baden-Powell, 1991).

In September 1909, a rally was organised at the Crystal Palace in London where the Boy Scouts paraded before their founder who was to be known as 'B-P' from then on. He had known that girls had also become involved in scouting but "gave them no encouragement" (Coleman & Darling, 1989, p. 1) because he believed that Edwardian societal standards would ultimately deter them from real participation. This was not to be the case and a small group joined the rally, marching behind the

11,000 boys and Leaders. Their determination to be part of the adventure of scouting overrode B-P's fears that they would become tomboys and thus unable to find suitable husbands. The Girl Guide Movement had started itself (Coleman & Darling, 1989).

Whilst the initial army and Boy Scout concept had been built around developing manhood qualities, B-P never viewed his training ideas as being in competition with the standard education system. He always considered them as complementing and supplementing it. He believed that participants in the Boy Scouts would become better men, better servants of the crown, better community members and more resilient characters (Baden-Powell, 1991; Jeal, 1989; Kerr, 1976). He also wanted the "... future wives ... of those men [to be] women of character" (Kerr, 1976, p. 26). In the November 1909 issue of the Boy Scout Headquarters Gazette, B-P gave one of the reasons for the Institution of Girl Guides as:

Decadence is going on in the nation, both moral and physical; proofs are only too plentiful. It is preventable if taken in time. Much of this decadence is due to ignorance or supineness of mothers, who have never been taught themselves. (Kerr, 1976, p. 26)

He went on to say that:

... one sees the streets ... and the watering-places crammed with girls over-dressed and idling, learning to live aimless, pointless lives; whereas, if an attractive way were shown, their enthusiasm would at once lead them to take up useful work with zeal. (Kerr, 1976, p. 26)

Considering the technology of the day, news of the Boy Scout and Girl Guide movements spread very rapidly all around the world, with the first group of Guides beginning in Australia in 1910. In England, Agnes Baden-Powell, B-P's sister, had

taken on the role of overseeing the development of the Girl Guides Association and was told by a friend of hers in Australia that:

Our object is to take up the young girls of the poorer and working classes ... to teach them something useful in their leisure hours, such as cooking, sewing, first aid etc., and give them some healthy amusement as well as to keep them out of harm's way. (Coleman & Darling, 1989, p. 4)

This Australian friend was also keen that the girls be part of a purely women's movement and not imitate the dress or activities of the boys (Coleman & Darling, 1989). Whilst these wishes, and the similar ones of B-P in England, were based on the societal correctness of the times, the two movements remain separate to this day even though, in Australia, girls were admitted to the older age group section of Scouts in 1971 (*Scouts Australia*, 2007) and can now join at any age.

In the early days of Guiding in Australia, the program delivered to the girls was based on the English model which was mostly Leader driven and controlled. This continued even though a review was conducted in 1967 and a new system was developed that was more suitable for the changing times. The Eight Point Programme, as the system was known, was designed to allow each individual girl to challenge and develop herself according to her own ability, with guidance provided by adult Leaders (Coleman & Darling, 1989). Leaders became qualified by attending and participating in training, often for a weekend. However, once appointed to the role of Leader, there were no formal mechanisms for checking that the job was being done properly.

It was not until 1994 that a program unique to Australia was considered. The term Australian Guide Program (AGP) was introduced in 1996 and is still in use currently (*Guides Australia*, 2007). This program specifically promotes shared leadership between girls and the adult Leaders with proportions of responsibility changing as the girls get older and more able to accept responsibility for their own actions. The skills expected of a Leader are expressed as competencies, and the Leaders are appraised periodically to ensure that requirements have been satisfied.

1.4 Personal Background of the Researcher

I joined the Girl Guide movement in England at the age of seven years and was a member of the Ealing Brownie Pack until the age of 11, when I moved from the Brownie section to the Guide section where I stayed until the age of 14. The same adult ran both the Brownie and Guide units and we met in a church hall with a small grassed area at the front. I had not been allowed to ceremonially ‘fly up’ from Brownies to Guides as I couldn’t make porridge properly according to the formidable lady who tested me and I didn’t know all the verses of the National Anthem. I just stopped going to Brownies one week and started going to Guides the next week in my new blue uniform. Whilst I enjoyed my time as a Brownie and a Guide, my memories are of playing games, tying knots, going to church parade once a month and very little else. We never went on camps, sleepovers or excursions. I do remember learning first aid in the church vestry one evening because our usual meeting area was being used for a jumble sale.

Ealing was a densely-populated western suburb of London with very little green open space. It was where I lived, went to school, went to church and did all my extra-curricular activities. As a child and teenager, the standard two weeks annual leave

taken by my working parents was the only opportunity that I had to spend time in environments such as the countryside or beach.

My biggest Guiding achievement happened on one family holiday when we stayed on a dairy farm. Having obtained permission from my Guide Leader, I took the syllabus for the *Dairy Maids* badge with me. The farm owner, who happened to be a Scout Leader, 'tested' me on the required skills. I passed and became the proud owner of a round blue badge with a red three-legged stool on it. No-one else in Ealing had one. I've never milked a cow since or mucked out a cow shed. I did have cause, however, to put my first aid skills into practice some 35 years later when a lady collapsed in front of me in the bank. Being able to help in that situation rather put milking a cow into perspective.

My involvement with Guiding taught me that I wasn't always going to succeed but that, if I cared to challenge myself, I could achieve the unexpected and enjoy myself along the way. I could also be of use to others at times. I can buy instant porridge now anyway.

Several years later, I married, moved to Australia and had a family. When my daughter reached the age of 7, she asked what activity she could do outside school. I suggested that she could try Brownies. When I enquired about her joining a Unit, I was told that there was a waiting list and that she could have to wait up to two years for a vacancy to open up. If I was willing to help out, however, that could change. We both started the following week. That was in 1984 and we have both been involved in Guiding ever since.

Currently I lead a unit of 40 girls aged 5–12 years in a southern suburb of Perth, Western Australia. I have been a Trainer of Guide Leaders for 18 years and

participated in the initial development of the Australian Guide Program in 1994. I have been a Guiding Partner for new Leaders for 15 years, served on the State Executive committee of Girl Guides WA (Inc), and been the Western Australian State Training Advisor since January 2009. The availability and access to GGA arose because of my long-term participation in its programs and management.

My reason for wishing to conduct this study was a belief that youth and adult participants do not recognise fully the opportunities offered by membership, or the potential benefits to society, and thus undervalue it. The research was welcomed by the National Board of Girl Guides Australia and its full cooperation was received throughout.

1.5 Study Objectives and Research Questions

The primary objective of this study was to examine the contribution that GGA makes to the personal development of its members through participation in, and delivery of, the Australian Guide program (AGP), the Australian Trainers' Training Program (ATTP), and the Australian Adult Leadership Program (AALP). The umbrella of personal development includes the delivery and receipt of non-formal education. The study explored whether participants recognised the educational opportunities offered by membership, or whether Girl Guides was considered to be just a recreational activity.

A secondary objective was to review the ATTP and the AALP on behalf of Girl Guides Australia. The review process was intended to assist the organisation in ensuring relevance and acceptability for its members at all levels. The questions addressed by the reviews and the Executive Summaries for them are given in Appendix A for the ATTP and Appendix B for the AALP.

My research focussed on three main components, namely, the delivery of the various programs, youth participation and adult participation.

The research questions concerning the delivery of the programs were:

RQ1. Does Girl Guides Australia use appropriate and effective delivery methods for the programs that it offers?

RQ2. Do youth members, parents of youth members, Trainers and Leaders recognise the educational basis of the Girl Guides Australia programs?

The research questions for youth members and their parents were:

RQ3. Is participation in Australian Guide Program activities related to good citizenship that promotes personal change in youth members of Girl Guides Australia, thus satisfying the mission of the organisation?

RQ4. In what ways do youth members of Girl Guides Australia perceive that participation in the Australian Guide program has enriched their lives?

RQ5. To what extent do the parents of those youth members recognise that participation in the Australian Guide Program assists with their daughter's personal development?

RQ6. Is there a difference between youth members and parents of youth members in their perceptions of the benefits of participation in the Australian Guide Program by youth members?

The research questions for adult members were:

- RQ7. Do adult members of Girl Guides Australia recognise that participation in the programs offered by the organisation contributes to the fulfilment of its mission?
- RQ8. In what ways do adult members of Girl Guides Australia perceive that participation in the Australian Trainers' Training Program or the Australian Adult Leadership Program has enriched their lives?
- RQ9. In what ways do Trainers and Leaders within Girl Guides Australia perceive that undertaking their programs adequately prepares them for their roles?

1.6 Overview of the Research Methods

The main sources of data were questionnaires administered to the youth members, their parents, Trainers and Leaders. The questionnaires enabled the collection of quantitative and qualitative data relevant to the research questions and provided data for the ATTP and AALP reviews conducted on behalf of GGA.

To gain a greater understanding of what participation in programs offered by GGA meant for adults, qualitative data were also collected as recommended by Tobin and Fraser (1998) and Dorman (2002). Three focus groups were used to gather the background information for the study. These groups consisted of 10 Trainers, 24 experienced Leaders performing a mentoring role, and 18 Leaders who were attending a training day. Information gathered from the focus groups was used to provide an understanding of the attitudes of the adults. It was collated manually.

The statistical package PASW Statistics 17 (also known as SPSS and henceforth referred to by that name) was used to analyse the quantitative data through the use of statistical procedures such as Frequencies, Descriptives, Crosstabs with Chi-square, *t* Tests and Analysis of Variance to summarise the responses to the questionnaires and

to allow comparisons of responses from different groups of respondents. SPSS Text Analysis for Surveys was used to draw out the themes from the qualitative information provided on the questionnaires.

More detailed information about my study's research methodology is provided in Chapter 4.

1.7 Significance

Non-formal education often is promoted as a preferable alternative to formal education for teaching life skills, providing opportunities for personal development and encouraging lifelong learning (Bell, Lewenstein, Shouse, & Feder, 2009; Brembeck, 1972; Falk & Dierking, 1998; Hill, 2001; Meyers, 2005; Smith, 1996; Tuijnman & Bostrom, 2002). GGA states that it uses the principles of non-formal education in the delivery of its programs (Macky, 2001). The theoretical significance of my study is that it contributes to an understanding of non-formal education practices in the setting of a youth organisation. The study also examined the use of those practices for promoting the personal development of the adults within the organisation.

The study is also significant for practical reasons. It examined the practical impact of GGA programs on the lives of girls, Trainers, Leaders and the community in general.

Firstly, the study established whether members of GGA, both youth and adult, recognised that the organisation is a deliverer of non-formal education and place value on it. Secondly, the study examined the perceived relevance and importance of the programs to its members at all levels and to the parents of youth members. Thirdly, the study provided GGA with a means for reviewing its organisation,

programs and relevance, thus allowing it to maintain and improve its effectiveness as an extra-curricular activity of choice for females of all ages.

The study assessed the perceived impact of participation in the values-based program on the lives of young females with regard to life skills, leadership skills, teamwork, organisational skills, social skills, acceptance, personal values and commitment. It identified the perceived impact of participation on the lives of Leaders with regard to leadership skills, organisational skills, employment enhancement, commitment, time management, networking, money management and risk management, as well as any negative impacts such as time away from family, stress, ongoing training, record keeping and public scrutiny. The study provided a means of measuring the perceived impact of participation on the lives of Trainers, with regard to workplace assessment skills, recognition of prior learning, presentation/training skills, time management, commitment, teamwork, organisational skills and progression through identified competencies.

The study is also likely to be significant because it could shed light on the acceptance and appreciation of competency-based learning from the practical viewpoint of participants who might not have encountered such systems in their non-Guiding lives. This is likely to be relevant to other voluntary organisations that require training of their leadership group, thus forming a basis for them to review their processes.

Finally, the study could prove significant because of its implications for promoting membership of GGA, with its identified benefits at the personal and community levels.

1.8 Overview of the Thesis

This thesis is organised into nine chapters. The current chapter has provided an introduction and some background to the study. Chapter 2 comprises a literature review covering aspects of non-formal education, participation, adult education and learning styles, ways of achieving personal growth and development, and the role of the Leader in organisations such as Girl Guides. It concludes by establishing a model of best practice against which Girl Guides Australia programs are compared to establish the appropriateness of its programs and means of delivery.

Chapter 3 provides details about the programs offered by GGA and explains the ethos behind the ones of interest in this study, namely, the AGP, the AALP, and the ATTP.

Chapter 4 explains the research methodology, method of distribution of the questionnaires, descriptions of the structure of the questionnaires (including the mapping of the content across the different surveys), and the choice of procedures for statistical analysis and data display.

The results of the analyses performed with the quantitative data to address the first two research questions pertaining to the programs themselves are given in Chapter 5. Chapter 6 reports the results for Research Questions 3–6 for youth members and their parents. Chapter 7 focuses on results for Trainers and Leaders and addresses Research Questions 7–9. Qualitative information gathered from the adult member focus groups is included in Chapter 8.

The results from the Youth members, parents, Trainers and Leaders are discussed in Chapter 9, along with conclusions and implications based on the findings.

The appendices contain the terms of reference and the executive summaries written as a result of the reviews of the ATTP and the AALP, as well as the letters of introduction, consent forms, and questionnaires used with youth members, parents, Trainers and Leaders.

1.9 Summary

Chapter 1 has provided an introduction to the study reported in this thesis involving the perceptions of youth members, their parents, the Trainers and the Leaders of the programs offered by Girl Guides Australia.

It has presented views concerning the need for participatory programs that assist young people to develop skills that benefit them in their adult lives. Such skills include resourcefulness, behaving responsibly, showing resilience, giving and earning respect, and being reliable. Also provided was a brief description of the non-formal learning environment created for such programs.

A historical background for the Girl Guide movement was given, along with information relating to the personal involvement of the researcher in Girl Guides Australia and the reasons for undertaking the study.

The research objectives and questions were delineated, followed by a brief overview of the research methods and an outline of the significance of the study.

The next chapter provides a review of literature relevant to the different aspects of the study, such as non-formal education, participatory programs, learning styles of children and adults, use of competency-based training, volunteering and quality control and assurance. The chapter concludes with a model of best practice against which different programs offered by Girl Guides Australia are compared.

Chapter 2

LITERATURE REVIEW

2.1 Introduction

The purpose of this study was to examine the contribution that Girl Guides Australia (GGA) makes to the personal development of its members through participation in, and delivery of, the Australian Guide Program (AGP), the Australian Trainers' Training Program (ATTP), and the Australian Adult Leadership Program (AALP). Because GGA claims that these programs use the practices of non-formal education in their delivery (Macky, 2001), the use of those practices has also been considered as part of the study. Appropriate delivery of the programs according to the developmental stages of the participants has also been examined in the study, which also explored whether participants recognised the educational opportunities offered by membership, or whether Girl Guides was considered to be just a recreational activity.

Through the collection and analysis of quantitative and qualitative data, I investigated the benefits of non-formal education, of age-appropriate program delivery, of volunteering for adults, of participation in an organisation for adults as Leaders, of participation for youth members, and of membership of Girl Guides Australia for its members and society.

The literature review is divided into a number of sections that relate to modes of education, primarily non-formal education (Section 2.2), developmental and educational considerations for youth (Section 2.3), developmental and educational considerations for adults (Section 2.4), personal growth and development through

demonstration of competencies (Section 2.5), leadership (Section 2.6) and volunteering (Section 2.7). The final section (Section 2.8) provides a summary of this literature review.

2.2 Modes of Education

In 1972, Brembeck examined the characteristics of formal and non-formal learning and argued that, only when the characteristics of both were understood, could the two modes of education really be used effectively. He was surprised that his audience at the time, although all had first-hand experience of schooling and had learned outside the school situation, still did not appreciate the qualities of the two environments. He used the terms “taught” and “caught” (p. 1) to separate the learning from instruction (taught) from learning from life (caught). He expressed the opinion that “... what is caught may have a more profound influence on human behaviour than the cognitive learnings which are conveyed through formal instruction” (p. 1). He concluded that the different characteristics of formal and non-formal education shape different behaviours, and educational strategy should align the desired behavioural outcome with the best mode to achieve it. Let formal education continue to do what it does well, and let non-formal education be accepted and utilised according to its strengths.

Smith (1996) suggested that there are three modes of education delivery that have quite different features or definitions: formal, informal and non-formal education. He stated that non-formal education is related to the concept of lifelong learning.

Other authors have given the title of ‘informal education’ to non-formal education as described by Brembeck. Falk and Dierking (1998) stated that the terms ‘formal’ and ‘informal’ education had been in use since the 1950s when they were primarily used in the area of international development. In the 1970s, their use extended into the

educational sphere as a means of distinguishing school-based formal education from that received as a result of visits to collections of like material, such as museums and zoos, and through participation in community-based organisations such as Girl Guides or Boy Scouts. These organisations provide informal learning in a structured environment rather than through daily life. Falk and Dierking used the term ‘free-choice’ to describe this type of learning.

If formal education is ‘taught’ by professional educators and informal education is ‘caught’ through daily experiences and interactions, then non-formal education seems to be the mid-point between the two. Non-formal education is an organised educational activity or process outside the formal system that is designed to serve the needs of a specific group of people (Smith, 1996; Tuijnman & Bostrom, 2002). Non-formal education often occurs in a collaborative setting and facilitates the delivery of information that serves a particular purpose and that won’t be acquired through daily life. This definition is very similar to the definition of ‘free-choice’ learning given by Falk and Dierking (1998).

2.2.1 Formal Education

According to Brembeck (1972), formal education takes place in environments away from normal life; the students band together for support; groupings are based on age rather than ability; success cannot be measured straight away; teachers instruct rather than demonstrate; and often there are the prerequisites of literacy and numeracy skills. Simkins (1976, cited in Smith, 1996) added long-term, general and credential-based, full-time, standardised, input-driven and academic to the list. The Organisation for Economic Cooperation and Development (OECD) (2006) stated

that, from the learner's standpoint, formal education is intentionally undertaken with the objective of gaining knowledge, skills or competencies.

Schugurensky (2000) expanded further when defining formal education as the system that goes from pre-school to graduate studies and takes place in an institution of learning. Although it can vary from country to country, formal education usually includes a compulsory period of basic learning that can range from 6 to 12 years and follows a prescribed curriculum. The curriculum content is graded according to the age of the student, with each grade level preparing learners for the next one. Students must satisfactorily complete one grade level before advancing. That completion is usually governed by explicit goals and evaluations. The grades are often grouped into levels such as pre-school, primary school, secondary or high school, followed by a variety of post-compulsory education opportunities, and advancement through the levels is often marked with a certificate or diploma that allows the student to go to the next level or into the labour force.

Formal education was considered by Schugurensky to be a hierarchical system with a governing or controlling body at the top and students at the bottom and is organised by professional educators. The system uses certified teachers and the institutional activities are regulated by the governing body.

2.2.2 Informal Education

For Schugurensky (2000), informal learning is everything that takes place outside “the curricula provided by formal and non-formal educational institutions and programs” (p. 2) as is often not recognised by the formal institution or in the workplace. He suggested that there are three types of informal learning: self-directed, incidental and socialisation. Self-directed learning takes place when individuals

intentionally set out to expand their knowledge or skills but without the use of an educator. Incidental learning comes from the realisation that something has been learned as the result of a particular experience, whereas learning through socialisation is usually an unconscious process of adopting values or behaviours.

The OECD (2006) stated that informal education is never intentional from the learner's point of view, but is the type of learning that is often just called experience.

Most authors in the literature agree that informal learning can take place anywhere and at any time – in a classroom, at home, in the outdoors – and can complement, reinforce or contradict formal and non-formal education.

2.2.3 Non-formal Education

Brembeck (1972) expressed the view that one of the strengths of non-formal education is that it is carried out in a situation where the student can immediately practice what has been learned, thus making it the ideal mode of education when the objective is to change actions or encourage new ones. Formal education, he felt, distanced itself from practice, instead focusing on “abstract learning and concept building” (p. 2). Importantly, he was of the opinion that the non-formal system was under-utilised in terms of its unique capabilities. He considered its main characteristics to be: its proximity to immediate practice; a motivating environment because learning has a purpose; the rewards being immediate when a task is completed; and the meaningful relationship between students and teacher. Simkins (1976, cited in Smith, 1996) used different words but the concept was the same. He described non-formal education as part-time, individualised, output-oriented, practical and learner-centred.

Falk and Dierking (1998) argued that what makes non-formal learning different is the underlying motivation of the learner. They advocated the use of the term 'free-choice' learning because it recognises the characteristics of being free-choice, non-sequential, self-paced and voluntary. The term free-choice learning also acknowledges the interaction between the individual and the social or cultural environment in which the person has chosen to be. The authors claimed that, while informal educational settings facilitate and promote free-choice learning, there is a strong argument for using the generic term 'informal' to describe the setting of the learning and the generic term 'free-choice' when referring to the type of learning that occurs.

All these definitions and descriptions of non-formal education allow an element of a program for the delivery of the information, but the participant becomes involved in topics of interest, with the mode of delivery setting non-formal education apart from formal education.

Meyers (2005) conducted a critical review of the philosophical aspects of free-choice learning after deciding that the work of Falk and Dierking was gaining influence among educators. Because free-choice learning does not have the constraints attached to formal curriculum-based education, he felt that facilitators might find it difficult not to impose their own beliefs and values through the types of experiences, subject matter and content of the programs that they develop. He suggested that free-choice learning educators need guidance in how they handle their own beliefs when planning and implementing those programs.

The review critiqued how knowledge was treated in free-choice learning theory. He felt that the three key issues were: the criteria used to identify what is considered to

be knowledge; how learners come to have whatever that knowledge is considered to be; and how educators facilitate the getting of that knowledge. Meyers stated: “The conventional definition of knowledge in philosophy is that knowledge is a special type of belief: a justified, true belief” (Meyers, 2005, p. 311).

In an attempt to draw together the different theories currently used in research on learning, Bell, Lewenstein, Shouse and Feder (2009) proposed an ecological framework with the aspects of people, places and culture, with *ecological* referring to the relationship between individuals and their physical and social environments in respect of supporting learning. They argued that people of all ages develop ideas that are based on their prior knowledge and interactions with other people and, though often absorbed unknowingly, could influence behaviours. A valuable part of the learning process, then, is learners becoming aware of and expressing their own ideas so that the exchange of thoughts can give rise to questioning and changes. This is similar to Meyers’ (2005) view that a person’s knowledge is an idea or belief that has been validated by experience.

Building on the definitions of knowledge put forward by Vygotsky, Dewey, James and Gutek, Meyers (2005) suggested that a belief is an idea that is accepted as true if the learner’s experiences indicate that the that belief is justified. If that belief is further shown to improve one’s welfare, then it is even more justified as being considered knowledge. That knowledge can be modified in the light of further experience, which makes it quite different from the “scholastic idea that knowledge is a bank of perfect information taught to us by scholars” (p. 313). The difficulty for learners is to establish how much evidence is required to change or reinforce a belief,

and to vary that amount according to the impact that a decision based on that knowledge or belief could have.

For many people, the experience that changes or reinforces a belief is a situation in which learning takes place. Meyers (2005) suggested that there is little doubt that an informal social setting is just as valid as a formal one for an exchange of knowledge and that this is grounded in Vygostky's (as cited in Gallagher, 1999) theories. In this social setting, free-choice learning takes place by the sharing of ideas and information with peers or more-experienced people. Because it is based on an exchange of information, even the more experienced person (the educator) might indeed learn from the person whom they are helping. The learning experience is dependent on one person's willingness to share his or her knowledge, and the other person's belief in the benefits of the shared expertise. Whilst accepting that some people have greater experience and therefore greater knowledge, the literature suggested that it is the way in which knowledge is shared that separates the formal educator from the informal one, with the latter creating situations for the learner's knowledge to be altered or enhanced rather than dictating what is to be learned.

Bell et al. (2009) stated that the physical place of learning and the materials provided in or by that place also influence the learning process and outcomes by stimulating interest and motivating learning. That learning is enhanced by the exchange of ideas and experiences with other participants in the activity. The cultural aspects of learning relate to a community or group of people with whom the learner identifies and who share similar values. In the cultural setting, a person might take on the skills and knowledge of the cultural group, but that same person can also influence that group by expressing personal ideas.

Bell et al. (2009) stated that the ecological approach demonstrates that the acquisition of knowledge cannot be separated from the social setting in which it occurs and that, rather than focussing on the individual learner in isolation, individuals must be viewed as part of a community in which they will progress from being novices to gaining expertise and taking on responsibilities within the group.

Whilst there is some element of relaying facts in free-choice education, it is the acceptance of those facts, based on experiences by the learner, which completes the circle. According to Meyers (2005), learning by doing, learning by experiencing, teaching by showing, and teaching based on experience are the foundations of free-choice education.

An important component of all teaching and learning is the outcome that is achieved. Bell et al. (2009) expressed the view that: there are both short-term outcomes and those that manifest themselves later in life; and that some outcomes could relate to the individual whilst others could relate to how the group or community interact as a result of the learning environment.

In 1996, the Organisation for Economic Co-operation and Development (OECD) education ministers agreed to develop strategies for education “from cradle to grave” (OECD, 2006, p. 1), a concept that includes the three types of education, with non-formal and informal education being viewed as “having significant value” (p. 1). The report expressed the view that the non-formal situation could have learning objectives even though it is part of organised activities that, in themselves, might not have such objectives.

With some OECD countries being reliant on non-formal education for all adult learning, while others only have an element of non-formal in the adult education

sector, the OECD education ministers considered that emphasis needs to be placed on the value of such learning. The report recommended that non-formal learning should result in the awarding of a document that shows the outcomes achieved and that is recognised and accepted so that the learner could use it when returning to formal education or to employment.

The assumption behind the work of the OECD was that all education, whether formal, non-formal or informal, had value for the learner and for society in general. Therefore, education should be recognised for the benefits that it brings to all. It was felt that such recognition and acceptance is an important step in the concept of life-long learning.

Two years after the OECD paper, the Chief Executive Officers (CEOs) of five of the largest worldwide, non-formal education organisations released a joint statement about the education of young people into the 21st century, based on the experience and expertise of their organisations in the field. The organisations were the World Alliance of Young Men's Christian Associations (YMCA), World Young Women's Christian Association (YWCA), World Association of Girl Guides and Girl Guides (WAGGGS), World Organisation of the Scout Movement (WOSM), and International Federation of Red Cross and Red Crescent Societies (IFRC). The CEO of the International Award Association (IAA) also took an active part in the discussion and presentation of the resultant paper. This group called themselves the Big 6 (Hill, 2001).

In their document, education is a lifelong experience that develops the individual and shapes that person's contribution to society (Casey, Holt, Moreillon, Steel, & Weber, 1998), but formal education is often viewed as the primary part of that learning

process. This group considered that non-formal education is the best way to equip young people to cope with the significant challenges of life in the 21st century. Casey et al. (1998) listed those challenges as: increased mobility that makes it difficult to rely on traditional support structures; the declining influence of family life and the teaching of values; increased consumerism giving rise to frustrations when wishes can't be satisfied; and uncertainties about the transition to adulthood. It was felt that young people needed to develop appropriate knowledge, skills and attitudes to be able to cope, a sense of security, an ability to cope with change, self-awareness and self-confidence, a sense of belonging and identity, a feeling of usefulness by contributing to society, a spiritual dimension to their lives, and appreciation of the value of co-operation and teamwork.

Making the decision to, and having the opportunity to, acquire all these abilities were considered as essential for all young people regardless of the environment in which they live. In other words, young people need: to be given the skills to shape their own future and the contribution that they would make to the world; to be able to make choices and exhibit self-control; to show concern for others and be supportive; to take responsibility for their actions and honour commitments made; and to be willing to speak up for what they believe in. These life skills can be obtained through non-formal education, and youth movements that aspire to be non-formal education organisations were thought by the Big 6 to have the characteristics to make that possible.

People-centred organisations, such as youth movements, facilitate the personal development process of participants by letting them take charge of their own journeys (Casey et al., 1998). The programs and processes used by youth movements

support personal growth by having volunteer members who are motivated and responsive to what is on offer. Using non-formal education principles, participation brings experiential learning or 'learning by doing' rather than 'being told'. The non-competitive environment allows growth to be determined by the participant's own level of satisfaction within a supportive peer environment. The sharing of experiences and knowledge within the peer group helps everyone to develop relationship skills, be considerate of others, and work as a team. Inevitably a team requires a leader, but that leadership role can be assumed by a more-experienced individual according to the activity, rather than as permanent position. Skills in decision making, the democratic process, and sense of responsibility are developed before one is expected to display them as an adult.

All organisations are guided by a set of values that determine its activities and this is especially true for youth organisations (Casey et al., 1998). The adults who oversee the programs and the youth members, then, are potentially exposed to new ways of thinking about themselves and their actions, as well as the implications for the society in which they live. In particular, young people have the support of adults who have also volunteered to be in the same environment, who have adopted the same values, and who want to share their experiences. Casey et al. concluded by saying that those who shaped educational policies for young people should "... accept that non-formal education is an essential part of the education process and ... recognise the contribution that can be made by non-formal education organisations" (p. 8).

In the late 1980s, Hill (2001) discovered for herself the skill development of young people who participated in such organisations as Girl Guides, Scouts, YMCA or YWCA. While working for the Commonwealth Youth Programme (CYP) in Fiji, she

developed and taught a course in youth development. At the time, the CYP was delivering short courses on how to successfully run a small business to people whom Hill considered to be the least likely to succeed, namely, those who had failed and dropped out of the formal education system. She was concerned that such people would not have the necessary attributes of “courage, tenacity, literacy, numeracy, good financial skills, organising ability, and interpersonal skills ...” (p. 56) to run a small business.

The CYP courses would not necessarily satisfy this need as these skills cannot be taught in a short course. She found, however, that some young people who displayed the necessary skills, attitudes and values, in particular as organisers, had developed them while participating in non-formal education youth organisations, even though those organisations did not promote themselves in that way. It wasn't until the preparation of the Casey et al. (1998) document that the Big 6 realised the considerable worth of the programs and processes that they offered and aligned themselves as non-formal educators (Hill, 2001).

When revisiting Fiji in the 1990s, Hill (2001) found that the two most successful non-formal education projects still running were the ones that had placed particular importance on the personal development of participants. This confirmed her view that the Big 6 was right to stress the general benefits of non-formal education for the individual and for society.

2.2.4 Lifelong Learning

The concept of lifelong learning has a number of characteristics (Tuijnman & Bostrom, 2002): education not finishing at the end of formal schooling; including formal, informal and non-formal education; having flexibility and diversity in its

content, timing and learning techniques; and making up for the shortcomings of the existing system of education. This latter idea is closely related to that expressed by Brembeck (1972).

At the heart of lifelong learning and the non-formal education systems is the individual in that both depend on the capacity and motivation of the learner (Tuijnman & Bostrom, 2002, p. 103). Non-formal or free-choice learning requires individuals to place themselves in a situation in which learning can occur. That individual then has to be willing and able to accept the presented information. Smith (1996) considered non-formal education to be related to the concept of lifelong learning.

Although setting out to discuss the learning of science through informal environments, Bell et al. (2009) also articulated some general theoretical perspectives on learning situations and attitudes towards learning. Looking at informal settings, they stated that learners might develop “awareness, interest, motivation, social competencies, and practices” (p. 27), as well as acquiring knowledge. They also stated that there were three broad concepts of learning, namely, “lifelong, life-wide and life-deep” (p. 28). These terms are similar in meaning to those of self-directed, incidental and socialisation suggested by Schugurensky (2000).

Lifelong learning involves learners being motivated to seek information or to learn skills to satisfy a need or to develop an interest. Life-wide learning takes place through all aspects of life’s experiences. Life-deep learning, according to Bell et al. (2009), relates to beliefs and values that guide how people live their lives, and how they interact with others in their community and in society generally. When viewed

together, the concepts of lifelong, life-wide and life-deep learning explain the breadth of learning possibilities and the broad nature of informal learning environments.

2.2.5 Summary of Modes of Education

In summary, the terms formal, informal and non-formal have all had similar definitions. Girl Guides Australia claims to use the techniques of non-formal education in the delivery of its programs. The characteristics attributed to non-formal education that generally are agreed upon in the literature are learning with a purpose and being voluntary, self-paced and self-motivated, specific and non-credential based, output-oriented, practical and learner-centred, and facilitated rather than taught. The concept of lifelong learning is considered to be related to non-formal education practices.

2.3 Educational Considerations for Youth

This section reviews some of the literature related to the developmental stages of young people and the varying age ranges used to define those stages. It also examines age-appropriate teaching and learning styles and the advantages of a single-sex learning environment for youth. Literature on the benefits of voluntary participation in organisations is also included. Developmental stages and age-appropriate learning considerations for adults are given in Section 2.4 along with the role and development of trainers.

2.3.1 Youth – Developmental Stages

Bearing in mind that no two children develop at the same rate, Karns and Myers-Walls (1996) created a guide to the common physical, cognitive, social and emotional characteristics of children, youth and young adults aged from 6 to 19

years. This guide was written to assist leaders of a youth organisation in the USA to plan their programs with age-appropriate activities. In two similar documents produced for child carers (Nuttall, 1995a, 1995b), the age ranges and associated capabilities were slightly different and neither corresponded directly with the ages used by Girl Guides Australia. They still provide pointers to the developmental characteristics of young people about which leaders should be aware. The age spans used by Karns and Myers-Walls (1996) were 6–8 years (early elementary), 9–11 years (middle school), 12–14 years (young teens), 15–17 (middle teens) and 18–19 years (older teens / young adults), while Nuttall (1995a, 1995b) described primary school children as being aged 5 and 6 years and middle childhood as being 7 and 8 years. For the purposes of this review, primary school children are considered to range in ages from 5–8 years, middle school students from 8–12 years, young teens from 12–14 years and middle teens from 15–17 years. The characteristics of older teens are included in Section 2.4 which deals with educational considerations for adults.

Nuttall (1995a, 1995b) and the guide prepared by Karns and Myers-Walls (1996) state that, physically, primary school-aged children develop at a slow and steady rate. They like to use their large muscles by being very active, but they are also developing finer motor skills with varying degrees of success. Activities need to be achievable in a short amount of time. Children of this age can understand concepts but are much better at following instructions if they have seen the process first. They learn best by doing but need help in solving problems. Socially and emotionally, children in this age group want to be independent but also want and need the support and approval of an adult. They might need help to express their feelings when they are upset or worried. Small-group interactions are important for play and talking, but

also for support and encouragement. Cooperation is better than competition because criticism and losing are not well received. Whilst still being self-centred, children are beginning to think of others. They need guidance, rules and limits.

Roban (2000) reported research conducted amongst 8–12 year-olds on behalf of the Girl Scouts Research Institute, which is part of the Girl Scouts of the USA. The purpose of the research was to identify issues, challenges and pressures experienced by girls of this age. The data were collected through an online survey between December 1999 and January 2000 from a total of 1,082 respondents who fitted the necessary criteria for reporting.

The research findings supported the characteristics attributed to this age group by Karns and Myers-Wall (1996). Middle-school children are still interested in physical activity and like a variety of things to do. They prefer tactile experiences to sitting and listening. Children still benefit from learning by doing. Thought processes are developing, but children still think in terms of extremes. There is little middle ground. Children still look for adult approval and like to be evaluated individually rather than as part of a group as this reinforces their personal development. For younger girls, the family is still the focus; however, slightly-older girls begin to think outside that environment. Socially, they like to be in an organised group of like-minded people and they are becoming aware of the benefits of keeping others happy. For girls, status and popularity among their peers are often influenced by looks and clothing with exclusion from groups causing concerns. They also recognise that boys behaved differently from girls, which can cause difficulties for girls. Decision-making and leadership skills are developing as the children become more independent. They still require reassurance and support from adults as they start to

think things through for themselves. Roban's research showed that many girls considered that their parents were unwilling to listen to their concerns because they considered that the girls were too young to need to know. She expressed the opinion that, as girls undergo more rapid changes, they have a greater need for support to help them to feel safe both physically and emotionally. Girls who feel that they can't go to their parents for advice might consider that they are doing something wrong and therefore won't be trusted by them which, in turn, can add to an already stressful situation. Many girls did seem to understand, however, that parental concern was an expression of support. Self-challenge is better than competition against others as it builds a positive self-image. Children can beat themselves, whereas they don't always have the ability to beat others.

Following her research, Roban (2000) concluded that the child development areas of cognitive, physical, and emotional "... are not working in sync" (p. 6). The speeding up of cognitive and physical development had left emotional development in its wake, which led to stress and tension where previously there was none for 8–12 year-old girls. She also determined that the pressures felt by 8–12 year-old girls are evidenced by their anxiety about relationships with their peers, boys and their families. Girls want and need to be able to speak about their concerns in a supportive and understanding environment with adults who will listen and help them obtain answers.

Once girls in particular have reached the 12–14 years of age, they have experienced great changes in their physical appearance and might feel awkward as a result of some of those changes (Karns & Myers-Walls, 1996). These young teenagers want to think for themselves and are likely to reject ideas put forward by adult leaders if they

are viewed as interfering. The opinions of respected leaders are still valued, although the people in this age group want to test their own ideas and they enjoy opportunities to try out their leadership skills. A strengthening social environment that is not based at home provides youth with the opportunity for open discussions and to listen to and evaluate others' opinions on values and morals. It also satisfies the increased need for peer recognition. Self development, rather than competition with others, is still the best way to help young teenagers to cope with all of the changes that are confronting them.

The 15–17 year olds in their middle teens, according to Karns and Myers-Walls (1996), are more certain of themselves and look towards their future as adults and making plans, whilst not necessarily understanding the implications of adulthood. Their goals are based on personal needs and priorities, but decisions are influenced by information collected from experienced others. Young people in this age group require little supervision but will benefit from having leaders who can help them to portray their strengths appropriately. Whilst still happy to be part of a group, youth of this age also want to be known as individuals and this is demonstrated by their lessening dependence on the family and large-group environment. Their leaders now need to be advisors rather than instructors. Youth aged in their middle teens typically enjoy being identified by their peers and adults as being capable of taking increased responsibility for their lives and actions.

2.3.2 Youth – Age-appropriate Learning

In explaining the importance of self efficacy in teachers and its impact on young children, Vartuli (2005) stated that teachers with high self efficacy usually help children to develop greater self-esteem, motivate them to learn, and foster a climate

that is supportive of children's needs. Early school years are a time when a child's self-belief is based on the expectations and ability evaluations of their teacher. If a teacher believes that a child is able to learn and conveys that to the child, the outcome is likely to be positive. Vartuli stated that teachers with a belief in their own abilities are likely to engender that same belief in the child.

Learners of all ages need not only to have time and effort expended on them in order to achieve their best, but also to experience teaching strategies that maximise their potential. Child-initiated and child-centred learning and positive child-teacher relationships are important developmentally especially for younger children (Vartuli, 2005). Motivated lifelong learners often have been allowed to take responsibility for their own learning and have made decisions about that learning.

Vartuli (2005) stated that the nurturing environment that is especially important for younger children is related to the teachers' self-belief or self-confidence. The higher the teachers' self-confidence is, the more nurturing the environment is likely to be. This has implications for the training of those teachers.

In discussing learning and achievement in the middle-childhood group (defined as 6–12 years-olds), Hughes (2002) stated that some children are more oriented towards achievement than others and that this is their motivation to learn. Achieving children tend to be intrinsically motivated and tackle tasks that interest them. Doing well is their reward. Children who are extrinsically motivated achieve by doing just enough to get by, and their satisfaction comes from an external reward. It is important for teachers to understand that all students can do something, and that it is the identification of that 'something' and the recognition of even the smallest achievement that can lead to children's increased self-confidence (Hughes, 2002).

Peer influences are just as important as teacher influences especially if experienced in group work. Hughes (2002) maintains that, by working together, children bring different knowledge and experience to the group and supplement the collective knowledge to the benefit of all. The success of the group is greater, however, if the members of the group are good friends because that allows closeness and the confidence to be an individual.

When listing healthy achievement traits in children, Hughes (2002) cited a book by Rich that listed 10 things that parents or teachers could do to help children to succeed in school and beyond: give the children confidence in themselves and their abilities; provide motivation to succeed by giving positive feedback; applaud effort as well as achievement; give age-appropriate levels of responsibility to children; encourage trying new things; enforce perseverance when a commitment has been made; provide a caring and communicative environment; provide opportunities for teamwork; point out the common-sense approach of cause and effect; and help to work out a strategy for problem solving. Rich's strategies for parents of adolescents were very similar, with an emphasis on the need for support and understanding whilst maintaining boundaries for behaviour.

2.3.3 Youth – Single-sex Environment

Girl Guides is a female-only organisation and therefore fits under the banner of a feminist organisation (Varpalotai, 1994). For many, though, feminism has the negative connotation of either excluding men totally or belittling them. Rather than being anti-male or pro-feminism, the Girl Guides philosophy and program supports equal opportunity for all females. The equality aspect, though, prompted

consideration of the exclusion of men from Guiding and the political correctness of that decision.

In 1995, Varpalotai compared two female activities in Canada, namely, Ringette and Girl Guides. Ringette is similar to ice-hockey, but for girls only, although the leadership is predominantly male. In Girl Guides, the leadership is female. At that time, in Canada, the value of co-education was being reviewed and there was a realisation that girls and women needed their own arena “... to share common concerns and experiences, learning together, and from one another” (p. 30). Varpalotai interviewed participants from Ringette and Girl Guides.

The Girl Guides interviewed by Varpalotai agreed that the organisation should remain single-sex as it gave its members a “safe place ... to learn new skills without fear of failure, and to talk about issues of interest and concern to them” (p. 32), while also providing a place to feel included and valued. An 11-year-old interviewee said that she knew that she could do just as much as the boys, while a 15-year-old credited Guiding with showing her that she could choose any profession, not just ones that traditionally are undertaken by females. Three slightly-older girls (16, 17 and 19 years) praised the peer support, freedom to be themselves, and opportunities that membership had given them. A 16-year-old summed up by saying that “Girl Guides ... gives you self confidence ... to say I can do anything I want” (p. 33).

In concluding the article, Varpalotai (1995) expressed the view that it was the people whom the girls saw as the leaders who shaped their outlook as much as their participation. In the sport of Ringette, in particular, women weren't visible as effective leaders because sport was still a male-dominated world. The female leaders in Girl Guides, however, were required to engage in activities that were traditional

and non-traditional for women, and this broadened their own feelings of being capable of doing anything, while being role models for the youth members. It was not until girls participated in a single-sex environment that they realised their potential and espoused equality between boys and girls, even in the classroom (Varpalotai, 1995).

2.3.4 Youth – Benefits of Participation

When examining the place of out-of-school programs in the lives of young people, Eccles (1999) stated that the ages between 6 years and 14 years are developmentally significant because, as children move towards adulthood, they become more competent, independent and self aware, and they realise that the world is larger than their family. In presenting her arguments, she divided the age range into 6–10 year-olds (middle childhood) and 11–14 year olds (early adolescence). Whilst those in middle childhood might not experience the rapid physical changes of those in early adolescence, the psychological needs are very similar. Both age groups want to develop new skills, make their own decisions and control their own behaviour, and to form social networks of peers and adults outside the family.

Quinn (1999), when reporting on focus groups held in Washington, DC, stated that young people wanted: activities that prepare them for their future; a safe environment where they can develop, learn, work and socialise; and to be able to make choices, but within a structured arrangement, while learning and practising new skills. They also want to share enjoyable and high-quality time with adults and other young people.

Whilst their growing autonomy is exercised in many facets of their life, Eccles (1999) stated that "... out of school programs offer alternative environments in which

children can learn about themselves, ... and can discover opportunities for carving their own versions of success” (p. 31). Leaders of out-of-school programs can maximise the benefits of their programs by realising how important successful and supportive experiences can be to children. Seeds of doubt sown during middle childhood can manifest themselves in behavioural problems during early adolescence, with potentially serious consequences for the individual. With the right kinds of experience, the middle childhood group can develop confidence and attitudes that allow them to master and control their worlds. For early adolescents, features of their social environment can influence behaviour, motivation and mental health. Thus, out-of-school programs need to provide positive and stimulating experiences that continue to foster growth and development.

Although at one time it was more appropriate for organisations such as Girl Guides to highlight the enjoyment aspects of their programs, they now promote themselves as youth development groups using non-formal education principles (Quinn, 1999). The holistic approach to the positive development of the young person is the main feature that separated such organisations from other youth groups. Their commitment is to building a variety of life skills such as leadership, problem solving and decision-making through hands-on cooperative learning using age-appropriate programs. Quinn (1999) stated that organisations such as Scouts (and therefore Girl Guides) have national programs with handbooks, uniforms, badges and management guidelines that participants follow, while being flexible enough to allow for local interests and needs. She said that such programs build on the “strengths of young people, recognising their need for both ongoing support and challenging opportunities” (p. 102).

Eccles and Templeton (2002) provided an extensive review of research into the extracurricular and after-school activities of young people because of concerns about the preparedness for youth to enter the workforce and the amount of unsupervised time that young people had. The authors stated that research had predicted more beneficial outcomes for those who participated in structured leisure activities because they provide opportunities to acquire and practice social skills, contribute to the group, belong to a recognised and valued group, establish support peer and adult networks, and experience and deal with challenges. There were also reported improvements in interpersonal skills, self-concept, academic achievement and educational aspirations. Further, because adolescents who had participated in service-based and faith-based activities had shown lower rates of risky behaviours in high school and early adulthood, it was suggested by Eccles and Templeton that peer affiliations had influenced development through the social norms of the group.

The youth who had participated in the research reviewed by Eccles and Templeton (2002) had reported feeling good about themselves, being confident in their abilities to achieve their goals, having a higher sense of self-worth, and being more likely to be involved in their communities. They had attributed this to participation in youth activities outside school. The activities were part of intentional learning environments that had different objectives but that shared the common elements for effective learning that have been identified by learning theorists. The organisations were youth centred in that they provided a variety of activities for all ability levels, provided opportunities to enhance existing skills and learn new ones, developed leadership skills, had a supportive adult involvement, and stressed youth leadership and voice. The adult leaders were also passionate about the youth in their

organisation and allowed trusting relationships to be established between young and old.

For programs to contribute to positive youth development, according to Quinn (1999), they need to provide opportunities for physical activity, development of competence and achievement, self-definition, space to be creative, positive socialisation with peers and adults, structure and clear limits, and meaningful participation in real situations. Knowing these needs, practical guidelines and training could be developed for Leaders to ensure program relevance. Such programs can build personal and social skills to help young people to grow into well-prepared, well-adjusted adults. Best practice in these programs include: tailoring content and process to meet the needs and interests of the participants; recognising and valuing the diversity of participants; strengthening the quality of the adult leadership; encouraging young people to play active leadership roles; an advocacy role with and for youth generally; and being provided by stable, well-managed organisations. The youth wanted these best practices to translate into “fun and friends” and “voice and choice” (Quinn, 1999, p. 105). Finally, she concluded that youth development programs helped young people to prepare for adulthood by building on the current knowledge and strengths of participants, as well as providing support, protection, guidance and opportunities as a foundation for the futures of participants.

Building on the features articulated by Quinn for organisations contributing to positive youth development, Eccles and Templeton (2002) added having developmentally-appropriate levels of structure and adult supervision, strong positive social norms for behaviour, and intentional learning experiences designed to teach skills necessary for school and workplace. They concluded that traditional youth

organisations such as Girl Guides and Scouts had always been proactive by having programs that focus on the positive self development of participants. Because programs such as those offered by Girl Guides have voluntary participation, the girls will “vote with their feet” (p. 98) and leave if the programs no longer hold their attention. The benefits of ongoing participation are not always immediately obvious.

Eccles (1999) stated that, from the age of 6 years, children begin to reason, plan, coordinate actions, evaluate and then modify their strategies based on those reflections. They also begin to understand that others might have different opinions and that those differences can affect relationships. But she also claimed that middle-childhood can potentially be a time of problems when low self esteem and withdrawal in the face of challenges emerge. To help to overcome these issues, out-of-school programs can: support skill acquisition by focussing on the individual rather than making comparisons with others; foster independence, peer relationships and leadership; and allow relationships with adults outside the family. Such programs can facilitate positive development for this age group and provide a safety net to support positive experiences in early adolescence. For the early adolescence group, adult leaders in the programs can provide not only opportunities for increased independence, but also the needed ongoing non-familial guidance and support. Programs that are sensitive to the needs of this group can “facilitate positive development during the turbulent early adolescent years” (Eccles, 1999, p. 41).

Eccles (1999) concluded that out-of-school programs can provide a setting where children and young people can be individuals, master new skills and seek support from adults. Programs that include mixed ages, are non-competitive, recognise and respect increasing maturity, allow the taking of responsibility, and are sensitive to

developmental changes can provide an environment where participants grow in confidence, feel safe and can become productive and positive members of their community.

In summary, the literature reviewed has indicated that all young people require support from adults, but in lessening amounts as self-confidence and self-reliance grow. The need for support to some degree, though, is always present. The literature also states that the need for socialisation is strong across all age groups. This need changes from socialisation within the home environment for younger children to socialisation within an external environment as young people mature. The need for safety is evident at all stages. To aid their learning, most young people need teachers who are positive, understanding, motivated and motivating, and willing to share the teaching and learning roles. There is strong evidence (Eccles & Templeton, 2002; Quinn, 1999) that participation in organisations that are based on best practice benefit the growth and development of young people as they move to adulthood.

2.4 Educational Considerations for Adults

Although adults do not have the age-related developmental characteristics that children have, there are developmental and learning characteristics that make them different from children and different from each other. The developmental stages of adults are described in Section 2.4.1, whilst the impact of adulthood on learning is described in Section 2.4.2. Section 2.4.3 reviews some of the literature that relates to the development of trainers.

2.4.1 Adult – Developmental Stages

Karns and Myers-Walls (1996) described 18 and 19 year-olds as older teens or young adults and stated that, although physical growth and the preoccupation with body image might have stopped, they might not be fully prepared for adulthood. The authors considered that this age group set goals for their future and that these goals influence the activities with which they continue. While they formulated goals and made decisions themselves, young adults often needed guidance and support from adults. This age group wanted recognition for their past achievements but expected to be treated as fully-mature adults.

Although not using specific ages to define adulthood, Lieb (1991) claimed that adults are goal-oriented, relevancy-oriented and practical. He stated that many adults came to any situation with a wealth of experience which needed to be acknowledged and respected and that they liked to: make new friends; comply with formal authority figures; have distractions from home or work life; and learn for the sake of learning. Lieb (1991) also maintained that adults, unlike children, had to balance their activities against their many responsibilities, which can be barriers to participation in anything. This has particular relevance to the way in which adults learn and need to be trained.

2.4.2 Adults – Age-appropriate Learning

Having explained the importance to children of a teacher with high levels of self-efficacy, Vartuli (2005) stated that the training and ongoing support of those teachers is important. She said that teachers gain positive feelings about themselves when participating in discussions and the exchange of ideas with peers and mentors. She also said that teachers' self-efficacy is enhanced when they reflect on what they do,

have their actions questioned, and then have the actions confirmed as appropriate or changed. According to Vartuli (2005), adults need to have their performance, skills and knowledge confirmed in much the same way as a child would. Adults learn from mentors by observing actual practices and participating in authentic situations. As their self-belief grows, they are more able to introduce change to their processes which, in turn, enhances the learning outcomes of the child.

Knowles et al. (1998) defined adult learning as “the process of adults gaining knowledge and expertise” (p. 124) and that adults generally become ready to learn “when their life situation creates a need to know” (p. 144). Lindeman’s assumptions about adult learners (as cited in Knowles et al., 1998) were that: learning about real-life situations is preferred; that the analysis of past experience is useful; that the discovery of knowledge is preferred to simply being told something; and that learning requirements change with age.

Cercone (2008) listed 12 general characteristics of adult learning with a 13th being specifically related to online learning: different learning styles; a need for active involvement in the learning process; a need for ongoing support after the initial training; a need for time to update or change pre-existing knowledge; a preference for the instructor to act as a facilitator for learning; a desire for prior experiences and knowledge to be considered; a wish to immediately apply new knowledge to a real-life situation; a desire to know the relevance of the topic, the content and how the learning will be conducted; a need to test their knowledge as they go along; a requirement for a learning environment that is collaborative, respectful, mutual and informal; a need for the opportunity to reflect on the learning; and a need for social interaction with fellow learners.

The 13th characteristic given by Cercone (2008) was that some adults might have limitations in their physical abilities which need to be allowed for. In the context of online learning, the recommendation was to use large fonts with bold colours and to include graphics, images and tables. These recommendations are also appropriate for more conventional learning environments and documents. Large, clear, colourful words and images are a necessity at all levels of learning – both adult and child.

The need for and use of social interaction as part of the learning environment for adults, as listed by Cercone (2008), was viewed in both a positive and negative light by Athanasou (1999). He expressed the view that positive aspects included each member of the group becoming a resource from whom others can learn as they share their knowledge and experiences; motivation can also increase in an effort to achieve group goals rather than just personal ones; team work and leadership skills can also grow as an adjunct to the actual learning topic; other group members can become the motivators and recognisers of skill development; there is a form of emotional safety for the individual within a group; and decision making can become more informed as the views of others are considered. Ironically, though, these positive aspects also had a negative side if the group dynamics were not managed correctly. Athanasou (1999) pointed out that the topic under instruction might not always lend itself to group learning; that the size and composition of the group could have an impact; that there is a greater opportunity for distraction from learning; and that strong personalities within the group could have undue influence on decisions and processes. He expressed the opinion that it was the role of the trainer to manage both the positive and negative aspects of group learning to achieve the best outcome for the learner.

According to Lieb (1991), motivation also has a strong influence on how and what adults learn. They want to make friends, comply with instructions, give service to the community and relieve boredom, but they also want to get a better job, learn new skills, adapt to job changes and keep up with their competitors. The best motivators were interest and something that would directly benefit the adult learner.

Whatever the reasons for adults continuing learning beyond the formal schooling years, the preferred learning style seems to correspond with the ‘caught not taught’ analogy used by Brembeck (1972) in his discussion of non-formal education. Encompassed within this is the concept of on-the-job learning and informal assessment through demonstration of skills rather than the more formal summative assessment.

2.4.3 Development of Trainers

Knowles et al. (1998) stated that most trainers start out as experts in the subject matter and good communicators, rather than as the products of courses designed specifically to train trainers. Trainers typically observe or participate in a course in the subject matter and then use that as the model for ongoing delivery. As with any field, novice trainers need time to develop their skills, as well as to anticipate and overcome problems that could occur.

After having been asked to give strategies that novice trainers could use to overcome training delivery problems (Knowles et al., 1998), expert trainers recommend overcoming fear by having an outline or a plan for each training session, knowing the content, knowing the equipment to be used, having resources available, and being ready ahead of time; having the attitude of an expert by listening, observing and applying their own knowledge to what the trainees know; sharing their own personal

experiences as a way of relating to the subject; using humour to overcome personality problems; ensuring participation by everyone through the use of questions and group work; practising to get delivery timings right; being flexible enough to adjust content to comply with the needs of the trainees; anticipating and responding to participants' questions; obtaining feedback; having beginnings and endings to sessions that will motivate, involve and relax participants; and using notes as appropriate to the training situation. The general advice seemed to be that these skills develop over time and that practice is the best way to overcome any delivery problems.

Approaching the subject from a different perspective, Imel (1995) presented a set of attributes that adult learners expect of their trainers. Citing material from Donaldson, Flannery and Ross-Gordon (1993), Imel said that trainers need to be knowledgeable, dedicated to teaching, enthusiastic and motivating. They also need to create a comfortable learning atmosphere, meet the range of students' needs, present material clearly using a variety of techniques, and show the relevance of the material for the participants.

The adult learner's preference for competency-based learning and assessment suggests that there is a need for training to be focussed on the required outcome, for the outcome to be measured against a specific standard, and for the standard to be related to the industry or organisation (Lowrie, 1999).

In summary, when considering Leaders in Girl Guides to be teachers, in that they facilitate non-formal learning by the girls, raising the self-efficacy of those Leaders through training and support is likely to benefit the girls. As adults, Leaders need

their existing knowledge and experience to be acknowledged and recognised, whilst receiving practical training in other tasks relevant to their role.

The different characteristics identified as appropriate for adult learners (Section 2.4.2) suggest that teachers or trainers of adults have a number of roles to play. They need to be trainers, psychologists, motivators, mentors and friends, as well as being knowledgeable and creative. To overcome the fears experienced by novice trainers, expert trainers suggested strategies for each of those roles, namely: *trainers* deliver the material to be learned in such a way that participants accept the expertise of the trainer and relate to the delivery methods; *psychologists* understand the needs of the learner and how to respond to those needs; *motivators* include the participants in all phases of the training; and *mentors and friends* share their own experiences.

2.5 Personal Growth / Development

In 1976, Grandstaff positioned non-formal education in its rightful place as a process of development as well as education. Whilst expressing surprise that the concept of non-formal education “... does not enjoy universal currency” (p. 294) at that time, he also hoped that it would not become a “fad” of the time (p. 297). He argued that it was misguided to blame education for not solving social problems in that it was not the tool of educating that was at fault, but perhaps the method of delivery. Formal schooling was not necessarily appropriate for all things that need to be learned and therefore non-formal education was needed. The educative role that many people have outside the formal system should be promoted, supported and recognised for its contribution to development and lifelong learning.

The role of literacy is dominant in formal education in that it is a requirement of schooling, but this does not mean that a non-literate person cannot learn. A strategy

is needed to assist those people to learn and develop. Literacy, according to Grandstaff, can be classified as functional or general. General literacy would be facilitated by formal education, whereas functional literacy would be accomplished through non-formal education with its focus on task orientation and acquiring skills necessary for that task. With the world changing as rapidly as it is, there is not always time for protracted education to satisfy immediate human needs. Short-term non-formal education programs would be better placed to achieve the rapid adjustment necessary. Short, task-specific learning would address the need for material change to improve lives, whereas changing the whole culture of an individual or society is more likely to be achieved through long-term formal education. An aspect of development programs that is best suited to non-formal education is its appropriateness for all people. With formal education often denied to the “poor, the isolated, and the powerless” (Grandstaff, 1976, p. 303), the ideal alternative is non-formal education with a strategy designed to meet the needs of such groups.

The demonstration of competence favoured by Grandstaff within the social learning context was also considered important by Knowles et al. (1998) within an employment or organisational context. He feels that any learning undertaken to improve one’s ability to perform a job or role should also take into account the requirements of the organisation even though the techniques of learning might be the same as for general life skills. He suggests that learning contracts provide a way for organisations to express their skill needs while allowing learners to develop those skills in their preferred way. In this way, learners takes responsibility for their own development while knowing what is ultimately required.

For Knowles et al. (1998), a learning contract has a number of steps. Initially there was a need to determine what has to be learnt, which then progressed to specifying the learning objectives, determining resources and strategies, deciding how accomplishments can be shown and the criteria that should be used when assessing success, ensuring that the objectives are realistic and appropriate, actually completing the learning process, and finishing with someone evaluating the level of achievement. The evaluation of achievement was based on the demonstration of a competence by the learner.

Whilst the demonstration of competence can be preferred over summative examination, Foschi (2000) suggested that the assessment of such competencies could be biased by external factors such as the person being assessed. As the demonstration of a skill requires a social-style interaction, Foschi stated that assessment of that skill could be based on comparison of personal status characteristics rather than just on the level of competence being shown. She defined competence “broadly to refer to the ability to do well on a task judged to be valuable” (p. 22). In the social environment, it is usual, if only subconsciously, for someone to be compared against personal preferences or values. Foschi (2000) maintains that performing this comparison is how people make sense of their environment on a day-to-day basis. The issue for her, though, was how these comparisons affect an evaluation of someone’s competence. The issue was complicated for her by the fact that the outcome of the same comparison could be positive or negative in that the expectation could be for success or failure depending on the personal characteristic. An example provided of these double standards was a person being considered less able because he or she had been identified as part of a devalued group, while a person from a valued group could automatically be

considered more capable. The devalued group member could be more strictly assessed with the expectation of failure, while the other could be assessed more leniently. The reverse could also be true, however, if only a minimal standard is being appraised.

Clearly, the use of double standards has implications for the person whose competence is being assessed, but it also has implications for the assessor. For unbiased assessments to be made, assessors must be aware of their approach to the task. The important factor is the level of skill being demonstrated rather than the characteristics of the person performing the skill. Appropriate and unbiased assessment of competencies is important for the delivery of a quality product or service.

A high-quality product or service is something that satisfies a customer's requirement or need (Dame, 2009). Quality control and quality assurance are two steps used to ensure that quality. Quality control (QC) is a process that is undertaken to ensure that a new product or service will satisfy the specifications of the client. QC allows for action to be taken to correct any non-compliance before that product or service is made available. The demonstration and assessment of the skills required for an adult leadership role in Girl Guides Australia is the organisation's process for quality control.

Quality assurance (QA) is a review of the finished product or service to ensure that it continues to satisfy the original specification (Dame, 2009). This equates to the need for every adult who has been appointed to a leadership or training role within Guides to undertake an appraisal every three years.

The Institute of Electrical and Electronics Engineers (IEEE) Standards define quality as measurably meeting expectations and conforming to requirements (Feldman, 2005). Feldman's comments on QA relate to products, but he believes that QA is essential and about credibility – a product should work and users of that product should believe that it will work properly.

QA relates to managing business processes so that providers and clients are satisfied with the quality and consistency of a service (Queensland Government, 2010). For providers, QA means consistency with the delivery of the service whilst, for clients or recipients, QA creates confidence that the service will consistently meet their needs.

In summary, non-formal education is considered to provide a process for personal growth and development as well as for education. Non-formal education has as one of its features the demonstration of competence in a particular skill area rather than reliance on formal examinations. This practice allows all people, regardless of their literacy level, to experience personal growth and development through the acquisition of skills necessary to complete specific tasks. Learning contracts have been suggested as a way in which organisations can specify the required competencies for a task or role while allowing the learner to develop those skills in a progressive manner. It was suggested in the literature, however, that the person assessing the competencies needs to be aware of the possible introduction of bias based on his or her own perspectives. This has implications for the demonstration of competence required by the programs used by GGA, as well as for the quality of program delivery as required by the organisation.

2.6 Leadership

Having previously identified that the role of leadership is to control followers and that an effective leader can get others to follow their orders, Knowles, Holton and Swanson (1998) realised that the success of any activity, therefore, depends on the ability of the leader. They espoused that the highest function of leadership was “releasing the energy of the people in the system and managing the processes for giving that energy direction towards mutually beneficial goals” (p. 203). They described some interesting differences between “releasing leaders” and “controlling leaders” (p. 203), with one of these being that a releasing leader wants each individual to achieve his or her full potential rather than just to conform. They also considered that releasing leaders: offer people challenging opportunities and delegate responsibility; include others in the planning, decision making, conducting and evaluation of activities; believe and trust in other’s abilities; value and support individuality within a team structure; treat failure as a chance to learn; understand what it means to be innovative; know the importance of self-motivation in others; and manage the transition by others from expecting a controlling leadership style to flourishing under a releasing one. Whilst not using the term of shared leadership, all of these attributes of releasing leaders suggest this sharing of leadership.

The Girl Guide program is delivered through a process of shared leadership between the youth members and their adult Leaders. In an exchange of letters after considering material on leadership written by each other, Pearce, Conger and Locke (2008) further explained their ideas about shared leadership. While their discussions related to professional leadership, the thoughts are salient to that same concept used in Guiding.

The first letter from Pearce and Conger said that shared leadership is “... a dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organisational goals or both” (p. 282). Pearce and Conger countered Locke’s argument that it is a senior leader’s task to create the vision for the organisation by stating that, in modern organisations, vision is a result of shared leadership across representatives from the different partners to the venture. They stated that visions created through shared leadership can have a powerful influence on team dynamics and performance, and are more powerful than ones determined solely by senior management. The argument was also put forward that shared leadership allows the development of skills by people who might not otherwise have the opportunity, thus strengthening the organisation.

Locke responded that shared leadership was not ideal in all organisation models because someone had to have the final say. To this, Pearce and Conger replied that top-down decision making was likely to “result in compliance, rather than consensus” (p. 286) and that there would be no shared sense of purpose as a consequence. They felt that consensus was desirable as it promoted an ownership of, and commitment to, the goal.

The correspondents agreed that “a shared leadership model ... is superior to other less dynamic or narrow models of influence processes ...” and that leadership theory requires “precise definitions of phenomena” (Pearce et al., 2008, p. 285), including consideration of whether leadership is a role performed by an individual or, in the case of shared leadership, a social process with interaction and input from all parties.

Accepting that leadership can be defined as part of a social process, being afforded the title of a role model by ones peers could imply a leadership function. In 2006,

however, Murrell and Zagenczyk showed that role model status is harder to earn for females in organisations than for male counterparts. A role model was defined as someone who was informally selected by another and who was perceived to exhibit desirable behaviour, attitudes and goals. Having a role model was considered to provide a source of learning, motivation and self-definition. The self-definition came as a result of a person assessing who they are and who they would like to become, with personal growth occurring through observing and learning.

Much of the research reported by Murrell and Zagenczyk (2006) involved differences between the requirements for males and females to earn role model status. While male-focussed information is irrelevant to the all-female Girl Guides, the attributes of female role models are not. To examine their hypotheses, Murrell and Zagenczyk collected data from 93 employees from one department in a university in the USA. Respondents were asked to identify a fellow employee, whom they considered to be a role model, and a score was then given to each employee based on the number of times they were named. Those who had a score above the mean were defined as role models while others were defined as non-role models. The ratio of role model to non-role model was 30:63.

To explore differences between role model and non-role model attributes, Murrell and Zagenczyk (2006) also collected data on advice and friendship networking as these were considered to be part of the choice of role models. Respondents were asked to whom they went for advice and who they considered to be their friends within the organisation. Tallies were then assigned to each person to reflect how many times he or she had been mentioned by others (in-degree advice and in-degree friendship). Tallies were also recorded for the number of times that an individual

asked others for advice (out-degree advice) and the number of friendships that an individual reported having (out-degree friendship). The number of reciprocal friendships was also recorded along with the number of formal awards received and the number of leadership positions held.

Analysis of variance showed that female role models provided more advice, had more reciprocal friendships, had received more formal awards, and were more likely to have held leadership positions than female non-role models did. In summary, Murrell and Zagencyk (p. 573) stated that “... to be perceived as a role model, females ... needed to give – but not ask for – advice, earn organisational awards, hold leadership positions in the organisation, and maintain strong ties with other organisation members”. Conversely males merely had to participate in advice networks, maintain friendships and earn organisational awards to be perceived as role models. Their presence in the organisation gave them credibility, whilst females had to be seen to have earned it through awards or leadership positions held.

In 2005, Denner, Meyer and Bean described program strategies and adult practices in a Young Women’s Leadership Alliance project that explored youth–adult partnerships in an all-female situation. The three-year project involved 164 girls, divided into 18 groups of differing sizes, and five adult women as they participated in an after-school leadership program for high school girls. Denner et al. (2005) stated that there were potential benefits in youth–adult partnerships for “addressing both the unique challenges faced by adolescent girls and building on their strengths” (p. 88) and for allowing girls to have a voice.

The project required girls to investigate the concept of inequity within their school environment. It addressed two research questions focussing on what program

practices adults use to build supportive partnerships with girls while they work on their project, and whether those practices are effective in engaging and empowering the girls. Qualitative data were collected through observation and interviews with girls and adults, as well as through the use of descriptive logs completed each week by the adults. Data analysis identified seven practices that Denner et al. grouped into the two strategies of *guidance, not instruction* and *creating a place to be authentic*. As partners, the girls and women had different roles. Adults served as mentors who brought experience to the project, provided a framework for the work that girls were undertaking and had a level of authority. But the girls also brought a level of expertise as they were directly involved in the schools where the project was being implemented.

Data analysis showed that the adults had provided guidance, not instruction, by: providing the tools and skills for the girls to make group decisions; creating a safe environment for building trust among the girls and between girls and adults; providing a project in which the girls were interested and about which they felt strongly; and supporting a range of leadership styles and leadership functions amongst the girls. Denner et al. noted that there was evidence that "... the strategy of guidance, not instruction was an effective way to empower girls and promote youth-adult partnerships" (p. 93). The girls had expressed the view that the adult leaders did not direct the program but provided a safe structure in which the girls could work. The adults noted that initially some girls were hesitant about the lack of adult direction, but that they developed assertiveness as a group and as individuals within the group.

The second overarching strategy that the data showed was that the adults had created a place to be authentic. In this project, ‘authentic’ meant “helping girls know, state, and act on what is important to them” (p. 95). This had been achieved by giving the girls opportunities to be heard, by creating an environment where respectful disagreement between the girls and between the girls and adults was acceptable; and allowing the girls to talk about personal matters. Denner et al. stated that these were essential practices when building youth–adult partnerships that empower girls. The girls had liked being able to express themselves, and they felt that they had a safe place where they could disagree and question without fear of jeopardising relationships. Being able to exchange information about lives and interests between the girls and the adults had also been viewed positively by the researchers.

Denner et al. (2005) concluded that, among other things, supporting the range of leadership styles exhibited by the girls had the potential to support female youth–youth or youth–adult partnerships. The interdependent leadership modeled by the Young Women’s Leadership Alliance adults had involved humour, group decision-making and disagreement, which allowed space for girls with different strengths and abilities to work in partnerships with adults and each other. Opportunities had not been limited to those who were the most strong minded or vociferous. The findings highlighted the importance of empowering girls as the first step to partnerships or shared leadership, and the need for adults to have a “toolbox of strategies” (p. 99) for engaging all types of youth in a meaningful way.

In summary, the literature reviewed suggests that the use of the strategy of shared leadership can be empowering for all parties. The leader has the opportunity to draw on the ideas and skills of the group, while overseeing the growing confidence and

decision-making skills of the group members. Past studies suggest that the shared-leadership model allows disagreements between parties to be resolved by discussion rather than by authoritarian methods. This was likely to lead to enhanced leader–group relationships. For Girl Guides Australia, adult leaders creating an environment where the youth members in their care feel safe physically and psychologically while they develop and test their ideas is considered important.

2.7 Volunteering

GGA is an organisation in which participation by youth and adults is voluntary. Without adults who volunteer their services as Leaders and helpers, the organisation could not exist. This section reviews literature about the motivation behind why some adults volunteer and some reasons why others do not volunteer.

Volunteering and the motivations behind why people volunteer was the subject of a report by Clary, Snyder, and Stukas (1996) following analysis of data collected in the USA in 1992. Beginning by asking the question “Why do some people choose to spend some of their free time performing unpaid work as a volunteer?”, and then stating that volunteer work requires effort, is unpaid, is time consuming and involves interaction with strangers, the question was changed to “Why would anyone volunteer?”. Using the previously-developed and verified Volunteer Functions Inventory (VFI), Clary et al. (1996) examined the relationship between motivations and aspects of volunteer behaviour.

The VFI contains six constructs identified as the beliefs and behaviours that underpin volunteering, namely, Values (the volunteer seeking to act on values important to themselves), Understanding (opportunity to develop knowledge and skills), Enhancement (volunteering helping to build self-esteem), Career (work done

voluntarily being viewed as work experience that will be of benefit in employment), Social (volunteering helping the person to fit in and connect with groups that are important to them), and Protective (helping to cope with inner conflicts and protect the person's ego) (p. 487). The data for the research were collected from 2,671 American adults in April and May 1992. The original 30-item VFI was reduced to 13 representative items, with each scaled from 1 to 4 to represent, respectively, very important, somewhat important, not too important, and not at all important. Confirmatory factor analysis of the reduced version supported the six-factor model for the functional approach to volunteerism (p. 492). A comparison of those who had volunteered in the last 12 months with those who had not volunteered showed statistically significant differences ($p < 0.01$) on all factors except Protective. The Career motive had higher importance for the non-volunteer respondents, whereas Values, Understanding, Social, and Enhancement were significantly more important for the volunteers than for the non-volunteers. When the simple non-volunteer and volunteer categories were extended to six levels of volunteer experience, ranging from *never volunteered* to *currently volunteering with more than five years experience*, Clary et al. found that volunteers reported different motivations depending on their length of volunteering experience.

Fifteen volunteer areas were defined in the study and logistic regression was used to establish if different combinations of the six motivations related to each of those volunteer areas. One of the areas was youth development, with Understanding and Enhancement being statistically significant independent predictors ($p < 0.05$). Overall, Clary et al. (1996) summarised this part of the analysis by saying that different motivations were related to different activity types.

As the final stage of the analysis, Clary et al. performed a stepwise regression to establish how predictive the demographic and motivation variables were of whether a respondent had volunteered or not in the past year. The regression showed that the statistically significant independent predictors of volunteering were education, Values, Career, Social, Understanding, age and income. With four of the six scales of the VFI being identified as predictors, it was found that "... the scales contribute to the understanding of volunteering behaviours ...” (p. 501).

Based on the findings, Clary et al. (1996) suggested that specific organisations could use the VFI to assess the motivations of current volunteers, thus enabling them to improve the retention of those already working in the area. The motivational profile of current people, especially those who had been volunteering for some time, could also be used to target specific types of new recruits, again to aid retention once they have become involved.

The United Nations Year of the Volunteer was celebrated in 2001 and, in May of that year, former President of the Philippines (Corazon Aquino) delivered the keynote speech ‘Singing the unsung: Volunteerism in our time’ at the World Association of Girl Guides and Girl Scouts Asia Pacific Regional Conference (Aquino, 2001). She reminded the audience that the word volunteer came from the Latin words *voluntarius* and *voluntas*, denoting an act of will, and that the act of volunteering carried a commitment by a person open to absorbing new values, new knowledge and new skills. These three items correspond to the Values, Understanding and Career motivations articulated by Clary et al. (1996).

Whilst stating that a volunteer is often described a selfless individual, Aquino found this to be a "... paradox in the deep Oriental sense ..." (p. 2) because, by the giving of

one's self in the service of others, the volunteer gains wholeness by "... finding one's true and more noble self" (p. 2). The speech concluded with the comment that the call for the 21st century was for volunteerism to be at a higher and more intense level, with fostering established values such as truth, justice, respect for others, and love of God and country. She stated that giving service to others was an ideal way to give direction to one's life, and that, when being asked for help, everyone should "... just say 'yes' and find yourself" (p. 4).

Just saying 'yes', however, might not be as simple as it seems. In reviewing a book based on interviews about volunteering, Oppenheimer (2001) explained that the contributors to the book had raised a number of issues including the problem of legal coverage for volunteer workers. There was an increasing fear of litigation faced by volunteers, along with worries about insurance, and the protection of the volunteers themselves.

Another issue cited by Oppenheimer (2001) was the need to attract young people to volunteering. Oppenheimer reported from the 2001 Australian Bureau of Statistics' figures that the percentage of those people in the 18–24 age group who did any volunteer work was 27%. Similar figures were illustrated in a graph in 2006 (Australian Bureau of Statistics, 2006, p. 3), with approximately 30% of males and females in the same age group volunteering. In order to maintain a presence of volunteers in this age group and beyond, Oppenheimer pointed out that the concept of volunteering might need to be introduced at school age, as was successfully done by the Red Cross in New South Wales in the 1920s. The Year of the Volunteer and the Sydney Olympics had brought volunteering back into the public eye

(Oppenheimer, 2001), but there was still no general policy, government or otherwise, that lauded the efforts of volunteers.

The Year of the Volunteer also prompted a consideration of student involvement in the Guild at the University of Western Australia (Bailey & Barron, 2008) and how to manage that involvement. The language of volunteering, in contrast to giving service, first appeared at a student conference in that year. The research phase of a project aimed at formalising student volunteer management commenced in 2007 and allowed a better understanding of student volunteering.

The research by Bailey and Barron involved a 44-item instrument based on a modified forms of the Volunteer Motivation Inventory (VMI), developed by McEwin and Jacobsen-D'Arcy (cited in Esmond and Dunlop, 2004), and the Volunteer Function Inventory (VFI), developed by Clary, Snider, and Ridge (cited in Bailey & Barron, 2008). Each item requires a response using a five-point Likert scale from 'Strongly disagree' to 'Strongly agree'. Ten motivational categories were identified through use of the items: the VFI scales of Values, Understanding, Enhancement (called Self-esteem in this project), Career, Social, and Protective, and the VMI scales of Recognition, Reciprocity, Social Interaction, and Reactivity. These scales measure volunteers' motivations of: receiving recognition for their efforts, receiving as much as they give, building a social network, and needing to address issues from their own past.

The survey received a low 2.5% response rate of 314 ($N = 12,500$) from the student body, whereas one designed for non-volunteers was completed by 387 students. The latter asked about 21 barriers to volunteering developed by Esmond and Dunlop (cited in Bailey & Barron, 2008). Using a mean score above 3 to indicate a student

motivator, Value ($M = 4.07$) was the most important and this was followed by Understanding ($M = 3.59$) and Recognition ($M = 3.57$). Career, Reactivity, Social, and Protective were the least important motivators which each had a mean score below 3.

All but one of the 21 barriers to volunteering (“I would if I were in better health”) had a mean score above 3, with the need for convenient hours having the highest mean of 3.99 ($SD = 0.82$). Each of the barriers was prefaced with the words “I would volunteer if ...” and the response was on the same five-point Likert scale. A high mean therefore signalled agreement with the statement. The data showed that there were many things that, if addressed, could change a person’s intent to volunteer, such as receiving training and support, being given a clear task, being appreciated, and actually being asked to volunteer. Whilst the information was only relevant to the 18+ age group, the authors hoped that it would allow other volunteer organisations to understand the motivation of young people and “... involve them in a new wave of enthusiasm for volunteering” (p. 8).

Bailey and Barron (2008) had also found interesting differences when comparing their results to those in Esmond and Dunlop’s (2004) study for which respondents had been much older. For the older group, Reciprocity scores were higher, while Social Interaction and Career scores were lower. Bailey and Barron found these differences “understandable” (p. 7) given the life situations of the two sets of respondents.

The 2004 study by Esmond and Dunlop had been conducted over a number of stages, culminating in the final 70-item version of the VMI. A total of 778 responses were received, giving a response rate of 25.9%. Girl Guides WA was one of the

organisations returning 200 surveys of the 510 mailed out. The reported demographics for the 1999 respondents of the final two stages included a mean age of 52.7 years ($SD = 18.0$), 80% being female, an average of 5.6 ($SD = 5.9$) hours per week working for the volunteer organisation, and approximately one third of people having been volunteers for less than one year while 15% had been volunteers for 10 years or more.

The reported descriptive statistics for the 778 respondents showed Value as the primary motivator ($M = 4.09$, $SD = 0.60$) followed by Reciprocity ($M = 3.88$, $SD = 0.93$), Recognition ($M = 3.58$, $SD = 0.70$), Understanding ($M = 3.36$, $SD = 0.85$), and Self-esteem / Enhancement ($M = 3.35$, $SD = 0.75$). All other scales had mean scores below 3.0. Esmond and Dunlop (2004) stated that the 10 scales used in the Improved VMI provided a more complete picture of volunteering than just the six motivations of earlier studies.

To gather information about why people did not volunteer, Esmond and Dunlop (2004) administered a 21-statement questionnaire to 213 people with a mean age of 48.6 years and with 63% of respondents being female. The results suggested that people volunteered if they knew that it would make a difference in people's lives, if they were less busy with personal commitments, if they agreed with the mission of the organisation, if the environment was pleasant and safe, or if they weren't already busy with interests or work. They were prepared to volunteer for a group or organisation to which they already belonged. These results were quite different from those later found by Bailey and Barron (2008). Esmond and Dunlop (2004) concluded that, while the importance of motivations can vary across demographic groups, some are more important than others to individual volunteers. They also

agreed with Clary et al. (1996) that assessing the motivation of volunteers could help in attracting, placing and retaining them.

A 2006 survey by the Australian Bureau of Statistics showed that 5.2 million people in Australia had participated in volunteer work, which equated to 34% of those aged 18 years and over. More women (36%) had volunteered than men (32%), with people aged 35–44 years being the most likely to do so (43%). Female partners with dependent children had a volunteer rate of 50%. Female partners without dependent children were less likely to volunteer (32%). For dependent children of school age, the volunteering rate was 64% for mothers and 51% for fathers, which reflected family commitment (Australian Bureau of Statistics, 2006).

To make the data comparable to earlier studies, the figures were adjusted to take into account a refining of categories that had taken place in 2006. Thus the figures for 2006 became 730 million hours given by 5.4 million people (35% of the population). The comparable figures for 2000 were 704 million hours by 4.4 million people (32%), and for 1995 were 512 million hours by 3.2 million people (24%). The increase in the number of people can be accounted for by the increase in population, therefore making the numbers deceptive. The median number of hours per volunteer contributed over the 12-month period dropped substantially from 74 hours in 1995, to 72 in 2000, and to 56 hours in 2006 (Australian Bureau of Statistics, 2006).

The number of hours spent doing voluntary work in the 12 months prior to the 2006 study varied considerably. Just under half (46%) of participants contributed less than 50 hours over the year, while 8% gave at least 400 hours over the same period. The average number of hours per week was 2.6, but this was influenced by those volunteers who contributed a large number of hours. The median of 56 hours per

year or 1.1 hours per week probably gave a better picture of volunteering rates (Australian Bureau of Statistics, 2006).

The commitment to a particular organisation was shown, with 26% of participants having volunteered for more than 10 years (Australian Bureau of Statistics, 2006). A further 19% had done so for 6 to 10 years. The people who were relative newcomers to volunteering mostly came from the younger age groups, with 57% of 18–24 year-olds and 44% of 25–34 year-olds having done so for five years or less. These numbers could reflect a family tradition towards volunteering because 52% of participants reported that their parents had also undertaken voluntary work.

The study by the Australian Bureau of Statistics (2006) also revealed that employed women with children were very likely to do volunteer work, which seems to contradict the statement by Macky (2001) that women no longer feel the need to contribute to the community. It perhaps is the drop in the number of hours at people's disposal that is impacting on organisations such as Girl Guides, Rotary and Apex (Aisbett, 2007).

In summary, the literature reviewed has shown that the number of people who volunteer in all aspects of society is declining as well as the number of hours that volunteers contribute. This has serious implication for Guiding. Whilst the literature showed that fewer people are volunteering their time, more females do so than males and that is encouraging for GGA as it is an all-female organisation. Past studies identified several factors related to behaviours that underpin volunteering, ranging from work experience leading to benefits in employment to acting on values important to the volunteer. Recognition for their efforts and building social networks were suggested as two motivations for volunteering. The inconvenient timing of

activities was suggested as one of the main barriers to volunteering along with already being busy with interests or work.

The reviewed literature also indicated that a person might consider volunteering if training and support were provided, if there was a clear task to be undertaken, if the effort was going to be appreciated and if he or she was actually asked. Within GGA, Leaders and helpers do receive training for their roles and are supported once appointed. Appreciation is shown through the receipt of awards and certificates. The individual tasks that an adult Leader in GGA needs to undertake in her role are clearly set out in the Australian Adult Leadership Program, but the past research reviewed above suggests that people want a specific task rather than a role if they are to volunteer.

Guides Australia, Leaders and helpers do receive training for their roles and are supported once appointed. Appreciation is shown through the receipt of awards and certificates. The individual tasks that an adult Leader in GGA needs to undertake in her role are clearly set out in the AALP, but the past research reviewed above suggests that people want a specific task rather than a role if they are to volunteer.

2.8 Summary

Through the literature reviewed, this chapter has identified several features that are recommended for incorporation into programs aimed at helping young people to develop their potential in ways that would benefit themselves and society.

The literature suggests that programs which are advantageous to participants' development offer young people the opportunity to: plan their own activities; question; express their own views and have them considered; develop skills; be in an

environment of mutual respect; experience guidance by adults while feeling safe, supported and comfortable; be challenged; and be able to set and achieve personal goals. According to the literature, young people wanted ‘fun and friends’ and ‘voice and choice’.

Non-formal education is considered by various authors to be a viable alternative to formal education because of its characteristics of learning by doing and putting newly-acquired skills into immediate action, having an identifiable purpose for that learning, receiving acknowledgement and recognition for effort and not just achievement, offering immediate reward for the development of a skill, providing adult mentoring, and providing meaningful relationships between facilitators and participants.

According to the literature, girls typically experience more personal growth if they are in a single-sex environment because it allows them to explore their own leadership skills and voice their opinions freely.

Several studies have demonstrated that age-appropriate activities that allow everyone to contribute at his or her own level are of maximum benefit to all participants in the programs. Skill and socialisation levels can be expected to increase with age if there is supportive and encouraging adult involvement throughout. A non-competitive environment is viewed as beneficial in the literature.

Ideally, according to the literature reviewed, programs also would have well-trained adult facilitators who are creative, are committed, expect a high standard of behaviour, and preferably are in for the long-term. These adults typically benefit from being in an organisation that is supportive, provides mentors, recognises existing competencies while encouraging the development of new ones, and offers

equal opportunity for everyone to participate and progress. Practical demonstrations of competence in required skill areas are preferred to theoretical examinations in the literature. Specification of required competence through a learning contract is also viewed as appropriate.

Although adult facilitators are often seen as the leaders of programs, shared leadership between facilitators and participants is viewed as superior because it allows the development of skills by people who might otherwise not have that opportunity. The use of role models and peer networks also are considered to be viable learning alternatives whilst also allowing a demonstration of leadership characteristics.

Volunteering is described in the literature as being equally beneficial to those doing the volunteering and to the organisation in which that volunteer work is undertaken. The perceived benefits to the volunteer include an increased social network, enhanced self-esteem, a form of work experience leading to career opportunities, and the development of knowledge and skills. Issues concerning volunteering identified in the literature include problems of legal coverage, fear of litigation, insurance matters, and protection of the volunteers themselves. Several studies suggest that volunteering is more likely to occur if the timing is convenient, if training and support are available, and if volunteers are appreciated. There is also a need for volunteers to feel that the work that they undertake makes a difference to others less fortunate than themselves. Volunteering also is more likely to be ongoing if undertaken in a pleasant and safe environment.

While it might not be clear whether GGA provides a product or a service, the reviewed literature suggests that, whichever it is, quality needs to be established and

maintained if the organisation is to have credibility. If the requirement of GGA is to provide a viable, attractive and useful program for its members so that ultimately society benefits, then the skills demonstrated by Leaders, Guiding Partners and Trainers need to be compared with established standards, improved if necessary, and reviewed periodically so that continuity is assured.

In summary, participation in an organisation with programs that follow the best-practice principles of non-formal education was identified in the literature to be beneficial to facilitators and participants alike. Studies also suggest that it is essential to have quality assurance and trained and supported facilitators, even if they are volunteers, in order to maximise the positive outcomes for youth participants.

The purpose of the present study was to investigate the perceptions of the participants in the programs offered by Girl Guides Australia in order to determine whether those participants recognise any of the elements of best-practice identified in the literature. A description of the programs is given in Chapter 3. Chapter 4 explains the methodology used for collecting and analysing the data.

Chapter 3

PROGRAMS OFFERED BY GIRL GUIDES AUSTRALIA

3.1 Introduction

My study examined perceptions about the Girl Guides Australia (GGA) programs in which the youth members, Trainers and Leaders participate. This chapter gives an overview of those programs. It is presented in seven sections. Section 3.2 outlines the five programs that come under the banner of GGA, together with the value system that underpins the organisation. This is followed by three sections explaining, respectively, the structures of the Australian Guide Program (AGP), the Australian Adult Leadership Program (AALP) and the Australian Trainers' Training Program (ATTP). These are the programs that were investigated in this study. Section 6 shows the features that are common to all the programs and Section 7 provides a summary of this chapter.

3.2 Overview of the Girl Guides Australia Programs

There are five programs offered by Girl Guides Australia:

1. The *Australian Guide Program* (AGP) (Girl Guides Australia, n.d.-b) is for girls and youth aged 5 – 17 years. It is a program that emphasizes values, leadership and life skills and an outdoors focus. Through participation in this program, the aim is for girls to grow into confident, self-respecting, responsible community members through challenge, recognition, fun and friendship (Girl Guides Australia, 2008).
2. The *Olave Program* is for young women aged from 18 to 30 years (Girl Guides Australia, n.d.-f) and provides a framework for participants to

further their personal development through activities and training in a peer environment. Participants might also be Leaders. (Olave members have not been identified for this current research.)

3. The *Australian Adult Leadership Program* (AALP) is for any adult female who wants to take on a leadership role within the organisation (Girl Guides Australia, n.d.-e).
4. The *Australian Trainers' Training Program* (ATTP) is for experienced Leaders who want to develop skills as trainers of other adults in Guiding (Girl Guides Australia (Inc), 2007).
5. The *Trefoil Guild* is for any adult female who seeks to maintain the ethos of Guiding in the community and who supports Guiding generally (Girl Guides Australia, n.d.-g), but prefers to be involved in a mainly social environment. There is no upper age limit. (Trefoil Guild members have not been identified for this current research.)

The mission statement of GGA, under which all the programs fit, reflects the purpose of today's Girl Guides and its original aim as explained in a foreword to 'Scouting for Boys' written in 1932 (Baden-Powell, 1991):

... (T)he object of becoming an able and efficient Boy Scout is not merely to give you fun and adventure but ... will be fitting you to help your country and to be of service to other people who may need your help. A true Scout is looked up to ... as a fellow who can be trusted ... (p. viii)

Whilst never losing sight of the need for fun and adventure, Baden-Powell (B-P) also wanted to shape the morals of the youth of the day by "... not ... punishing a child for

a bad habit, but by substituting a better occupation, that will absorb his attention, and gradually lead him to forget and abandon the old one” (Jeal, 1989, p. 396). The better occupation from the boys’ perspective was the fun and adventure, but underpinning that was a system of values that B-P considered would benefit the participants in Scouting and society in general. These values were written as an Oath (now called the Promise) (Jeal, 1989, pp. 392-394) and a Scout Law made up of 10 parts.

Although the wording has been modernised over the years, Girl Guides worldwide have a Promise and Law based on the original words by B-P that sets out the code of living that the girls are expected to follow. For Guides of all ages in Australia the Guide Promise is:

I promise that I will do my best:
to do my duty to God, to serve the Queen and my country;
to help other people; and
to keep the Guide Law.

The Guide Law is:

1. A Guide is loyal and can be trusted.
2. A Guide is helpful.
3. A Guide is polite and considerate.
4. A Guide is friendly and a sister to all Guides.
5. A Guide is kind to animals and respects all living things.
6. A Guide is obedient.
7. A Guide has courage and is cheerful in all difficulties.
8. A Guide makes good use of her time.
9. A Guide takes care of her own possessions and those of other people.
10. A Guide is self-controlled in all she thinks, says and does.

(Girl Guides Australia, n.d.-c)

Deliberately, the wording is all positive, stating what a Guide will be like and what can be expected of her rather than negative commandments (Jeal, 1989, p. 394).

The question arises, then, as to the ability of an organisation based on purposes articulated a century ago to meet the needs of the present time. The dilemmas faced by society today have changed from those of B-P's time, but they are no less real, with young people needing to be given the skills and self-confidence to cope with and overcome these dilemmas in the best way possible. My study investigated the perceptions of today's members of GGA in relation to the practical and personal skills that they have gained through participation in the organisation's programs.

3.3 Australian Guide Program

The AGP is a flexible system aimed at providing opportunities for participants to plan their own activities and challenges, and carry them out with the assistance of an adult Leader. Everything that the Guide does is related to the four Elements of the AGP whereby girls:

- i. gain personal growth through challenging themselves (*Self*)
- ii. grow fit and healthy through *Physical* activity
- iii. develop friendships and understanding of other *People*
- iv. and learn *Practical* skills to help them through life

The activities are based on seven areas of Guiding that reflect historical and modern aspects of an organisation that has reached its centenary. A Guide:

- i. shows an understanding of moral and ethical values through a commitment to the *Promise and Law*;

- ii. explores the *Outdoors* and respects the environment;
- iii. gives *Service* to others; is part of Guiding round the *World*;
- iv. builds on the history of Guiding through its *Traditions*;
- v. develops *Leadership skills*;
- vi. participates as a member of a *Patrol* (small group).

These components are known as the seven Fundamentals (Vernon-Reade, 2000b, p. 3). The Elements and Fundamentals are represented in the image shown in Figure 3.3.1. It has the outline map of Australia as its background to show that it is a representation of the Australian program.

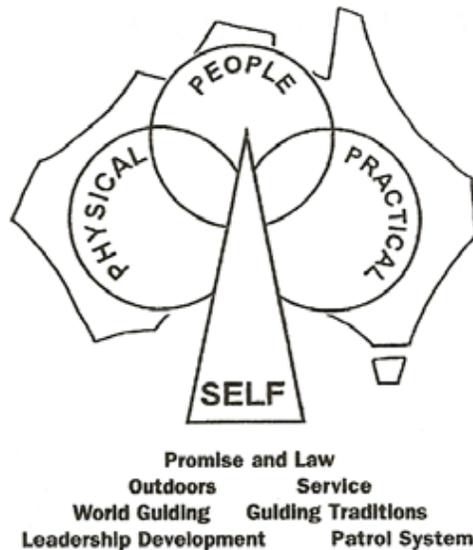


Figure 3.3.1 Symbol of the Australian Guide Program

The philosophy of the AGP is that the process used in working towards an outcome is important, rather than on the activity itself. When Guides plan their own Unit meeting, they are likely to gain confidence in choosing activities to suit their needs and learn the important skill of self determination (Girl Guides Australia, 2008). The

process is explained in the image given in Figure 3.3.2 and is similar in concept to that of action research (Dick, 2000).

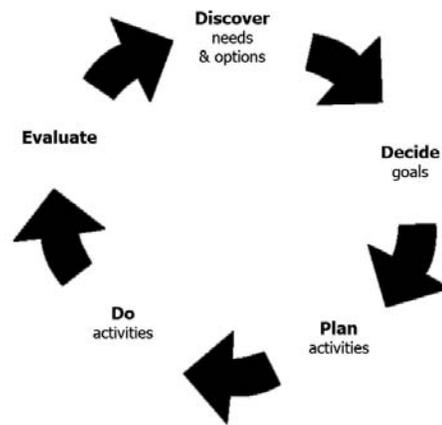


Figure 3.3.2 Decision-making Process of the Australian Guide Program

The AGP follows the World Association of Girl Guides and Girl Scouts (WAGGGS) Girl Guide / Girl Scout Method by combining the use of different educational tools to achieve its aim of developing the full potential and identity of each participant:

- Commitment through the Promise and Law encouraging the development of the whole person
- Progressive self development facilitating self-motivation and freedom of choice
- Learning by doing to encourage participants to complete challenges to the best of their ability
- The Patrol system to encourage teamwork, the formation of friendships, to learn cooperation, and experience democracy in action
- Service in the community to show that members are a part of a bigger whole, with global responsibilities
- Outdoor activities to give an appreciation of the natural world and to expand the horizons of children living in urban or industrial areas
- Active cooperation between young people and adults so that each may learn from and help the other dispelling the illusion of the generation gap

- Symbolism, combined with ritual, to give participants worldwide a sense of group membership overcoming barriers of language and culture.
(Girl Guides Hong Kong, n.d.).

The Leaders of Youth are trained to deliver the AGP at a level suitable for the age range of the girls in their Units. Those girls can choose to participate in the program exactly as delivered and when delivered, or to challenge themselves by participating in the recognition system incorporated into the AGP.

Membership of GGA is voluntary and is granted to any female who accepts the principles and beliefs of Guiding and who has paid an annual fee (Girl Guides Australia, 2008). A Guide is any girl or woman who has made the Guide promise.

Participation in the AGP is dependent on membership. Girl Guides is a values-based organisation that has a code of living articulated by the Guide Promise and Law. Whilst every youth member is encouraged to commit to the ethos of Guiding by making the Guide Promise, it is not a requirement of participation in the AGP. Commitment to the Promise is, however, a requirement for participation in the AGP recognition system (Vernon-Reade, 2000a).

The recognition system of the AGP includes three achievement awards (Vernon-Reade, 2000a). They are the Junior BP Award, the BP Award and the Queen's Guide Award. A letter to Leaders (K. Chatto, personal communication, January 2, 2008) identified the minimum age for commencing the Junior BP award as 7 years, the BP Award as 10 years, and the Queen's Guide as 14 years. The ages were established to accommodate the increased abilities of the girls identified at each developmental level. As the degree of difficulty increases with each award, from Junior BP to Queen's Guide, so does the level of ability according to educational principles.

Different age groups display different ability levels in terms of mental aptitude, applications to tasks, understanding concepts and applying knowledge (Berk, 2008; Hughes, 2002), with these differences being reflected in the three levels of these high achievement awards.

Along with the formal awards described above, GGA also has a series of informal awards (badges) that girls can choose to achieve. There are three strands – Explore a Challenge, Create a Challenge (Vernon-Reade, 2000b) and Achieve a Challenge (Vernon-Reade, 1999). There are no age requirements for commencing or completing them. Explore and Create a Challenge badges are self- and peer-assessed, while the Achieve strand is assessed by an adult with a suitable qualification in the skill area (Vernon-Reade, 1999).

Fundamental to the AGP is the Patrol System, a concept of working together in small groups that was first introduced by B-P and that has carried through to the current AGP. Each Patrol or small group has a Patrol Leader (PL), selected from the girls, who has an assistant (APL). The role of the PL and APL within a Unit depends on the age range of the girls in the Unit and the tasks that the adult Leader delegates. Hughes (2002) stated that children working together help each other by providing missing pieces of information, thus helping them to learn from each other to experience a greater sense of overall achievement.

My study examined whether participants in the AGP can identify: participating in activities relating to the values expressed in the Promise and Law; use of the Elements and Fundamentals in the Unit activities; participating in the recognition and awards systems; using the Patrol system for teamwork and leadership skill development; and shared leadership between youth members and adults.

3.4 Australian Adult Leadership Program

The AGP was designed to provide a “non-formal education program that is a dynamic, flexible and values-based training in life skills, decision-making and leadership” (*Guides Australia*, 2007). Whilst it was established for youth members under the age of 18 years, a competency-based system for Leaders was introduced at the same time to ensure correct delivery of that program. AALP is undertaken by all female adults wishing to become qualified Leaders within GGA, and it also provides a non-formal learning environment for participants. Women progress from simply finding out about Guiding, to stages of skill development to the point of assuming total responsibility for the delivery of the AGP and the care of the youth members in their charge.

The styles of leadership preferred under the AGP and AALP are set out in the Leader’s Journal as one of the sets of competencies required to become a qualified Leader. The preferred style reflects a system of shared leadership, which is a partnership between the adults and the girls and relies on the strategy of guidance, not instruction. This method has been found to promote confidence in: the girl’s decision-making skills; having a voice that will be heard; and leadership (Denner et al., 2005).

For those adult women who want to take on a leadership role, there is a variety of positions available (Girl Guides Australia, n.d.-e), all of which allow participants to strengthen their own skills while helping youth members to develop theirs. There are three leadership roles, namely, Leader of Youth, Leader of Adults, and Resource Leader. It is not unusual for one person to hold multiple roles.

A Leader of Youth has the responsibility of delivering the AGP to youth members. A Leader of Adults provides support for the other Leaders in her local area or region. A Resource Leader is not necessarily attached to a Unit of youth members, or to an area or region. She might have particular skills, perhaps camping or outdoor skills, and prefers to share that knowledge when asked to do so rather than taking on a regular role within Guiding (Girl Guides Australia, n.d.-e).

The AALP is made up of a number of discrete modules, all of which are competency based, which involve increased skills in areas required by GGA (Girl Guides Australia, n.d.-d). It comprises four levels which are diagrammatically represented in Figure 3.4.1. The first two levels, Guiding Awareness and Leadership Development, are undertaken by all adult Leaders as they require demonstration of competency in the basic principles of Guiding and leadership as well as the generic skills for being part of a multi-tiered organisation (i.e. networking, finances, planning, first aid, and so on).

Once a Leader has completed Guiding Awareness and Leadership Development, she can choose the role that she wishes to undertake: Leader of Youth, Leader of Adults or Resource Leader. The third AALP level, Leadership Qualification, is made up of core modules applicable to all roles, as well as those that are relevant to each specific one. The role undertaken by the adult female is a matter of personal choice. Upon completion of the required Qualification modules, and subject to successful Police checks, the person is appointed to her leadership position.

To demonstrate a commitment to the role and to show a desire to ensure ongoing personal development, each Leader is required to complete two areas of further development in each three-year period. The fourth level of the AALP comprises a

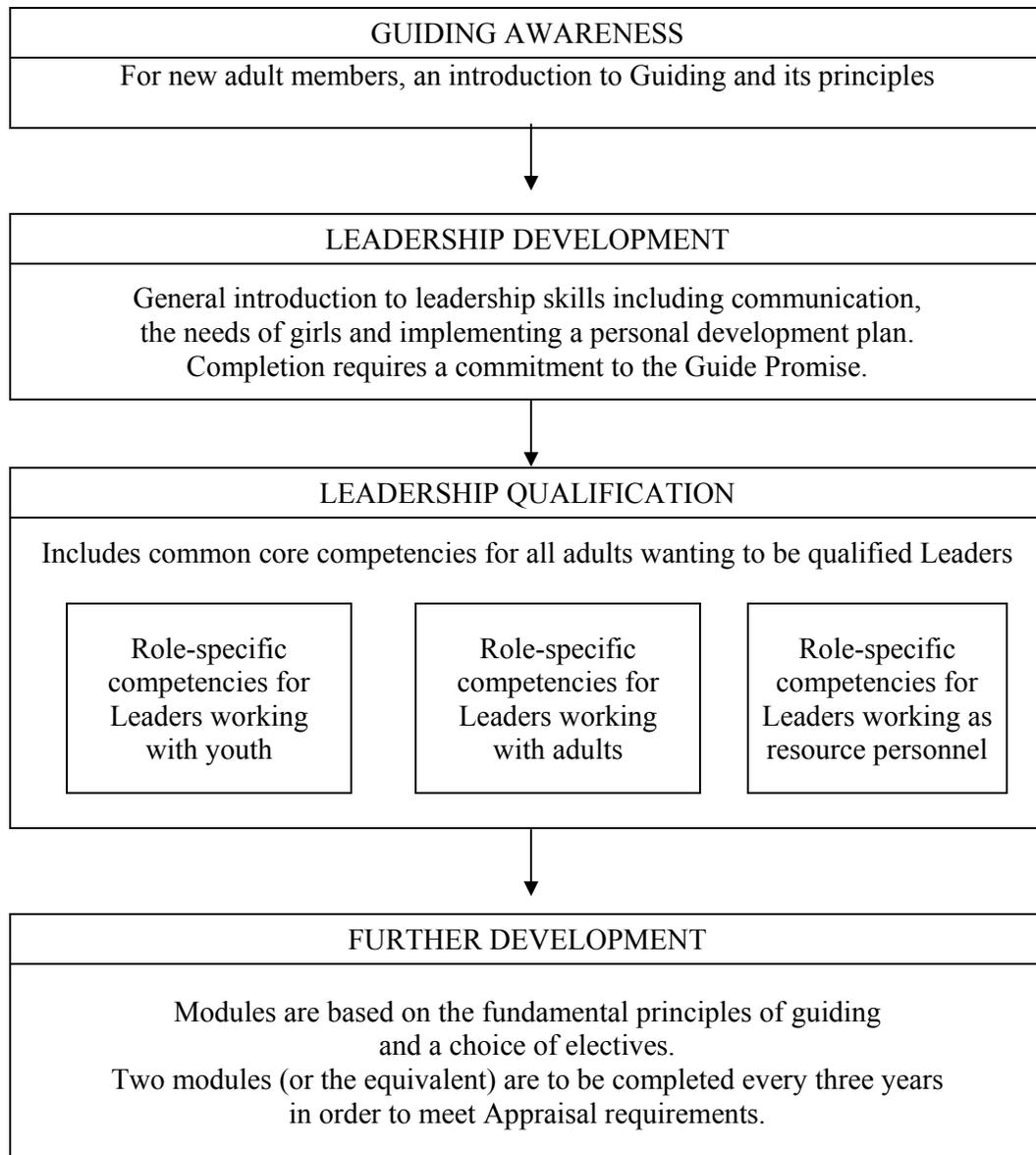


Figure 3.4.1 Diagrammatic Representation of the Australian Adult Leadership Program

number of Further Development modules (Girl Guides Australia, n.d.-d) from which Leaders can choose. These modules also require a demonstration of competence in the chosen skill area. To ensure that any adult appointed to a role within the organisation keeps up-to-date with the requirements of GGA and the position that they hold, they are required to complete an appraisal every three years (Girl Guides

Australia, 2008). The appraisal is conducted by a suitably-qualified and experienced Leader, known as a Guiding Partner, who assesses the Leader's activities within her role, ensures compliance with administrative and legal requirements, and ensures that her training is current. Guiding Partners also act as mentors to new Leaders as they are completing the AALP. Experienced Leaders can become Guiding Partners by demonstrating the competencies set out in the corresponding Further Development module. The Guiding Partner is required to: assess the skill level of the Leader with whom she is working; provide recognition of current competencies (RCC) and of prior learning (RPL); facilitate training where skills are lacking; and oversee the Leader's progression in a timely manner (Girl Guides Australia, 2008).

Completion of each level of the AALP and each Further Development module is recognised by the awarding of a certificate.

My study examined adult member's perceptions of the AALP and the benefits of participating in it, as well as the mentoring with Guiding Partners (GP), training undertaken for the GP and Leader roles, recognition of existing skills and competencies, and any disadvantages of having a leadership role.

3.5 Australian Trainers' Training Program

Although the AALP relies on the demonstration of competencies, many women who undertake leadership roles are not familiar with the Guiding ethos, the Guiding program or the legal requirements. Therefore training in such things, as well as any other aspect of their role, is required.

To provide each adult member with appropriate knowledge and skills, introductory and ongoing training is provided by GGA. Just like Leaders and Guiding Partners,

the Trainers are volunteers who have suitable skills for the role. They undertake the Australian Trainers' Training Program (ATTP), which is delivered through non-formal education practices. The ATTP is diagrammatically represented in Figure 3.5.1.

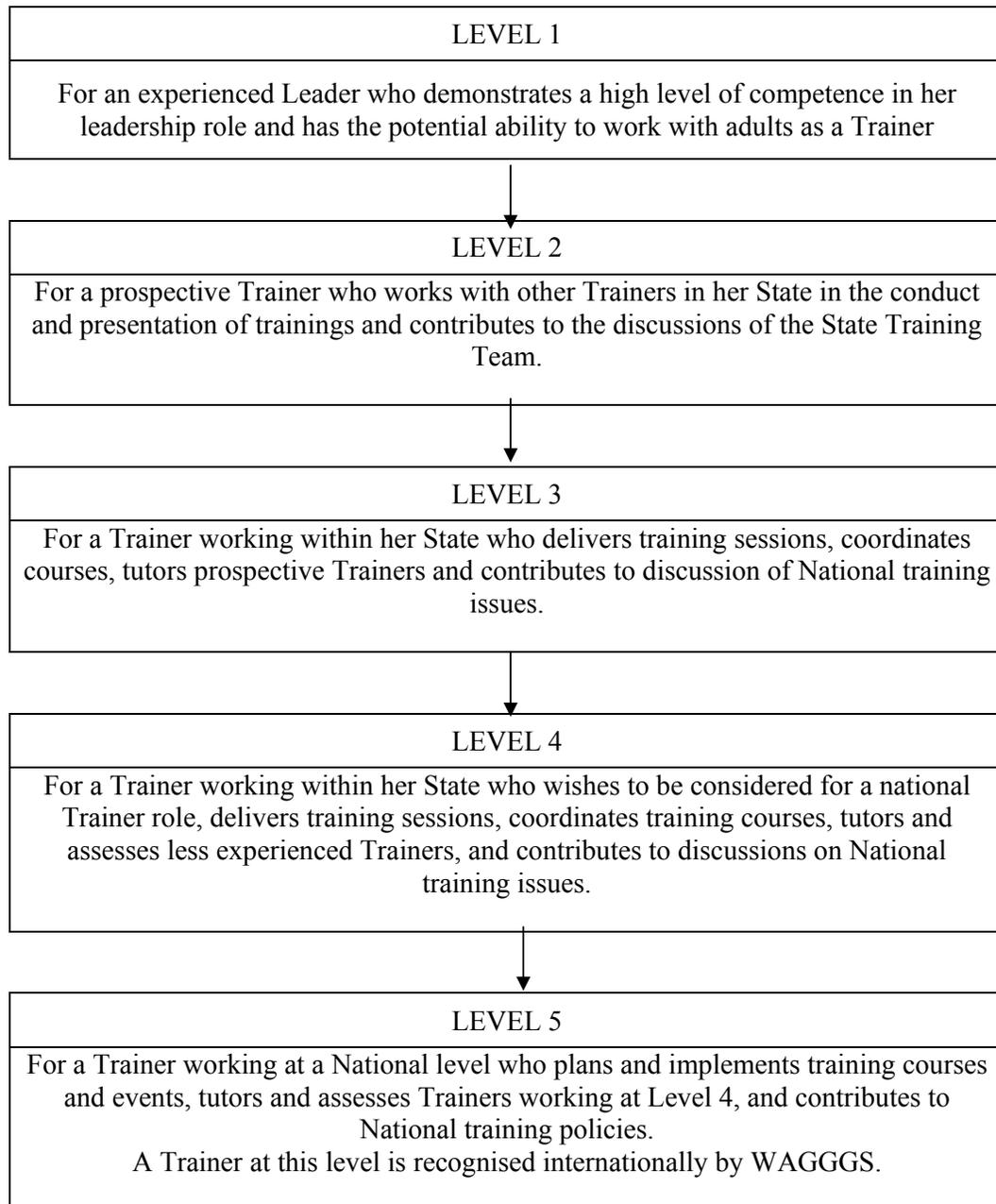


Figure 3.5.1 Diagrammatic Representation of the Australian Trainers' Training Program

The ATTP comprises a number of levels, starting at level 1 and advancing to level 5 as competencies are developed. The program allows women over the age of 18 years to progressively acquire skills in local session planning, delivery and evaluation through to coordination of national conferences and production of training resources. There is no time limit for completing the levels and Trainers can choose not to complete them all. Completion of each level is recognised by the awarding of a certificate.

Guide Leaders have Guiding Partners to mentor and assist them. Trainers have Training Partners who act in the same capacity. They are experienced Trainers who are willing and able to help less-experienced ones develop their skills. Acting as a mentor and assessor of skills is considered to be one of the progressive competencies of a Trainer as they work through the ATTP (Girl Guides Australia (Inc), 2007). Trainers also go through an appraisal process every three years to ensure currency and commitment to the role.

My study investigated the perceptions of participants in the ATTP in relation to the use of the mentoring system, the recognition of current skills and competencies, and benefits or disadvantages to being a Trainer.

3.6 Common Aspects of the Programs

Whilst it might not be immediately obvious, all the programs offered by Girl Guides Australia follow a similar process and support the concept of lifelong learning and the development of skills for life in that:

- All programs have voluntary participation.
- All programs are geared towards the development of the individual to the highest standard possible for the participant whether youth or adult.

- Apart from the periodic appraisal required of Leaders and Trainers, participants can choose at what level they function.
- All follow the non-formal education system of being practical, specific, flexible in delivery and focussed (Smith, 1996, p. 7).
- The pace of learning is based on self-motivation.
- All programs have stages which reflect a development in skills and competencies, and completion is acknowledged by a certificate or badge.
- The expected skills and competencies are age-appropriate and developmentally-appropriate.

3.7 Summary

This chapter has provided background information about the three programs which are offered by GGA and which were investigated in this study using questionnaires given to youth members of Girl Guides Australia and their parents, Trainers and Guide Leaders.

Female members aged 5–17 years participate in the AGP under which the girls have the opportunity to develop leadership and life skills and to participate in special award schemes such as Junior B–P, the B–P, and the Queen’s Guide. The activities facilitated by the AGP fit into four Elements – Physical, People, Practical and Self – and seven Fundamentals – Promise and Law, Outdoors, Service, World Guiding, Guiding Traditions, Leadership skill development and the Patrol system – and they follow the Girl Guide / Girl Scout method of learning by doing.

The girls belong to Guide Units that are led by Leaders who have undertaken the AALP. Participant’s progress through the program by demonstration of competencies considered necessary by GGA and are appraised in their role every three years to ensure ongoing compliance with leadership requirements.

For their role, the Leaders undertake training which is delivered by experienced Leaders who have undertaken the ATTP. This program also requires the demonstration of competencies as the basis for advancement through the levels.

Participation in all of these programs is dependent on membership of GGA and a commitment to the values articulated through the Guide Promise and Guide Law.

In this study, in order to explore how participation in these programs contributes to the lives of adult and youth members, questionnaires were constructed which allowed Girl Guides, parents of the Guides, Trainers and Leaders to articulate their perceptions through the provision of quantitative and qualitative data. The methodology of the study is explained in Chapter 4.

Chapter 4

RESEARCH METHODS

4.1 Introduction

The current study of Girl Guides Australia (GGA) and the relevance of its programs are described as a case study to provide an “in depth exploration of a bounded system” (Cresswell, 2005, p. 589). Quantitative and qualitative data were collected from a convenience sample drawn from the members of GGA. Whilst the main part of the study used quantitative data, I followed Dorman’s (2002) suggestion that gathering supplementary information by observation or interview can help the researcher to explain or understand the nature of the findings. In a book chapter describing the use of quantitative and qualitative methodologies, Tobin and Fraser (1998) concluded that “... we advocate the use of both in an effort to obtain credible and authentic outcomes” (p. 639). Consequently, in this study, focus groups were used to provide some of that supplementary information, while other qualitative data were obtained through the use of open-ended questions included in the questionnaires.

The quantitative data were analysed using the software package SPSS Statistics Version 17 to provide an efficient method of summarising responses and comparing groups of respondents. The qualitative data from the questionnaires were analysed using the SPSS Text Analysis for Surveys software to generate themes for descriptive display. The visualisation techniques within the text analysis software allowed the generation of category web graphs to show combinations of responses given. The material gathered from the focus groups was analysed manually and used to provide background information for the researcher.

The data collection served two purposes:

1. to address the research questions for the study.
2. to provide a review of the Australian Trainers' Training Program (ATTP) and the Australian Adult Leadership Program (AALP) as requested by Girl Guides Australia.

The groups of interest were youth members of the organisation, parents of those youth members, Leaders of Girl Guide Units, and Trainers of those Leaders. The National Board of Girl Guides Australia was fully supportive of the study and the Chief Commissioner (CC) provided letters of support and encouragement to send to each prospective participant. Participation was voluntary for all aspects of the data collection and for all groups.

The questionnaires and letters were distributed by mail using names and addresses of Trainers and Leaders provided by each State office following a request by the National Board of GGA.

A letter of introduction from the researcher, a questionnaire, the consent form and a letter of introduction from the Chief Commissioner were sent by mail to all Trainers in each State because numbers were limited. They also received a return addressed reply-paid envelope.

Within the Leader group, there is a subset of more-experienced personnel who act as mentors and assessors for those undertaking the AALP. These people are known as Guiding Partners (GPs). Using the mailing lists provided, a letter of introduction from the researcher, a questionnaire, the consent form, a letter of introduction from the Chief Commissioner, and a return addressed reply-paid envelope were sent to every GP because these numbers were also limited. From the remaining Leaders, the

first one in every five from the list of names provided was sent the same set of documents.

Trainers and Leaders were approached first so that the information collected could be used for the periodic review of the ATTP and the AALP as required by the World Association of Girl Guides and Girls Scouts (WAGGGS). The program reviews were completed and submitted to the National Board of GGA in August 2008. The terms of reference for each review are given in Appendix A and Appendix B.

The distribution of questionnaires to youth members and their parents was also based on the Leader mailing list. Using the second in every five of the remaining names of Leaders provided by the States, three sets of youth and parent questionnaires were sent to Leaders with the request that they distribute them to three families within their Unit.

Questionnaires were accompanied by a letter of support for the study from the Chief Commissioner, a letter of introduction from the researcher, a consent form and a return addressed reply-paid envelope.

Completed forms were sent directly to the researcher at Curtin University to ensure that the individual respondent's information remained confidential and could not be viewed by other members of the Girl Guide organisation. Consent forms and questionnaires were stored separately to further ensure confidentiality.

Copies of the documents sent to youth members, parents, Trainers and Leaders are given in Appendix C, D, E and F, respectively. Table 4.1 shows the numbers of questionnaires distributed for each group of participants within each State, the numbers returned and the percentage return overall.

Table 4.1
Number of documents distributed and returned, broken down by state

| State | Number distributed | | | | Number returned | | | |
|--------------------|--------------------|--------|---------|--------|-----------------|--------|---------|--------|
| | Youth | Parent | Trainer | Leader | Youth | Parent | Trainer | Leader |
| New South Wales | 570 | 570 | 25 | 416 | 125 | 124 | 11 | 144 |
| Northern Territory | 24 | 24 | 3 | 6 | 0 | 0 | 1 | 2 |
| Queensland | 420 | 420 | 46 | 251 | 89 | 89 | 21 | 83 |
| South Australia | 201 | 201 | 15 | 97 | 48 | 47 | 4 | 26 |
| Tasmania | 54 | 54 | 7 | 42 | 20 | 20 | 5 | 18 |
| Victoria | 810 | 810 | 27 | 364 | 110 | 110 | 15 | 115 |
| Western Australia | 135 | 135 | 13 | 129 | 45 | 44 | 10 | 50 |
| Total | 2214 | 2214 | 136 | 1311 | 437 | 434 | 67 | 438 |
| Percentage | | | | | 19.7% | 19.6% | 49.2% | 33.4% |

4.2 Questionnaires

The questionnaires comprised a number of sections, each one relating to different aspects of the study. For comparative purposes, the same or similar questions were included in the questionnaires for each group of respondents. Table 4.2 shows the questions for each of the four groups of participants that relate to the various research questions listed in Section 1.5.

Research Question 6 is not included in the table as it involves comparisons of group results rather than particular questions from the questionnaires.

Table 4.2
Mapping of questions across the four groups of participants

| Research question | Participant groups | | | | | | |
|---------------------|--------------------|--------|---------------------------|----------|-----|---------|-----|
| | Youth | | Parents | Trainers | | Leaders | |
| Demographics | Q2 | Q12 | | | | Q1 | Q30 |
| | Q3 | Q13 | | | Q2 | Q2 | Q31 |
| | Q4 | Q15 | | | Q3 | Q29 | Q32 |
| | Q5 | Q16 | | | | | |
| | Q6 | | | | | | |
| Guiding experience | Q7 | Q10 | Q6 | Q4 | Q8 | Q3 | Q6 |
| | Q8 | Q11 | Q7 | Q5 | Q9 | Q4 | Q28 |
| | Q9 | | Q8 | Q6 | Q10 | Q5 | |
| Research Question 1 | Q21 | Q34 | Q17 | Q14 | Q23 | Q7 | Q16 |
| | Q22 | Q35 | | Q15 | Q24 | Q8 | Q18 |
| | Q24 | Q36 | | Q16 | Q25 | Q9 | Q23 |
| | Q25 | Q37 | | Q17 | Q27 | Q12 | Q34 |
| | Q26 | Q40 | | Q18 | Q30 | Q13 | Q35 |
| | Q33 | Q41 | | Q21 | Q35 | Q14 | Q40 |
| Research Question 2 | Q45 | | Q16.7 | Q38 | | Q37 | |
| | Q46 | | Q16.8 | Q39 | | Q38 | |
| | Q47 | | (In relation to daughter) | Q43 | | Q45 | |
| | Q48 | | | Q44 | | Q46 | |
| | Q50.8 | | | | | | |
| Research Question 3 | Q42 | | Q18 | | | | |
| | Q43 | | | | | | |
| | Q50.4– Q50.7 | | | | | | |
| Research Question 4 | Q27 | Q49 | | | | | |
| | Q28 | Q50.1 | | | | | |
| | Q30 | Q50.2 | | | | | |
| | Q31 | Q50.3 | | | | | |
| | Q32 | Q50.9 | | | | | |
| | Q38 | Q50.10 | | | | | |
| Q39 | Q50.11 | | | | | | |
| Research Question 5 | | | Q16.1–Q16.6 | | | Q44.1 | |
| | | | Q19 | | | Q44.2 | |
| | | | Q20 | | | | |
| Research Question 7 | | | | Q40 | | Q42 | |
| | | | | Q41 | | Q43 | |
| | | | | Q42 | | Q44.3 | |
| Research Question 8 | | | | Q19 | | Q10 | |
| | | | | Q20 | | Q11 | |
| | | | | Q36 | | Q41 | |
| | | | | Q37 | | | |
| Research Question 9 | | Q18 | | Q26 | Q31 | Q17 | Q24 |
| | | Q19 | | Q28 | Q32 | Q19 | Q25 |
| | | | | Q29 | Q33 | Q20 | Q26 |
| | | | | | Q34 | Q21 | Q36 |
| | | | | | | Q22 | Q39 |

4.3 Focus Groups

Three different focus groups (described previously in Section 1.6) were held to coincide with conferences and training courses being held in Western Australia. The groups were Trainers, Guiding Partners and Leaders from across the State.

Each group was asked: what is meant by 'Guiding spirit', a term often used to describe that nebulous thing that binds all members; what effects participation in Guiding has had on their lives; other people's expectations of them in their respective roles; and what GGA as an organisation expects of them.

Information collected from the focus groups was examined and tabulated manually to display not only the similarities, but the variety of ideas expressed by members who had received the same training in the principles and processes of the same organisation.

4.4 Analysis of Quantitative Data

The analysis of the quantitative data was completed using the software package SPSS Statistics Version 17.

Initially, the quantitative data collected from the Guides and their parents, Trainers and Leaders were entered into separate files. Each file was checked for data-entry errors by producing frequency distributions for each question. A number of anomalies were identified using this process and corrections were made. The corrected files were used for the ongoing analysis for each group separately.

Because the questionnaires for youth members and their parents were returned together, each pair was given the same sequence number. This was then used to

construct a data file of matched pairs to compare parental perceptions with those of their daughter.

A sixth data file was created by combining the relevant overlapping questions from the four groups. A variable was added to specify group membership and this was used as the independent variable for comparative analyses across all respondents.

The research questions were divided into three sections pertaining to: 1) the method of delivery of the programs offered, (2) youth members of GGA and their parents, and (3) adult members of GGA.

Before addressing the research questions, analysis was undertaken for each variable measured on an interval scale to test for normality of distribution by using the Explore procedure with the Kolmogorov–Smirnov Test of Normality. This test is used for samples over 50 cases for the null hypothesis that there is no difference between the distribution being tested and a normal distribution. The Explore procedure also gave Normal Q–Q plots to allow a visual check of the distribution against the normal distribution line. Establishing normality, or otherwise, is necessary for determining whether parametric or non-parametric statistical tests should be used when comparing responses between groups. The differing sample sizes in each group (67 Trainers, through to 437 youth members) suggested that both parametric and non-parametric tests could be required. Both were used in all instances. The results of the parametric and non-parametric tests were compared to ensure that they were consistent. Because the statistical significance results for both tests were similar, in that they were either both statistically significant ($p < 0.05$) or both not statistically significant ($p > 0.05$), the parametric ones were reported as they relate more closely to the original data. The information provided by the parametric

procedures allows discussion of means and standard deviations for the original data coding, whilst the non-parametric procedures provide information in terms of mean ranking, which does not relate directly to how the original variables were coded.

Frequency distributions, along with means and standard deviations where appropriate, were used to provide descriptive information for tabulation within each group. These were used to address Research Questions 3 to 5 for the youth and parent data, and Research Questions 7 to 9 for the Leader and Trainer data.

The Paired Samples *t* test (a parametric test) and Wilcoxon signed-rank test (a non-parametric test) for two related samples were used to compare youth and parent responses to questions in order to answer Research Question 6. The Paired Samples *t* test tests the null hypothesis that, statistically, there is no significant difference between the scores for the same variable (a perception question, for example) measured twice. In this study, the two measurements are the perceptions of the youth member and the perceptions of the parent matched to that youth member.

The *t* test assumes that the data are normally distributed, and are measured at least at the interval level (Field, 2005). The Wilcoxon test is non-parametric and therefore does not have these statistical assumptions. In the Wilcoxon test, the values of a dependent variable, such as a perception, are sorted into ascending order and assigned a ranking number so that the lowest value is given a rank of 1, the next lowest value is given a rank of 2, and so on. This means that low scores are given low ranks and high scores are given high ranks (Field, 2005). The analysis then involves comparing rankings for the groups rather than actual scores for the groups.

A sixth data file was created by combining the overlapping questions from the four groups. A variable was added to specify group membership and this was used as the

independent variable for comparative analyses. Research Question 9, involving comparing Trainer and Leader perceptions, was addressed through use of the parametric Independent Samples *t* test and the corresponding non-parametric Mann-Whitney test. Data from these two groups were analysed using the file containing the information for all four groups.

The Independent Samples *t* test addresses the null hypothesis that there is, statistically, no significant difference between the scores for a variable (a perception question, for example) for two independent groups (e.g., Leaders and Trainers). It has the underlying statistical assumptions that the dependent variable is measured at least at the interval level, and is normally distributed. It also assumes that the variances for the two groups are roughly equal (i.e., there is homogeneity of variance). Levene's test for equality of variance is reported as part of the Independent Samples *t* test in SPSS, thereby allowing both homogeneity of variance and comparison of the group scores to be performed in one operation.

The non-parametric Mann-Whitney test also compares two groups but has no underlying statistical assumptions other than that the two groups are independent of each other. It also compares the ranking of the two groups.

Contingency tables with Chi-square analysis were used with the categorical variables. For the variables measured on a scale, the parametric Analysis of Variance (ANOVA) and the non-parametric Kruskal-Wallis tests were used. For the purposes of this study, the SPSS Oneway procedure was used because this involves the equivalent of an ANOVA, but only allows one dependent and one independent variable, which was all that was required.

The Oneway procedure tests the null hypothesis that there is, statistically, no significant difference between the scores for a scale variable (a perception question, for example) across three or more independent groups. It has the underlying statistical assumptions of homogeneity of variance, normally distributed data, independent groups, and a dependent variable that is measured on at least an interval scale. The results from the procedure focus on the mean scores and relate directly to the original coding scheme of the dependent variables. In order to achieve multiple comparisons of the groups, the Bonferroni post hoc test was used from within Oneway. The Bonferroni procedure involves performing multiple *t* tests on each pair of groups and “corrects the level of significance for each test such that the overall Type 1 error rate (α) across all comparisons remains at .05” (Field, 2005, p. 339). It assumes homogeneity of variance.

The corresponding non-parametric Kruskal-Wallis test was also used for those variables for which a normal distribution was not shown. It has no underlying statistical assumptions other than that the three or more groups are independent of each other. The procedure compares ranks rather than raw scores.

4.5 Analysis of Data from Open-ended Questions

The qualitative data provided through the use of open-ended questions on the questionnaires were analysed using (SPSS) PASW Text Analytics for Surveys (STaFS), version 3. Initially, this was undertaken separately for the youth member, parent, Trainer and Leader groups. Using the software, common concepts or terms were drawn out of the comments and assigned category numbers. That category data were then merged back into the quantitative data files for ongoing analysis. Where the same comments were sought from each group, the same categorisation was

undertaken to allow comparisons of the responses. Web graphs were created to show combinations of categories or themes, rather than treating each individual one as a separate entity. In a category web graph, the number of responses coded to a particular category is represented by a circle whose size varies depending on the number of responses that it represents. The number of times that these responses are also coded to another category is represented by a connecting line. The thickness of the line varies depending on the number of connecting responses that it represents. The legend accompanying each category web graph details the numbers of responses or combination of responses defined by the size of the circles and the thickness of the lines (SPSS Inc., 2006).

4.6 Privacy, Confidentiality and Ethical Considerations

Before the study could commence, the Chief Commissioner of GGA and the National Board of GGA were approached for permission to involve members of the organisation. Their support and encouragement of the members to participate were sought because the results would be of great interest to them in setting future directions for the organisation.

The National Board consists of the seven State Commissioners, Chairs of Leader Development and Program committees, and five volunteer positions. They meet quarterly but have established methods of communicating for decision-making purposes between meetings. Permission from the Board to conduct the study, therefore, meant approval from the State Commissioners to approach the members under their jurisdiction.

In order to obtain the permission of the Board, the nature and type of data to be collected, the methods to be used for collating and analysing the information, and the

uses to which the results would be put were clearly described. The Board's consideration of the various aspects of the process reflected the duty of care required by the organisation for its individual members, and for the overall protection of the organisation itself.

Informed consent was also required of individual participants. Because Trainers, Guiding Partners, Leaders and the parents of youth members were asked to participate, informed consent was required from each of these groups. Parental consent was also required for youth member participation. Respondents had the right not to participate at all, or to withdraw at any stage without fear of adverse consequences or penalties.

Anonymity was guaranteed to all participants. There was no requirement for names to be provided unless respondents wished to give them voluntarily. Some chose to do so, inviting the researcher to contact them for more information, if necessary. None were contacted. The respondents, however, were asked to say in which State of Australia they lived, and whether they belonged to a rural or an urban unit. This level of information was not sufficient to identify them specifically.

Rather than send the questionnaires and accompanying documents to parents and youth members by name, Leaders were asked to distribute the paperwork to members in their units for completion at home. This was done to minimise disruption to the unit program and to ensure that the information provided would not be seen by the Unit Leader concerned. This meant that the respondents would be free to express any and all opinions.

4.7 Periodical Reviewing of AALP / ATTP

It is a requirement of the World Association of Girl Guides and Girl Scouts (WAGGGS) that the training schemes of its member organisations, of which GGA is one, be updated or reviewed every six years. The ATTP and AALP were due for re-accreditation in 2009 and so were reviewed during 2008 to determine whether they needed to be upgraded. To enhance the data gathered, and to minimise the amount of time and effort required by Trainers and Leaders, the information for both this study and the review was collected using the one questionnaire. Whilst the research questions for the study were compiled by the researcher, the terms of reference for the ATTP and AALP reviews were compiled by a committee chaired by the Training Manager of GGA. The terms of Reference and the Executive Summaries for the ATTP review are given in Appendix A and those for the AALP review are given in Appendix B.

4.8 Summary

The purposes of the study were to investigate whether youth members, parents of youth members, Trainers and Leaders within GGA perceived any benefits in terms of their personal development from belonging to the organisation, and to determine whether those benefits support the Mission Statement of ‘Enabling girls and young women to grow into confident, self-respecting, responsible community members’.

Data were collected primarily by means of questionnaires distributed to members selected from each group nationwide. The quantitative data were analysed using SPSS Statistics 17 using descriptive statistics, cross tabulations with Chi-square, *t* tests and analysis of variance. The open-ended questions were categorised using SPSS Text Analysis for Surveys v3, and the resultant categories were integrated back

into the main data files. The categories were analysed using cross tabulations within a multiple response set-up because respondents were not restricted in the amount of detail that they could provide.

The questionnaires that were used to collect information for this study also included questions relating to the terms of reference provided by GGA to enable reviews of the AALP and ATTP. Such reviews are required to be conducted every six years by WAGGGS, the world governing body of Guiding.

Supplementary information collected from the three focus groups was not subject to formal analysis, but used to give a different perspective on what it means to have a leadership role within GGA.

Chapter 5 presents the results of analyses of quantitative data collected from the youth, parent, Trainer and Leader questionnaires that relate to their respective programs and addresses Research Questions 1 and 2.

Chapter 6 presents the results of analyses of quantitative data collected from the youth member's and parents' questionnaires. The demographic and Guiding experience information for youth members is given along with results that relate to Research Questions 3, 4, 5 and 6.

Results of the analyses of Trainers' and Leaders' data are reported in Chapter 7. The demographic and Guiding experience information for these adult members is reported along with the results that relate to Research Questions 7, 8 and 9. The analysis of the qualitative data from the focus groups is reported in Chapter 8.

Chapter 5

DATA ANALYSIS AND RESULTS PERTAINING TO THE DELIVERY OF GIRL GUIDES AUSTRALIA PROGRAMS

5.1 Introduction

Girl Guides Australia (GGA) provides a number of different programs for its members depending on their ages and interest levels. Those programs were outlined in Chapter 3. The three programs that were examined in this study are the Australian Guide Program (AGP), which is undertaken by youth members between the ages of 5 and 17 years, the Australian Adult Leadership Program (AALP) undertaken by adult females who have taken on a leadership role within GGA, and the Australian Trainers' Training Program (ATTP) undertaken by Leaders within GGA who wish to extend their skills into the training area.

As explained in Chapter 4, questionnaires were sent to youth members and their parents to collect information on their perceptions of the AGP. Those questionnaires are provided in Appendix C and Appendix D, respectively. The questionnaire sent to Trainers relating to the ATTP is given in Appendix E, whereas the one sent to Leaders relating to the AALP is included in Appendix F.

Chapter 5 presents the results of analyses of quantitative data collected from the youth, parent, Trainer and Leader questionnaires that relate to their respective programs and addresses Research Questions 1 and 2. In contrast, Chapters 6, 7 and 8 are devoted to, respectively, Research Questions 3–6 concerning the perceptions of youth members and their parents, Research Questions 7–9 concerning the perceptions of Trainers and Leaders, and the focus group discussion. Whereas Section 5.2 presents the results for the methods of delivery of the programs

(Research Question 1), Section 5.3 explores the members' recognition of the educational nature of their programs (Research Question 2). A summary of the chapter is given in Section 5.4.

5.2 Methods Used in Delivery of Programs within Girl Guides Australia

The programs in which members of GGA participate were established to benefit those participants and, ultimately, society. Youth members, their parents, Trainers and Leaders were asked to give their perspectives on the methods used in the delivery of the programs. Their responses were used to address Research Question 1 which was: Does Girl Guides Australia use appropriate and effective delivery methods for the programs that it offers?

The AGP is designed around the use of seven Fundamentals and four Elements (Figure 3.3.1). Because they are such an integral part of Guiding in Australia, perceptions of their use in the programs for youth members, Trainers and Leaders are reported in the Section 5.2.1. Other aspects of program delivery are given in Section 5.2.2.

5.2.1 Use of Fundamentals and Elements of Australian Guide Program

Because delivery of the AGP is by the preferred technique of learning by doing, youth members were asked to indicate whether or not they undertook activities at Guide meetings that related to the four Elements and seven Fundamentals of the AGP. The frequency distribution for each one is given in Table 5.2.1. The high percentages for the 'Yes' response indicate that the girls experience all aspects of the AGP in their Unit programs.

When the questionnaire was constructed for the youth members, it was thought that not all age groups or abilities would be able to understand what was meant by the names of the Elements and Fundamentals. For this reason, an explanation for each was given as part of the text. This might have influenced the results as the girls would remember the activities themselves rather identifying the Elements and Fundamentals by name.

Table 5.2.1
Percentage of youth members who used AGP elements and fundamentals as the basis for activities at Guide meetings

| Aspects of the AGP | % of youth members using aspect at Guide meetings | |
|------------------------------|---|------|
| | Yes | No |
| Elements | | |
| Physical | 97.4 | 2.6 |
| People | 97.0 | 3.0 |
| Practical | 96.3 | 3.7 |
| Self | 94.2 | 5.8 |
| Fundamentals | | |
| Promise & Law | 94.4 | 5.6 |
| Outdoors | 98.6 | 1.4 |
| Service | 94.4 | 5.6 |
| World Guiding | 88.9 | 11.1 |
| Guiding Traditions | 94.9 | 5.1 |
| Leadership skill development | 88.8 | 11.2 |
| Patrol System | 92.3 | 7.7 |

N = 430 or 431

Guides, Trainers and Leaders were asked to rank the use of the Elements and Fundamentals in their programs, with 1 for the Element and Fundamental that they undertook most often or was viewed as the most important, 4 for the least frequently undertaken or least important Element, and 7 for the least frequently undertaken or least important Fundamental.

The Guides were asked how often they undertook activities related to the four Elements and seven Fundamentals at their regular meetings. Table 5.2.2 provides descriptive information for the ranking of the four AGP Elements while Table 5.2.3 shows descriptive information for the seven AGP Fundamentals.

Table 5.2.2

Percentage and mean ranking of the frequency of use of activities relating to the four elements of the AGP during a unit program as reported by the youth members

| Element | % frequency of undertaking | | | | Mean | SD |
|-----------|----------------------------|------|------|-------------|------|------|
| | Most often | 2 | 3 | Least often | | |
| Physical | 43.3 | 20.3 | 19.6 | 16.7 | 2.10 | 1.14 |
| Practical | 23.6 | 31.3 | 22.2 | 22.9 | 2.44 | 1.09 |
| People | 20.9 | 29.3 | 25.7 | 24.2 | 2.53 | 1.07 |
| Self | 15.9 | 19.0 | 31.1 | 34.0 | 2.83 | 1.07 |

N = 415 – 418

Table 5.2.3

Percentage and mean ranking of the frequency of use of activities relating to the seven fundamentals of the AGP during a unit program as reported by the youth members

| Fundamental | % frequency of undertaking | | | | | | | Mean | SD |
|-------------------------|----------------------------|------|------|------|------|------|-------------|------|------|
| | Most often | 2 | 3 | 4 | 5 | 6 | Least often | | |
| Outdoors | 37.0 | 22.2 | 13.0 | 12.8 | 5.3 | 4.8 | 4.8 | 2.61 | 1.76 |
| Patrol System | 25.6 | 18.1 | 13.3 | 12.8 | 7.2 | 10.1 | 12.8 | 3.40 | 2.11 |
| Promise & Law | 22.9 | 15.9 | 17.6 | 10.6 | 13.3 | 9.4 | 10.4 | 3.45 | 2.01 |
| Guiding Traditions | 10.0 | 15.1 | 15.3 | 16.3 | 19.7 | 17.0 | 6.6 | 3.98 | 1.77 |
| Service | 5.4 | 13.7 | 14.1 | 18.8 | 17.1 | 18.5 | 12.4 | 4.34 | 1.76 |
| Leadership skill devel. | 5.1 | 12.0 | 17.1 | 15.4 | 14.6 | 14.6 | 21.2 | 4.51 | 1.87 |
| World Guiding | 4.9 | 6.9 | 13.0 | 12.5 | 17.7 | 19.7 | 25.3 | 4.91 | 1.81 |

N = 407 – 415

The results indicate that the youth members are more aware of the use of physical activities in the program and those that are conducted outdoors. Practical skills and the use of the Patrol System were also identified. The ‘Self’ Element relates to the girls challenging themselves in trying new things and improving their skills. Its lower ranking could be because the girls, especially the younger ones, do not understand that anything that they do has the potential to be new or to enhance existing skills.

Because the training that all Leaders undertake prepares them for facilitating the AALP and AGP, use of the four Elements and the seven Fundamentals of the AGP are modeled during the delivery of training courses. Trainers were asked to rank the four AGP Elements and the seven AGP Fundamentals according to their frequency of use in the courses that they had helped to deliver. Table 5.2.4 provides descriptive information for the ranking of the four AGP Elements while Table 5.2.5 shows descriptive information for the seven AGP Fundamentals.

Table 5.2.4
Percentage and mean ranking of the use of the four elements of the AGP during a training course reported by Trainers

| Element | % frequency of use | | | | Mean | SD |
|-----------|--------------------|------|------|------------|------|------|
| | Most used | 2 | 3 | Least used | | |
| Practical | 52.3 | 24.6 | 21.5 | 1.5 | 1.72 | 0.86 |
| People | 44.6 | 26.2 | 21.5 | 7.7 | 1.92 | 0.99 |
| Self | 20.0 | 26.2 | 18.5 | 35.4 | 2.69 | 1.16 |
| Physical | 16.9 | 15.4 | 24.6 | 43.1 | 2.94 | 1.13 |

N = 65

Table 5.2.4 shows that the training in practical skills was used the most among the four AGP Elements as this was a tangible thing that Leaders could take away with them from the course. Physical activities were the least used as the courses were for adults and therefore did not need to be as active as might be required for a child.

With most of the courses aimed at enhancing the leadership skills of participants, it is to be expected that this AGP fundamental would be the most used, as shown in Table 5.2.5. However, because some courses focused on Leaders' personal knowledge rather than for their role, leadership development was occasionally reported as being used least often. Use of the patrol system and the outdoors are two things that are easy to model in the training situation, and are important for Leaders to take back and use in their unit program; hence their high ranking by Trainers.

Table 5.2.5
Percentage and mean ranking of the use of the seven fundamentals of the AGP during a training course reported by Trainers

| Fundamental | % frequency of use | | | | | | | Mean | SD |
|------------------------|--------------------|------|------|------|------|------|------------|------|------|
| | Most used | 2 | 3 | 4 | 5 | 6 | Least used | | |
| Leadership Development | 40.0 | 18.5 | 15.4 | 10.8 | 10.8 | 3.1 | 1.5 | 2.49 | 1.62 |
| Patrol System | 32.3 | 23.1 | 23.1 | 10.8 | 3.1 | 4.6 | 3.1 | 2.55 | 1.58 |
| Promise and Law | 26.2 | 20.0 | 16.9 | 21.5 | 13.8 | 1.5 | 0.0 | 2.82 | 1.47 |
| Outdoors | 33.8 | 6.2 | 12.3 | 21.5 | 6.2 | 4.6 | 15.4 | 3.35 | 2.17 |
| Guiding Traditions | 7.7 | 20.0 | 23.1 | 9.2 | 16.9 | 15.4 | 7.7 | 3.85 | 1.80 |
| World Guiding | 9.2 | 6.2 | 9.2 | 6.2 | 16.9 | 33.8 | 18.5 | 4.91 | 1.89 |
| Service | 6.2 | 4.6 | 3.1 | 6.2 | 15.4 | 24.6 | 40 | 5.54 | 1.79 |

N = 65

As the role of the Leaders is to facilitate the AGP, it is a requirement of the AALP that Leaders demonstrate their understanding of, and use of, the four Elements and seven Fundamentals during programming of Unit activities. Leaders were, therefore, asked to rank the Elements, and rank the Fundamentals according to their importance in the program for their Unit. Table 5.2.6 provides descriptive statistics for the importance of the four Elements.

Table 5.2.6
Percentage and mean ranking of the importance of the four elements of the AGP during a unit program reported by Leaders

| Element | % frequency of importance | | | | Mean | SD |
|-----------|---------------------------|------|------|-------|------|------|
| | Most | 2 | 3 | Least | | |
| People | 41.6 | 29.7 | 17.7 | 11.0 | 1.98 | 1.02 |
| Practical | 29.1 | 31.8 | 31.2 | 8.0 | 2.18 | 0.94 |
| Self | 33.1 | 19.8 | 21.6 | 25.5 | 2.40 | 1.19 |
| Physical | 14.1 | 14.7 | 22.9 | 48.3 | 3.06 | 1.09 |

N = 327 or 329

Two Leaders ranked only the Self Element, and they ranked it as the most important. Two other Leaders gave all four Elements the same ranking of 2. Other Leaders (5.8%) found it difficult to separate out the Elements, stating that they were all used equally in the Unit program. All the Elements were assigned the ranking value of 1.

The mean scores for the ranking of importance of the four Elements in Table 5.2.6 suggest that making friends and learning about other people (People) was the most important Element in the Unit program when reported by the Leaders. Given that the program is for the youth members, it was surprising that the Physical Element was reported as the least important. The result, however, was similar to the ranking given by the Trainers for the importance of that Element during training courses (see Table 5.2.4).

The AGP was designed for flexible delivery by Leaders according to the ages of the girls in the Unit. The percentages shown in Table 5.2.6 suggest that Leaders are adapting the program as necessary for their Unit. When looking at the mean scores graphically (Figure 5.2.1), it can be seen that there was a difference in the Leader-perceived importance of the Elements for the different age groups. Although Leaders had not been asked to specify the GGA age group of the girls in their Unit, they gave

the ages of the youngest and the oldest girls. The age group was calculated from the average of those two ages and, therefore, is only an approximation.

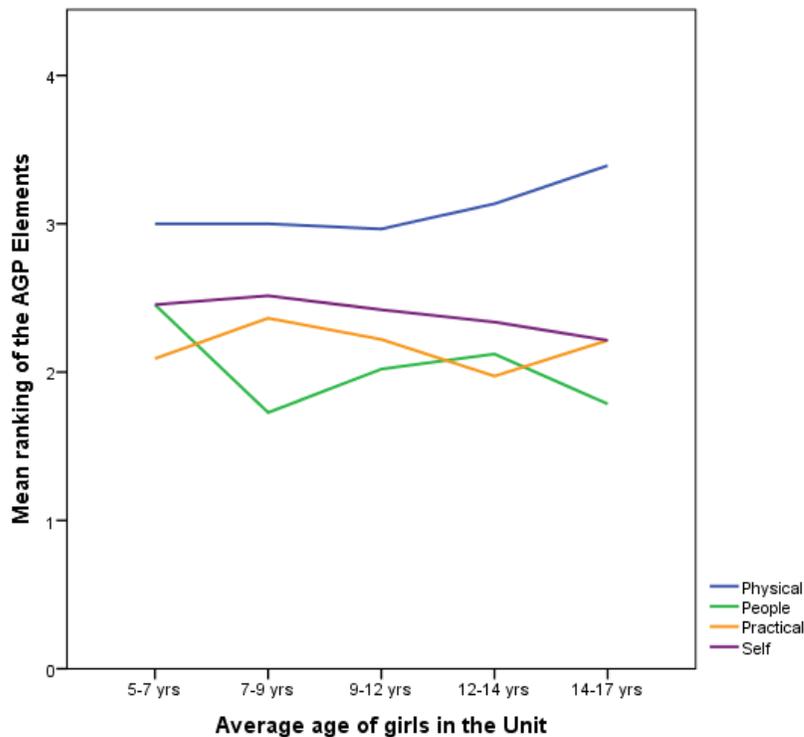


Figure 5.2.1 Mean ranking of importance of the four AGP elements in the unit program reported by Leaders by age group of the youth members

To compare the mean ranking of the importance of the AGP Elements between the GGA age groups, a Oneway ANOVA was used. There was a statistically non-significant difference in the importance of the Physical AGP Element between the age groups ($F(4, 319) = 1.06, p > 0.05$), even though the means suggest that that Element is used less for the 14–17 year age group. Similarly, there was no statistically significant difference between the age groups in the perceived importance of People ($F(4, 319) = 2.31, p > 0.05$), Practical ($F(4, 319) = 1.62, p > 0.05$) or Self ($F(4, 321) = 0.38, p > 0.05$). In his work on effect sizes, Cohen (1988) suggested that $r = 0.10$, $r = 0.30$ and $r = 0.50$ indicate small, medium and large effect

sizes, respectively. Using these criteria, the effect size for differences between the age groups was small for all four Elements: Physical $r = 0.11$; People $r = 0.17$; Practical $r = 0.14$; and Self $r = 0.07$.

The Self Element reflects girls challenging themselves to try new things and improve their skills. With no significant difference between the mean ranking of its importance between the age groups, it appears that Leaders of all groups appreciated the importance of the development of the girls' skills through personal challenge and therefore facilitated it equally in their programs.

Table 5.2.7 shows descriptive statistics for the importance of the seven AGP Fundamentals in the Unit program that the Leaders facilitate. The percentages indicate the flexibility with which the Leaders deliver the AGP to youth members. For some, the most important Fundamental might be Service or Guiding Traditions, for example, while those same Fundamentals are the least important to other Leaders.

Table 5.2.7
Percentage and mean ranking of the importance of the seven fundamentals of the AGP during a unit program reported by Leaders

| Fundamental | % frequency of importance | | | | | | | Mean | SD |
|------------------------|---------------------------|------|------|------|------|------|-------|------|------|
| | Most | 2 | 3 | 4 | 5 | 6 | Least | | |
| Promise and Law | 42.2 | 13.7 | 12.2 | 8.5 | 14.6 | 5.8 | 3.0 | 2.69 | 1.85 |
| Outdoors | 24.3 | 16.4 | 17.9 | 18.5 | 8.2 | 7.9 | 6.7 | 3.20 | 1.84 |
| Patrol System | 19.1 | 21.6 | 13.4 | 16.1 | 10.0 | 8.5 | 11.2 | 3.47 | 1.98 |
| Leadership Development | 17.9 | 14.6 | 15.8 | 10.6 | 13.1 | 14.9 | 13.1 | 3.83 | 2.06 |
| Guiding Traditions | 8.2 | 15.5 | 14.9 | 14.3 | 17.0 | 18.8 | 11.2 | 4.18 | 1.85 |
| Service | 7.6 | 12.2 | 14.9 | 18.5 | 19.1 | 18.8 | 8.8 | 4.21 | 1.74 |
| World Guiding | 4.3 | 4.6 | 8.5 | 8.8 | 13.7 | 20.1 | 40.1 | 5.44 | 1.77 |

$N = 329$

Of the Leaders who ranked the seven AGP Fundamentals according to importance in their Unit program, 3.3% ranked every Fundamental 1 or were given a rank of 1 based on comments from the respondent, with a further 1.5% assigning the top ranking to at least two of the Fundamentals.

GGA describes itself as a values-based organisation with a code of behaviour articulated through its Promise and Law. Because this underpins the whole organisation, it is to be expected that it would be ranked highest among the seven AGP Fundamentals. Within the AGP, understanding and use of the outdoors are also considered very important. The Leaders have reflected that importance by ranking it second out of the seven (Table 5.2.7). The Fundamental that was ranked lowest by the Leaders, namely, World Guiding, was also ranked very low by the Trainers (Table 5.2.5). Whilst the topic might be of interest to some member of GGA, it is probably not seen as one that particularly develops character or skills and, therefore, less essential in a Unit program.

The AALP also requires Leaders to demonstrate that they can apply the girls' program in an age-appropriate way. When the mean of the ranking of importance for each Fundamental is graphed (Figure 5.2.2) against the age groups of the youth members, the flexibility is more apparent, with differences in emphasis being indicated by the variation in those means. This is most strongly shown for Leadership Skill Development which became more important as the girls get older. The mean importance level for the Service Fundamental remained fairly constant across all the age groups, which was to be expected because giving service is an integral part of Guiding irrespective of age.

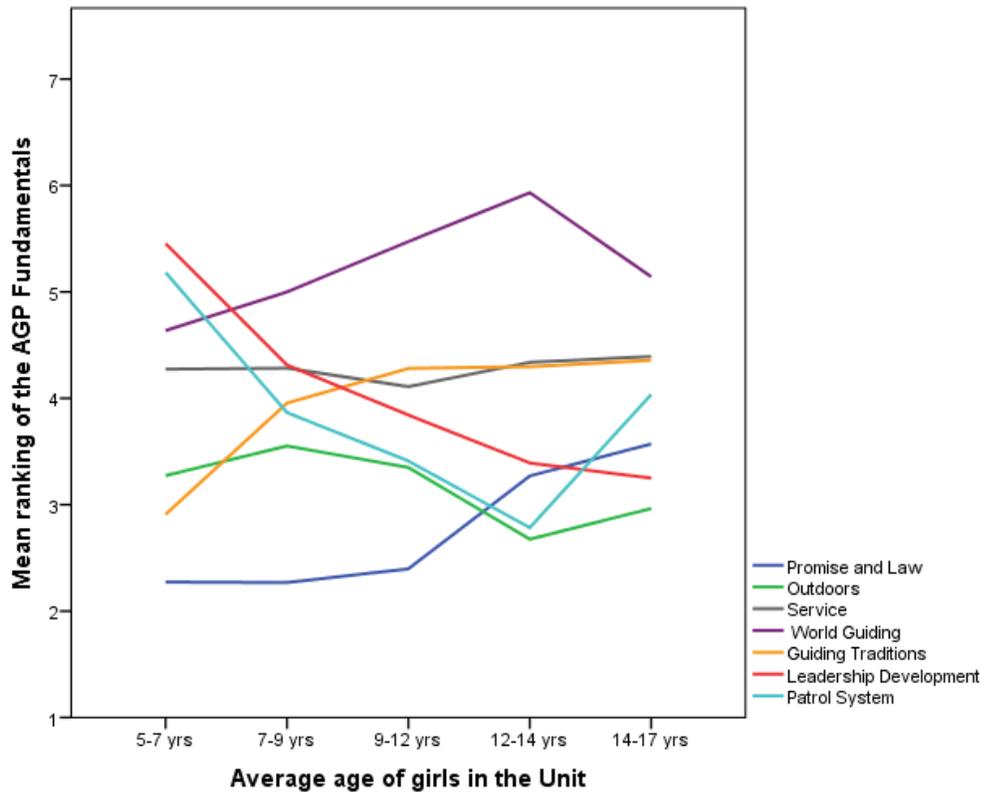


Figure 5.2.2 Mean ranking of importance of the seven AGP fundamentals in the unit program reported by Leaders by age group of the youth members

Results from the use of Oneway ANOVA comparing the age groups showed that, statistically, there were significant differences between the age groups for the Leader-perceived importance of some Fundamentals but not others. The age-group difference in the mean ranking of the importance of the Service Fundamental was not statistically significant, indicating that Service was viewed with a similar importance in the programs for all Guides. The effect size of age-group differences was very small ($r = 0.06$) (Cohen, 1988). While the age-group differences in mean ranking of the importance of Guiding Traditions was also not statistically significantly different, the graph of the means (Figure 5.2.2) suggests that it was more important in the programs for the youngest age group. This could be because Leaders use repetition as a way of introducing features of Guiding to the younger children when they first

join the organisation. The effect size for age-group differences was also small ($r = 0.15$) (Cohen, 1988).

For the other Fundamentals, there were statistically significant differences in the mean importance rankings between the age groups, but, using Cohen's criteria (1988) the effect size was small in all instances (Promise and Law ($F(4, 321) = 5.70$, $p < 0.001$, $r = 0.26$), Outdoors ($F(4, 321) = 2.51$, $p < 0.05$, $r = 0.17$), World Guiding ($F(4, 321) = 3.31$, $p < 0.05$, $r = 0.20$), Leadership skill development ($F(4, 321) = 4.19$, $p < 0.01$, $r = 0.22$), and Patrol System ($F(4, 321) = 5.88$, $p < 0.001$, $r = 0.26$). When Bonferroni post hoc tests were used to establish any differences between the age groups (Section 4.4), the results in Table 5.2.8 were found.

Table 5.2.8
Statistically significant differences between the GGA age groups of the importance of the AGP fundamentals in Unit programs reported by the Leaders

| AGP Fundamentals whose importance was rated significantly differently by different age groups | | | | | |
|---|---------------------------|--------------------------------------|-----------|---|-------------|
| Age groups | 5–7 yrs | 7–9 yrs | 9–12 yrs | 12–14 yrs | 14–17 yrs |
| 5–7 yrs | | | Patrols* | Leadership* Patrols*** | Leadership* |
| 7–9 yrs | | | | Promise ** Outdoors* World G * Patrols** | Promise* |
| 9–12 yrs | Patrols* | | | Promise** | Promise* |
| 12–14 yrs | Leadership* Patrols*** | Promise ** Outdoors* World G * | Promise** | | Patrols* |
| 14–17 yrs | Leadership* | Promise* | Promise* | Patrols* | |

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

The two age groups that were the consistently different from each other on the ranking of the importance of the seven Fundamentals were the 7–9 year olds and the

12–14 year olds. The Promise and Law and the World Guiding Fundamentals had a higher mean importance ranking for the younger age group. The Outdoors and the Patrol System Fundamentals had a higher mean importance ranking for the older age group. Promise and Law and World Guiding probably would have been used more to give the younger group a sense of belonging and membership, while the older group might have experienced greater challenge through adventurous outdoor activities or camping. Leadership skill development would have been put into practice through the team environment of the Patrol System, which is more suited to that age group.

Because learning by doing is one of the aspects of the WAGGGS Girl Guide / Girl Scout method, comparisons were made between the ranking of Trainers' use of the AGP Elements and Fundamentals within the training courses, and the subsequent importance that they played in the programs delivered by the Leaders.

The Kolmogorov-Smirnov Test of Normality indicated that the ranking for each of the Elements and Fundamentals for the Trainer data and Leader data were significantly different from a normal distributions ($p < 0.01$). However, because the Normal Q-Q plots did not show a substantial deviation from the normal line, both the Independent Sample t Test and the non-parametric Mann-Whitney Test were used to compare the Trainers' and Leaders' responses. The tests gave similar results. Descriptive statistics for each Element and Fundamental for Trainers and Leaders were given in Tables 5.2.4 to 5.2.7, respectively. Table 5.2.9 shows the mean difference between the responses of the Trainers and the Leaders and the results for the Independent Samples t Test.

The negative differences in means in Table 5.2.9 indicate that, on average, the Trainers had a lower mean ranking of importance than the Leaders for those topics.

As respondents were asked to rank the most important topic as 1, and the least important topic as 4 for the Elements and 7 for the Fundamentals, the lower mean suggests that the Trainers assigned greater importance to the inclusion of those topics in training sessions than the Leaders did to inclusion in the Unit program. As the same training materials are delivered to all Leaders irrespective of the ages of the girls in their Units, the difference in the importance levels could be because the Leaders accept the material that they are given at a training course and then apply it in different ways according to the needs of the girls.

Table 5.2.9

Comparisons between Trainer and Leader responses of the ranking of the importance of the AGP elements and fundamentals used in training and unit programs

| Aspects of the AGP | Statistics for comparison between Trainers and Leaders | | | |
|------------------------------|--|---------------------|----------|----------|
| | Difference in means | <i>df</i> | <i>t</i> | <i>p</i> |
| Elements | | | | |
| Physical | -0.12 | 390 | -0.78 | 0.435 |
| People | -0.06 | 390 | -0.43 | 0.671 |
| Practical | -0.46 | 390 | -3.62 | 0.000** |
| Self | 0.30 | 392 | 1.85 | 0.065 |
| Fundamentals | | | | |
| Promise & Law | 0.13 | 108.34 ^a | 0.60 | 0.549 |
| Outdoors | 0.15 | 83.27 ^a | 0.52 | 0.603 |
| Service | 1.33 | 392 | 5.59 | 0.000** |
| World Guiding | -0.53 | 392 | -2.18 | 0.030* |
| Guiding Traditions | -0.33 | 392 | -1.33 | 0.183 |
| Leadership skill development | -1.34 | 109.16 ^a | -5.80 | 0.000** |
| Patrol system | -0.91 | 107.55 ^a | -4.08 | 0.000** |

* $p < 0.05$; ** $p < 0.001$

^a Levene's test indicated unequal variance ($p > 0.05$)

In summary, youth members clearly identified the use of activities that related to the four Elements and seven Fundamentals of the AGP in their Unit activities (Table 5.2.1). However, there was no consistent ranking of the Elements and Fundamentals by youth members, Trainers and Leaders. World Guiding was viewed, generally, as the least used or least important across the three groups.

The ranking of the importance levels reported by the Leaders was shown to be related to the age of the girls with whom they worked (Table 5.2.8). This was in line with the requirement of the AALP that Leaders be able to adapt the girls' program according to the needs and age group of the participants.

5.2.2 Program Delivery Perceptions of Youth Members and Their Parents

This sub-section reports the perceptions of youth members and parents of youth members in relation to leadership skill development opportunities, the actions of the Leaders towards the girls in their Unit, mentoring and decision making.

The roles of Patrol Leader (PL) and Assistant Patrol Leader (APL) described in Chapter 3 are seen as a way of developing and recognising the leadership skills of youth members and giving them additional responsibilities. The length of time for which a girl holds one or other of the positions might vary depending on the system used within the Unit. When youth members were asked if they had ever held the PL position, 62.9% responded that they were currently a PL or had been in the past (Table 5.2.10). 62.4% responded that they were currently in APL role or had been in the past.

Table 5.2.10

Frequency distributions for patrol leader and assistant patrol leader roles

| Role | % frequency of role | | |
|-------------------------|---------------------|------------------|-----------|
| | Yes, one now | Yes, but not now | No, never |
| Patrol Leader | 34.7 | 28.2 | 37.1 |
| Assistant Patrol leader | 19.5 | 42.9 | 37.6 |

N = 415

The data from the two questions shown separately in Table 5.2.10 were combined to reflect whether a Guide had ever held either of the leadership roles. Analysis of the combined question showed that 77.6% (*N* = 415) had been a PL or APL at some time. This information was then used in relation to the length of time that the girl had been a youth member. The Kolmogorov-Smirnov test showed that the length of time in Guides did not follow a normal distribution for either group. The non-parametric Mann-Whitney test showed that those girls who had been in a leadership role had been a youth member for a statistically significantly longer time (*Mdn* = 4.00) than those who had not (*Mdn* = 1.50) (*U* = 6382.50, *p* < 0.01).

Whilst the opportunity to be a PL or APL is not restricted by age, it is related to the length of time for which the girl has been a Guide. In turn, this is often related to the age of the girl. Figure 5.2.3 shows the association between age and whether the girl has held a PL or APL position. The Chi-square test showed the association to be statistically significant (χ^2 (4) = 73.16, *p* < 0.01), with the younger girls being less likely to have held a leadership position than an older Guide.

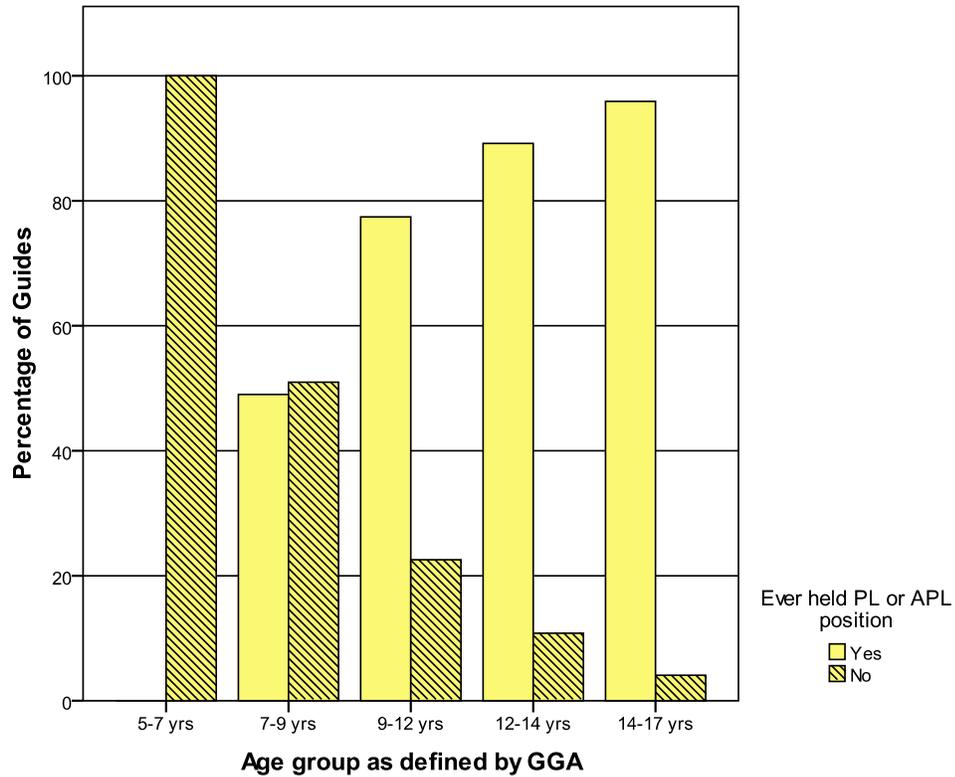


Figure 5.2.3 Percentage of girls within each age group having held the youth leadership role of Patrol Leader or Assistant Patrol Leader

Whilst being a PL or APL is formal recognition of the leadership potential of a Guide, being given ad hoc responsibilities is a less formal possibility. To establish whether this and other important components of the AGP were being implemented, the girls were asked the extent to which Leaders performed certain actions.

The responses were on a 5–point scale with ‘Never’ being coded 1 and ‘Always’ being coded 5. Table 5.2.11 shows the percentage frequency of descriptive response to each of the seven statements, along with the mean and standard deviation for each statement. The high mean scores suggest that the girls perceived a high frequency for each action by their Leaders except for being given the opportunity to be a leader too.

Table 5.2.11
Descriptive information for Leader actions as perceived by the youth members

| Leaders' actions | % frequency for actions | | | | | Mean | SD |
|------------------------------|-------------------------|-----------|------------|------------|--------|------|------|
| | Never | Not often | Some-times | Most times | Always | | |
| Make me feel safe | 0.2 | 0.0 | 2.8 | 9.4 | 87.6 | 4.84 | 0.47 |
| Help me when I need it | 0.2 | 0.5 | 4.4 | 15.2 | 79.8 | 4.74 | 0.58 |
| Listen to what I have to say | 0.0 | 0.7 | 6.2 | 24.4 | 68.7 | 4.61 | 0.64 |
| Let me have fun | 0.2 | 0.5 | 6.2 | 32.2 | 60.9 | 4.53 | 0.66 |
| Teach me cool things | 0.2 | 2.1 | 13.3 | 38.4 | 46.0 | 4.28 | 0.79 |
| Let me be a leader too | 8.1 | 12.1 | 31.6 | 22.6 | 25.6 | 3.45 | 1.22 |

N = 430 – 435

When the data concerning the Leaders' actions shown in Table 5.2.11 were examined in relation to the age group of the girls, Oneway ANOVA showed a statistically significant age difference in the scores for the item 'Leaders let me be a leader too' ($F(4, 425) = 12.174, p < 0.001$). The Bonferroni post hoc test showed that the scores ($Mean = 4.21, SD = 0.91, N = 53$) for the oldest group were statistically significantly different from the scores of each of the other groups ($p < 0.05$). The mean score and 95% CI error bars for the item for each age group are graphically represented in Figure 5.2.4. The amount of opportunity to take on a leadership role in the unit increased as the girls got older.

Parents were also asked to give their perceptions of the specific actions taken by the adult Leaders as listed in Table 5.2.12. The responses to the eight positively-worded items were scored on a 5-point scale with 'Strongly disagree' coded 1 and 'Strongly agree' coded 5. The items also included components that were considered important parts of the AGP, such as creating a safe environment, inclusiveness and giving girls

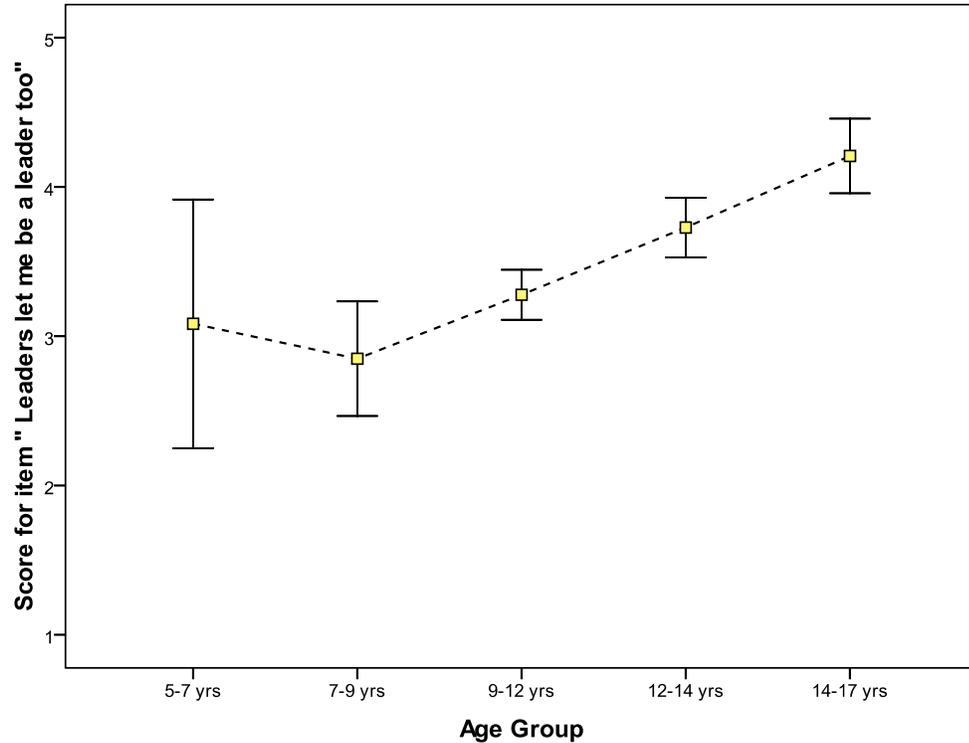


Figure 5.2.4 Error bar chart of the girls' item scores for opportunity to be a leader by age group

opportunity for leadership. Parents were also asked about their own opportunities to be involved in the activities of the girls at Guides. The percentage frequency for each response alternative and mean scores for each statement are given in Table 5.2.12.

The high mean scores for each item in Table 5.2.12 suggest a high level of agreement among the parents that Leaders are positive and encouraging in their actions. The lower mean score for the item about participation at camp could be because of the need for specialised assistance in the camp situation rather than the general help that is required at other times. 97.9% of the parents agreed or strongly agreed that the Leaders did undertake the essential action of providing a safe environment (Table 5.2.12).

Table 5.2.12
Descriptive information for Leader actions as perceived by the parents of youth members

| Leaders' actions | % frequency of actions | | | | | Mean | SD |
|--|------------------------|-----|------|------|------|------|------|
| | SD | D | U | A | SA | | |
| Maintain a safe environment | 0.0 | 0.2 | 1.9 | 33.3 | 64.6 | 4.62 | 0.54 |
| Encourage full participation | 0.0 | 0.7 | 3.2 | 35.5 | 60.6 | 4.56 | 0.60 |
| Let my daughter participate in decision making | 0.0 | 0.9 | 6.5 | 41.3 | 51.3 | 4.43 | 0.66 |
| Keep parents well informed | 0.0 | 2.8 | 5.8 | 39.1 | 52.3 | 4.41 | 0.72 |
| Give opportunities to lead games | 0.2 | 1.2 | 11.4 | 41.3 | 45.9 | 4.31 | 0.74 |
| Give opportunities to lead activities | 0.2 | 1.6 | 11.7 | 42.0 | 44.5 | 4.29 | 0.75 |
| Encourage parent participation at meetings | 1.2 | 4.6 | 16.7 | 34.6 | 42.9 | 4.13 | 0.93 |
| Encourage parent participation at camp | 1.7 | 7.1 | 26.2 | 34.7 | 30.4 | 3.85 | 0.99 |

N = 424 – 432

The Guiding movement worldwide is based on collaboration between the youth members and the adults who facilitate the programs. At all levels, new people join and those who have been members for a while challenge themselves to try new activities. Both of these situations mean that participants will need support for the learning that they are undertaking. Firstly, youth members were asked to whom they would turn for help or advice with Guiding matters. Secondly, they were asked in which other ways the girls get information to help with Guiding. Figure 5.2.5 shows the percentage of girls who chose each category of helpers. Figure 5.2.6 shows the percentage of girls who chose each category of sources of help.

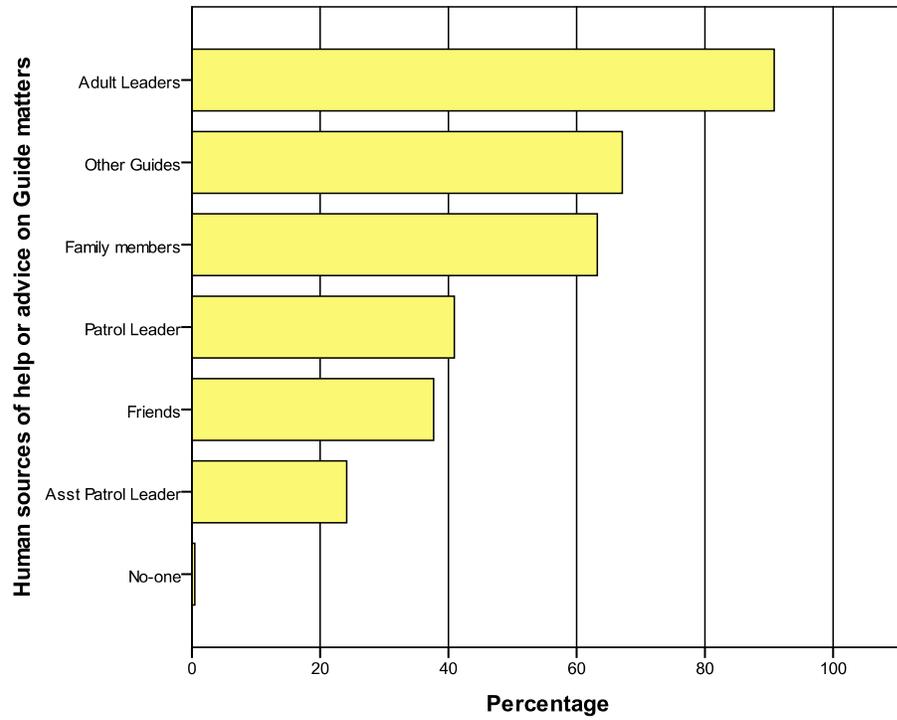


Figure 5.2.5 Percentage of youth members who chose each human source of help with Guiding matters

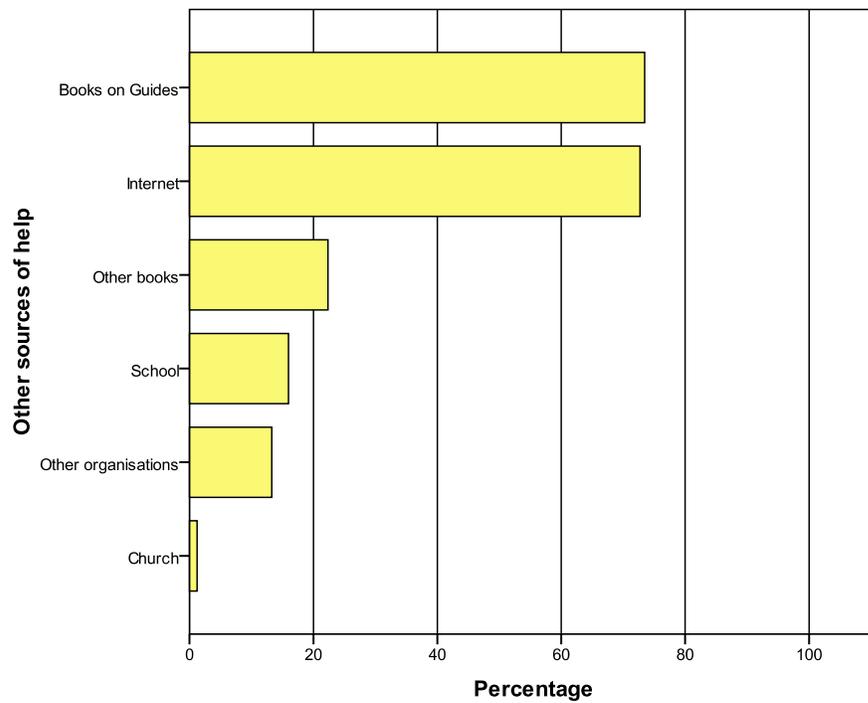


Figure 5.2.6 Percentage of youth members who chose other sources of help with their Guiding

As might be expected, youth members nominated their Adult Leaders as their most frequently used source of help. The peer support of other Guides was the second most reported category of helper (Figure 5.2.5).

Use of the Internet as a resource for Guiding reflects the use of technology when searching for information. The use of books on Guiding was reported by a similar number of girls (Figure 5.2.6). This indicates that the program that youth members experience extends beyond the Guide meeting place and into the wider world.

The responses regarding resources that help with Guiding matters show that the girls are aware of the need to look both inward to Guiding and outward from Guiding to get the information that they require.

The concept of shared leadership between the girls and the adult Leaders is part of the process of leadership skill development that encompasses decision making and planning by the girls. Table 5.2.13 shows the percentage distributions for the decision making and the planning of activities in the Unit as given by the girls.

Table 5.2.13
Percentage distributions for who makes decisions and who plans activities in Guide units

| Aspects of shared leadership | % frequency of decision making | | |
|---------------------------------------|--------------------------------|---------|------|
| | Guides | Leaders | Both |
| Who makes the decisions at Guides? | 5.4 | 27.9 | 66.7 |
| Who plans the activities in the Unit? | 5.0 | 38.5 | 56.5 |

N = 433

To establish if the perceived degree of shared leadership in a Unit was related to the age of the girls, the decision making and planning data were crosstabulated with the age groups used in GGA. The Chi square test showed that there was a statistically significant association between each of the different aspects of shared leadership and

the age groups (Decision making: $\chi^2 (8) = 42.776, p < 0.001$; Planning: $\chi^2 (8) = 46.785, p < 0.001$). The distribution of the percentages of who makes the decisions and who plans the activities in the Unit for the different age groups of the Guides are shown in Table 5.2.14 and Table 5.2.15, respectively.

Table 5.2.14
Percentage distributions for who makes the decisions in Guide units by age group

| Age group | % of who makes the decisions in the unit | | | N |
|-------------|--|---------|------|-----|
| | Guides | Leaders | Both | |
| 5–7 years | 0.0 | 66.7 | 33.3 | 12 |
| 7–9 years | 5.8 | 38.5 | 55.8 | 52 |
| 9–12 years | 3.5 | 34.5 | 62.0 | 200 |
| 12–14 years | 4.3 | 17.2 | 78.4 | 116 |
| 14–17 years | 15.1 | 7.5 | 77.4 | 53 |

Table 5.2.15
Percentage distributions for who plans the activities in Guide units by age group

| Age group | % of who plans the activities | | | N |
|-------------|-------------------------------|---------|------|-----|
| | Guides | Leaders | Both | |
| 5–7 years | 8.3 | 75.0 | 16.7 | 12 |
| 7–9 years | 1.9 | 59.6 | 38.5 | 52 |
| 9–12 years | 3.0 | 43.8 | 53.2 | 200 |
| 12–14 years | 6.0 | 28.5 | 65.5 | 116 |
| 14–17 years | 13.2 | 11.3 | 75.5 | 53 |

The final stage of the leadership process involves reflecting on or evaluating the activity that has occurred with a view to refining decisions later. When asked if this evaluation took place in their unit, 63.0% of the Guides said ‘Sometimes’, 20.6% said “Yes’ it did, and only 16.4% replied that it did not happen.

To establish if evaluating after an activity was related to the age of the girls, the data were crosstabulated with the age groups of the girls. The percentages of whether an evaluation took place by age group are given in Table 5.2.16. The Chi square test

showed that there was a statistically significant association between the frequency of evaluating the activities and the age groups ($\chi^2 (8) = 16.149, p < 0.05$).

Table 5.2.16

Percentage distributions for undertaking an evaluation after an activity by age group

| Age group | % evaluate after an activity | | | N |
|-------------|------------------------------|------|-----------|-----|
| | Yes | No | Sometimes | |
| 5–7 years | 50.0 | 8.3 | 41.7 | 12 |
| 7–9 years | 21.2 | 25.0 | 53.8 | 52 |
| 9–12 years | 15.0 | 17.5 | 67.5 | 200 |
| 12–14 years | 25.0 | 13.8 | 61.2 | 116 |
| 14–17 years | 24.5 | 11.3 | 64.2 | 53 |

The percentages given in Tables 5.2.14 and 5.2.15 show that, for decision making and planning, the Guides had more input in the older age groups. The pattern was less clear for evaluation (Table 5.2.16). Whilst the reported occurrence of ‘no evaluation’ was lower for the older age groups, it was not countered by an increase in the ‘Yes’ response. It was the frequency of the ‘Sometimes’ response that actually increased as the girls got older. This suggests that the Leaders of the younger girls did evaluations in a more structured way than for the older girls, and so they were more aware that it happened.

In summary, the results in Section 5.2.2 suggest that Guides and their parents both consider that the Leaders generally provide a safe environment, which satisfies the duty of care requirement set by GGA. Leaders are also providing opportunities for girls to participate in decision making and leadership as required by the AGP, as well as encouraging involvement by the parents in Guiding activities where appropriate. The Guides’ main source of help was their Unit Leader while the Internet was also used for information.

5.2.3 Program Delivery Perceptions of Trainers and Leaders

This sub-section reports the responses from Trainers and Leaders to questions concerning the programs in which they participate, namely, ATTP and the AALP. It explores perceptions about the components of the programs, progression through them, recognition of existing skills and quality assurance through appraisal, as well as the use of the WAGGGS Girl Guide / Girl Scout Method in the programs and the availability of training and other sources of help. The WAGGGS Girl Guide / Girl Scout Method is explained in Chapter 3.

The ATTP comprises six topics at each of the five levels. The topics are shown in Table 5.2.17. In addition, there is an elective topic relating to the production of training resources. Trainers were asked to respond to positively-worded statements about each of the seven topics from the perspective of, firstly, the topics being necessary parts of the ATTP and, secondly, advancement through the ATTP by recognising enhanced skills in those areas. Each item was answered on a 5-point scale from ‘Strongly disagree’, coded 1, to ‘Strongly agree’, coded 5.

Whilst the Trainers, on average, agreed with each statement, the level of agreement that advancement through the ATTP recognises enhanced skills in the different areas was lower (Table 5.2.17). Because the Kolmogorov-Smirnov test indicated that none of the data followed a normal distribution, the Wilcoxon Signed Ranks test was used to compare the scores for the necessity of the topic in the ATTP and the recognition of skill enhancement. Differences were statistically significant, suggesting that less emphasis was being placed on the recognition of skill levels.

Table 5.2.17

Mean scores for, and difference between, appropriateness of each topic within the ATTP and recognition of enhanced skills in those areas as perceived by Trainers

| Topic | Necessary and appropriate part of the ATTP | | Advancement through the ATTP recognised enhanced skills | | Difference between the Means |
|---------------------------------|--|------|---|------|------------------------------|
| | Mean | SD | Mean | SD | |
| Trainer development | 4.18 | 0.84 | 3.66 | 0.90 | 0.42** |
| Training session delivery | 4.35 | 0.68 | 3.82 | 0.78 | 0.53** |
| Training course delivery | 4.20 | 0.71 | 3.78 | 0.80 | 0.42** |
| Training resource production | 3.95 | 0.82 | 3.40 | 0.90 | 0.55** |
| Training policy development | 3.87 | 0.88 | 3.35 | 0.83 | 0.52** |
| Tutoring and assessment | 4.21 | 0.68 | 3.68 | 0.85 | 0.53** |
| Providing Training for Trainers | 3.94 | 0.81 | 3.63 | 0.87 | 0.31* |

* $p < 0.05$ ** $p < 0.01$; $N = 62$

Progression through the ATTP is based on the demonstration of competencies at each level. Trainers were asked if the program allowed for recognition of existing skills when they first undertook a training role. 27.0% responded that it definitely did. 65.1% were of the opinion that it sometimes did, while 7.9% responded that it did not ($N = 63$).

The AALP comprises three levels leading to qualifying as a Leader and appointment to that position, namely, Guiding Awareness (GA), Leadership Development (LD), and Leadership Qualification (LQ). Further Development (FD) modules are then undertaken to enable the Leaders to grow their skill base. The Leaders were asked to respond to positively-worded statements about whether these levels are appropriate to their role. Each item was scored on a 5-point scale from 'Strongly disagree', coded

1, to ‘Strongly agree’, coded 5. Table 5.2.18 shows the percentage distribution of the alternative responses, mean and standard deviation for the questions.

Table 5.2.18

Percentage distributions of appropriateness of the AALP levels to leadership role

| AALP levels | % frequency of agreement with appropriateness of levels | | | | | Mean | SD |
|---|---|-----|------|------|------|------|------|
| | SD | D | U | A | SA | | |
| GA, LD, LQ appropriate steps to becoming qualified | 1.2 | 2.8 | 5.3 | 53.9 | 36.9 | 4.23 | 0.77 |
| FD modules allow demonstration of skill development | 1.9 | 3.2 | 13.2 | 58.1 | 23.6 | 3.98 | 0.82 |

N = 432 or 434

The AALP comprises six modules at each of the three levels leading to qualification as a Leader. Leaders were asked to respond to a positively-worded statement about each of the modules, firstly, from the perspective of it being a necessary part of the AALP and, secondly, that advancement through the AALP recognises enhanced skills in those areas. Each item was responded to on a 5-point scale from ‘Strongly disagree’, coded 1, to ‘Strongly agree’, coded 5. Results are given in Table 5.2.19.

Table 5.2.19

Mean scores for and difference between appropriateness of each module within the AALP and recognition of enhanced skills in those areas as perceived by Leaders

| Module | Necessary and appropriate part of the AALP | | Advancement through the AALP recognised enhanced skills | | Difference between the Means |
|------------------------------|--|------|---|------|------------------------------|
| | Mean | SD | Mean | SD | |
| Fundamental | 4.39 | 0.67 | 3.91 | 0.81 | 0.48* |
| Program | 4.36 | 0.65 | 3.88 | 0.80 | 0.48* |
| Network | 3.96 | 0.71 | 3.78 | 0.82 | 0.18* |
| Management | 4.06 | 0.70 | 3.79 | 0.85 | 0.28* |
| Outdoor | 4.34 | 0.70 | 3.98 | 0.82 | 0.36* |
| Leadership skill development | 4.13 | 0.72 | 3.90 | 0.81 | 0.23* |

* $p < 0.001$; *N* = 405 or 407

Whilst the Leaders, on average, agreed with each statement, their level of agreement was lower for the statement that advancement through the AALP recognises enhanced skills in the different areas. Because the Kolmogorov-Smirnov test indicated that none of the data followed a normal distribution, the Wilcoxon Signed Ranks test was used to compare the responses to questions about the necessity for the module in the AALP and to the questions about the recognition of skill enhancement. Differences between scores on these two questions were statistically significant, suggesting that less emphasis was being placed on the recognition of skill levels as Leaders advance through the AALP.

Progression through the AALP is based on the demonstration of competencies at each level. Leaders were asked if the program allowed for recognition of existing skills when they first undertook leadership training. 24.3% responded that it definitely did. 56.4% were of the opinion that it sometimes did, while 19.3% responded that it did not ($N = 424$).

To ensure that Trainers and Leaders continue to uphold the requirements of GGA, once they have been appointed to their roles, they have to undertake an appraisal every three years. The appraisals are performed by Training Partners or Guiding Partners who have been trained in assessing competencies and verbal questioning techniques. Appraisals are conducted informally and usually take the form of a discussion between the two parties. Despite the need to be appraised being specified in the ATTP and the AALP, as Table 5.2.20 shows, approximately 5% of each group was unaware of the requirement.

Table 5.2.20

Percentage frequency of awareness for Trainers and Leaders to undertake appraisal

| Aware of need to undertake appraisal | % frequency of awareness | |
|--------------------------------------|--------------------------|--------|
| | Trainers | Leader |
| Yes | 95.5 | 95.4 |
| No | 4.5 | 4.6 |
| <i>N</i> | 67 | 436 |

Of the three Trainers who were unaware of the need for appraisal, two had been part of the training team for less than three years, while one had been a Trainer for eight years. Eleven of the Leaders who were unaware had been in their role for less than three years; five had not said for how long they had been a Leader; and the remaining four had been Leaders for 13, 16, 23 and 28 years, respectively.

The standards required of Trainers are that they continue to train at a high standard, that the Leaders with whom they are working are trained appropriately for their own program (AALP), and that Trainers themselves continue to develop their own skills. Similar standards are required of the Leaders. They must maintain high levels of duty of care in their role, the people with whom they are working must be led appropriately for their own program (AGP), and Leaders themselves must continue to develop their own skills. Each group was asked if the appraisal process was an effective way of ensuring that those standards were met.

The responses to the positively-worded statements were given on a 5-point scale for which 'Strongly disagree' was coded 1 and 'Strongly agree' was coded 5. Tables 5.2.21 and 5.2.22 show the frequency of each response alternative given by the Trainers and the Leaders, respectively, as well as the mean and standard deviation.

Table 5.2.21
Percentage distribution of responses and means for items about the effectiveness of Trainer appraisal for maintaining standards

| Aspects of Appraisal | % frequency of agreement | | | | | Mean | SD |
|--|--------------------------|------|------|------|------|------|------|
| | SD | D | U | A | SA | | |
| Appraisal is an effective way of maintaining training standards | 3.4 | 11.9 | 10.2 | 49.2 | 25.4 | 3.81 | 1.06 |
| Appraisal is an effective way of ensuring implementation of the AALP | 1.7 | 18.6 | 11.9 | 52.5 | 15.3 | 3.61 | 1.02 |
| Appraisal ensures further development through the ATTP | 3.4 | 13.8 | 10.3 | 44.8 | 27.6 | 3.79 | 1.10 |

N = 58 or 59

Whilst there was some disagreement for each aspect, the majority of Trainers agreed that that the appraisal process was an effective way of maintaining training standards, of ensuring the implementation of the AALP, and of providing further development of training skills. Two Trainers also added comments that they thought that the appraisal process was effective “if it was done properly”. The mean scores shown in Table 5.2.21 (ranging from 3.61 to 3.81) suggest that some Trainers had concerns about the effectiveness of the appraisal process.

Table 5.2.22
Percentage distributions of responses and means for items about the effectiveness of Leader appraisal for maintaining standards

| Aspects of Appraisal | % frequency of agreement | | | | | Mean | SD |
|---|--------------------------|------|------|------|------|------|------|
| | SD | D | U | A | SA | | |
| Appraisal is an effective way of maintaining duty of care standards | 1.5 | 11.3 | 11.8 | 54.4 | 20.9 | 3.82 | 0.94 |
| Appraisal is an effective way of ensuring implementation of the AGP | 2.0 | 13.1 | 18.7 | 51.2 | 15.0 | 3.64 | 0.95 |
| Appraisal ensures further development through the AALP | 1.5 | 7.6 | 13.8 | 60.6 | 16.5 | 3.83 | 0.85 |

N = 406

Table 5.2.22 shows that, like the Trainers, Leaders were generally in agreement that the appraisal process was an effective way of maintaining standards for their role, although some also had concerns about the process. Some Leaders took the opportunity to provide additional comments ($N = 12$) which all expressed reservations. The main concern was that “Appraisal ensures that Leaders know what to do and how to do it, but it doesn't always ensure they actually implement it”. Another Leader suggested that “real evidence” needed to be collected to assist with the discussion. It was also suggested that undertaking further development just to get through the appraisal was not an effective way of maintaining currency of knowledge, and that the process was too demanding on volunteers. No-one suggested an alternative way of safeguarding standards.

GGA training sessions must provide opportunities for adult members to understand the Girl Guide/Girl Scout Method and how it empowers adult members to participate in self-development and community development (Girl Guides Australia (Inc), 2007). Trainers were asked to rank each of the components of the method according to how often it was used in the courses that they had delivered. A ranking of 1 was used for the component that was used most often. A rank of 9 was for the component used least often. Table 5.2.23 shows descriptive information for the ranking.

The component with the lowest mean score in Table 5.2.23 and therefore the top ranking overall for the frequency of use was ‘learning by doing’, with all respondents ranking it fifth or higher. It is the easiest method to model within a training environment. Use of the patrol system (small group / team work) was ranked second overall. Again use of the patrol system is a method that is easy to model, as well as being one of the Fundamentals of the AGP.

Table 5.2.23
Percentage and mean ranking of the frequency of use of the nine components of the Girl Guide / Girl Scout method during a training course

| Component | % frequency of Ranking | | | | | | | | | Mean | SD |
|------------------------------------|------------------------|------|------|------|------|------|------|------|------------|------|------|
| | Used most | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Used least | | |
| Learning by doing | 50.0 | 23.4 | 17.2 | 6.3 | 3.1 | 0.0 | 0.0 | 0.0 | 0.0 | 1.89 | 1.10 |
| Patrol system | 14.1 | 23.4 | 26.6 | 18.8 | 9.4 | 3.1 | 1.6 | 3.1 | 0.0 | 3.17 | 1.64 |
| Promise & Law | 23.8 | 12.7 | 19.0 | 15.9 | 15.9 | 9.5 | 1.6 | 0.0 | 1.6 | 3.32 | 1.87 |
| Progressive self-development | 14.3 | 17.5 | 11.1 | 20.6 | 12.7 | 15.9 | 3.2 | 3.2 | 1.6 | 3.86 | 2.02 |
| Outdoor activities | 25.0 | 3.1 | 9.4 | 9.4 | 12.5 | 23.4 | 7.8 | 3.1 | 6.3 | 4.36 | 2.50 |
| Cooperation between youth & adults | 6.3 | 12.5 | 7.8 | 18.8 | 26.6 | 12.5 | 14.1 | 1.6 | 0.0 | 4.48 | 1.80 |
| Symbolism | 6.3 | 1.6 | 1.6 | 6.3 | 1.6 | 14.3 | 27.0 | 20.6 | 20.6 | 6.73 | 2.18 |
| Community service | 3.2 | 4.8 | 3.3 | 4.8 | 4.8 | 4.8 | 19.0 | 34.9 | 20.6 | 6.92 | 2.18 |
| International experience | 4.8 | 4.8 | 1.6 | 6.3 | 1.6 | 4.8 | 14.3 | 22.2 | 39.7 | 7.16 | 2.39 |

N = 63

‘Community Service’ and ‘International Experience’ are harder to model as part of a training course because they require real-life situations rather than the artificial environment of a course. Even so, Community service and International experience were each ranked in the top three for frequency of use by over 10% of the Trainers (Table 5.2.23).

GGA recognises the need for support for all its members in whatever role they might have. The organisation provides training for its Trainers and Leaders. It also provides a mentoring system in which people who are mature in their role provide support for those less experienced. Internally and externally written resources are also available. Therefore, Trainers and Leaders were asked if they had undertaken any training for

their role and what they thought about their training, mentoring role and use of resources. They were also asked about the people to whom they go for help, and what other ways they had of getting information to help with Guiding matters.

The percentage distribution for Trainers and Leaders of their undertaking of training for their respective roles in Guiding is shown in the Table 5.2.24. Because both groups could have undertaken training from a number of places, the questions allowed multiple responses, therefore the percentages do not total to 100.

Table 5.2.24
Percentage of each response from Trainers and Leaders regarding training for their roles

| Undertaken training for Guiding role | % frequency for undertaken training | |
|--------------------------------------|-------------------------------------|---------|
| | Trainers | Leaders |
| No | 4.6 | 3.5 |
| Yes, within Guides | 92.3 | 93.8 |
| Yes, external to Guides | 56.9 | 55.3 |
| <i>N</i> | 65 | 432 |

The high participation rate in training shown by the ‘Yes’ responses in Table 5.2.24 indicates that both Trainers and Leaders used attendance at training courses to develop the necessary skills for their roles. Further analysis of the responses concerning undertaking training showed that 52.2% of Trainers ($N = 67$) and 51.8% of Leaders ($N = 438$) had undertaken training both within GGA and external to GGA.

The percentages of Trainers and Leaders responding that they used written resources to assist them in their roles are shown in Table 5.2.25. As both groups could have used resources from a number of places, the questions allowed for multiple responses and so the percentages do not total to 100.

Table 5.2.25
Percentage of each response from Trainers and Leaders regarding the use of written materials to assist with their roles

| Used written resources to assist with their role | % frequency for use of written resources | |
|--|--|---------|
| | Trainers | Leaders |
| No | 3.1 | 4.4 |
| Yes, Guide materials | 95.4 | 93.8 |
| Yes, non-Guide materials | 86.2 | 86.3 |
| <i>N</i> | 65 | 432 |

The high resource usage rate shown by the ‘Yes’ responses in Table 5.2.25 indicates that Trainers and Leaders did not rely solely on training as a way to assist with their respective roles and that, whilst Guiding materials received the most use, non-Guiding materials also had a part to play. Further examination of the questionnaire data showed that 82.1% of Trainers ($N = 67$) and 83.3% of Leaders ($N = 438$) had used both Guiding and non-Guiding resources.

To establish whether or not the resources assisted with their roles, both Trainers and Leaders were asked for their level of agreement with two-positively worded statements – one for Guiding and one for non-Guiding resources. A 5-point response scale was used with ‘Strongly disagree’ coded 1 and ‘Strongly agree’ coded 5. Table 5.2.26 shows the percentage responses for the level of agreement with each statement, along with the means and standard deviations.

Both Trainers and Leaders highly rated the effectiveness of the written resources that they had used, with mean scores close to 4. Those who had used non-Guiding resources, on average, rated them slightly higher than those produced internally by GGA (Table 5.2.26).

Table 5.2.26
Percentage agreement and mean for items relating to Trainers' and Leaders' perceptions of the effectiveness of written resources for their roles

| Resources | % frequency of agreement about effectiveness | | | | | Mean | SD | N |
|------------------------------------|--|-----|------|------|------|------|------|-----|
| | SD | D | U | A | SA | | | |
| Guiding resources for Trainers | 1.6 | 4.8 | 11.3 | 61.3 | 21.0 | 3.95 | 0.82 | 62 |
| Non-Guiding resources for Trainers | 1.8 | 1.8 | 1.8 | 60.7 | 33.9 | 4.23 | 0.74 | 56 |
| Guiding resources for Leaders | 1.2 | 4.4 | 9.1 | 69.4 | 15.8 | 3.94 | 0.73 | 405 |
| Non-Guiding resources for Leaders | 0.5 | 2.1 | 11.0 | 71.6 | 14.7 | 3.98 | 0.63 | 373 |

Trainers and Leaders were asked to identify what sources of help they had used with their Guiding. The responses are shown graphically in the Figures 5.2.7 and 5.2.8.

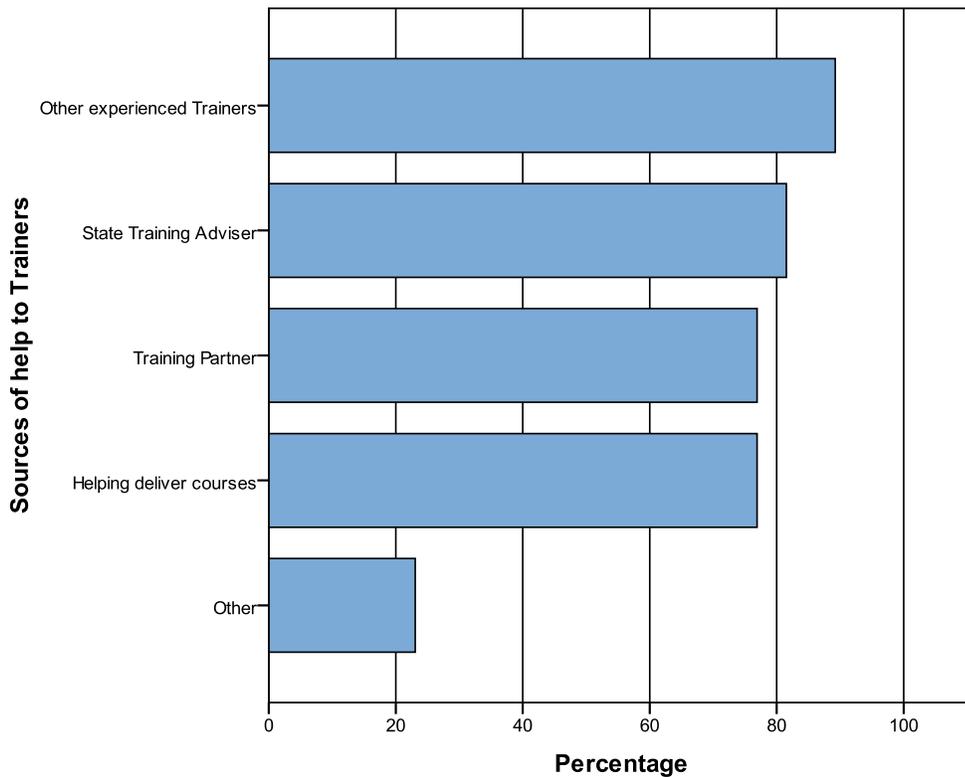


Figure 5.2.7 Percentage of Trainers who use different sources of help in their role

Figure 5.2.7 shows that, despite the availability of Training Partners, other experienced Trainers are the main source of help used. The Training Adviser is the Leader of the training team in each geographic State.

For Leaders too, Figure 5.2.8 shows that it was their peers who were used most often as a source of help. The percentage could be inflated because 80.7% ($N = 398$) of Leaders specifying this category were Leaders of Youth, and 83.2% of those worked in a Unit with two or more Leaders.

The low percentage for Division Leaders as a source of help is because not all states in Australia have Divisions as part of their structure.

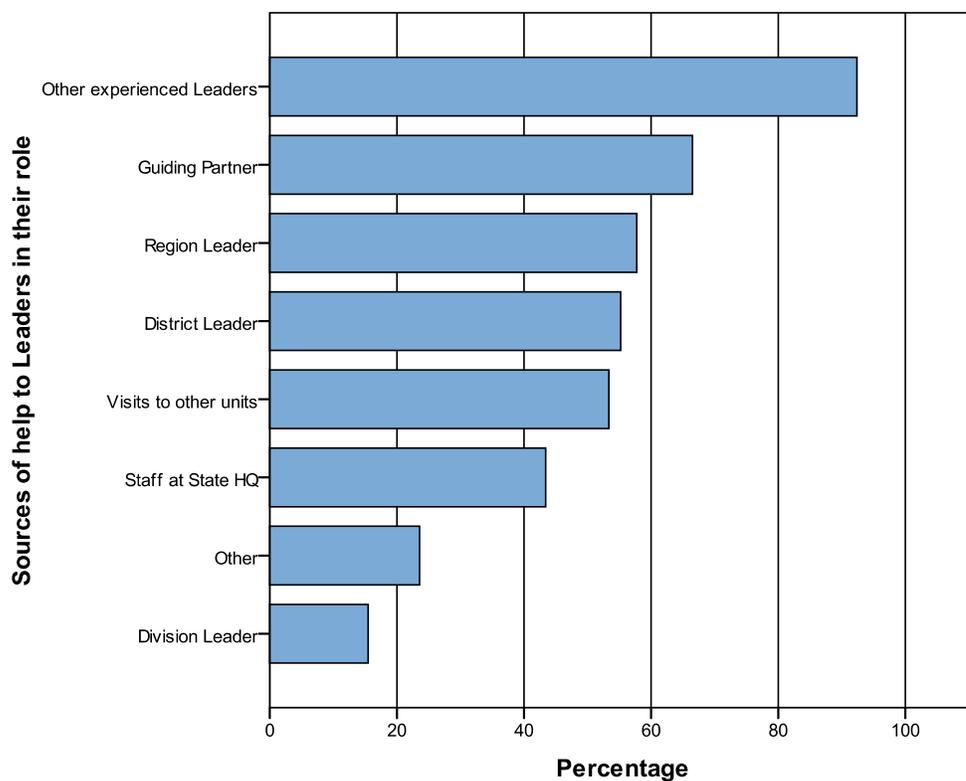


Figure 5.2.8 Percentage of Leaders who use different sources of help in their role

Despite the strong agreement by the Trainers and the Leaders that the levels in the ATTP and AALP are appropriate steps to becoming qualified for their roles (Tables 5.2.17 and 5.2.19), both groups identified areas where improvements could be made to their programs.

None of the Trainers who made suggestions for improving the ATTP ($N = 39$) or Leaders who made suggestions concerning the AALP ($N = 285$) made any direct comment about the programs themselves and the need for improvement. The suggestions were very similar for both groups and related more to the way in which the programs are documented (Trainers Journal and Leaders Journal). The language used in the documents was considered ‘unfriendly’ and therefore daunting to many. One Leader described the Journal as ‘horrific’, while many others said the terminology used in it needed to be simplified. The repetitiveness of the content at the different levels also drew comment from Trainers and Leaders. Both groups also considered that there was a need for the use of Training and Guiding Partners to be reviewed as there were inconsistencies in how they assessed competencies. More training and resources were also considered necessary by both groups.

In summary, the ATTP and AALP were viewed favourably by the Trainers and Leaders, respectively. Both Trainers and Leaders agreed that the topics used as the skill areas in the levels of the ATTP and AALP were necessary parts of the programs, but reported that their enhanced skills were not appropriately recognised (Tables 5.2.17 and 5.2.19). ‘Learning by doing’ was the most frequently used technique from the Girl Guide / Girl Scout training method (Table 5.2.23).

The data concerning the use of training and written materials showed that large proportions of both Trainers and Leaders used each support method (Table 5.2.24

and Table 5.2.25, respectively). The effectiveness of written resources produced both internally and externally to GGA was also rated highly (Table 5.2.26). Despite the availability of Training Partners and Guiding Partners, the people most frequently turned to for help were other experienced Trainers or other experienced Leaders (Figures 5.2.7 and 5.2.8).

5.3 Educational Basis of the Programs Offered

Because GGA promotes itself as a deliverer of non-formal education (Macky, 2001), youth members, parents of the youth members, Trainers and Leaders were asked if their programs had an educational role and, if so, what could be learned through participation. Their responses were used to address Research Question 2 which was: Do youth members, parents of youth members, Trainers and Leaders recognise the educational basis of the GGA programs?

To determine whether youth members had recognised any educational benefits through participation in Guiding, they were asked if it had helped them to learn new things and to do some things better. The percentages of respondents agreeing to the two questions are shown in Table 5.3.1. The very high percentage of agreement indicates that youth members believe that Guiding had taught them new things and improved skills that they already had in some areas. Only 1.6% ($N = 434$) responded negatively to both questions.

Table 5.3.1
Percentage frequency of youth members' perceptions of personal development through participation in Girl Guides

| Type of personal development associated with going to Guides | % frequency of agreement | |
|--|--------------------------|------|
| | No | Yes |
| Learning new things | 3.0 | 97.0 |
| Doing things better | 13.1 | 86.9 |

$N = 435$ or 434

A third question asked the youth members if participation in Guiding meant that they were being taught, but not in a classroom, as this method of instruction is part of the non-formal education process. The responses showed that 86.4% ($N = 433$) agreed or really agreed that they were taught things, 9.2% didn't know, and 4.4% disagreed or really disagreed.

There seemed to be some misunderstanding of the questions, or some unanticipated alternative interpretations by the respondents. As shown in Table 5.3.2, 69.2% ($N = 13$) of girls said that going to Guides had not helped them to learn new things, yet they agreed or really agreed that Guiding facilitates learning but not in a classroom. Of those girls who said that they had not learned to do things better, 73.2% ($N = 56$) still agreed or really agreed that Guiding facilitated learning but not in a classroom. Table 5.3.2 shows the percentage frequency of responses to the questions about learning new things and doing things better through participation in Guiding.

Table 5.3.2
Percentage frequency of youth members agreeing that Guiding facilitates learning but not in a classroom

| Response | % frequency of agreement | | | |
|-----------------|-----------------------------------|------|--|------|
| | Guides helped me learn new things | | Guides helped me do some things better | |
| | No | Yes | No | Yes |
| Really disagree | 15.4 | 0.5 | 5.4 | 0.3 |
| Disagree | 15.4 | 3.1 | 8.9 | 2.7 |
| Don't know | 0.0 | 9.5 | 12.5 | 8.5 |
| Agree | 46.2 | 38.9 | 44.6 | 38.4 |
| Really agree | 23.0 | 48.0 | 28.6 | 50.1 |
| <i>N</i> | 13 | 419 | 56 | 375 |

The girls identified many new things that they had learned at Guides and also things that they did better. These are listed in Table 5.3.3.

Table 5.3.3
Percentage frequency of topics for which youth members of GGA believe that they had learned new things or could do better as a result of participating in the AGP

| Topics learned | % frequency of topics | |
|------------------------------------|-----------------------|-----------|
| | New things | Do better |
| Knots / rope work | 40.7 | 13.0 |
| Camping skills | 25.4 | 10.7 |
| Cooking (indoor or outdoor) | 22.4 | 11.4 |
| Outdoor activities | 14.2 | 6.6 |
| Art and craft | 13.0 | 5.5 |
| Aspects of Guiding | 9.4 | 0.9 |
| Handling matches / candles / fires | 8.7 | 1.8 |
| Being friendly / making friends | 8.5 | 12.8 |
| Leadership skills | 8.5 | 6.2 |
| Self confidence / outgoing | 7.8 | 14.6 |
| Home skills | 6.9 | 5.5 |
| First Aid / CPR | 6.9 | 4.1 |
| Tolerance / respect / patience | 5.7 | 8.9 |
| Lots / heaps | 5.5 | 2.5 |
| Games | 5.0 | 1.1 |
| Team work | 4.8 | 3.0 |
| Risk management / safety | 2.5 | 0.7 |
| Caring for the environment | 2.1 | 1.4 |
| Helping others | 1.6 | 5.7 |
| Survival skills | 1.6 | 0.9 |
| Being organised / time management | 1.1 | 3.9 |
| Having fun | 1.1 | 2.3 |
| Listening skills | – | 1.8 |
| Decision making | – | 0.9 |
| No response given | 5.9 | 18.2 |
| <i>N</i> | 439 | 439 |

When parents were asked whether they thought that their daughter had learned new skills at Guides, 96.5% either agreed or strongly agreed (Table 5.3.4). They were not asked to specify what they thought that their daughters had learned. Also 94.2% of

parents either agreed or strongly agreed that their daughter had an opportunity for personal development through Guiding (Table 5.3.4).

Table 5.3.4
Percentage frequency and mean for parental agreement that membership of Guides had helped aspects of their daughters' lives

| Aspects of daughters' lives | % frequency of agreement | | | | | Mean | SD |
|--|--------------------------|-----|-----|------|------|------|------|
| | SD | D | U | A | SA | | |
| Daughter has learned new things at Guides | 0.0 | 0.9 | 2.6 | 33.0 | 63.5 | 4.59 | 0.59 |
| Daughter has developed personally through Guides | 0.0 | 0.5 | 5.3 | 35.7 | 58.5 | 4.52 | 0.62 |

N = 433 or 434

Because the educational aspects of the Girl Guide programs should be relevant to adult as well as youth members, Trainers and Leaders were asked whether they thought that this was so, and what was learned. Table 5.3.5 reports that 63.6% of Trainers and 48.8% of Leaders said that participation in the adult program (AALP) definitely provided learning opportunities for adult members. Only 1.6% of Trainers and 6.0% of Leaders expressed the view that it did not. As Trainers are required to be Leaders too, they are familiar with the AALP and, therefore, could knowledgeably express their view.

Table 5.3.5
Percentage frequency of Trainers' and Leaders' responses about whether participation in the AALP provides any form of learning opportunities for adult members

| Learning opportunities for adults | % frequency for responses | |
|-----------------------------------|---------------------------|---------|
| | Trainers | Leaders |
| Yes, definitely | 63.6 | 48.8 |
| Yes, sometimes | 34.8 | 45.2 |
| No | 1.6 | 6.0 |
| <i>N</i> | 66 | 418 |

Chi-square analysis showed that, statistically, there was no significant difference between the Trainer and Leader groups in their perceptions as to whether or not participation in the AALP provided any form of education ($\chi^2 (2) = 5.98, p > 0.05$). Both groups were equally positive that there were opportunities to learn.

A nonsignificant result was also found for differences between the Trainers and Leaders in whether or not they considered that participation in the AGP provided any learning opportunities for the Guides ($\chi^2 (2) = 0.39, p > 0.05$). The percentage distributions for the responses given by Trainers and Leaders are shown in Table 5.3.6. Both groups felt certain that participation in the AGP did facilitate learning.

Table 5.3.6
Percentage frequency of responses from Trainers and Leaders on whether participation in the AGP provides any learning opportunities for youth members

| Learning opportunities for youth members | % frequency for responses | |
|--|---------------------------|---------|
| | Trainers | Leaders |
| Yes, definitely | 77.6 | 74.5 |
| Yes, sometimes | 20.9 | 23.2 |
| No | 1.5 | 2.3 |
| <i>N</i> | 67 | 435 |

The differences in the percentages shown in Tables 5.3.5 and 5.3.6 suggest that both Trainers and Leaders feel certain that youth members do undertake a form of education through participation in the AGP, but are less certain that participation in the AALP provides education for adult members.

The Trainers and Leaders identified many different things that they had learned and these are listed in Table 5.3.7. Table 5.3.8 lists what the Trainers and Leaders identified as the things that youth members could learn.

Table 5.3.7
Percentage frequency of topics that adult members of GGA can learn by participating in the AALP

| Topics learned by adults | % frequency for topics | |
|--------------------------------------|------------------------|---------|
| | Trainers | Leaders |
| Management skills | 25.8 | 24.7 |
| Leadership skills | 25.8 | 14.6 |
| Personal development | 22.7 | 11.4 |
| Teamwork | 22.7 | 11.9 |
| Risk management | 21.2 | 3.2 |
| Planning / programming skills | 18.2 | 7.3 |
| Time management | 18.2 | 7.8 |
| Communication skills | 18.2 | 11.4 |
| People skills | 15.2 | 6.2 |
| Organisational skills | 15.2 | 7.3 |
| Confidence / self esteem | 15.2 | 11.9 |
| Financial / budgeting skills | 13.6 | 5.3 |
| Conflict resolution | 13.6 | 2.5 |
| Outdoor skills | 12.1 | 8.7 |
| First Aid | 10.6 | 8.0 |
| Record keeping | 9.1 | 0.9 |
| Competency use / demonstration | 7.6 | – |
| Use of resources | 7.6 | 1.6 |
| Teaching skills | 7.6 | 1.4 |
| Practical skills | 6.1 | 14.6 |
| Goal setting | 6.1 | 1.1 |
| Life skills | 6.1 | 5.5 |
| Child development | 6.1 | 2.3 |
| Problem solving | 6.1 | 2.1 |
| Aspects of Guiding | 4.5 | 12.1 |
| To have fun | 4.5 | 2.7 |
| Mentoring & assessing skills | 4.5 | 1.6 |
| Meeting procedures | 4.5 | 0.5 |
| Frontline Management | 4.5 | – |
| Values / ethics | 3.0 | 3.4 |
| World issues | 1.5 | 3.7 |
| Being part of a group | – | 8.9 |
| Understanding the needs of the girls | – | 2.7 |
| Patience / tolerance | – | 2.5 |
| No response given | 16.7 | 18.9 |
| <i>N</i> | 66 | 438 |

Table 5.3.8
Percentage frequency of the topics that adult members of GGA believe youth members can learn by participating in the AGP

| Topics learned by youth members | % frequency for topics | |
|---|------------------------|---------|
| | Trainers | Leaders |
| Leadership skills | 50.7 | 40.6 |
| Teamwork | 47.8 | 36.1 |
| Life skills | 37.3 | 22.4 |
| Confidence / self esteem | 29.9 | 26.7 |
| Personal development | 20.9 | 5.7 |
| People skills | 18.5 | 14.9 |
| Planning and evaluation skills | 17.9 | 3.0 |
| Communication skills | 17.9 | 9.4 |
| Outdoor skills | 16.4 | 5.9 |
| Organisational skills | 14.9 | 5.5 |
| Community awareness | 14.9 | 8.0 |
| Problem solving | 14.9 | 3.9 |
| Practical skills | 13.4 | 14.4 |
| Time management | 13.4 | 3.9 |
| World issues | 11.9 | 1.1 |
| Environmental awareness | 11.9 | 4.8 |
| Tolerance and respect | 10.4 | 19.4 |
| Commitment / ethics / values | 10.4 | 6.2 |
| Giving service | 10.4 | 9.6 |
| Cultural / religious awareness | 10.4 | 3.0 |
| Decision making | 9.0 | 10.5 |
| Aspects of Guiding program | 9.0 | 3.9 |
| Fun through participation | 9.0 | 8.2 |
| To be responsible / take responsibility | 7.5 | 6.6 |
| Perseverance and determination | 7.5 | 6.2 |
| Goal setting / challenging oneself | 6.0 | 8.9 |
| Risk management / safety / First Aid | 6.0 | 3.0 |
| Conflict resolution | 6.0 | 1.1 |
| Queen's Guide for Year 12 Certificate | 4.5 | - |
| Certificates 2 & 3 in Leadership and Management | 4.5 | - |
| Budgeting skills | 1.5 | - |
| No response given | 10.4 | 11.2 |
| <i>N</i> | 67 | 438 |

In summary, both Guides and parents agreed that participation in Guides had facilitated the learning of new skills and the improvement of existing ones (Tables 5.3.1 and 5.3.4). The Guides identified many areas in which learning had taken place (Table 5.3.3). Some of these identified areas, such as tying knots, First Aid, cooking and camping, were very practical while others, such as leadership, tolerance, listening and teamwork, were more esoteric.

Overall, Trainers and Leaders perceived that GGA provides an effective learning environment for its members (Tables 5.3.5 and 5.3.7) and gave a long list of topics that adults (Table 5.3.6) and youth members (Table 5.3.8) could learn through participation in the different programs. Such things as leadership skills, teamwork, personal development, people skills and communication skills were high on both lists.

5.4 Summary

Chapter 5 has examined the data collected from youth members, parents of youth members, Trainers and Leaders to address Research Questions 1 and 2 in relation to the delivery of the AGP, ATTP and AALP within GGA.

Results showed that the four Elements and seven Fundamentals of the AGP were used in all the programs and were given varying levels of emphasis depending on the needs of the groups (Table 5.2.2 to Table 5.2.7).

Youth members participated in decision making and the planning of activities (Table 5.3.13) and a majority had been given the opportunity to develop leadership skills as Patrol Leaders or Assistant Patrol Leaders (Table 5.2.10).

Youth members and their parents agreed very strongly that Leaders provided a safe environment for the Guides, but they were less certain that the Guides were given opportunities to undertake leadership tasks other than as Patrol or Assistant Patrol Leaders (Tables 5.2.11 and 5.2.12). Adult Guide Leaders and other Guides were the most-frequently used human sources of assistance with Guiding matters, while Guide books and the Internet provided other forms of assistance (Figures 5.2.5 and 5.2.6).

Trainers showed a high degree of agreement that mastery of the topics within the ATTP levels were necessary and appropriate for becoming qualified for their role (Table 5.2.17) even though there were some areas for which they considered that improvements could be made. Leaders expressed similar views regarding the AALP (Table 5.2.19). Trainers and Leaders were not quite so definite that their skill development was fully recognised as they progressed through their respective programs.

Trainers and Leaders were aware of the requirement to undertake appraisal for their roles and were in general agreement that the appraisal process helped to maintain standards and encourage further development through the ATTP and AALP.

Both groups had made considerable use of written resources from within Guiding and from other sources to assist them with their roles (Table 5.2.25) and agreed that the resources were effective in helping them to develop their skills (Table 5.2.26). Over 50% of the Trainers and over 50% of the Leaders had undertaken training both within Guiding and external to the organisation.

There was agreement by all groups that participation in the different GGA programs could help them to learn new things and improve existing skills. Those skills were

both practical, such as knotting, cooking and First Aid, and more esoteric, such as teamwork, tolerance, patience and organisational skills.

Overall, Chapter 5 has shown that youth members, their parents, Trainers and Leaders expressed very positive views about the techniques used for program delivery and the educational benefits of participation.

Chapter 6 presents the results of the analysis of the quantitative data collected from the youth member and parent questionnaires that relate to Research Questions 3, 4, 5 and 6. These questions cover, from the parent and youth perspective, how participation in the AGP: supports the development of good citizens; enriches the lives of the girls; and assists with the Guides' personal development. Research Question 6 compares parents' and youth members' perceptions of the benefits of participation in Guides.

The results of the analysis of the Trainers' and Leaders' quantitative data that relate to Research Questions 7, 8 and 9 are given in Chapter 7. These questions encompass, from the Trainer and Leader perspective, how participation in the programs offered by GGA: supports the development of good citizens; and enriches the lives of the adult participants. Research Question 9 involves how well participation in the respective adult programs prepares Trainers and Leaders for their roles.

The analysis of the qualitative data from the focus groups is reported in Chapter 8.

Chapter 6

DATA ANALYSIS AND RESULTS FOR YOUTH MEMBER AND PARENT QUESTIONNAIRES

6.1 Introduction

Girl Guides Australia (GGA) provides a number of different programs for its members depending on their ages and interest levels. Those programs were outlined in Chapter 3. Chapter 5 of this thesis presented the results of analyses of the quantitative data collected from youth, parent, Trainer and Leader questionnaires that relate to the delivery of the Australian Guide Program (AGP) for youth members, the Australian Adult Leadership Program (AALP) and the Australian Trainers' Training Program (ATTP). Chapter 5 addressed Research Questions 1 and 2 about the methods of delivery of the programs and their perceived educational nature.

Chapter 6 presents the results of analyses of the quantitative data collected from the youth and parents' questionnaires only. Information about demographic and Guiding experience for the youth members is given along with results that relate to Research Questions 3 to 6.

Section 6.2 presents demographic information collected from youth members and Section 6.3 shows the level of participation in Guiding of the girls and their families.

Section 6.4 reports Guides' perceptions of the aspects of the AGP that promote good citizenship (Research Question 3).

Section 6.5 identifies ways in which youth members perceive that participation in the AGP has enriched their lives (Research Question 4), while Section 6.6 reports

opportunities for Guides' personal development as perceived by their parents (Research Question 5).

Section 6.7 compares youth and parent perceptions of the benefits of participation in the AGP to address Research Question 6.

A summary of the chapter is given in Section 6.8.

6.2 Demographic Information for Youth Members

Demographic information was collected to determine if there was a proportional representation of Guides in terms of geographic State, ages from 5–17 years, range of levels of Guiding experience, and responses from rural and urban girls. These data also allowed comparisons of questionnaire responses from youth members according to these different characteristics. No comparisons of responses between the geographic States were undertaken as this was not the purpose of the study.

Youth members were asked to give their ages, which were then put into categories. The categories used reflect the age groups used by GGA in its resources. Unlike adults, who gave their ages in complete years, youth members often gave their ages in years and fractions of years. This level of detail was accommodated in the range for each age group. For example, group one ranges from 5–7 years, while group two ranges from 7–12 years. Those girls who reported their age as being exactly seven years were placed in the second group, along with those who reported an age of seven years and some months. Those who specified their age as being six and some months (i.e. still under the age of seven) were placed in the first group. Table 6.2.1 shows the percentage frequency of the different groups for youth members, along with overall summary statistics.

Table 6.2.1
Frequency distribution of the age groups of youth members

| Statistic | % of Age |
|----------------------------------|----------|
| % frequency of age group (years) | % |
| 5–7 years | 2.7 |
| 7–9 years | 12.1 |
| 9–12 years | 46.2 |
| 12–14 years | 26.5 |
| 14–17 years | 12.4 |
| <i>Mean</i> (years) | 10.93 |
| <i>SD</i> (years) | 2.33 |
| <i>SE Mean</i> (years) | 0.11 |
| <i>N</i> | 437 |

Youth members were asked about other organised activities in which they participated, apart from those at school. The girls who answered the question ($N = 417$) listed 128 different activities, with one respondent listing nine different ones. The responses were grouped into the 11 categories shown in Figure 6.2.1. Only 23.5% of the girls specifically mentioned being a Girl Guide when, of course, all of the respondents were. Interestingly, 6.2% of the respondents said that they didn't do any organised activities outside school, indicating that they didn't view Guides in that light or had forgotten about Guides completely. Participation in physical activities was the most common response (68.1%).

Guides were also asked about what else they liked to do in their spare time. The girls who responded ($N = 428$) listed 205 different things, with one respondent listing 10 activities. The responses were grouped into 13 categories as shown in the Figure 6.2.2. Two girls (0.5%) responded that they didn't have any hobbies or interests. Creative arts and crafts (62.5%) and solitary activities (62.3%) were the two categories most listed by the girls as being what they liked to do in their spare time.

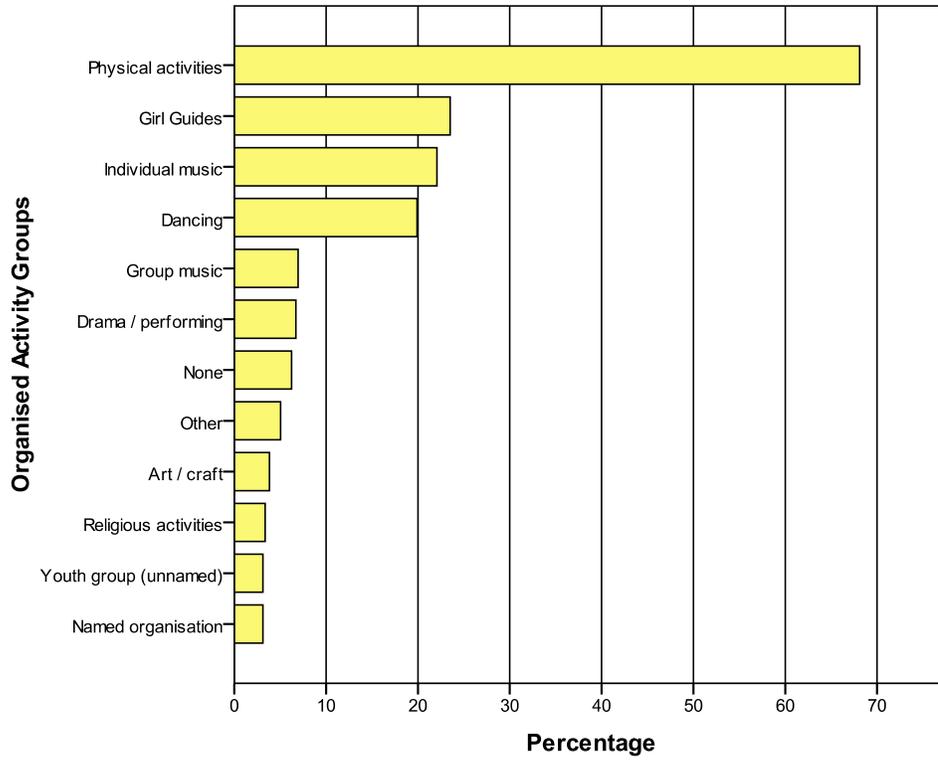


Figure 6.2.1 Percentage of youth members undertaking each organised activity

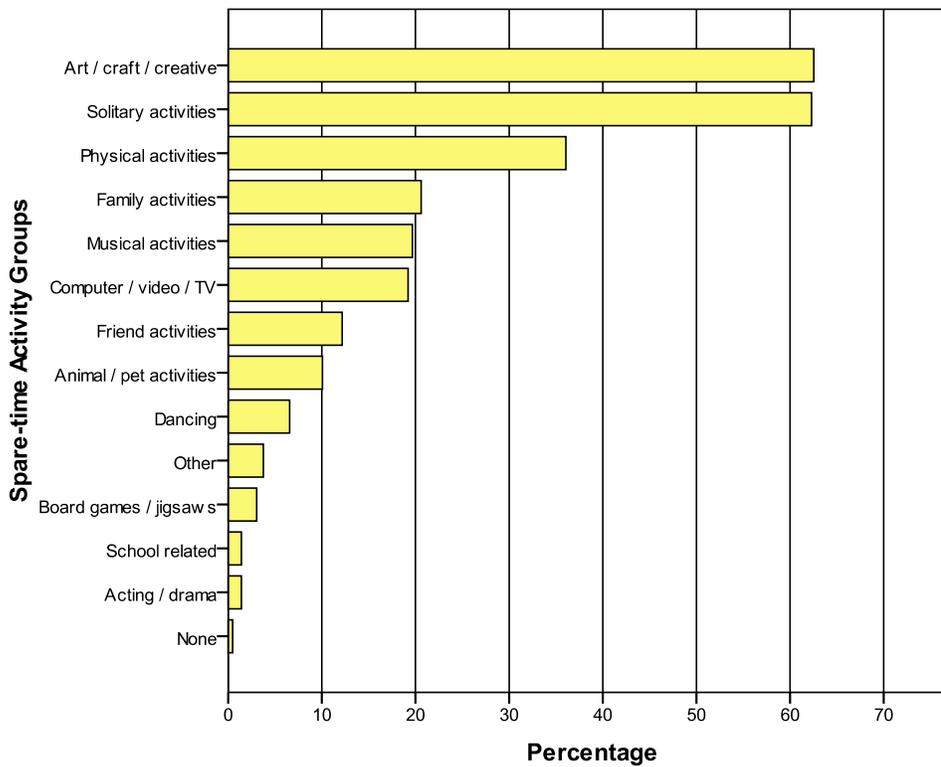


Figure 6.2.2 Percentage of youth members enjoying each spare-time activity

The youth members were asked if they had a job and, if so, how many hours they usually worked per week. As shown in Table 6.2.2, 6.6% of the respondents indicated that they had a job. Of those, the amount of time worked per week ranged from 1 to 20 hours, with one girl saying that her hours varied, and another not specifying the number. The mean number of hours worked, based on the 27 specific responses, was 6.35 ($SD = 5.20$).

Table 6.2.2
Frequency distribution of the employment situation of youth members

| Have a job? | Frequency of employment situation | |
|----------------|-----------------------------------|------|
| | <i>N</i> | % |
| Not old enough | 348 | 79.6 |
| No | 60 | 13.7 |
| Yes | 29 | 6.6 |
| <i>N</i> | 437 | |

Girl Guides is a worldwide organisation with Units in a variety of settings and with a variety of sizes in terms of membership. In Australia, those settings are rural and urban, with the numbers of Guides ranging from 3–60, and the numbers of Leaders ranging from 1–6. The ages of the girls in the Units also varies. Table 6.2.3 shows descriptive information relating to the composition of the Units given by the Guides.

Analysis of the demographic data showed that all the age groups, as defined by GGA, were represented (Table 6.2.1), that the girls had a variety of interests (Figures 6.2.1 and 6.2.2), and that the girls came from both rural and urban settings (Table 6.2.3).

Table 6.2.3
Descriptive information relating to the composition of the Guide Units reported by the youth members

| Characteristic | Statistics | Descriptive Information |
|----------------------|--------------|-------------------------|
| Location of Unit | | |
| Rural | % frequency | 16.4 |
| Urban | % frequency | 83.6 |
| Number of Leaders | | |
| | <i>Mean</i> | 2.61 |
| | <i>SD</i> | 0.97 |
| | <i>Range</i> | 1–6 |
| Number of girls | | |
| | <i>Mean</i> | 15.85 |
| | <i>SD</i> | 7.88 |
| | <i>Range</i> | 3–60 |
| Age of youngest girl | | |
| | <i>Mean</i> | 8.19 |
| | <i>SD</i> | 2.38 |
| | <i>Range</i> | 4–15 |
| Age of oldest girl | | |
| | <i>Mean</i> | 12.90 |
| | <i>SD</i> | 2.38 |
| | <i>Range</i> | 6–18 |
| <i>N</i> | | 415–434 |

6.3 Guiding Experience of Youth Members and their Families

The youth program offered by GGA provides opportunities suitable for all levels of commitment by the girls. The Guides can just participate at the regular meetings or can choose to participate in the recognition system whilst also attending the meetings. The Guides ($N = 436$) reported a mean participation time in Girl Guides as 3.58 years ($SD = 2.40$) with the range of years from 0–12. Table 6.3.1 shows the distribution of percentages of youth members who had either completed or were working on the various levels of the recognition system among the different age groups used by GGA. The percentages indicate the flexibility of the AGP recognition system and also the intended minimum age of commencing the different awards.

Table 6.3.1
Percentage distribution of level of the recognition system being worked on or completed by age group

| Recognition level | Stage | % Distribution of level for five age groups | | | | | N |
|-------------------|------------|---|-----------|------------|-------------|-------------|-----|
| | | 5–7 years | 7–9 years | 9–12 years | 12–14 years | 14–17 years | |
| Promise | Working on | 6.7 | 33.3 | 46.7 | 13.3 | 0.0 | 15 |
| | Completed | 1.7 | 10.9 | 46.8 | 27.7 | 12.9 | 412 |
| Junior BP | Working on | 1.9 | 12.3 | 66.0 | 17.9 | 1.9 | 106 |
| | Completed | 0.0 | 0.0 | 18.3 | 51.9 | 29.8 | 104 |
| BP Award | Working on | 0.0 | 1.0 | 23.8 | 59.4 | 15.8 | 101 |
| | Completed | 0.0 | 0.0 | 4.2 | 20.8 | 75.0 | 24 |
| Queen’s Guide | Working on | 0.0 | 0.0 | 0.0 | 13.0 | 87.0 | 23 |
| | Completed | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0 |

Youth members can choose to challenge themselves beyond the programs that are facilitated by the Leaders by earning badges defined in the informal awards system. Table 6.3.2 shows the percentage of the youth respondents who had earned at least one badge in the informal award strands along with the mean number completed.

Table 6.3.2
Descriptive statistics for the number of informal awards completed by youth members

| Type of informal award | Number of informal awards completed | | |
|------------------------|-------------------------------------|------|------|
| | % | Mean | SD |
| Explore a Challenge | 53.1 | 3.15 | 2.99 |
| Create a Challenge | 71.1 | 5.84 | 4.77 |
| Achieve a Challenge | 32.1 | 2.52 | 1.94 |

N = 433

To establish the level of Guiding, or equivalent, experience that the parents of the youth members had, parents were asked if they, or any member of their extended family, had been involved with Girl Guides or Scouts prior to their daughter joining

GGA. 68.2% said that there had been family involvement in some way ($N = 434$).

Table 6.3.3 shows the frequency of the involvement in various roles.

Table 6.3.3

Frequency distribution of family members' involvement in various roles in Girl Guides and Scouts

| Role of family member | Frequency of involvement in role | |
|-------------------------------|----------------------------------|------|
| | <i>N</i> | % |
| Girl Guide youth member | 226 | 76.4 |
| Scout youth member | 132 | 44.6 |
| Qualified Girl Guide Leader | 70 | 23.6 |
| Qualified Scout Leader | 59 | 19.9 |
| Parent helper at Girl Guides | 66 | 22.3 |
| Parent help at Scouts | 24 | 8.1 |
| Other position in Girl Guides | 50 | 16.9 |
| Other position in Scouts | 22 | 7.4 |
| <i>N</i> | 296 | |

When detailing which other family members had been Girl Guides as children, the responses varied from one relation to five different relations. Table 6.3.4 shows the frequency distribution for the relationships to the current Guide of the family member who had been involved in Guiding as a child. Figure 6.3.1 shows the combinations of relationships through the use of a Web graph. The legend for the graph defines the number of shared responses indicated by the thickness of the lines, while the size of the circles indicates the number of respondents who gave that response (Figure 6.3.1).

The relationship combinations in Figure 6.3.1 suggest that, if the mother had been a Guide herself, then there was a greater likelihood that the daughter would be too. This is reinforced by the link from grandmother to mother also.

Table 6.3.4
Frequency distribution of relationship to current Guide of those who had been Guide youth members themselves

| Relationship to current youth member | Frequency of relationship | |
|--------------------------------------|---------------------------|------|
| | <i>N</i> | % |
| Mother | 136 | 60.2 |
| Sister | 72 | 31.9 |
| Auntie | 43 | 19.0 |
| Grandmother | 24 | 10.6 |
| Cousin | 17 | 7.5 |
| <i>N</i> | 226 | |

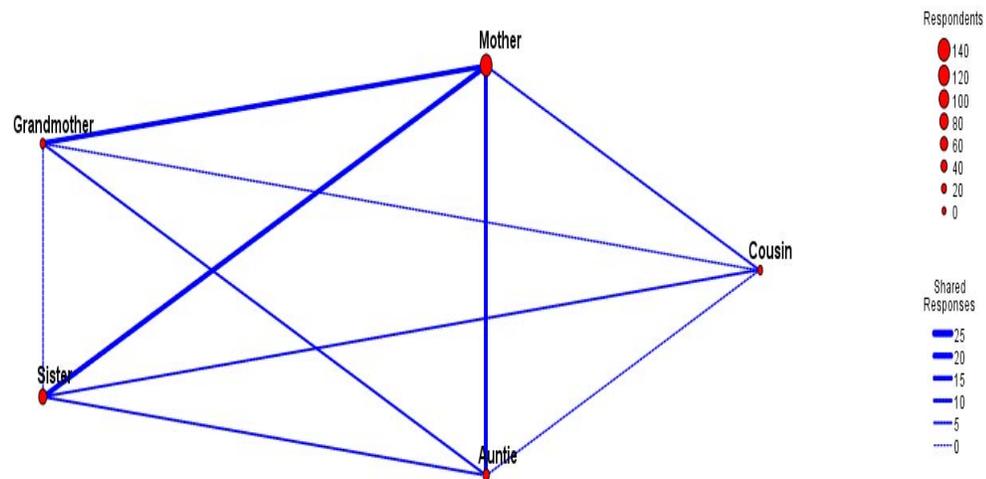


Figure 6.3.1 Web graph of combinations of relationships to current Guide of those who had been Guide youth members themselves

Regarding which other family members had been qualified as Girl Guide Leaders, the responses varied from one relation to six different relations. Table 6.3.5 shows the frequency distributions for the relationship of the family member who had been a qualified Guide Leader to the current youth member. Figure 6.3.2 shows the combinations of relationships. Although 136 mothers had been youth members of Guides (Table 6.3.4), only 30 (22.1%) had gone on to be Leaders in the organisation (Table 6.3.5). This is in sharp contrast to the situation for grandmothers. Whilst 24

had been youth members (Table 6.3.4), 28 had become qualified Guide Leaders (Table 6.3.5). These generational differences seem to support the feeling that volunteering, when a real commitment is required, is less likely today than it was in previous times (Aisbett, 2007).

Table 6.3.5
Frequency distribution of relationship to current Guide of those who had been qualified Guide Leaders

| Relationship to current youth member | Frequency of relationship | |
|--------------------------------------|---------------------------|------|
| | N | % |
| Mother | 30 | 42.9 |
| Grandmother | 28 | 40.0 |
| Auntie | 16 | 22.9 |
| Sister | 2 | 2.9 |
| Cousin | 2 | 2.9 |
| Close family friend | 1 | 1.4 |
| <i>N</i> | 70 | |

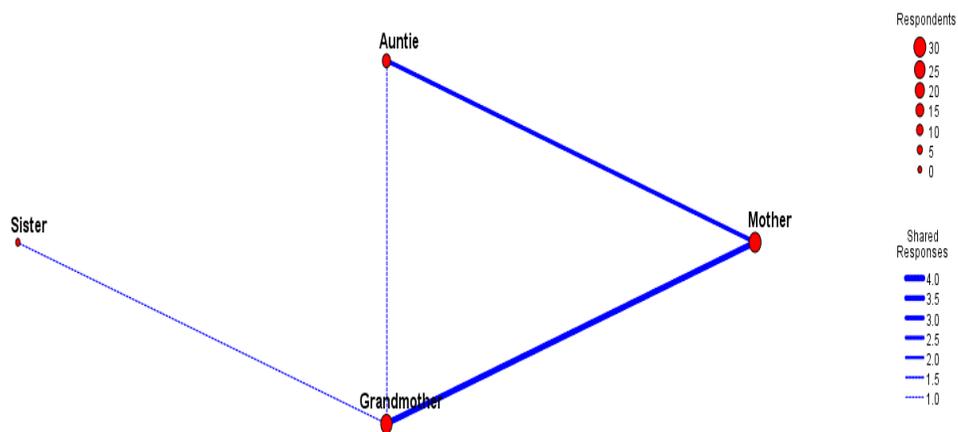


Figure 6.3.2 Web graph of combinations of relationships to current Guide of those who had been qualified Guide leaders

When listing which other family members had been helpers in a Guide Unit, the responses varied from one relation to eight different relations. Table 6.3.6 shows the

frequency distribution for the relationship to the current youth member of the family member who had helped out in a Unit. Figure 6.3.3 shows the combinations of relationships.

Table 6.3.6
Frequency distribution of relationship to current Guide of those who had been helpers in a Guide Unit

| Relationship to current youth member | Frequency of relationship | |
|--------------------------------------|---------------------------|------|
| | <i>N</i> | % |
| Mother | 56 | 84.4 |
| Cousin | 21 | 1.5 |
| Grandmother | 10 | 15.2 |
| Father | 6 | 9.1 |
| Auntie | 3 | 4.5 |
| Sister | 1 | 1.5 |
| Brother | 1 | 1.5 |
| Grandfather | 1 | 1.5 |
| <i>N</i> | 66 | |

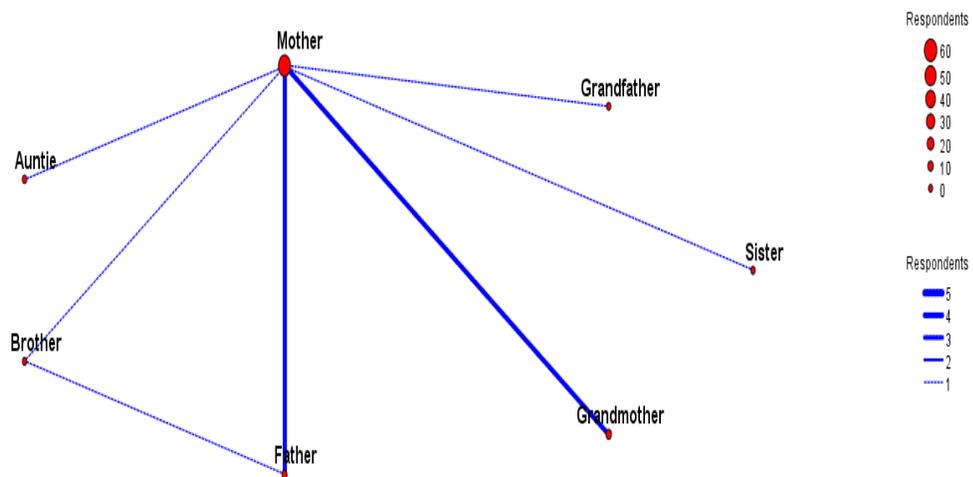


Figure 6.3.3 Web graph of combinations of relationships to current Guide of those who had been helpers in a Guide unit

Although only females can be members of GGA, helpers of either gender can be brought in when different skills are required. This explains the inclusion of males in

Table 6.3.6. This table also suggests that nearly twice as many mothers ($N = 56$) had been willing to offer occasional help at a Guide Unit than had taken on the commitment of becoming a Guide Leader ($N = 30$). The Web graph (Figure 6.3.3) suggests that the strongest relationship between helpers in the Unit and the current youth member is within the immediate family, with mothers and fathers, and then brothers, all linked.

When listing which other family members had held any other positions in Guides, the responses varied from one relation to five different relations. Table 6.3.7 shows the frequency distributions for the relationship to the current youth member of the family member who had held any other position in Guiding. Figure 6.3.4 shows the combinations of relationships. The father listed in Table 6.3.7 does not appear on the Web graph because he was not linked to any other family member (and the Web graph does not show stand-alone responses). Respondents were not asked what the other positions had been, but they could have included fund-raising, selling second-hand uniforms, or Guide hall maintenance, among other things.

Table 6.3.7
Frequency distribution of relationship to current Guide of those who had held any other position in Guides

| Relationship to current youth member | Frequency of relationship | |
|--------------------------------------|---------------------------|------|
| | N | % |
| Mother | 32 | 64.0 |
| Grandmother | 16 | 32.0 |
| Sister | 3 | 6.0 |
| Auntie | 2 | 4.0 |
| Father | 1 | 2.0 |
| N | 50 | |

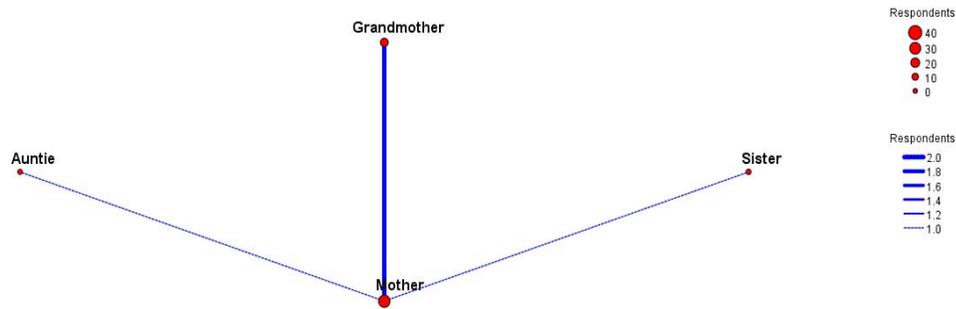


Figure 6.3.4 Web graph of combinations of relationships to current Guide of those who had held any other position within Guides

The responses reported in this section show that there was variation in Guiding experience among the girls, with the length of time ranging from 0 to 12 years. Girls of all ages were challenging themselves through the recognition system and the informal award system (Tables 6.3.1 and 6.3.2).

Data from the parents' questionnaires indicated generational participation in, and support for, Guiding and Scouting, but also an increased reluctance to take on leadership.

6.4 Development of Characteristics for Good Citizenship

The mission of GGA is to help girls and young women to grow into confident, self-respecting, responsible community members. The AGP is the vehicle for achieving this. To establish whether participation in the program would allow the mission to be achieved, data were collected on members' compliance with the different aspects of the value system that underpins Guiding – the Promise and Law – and the effect that participation has on confidence, self belief, consideration of the community and decision making. This addresses Research Question 3: Is participation in Australian

Guide Program activities related to good citizenship that promotes personal change in youth members of Girl Guides Australia, thus satisfying the mission of the organisation?

Because the age range of youth members within GGA is from 5 to 17 years, it was going to be hard to allow for all levels of understanding if the girls were asked about the four Elements and seven Fundamentals relative to the GGA mission statement. Because the Guide Promise and Law are the underpinning principles, the girls were asked how hard the different parts of those were to maintain in everything that they do. The girls were asked to respond on a 4–point scale with ‘Really hard to keep’ coded 1 to ‘Really easy to keep’ coded 4. The word ‘keep’ was used on the basis that it was a concept that all the girls would understand as meaning ‘compliance with’. The percentages for the responses are given in Table 6.4.1.

The data on which Table 6.4.1 are based cannot be considered to be interval as the conceptual distances between the numbers used for coding are not equal (Field, 2005, p. 735). Therefore, these data cannot be summarised using means and standard deviations.

The percentages show that the majority of girls considered the different parts of the Guide Promise and Guide Law to be, at least, fairly easy to comply with. The components causing the most difficulty, with more than 10% reporting them to be really hard or fairly hard to comply with, were ‘Is self controlled’, ‘Duty to God’ and ‘Courageous and cheerful’.

Table 6.4.1
Percentage of youth members indicating compliance with the components of the Guide Promise and Guide Law

| Promise and Law components | % frequency of compliance | | | |
|----------------------------|---------------------------|---------------------|---------------------|---------------------|
| | Really hard to keep | Fairly hard to keep | Fairly easy to keep | Really easy to keep |
| Guide Promise | | | | |
| Do your best | 0.7 | 2.5 | 38.7 | 58.1 |
| Duty to God | 3.3 | 8.9 | 47.1 | 40.7 |
| Duty to Queen & country | 0.5 | 2.1 | 20.4 | 77.1 |
| Help other people | 0.7 | 1.6 | 22.5 | 75.2 |
| Guide Law | 0.7 | 3.9 | 35.2 | 60.2 |
| Guide Law | | | | |
| Loyal and can be trusted | 0.2 | 1.9 | 31.8 | 66.1 |
| Helpful | 0.2 | 1.4 | 23.7 | 74.7 |
| Polite and considerate | 0.5 | 1.6 | 25.5 | 72.4 |
| Friendly | 0.0 | 2.1 | 21.1 | 76.8 |
| Respects all living things | 0.2 | 1.4 | 15.8 | 82.6 |
| Obedient | 1.2 | 6.3 | 45.9 | 46.6 |
| Courageous and cheerful | 1.6 | 9.5 | 35.6 | 53.3 |
| Makes good use of time | 1.6 | 8.1 | 42.5 | 47.8 |
| Takes care of possessions | 1.2 | 7.9 | 34.7 | 56.2 |
| Is self controlled | 2.3 | 12.1 | 42.5 | 43.2 |

N = 427 – 432

The aim of Girl Guides generally is to give females of all ages the opportunity for personal growth so that they can be aware of, and be of benefit to, the community. That personal growth is likely to give the members confidence and skills that will benefit themselves in their everyday lives.

The youth members were also asked to respond on a 5-point scale to items concerning the usefulness of Guiding in developing personal qualities such as self confidence, self belief, decision making and community awareness that directly relate to the wording of the mission statement. The scale used ranged from ‘Really

disagree’, coded 1, to ‘Really agree’, coded 5. Table 6.4.2 shows the percentage of responses for each category, and the mean and standard deviation for each statement.

Table 6.4.2

Descriptive information for youth members’ perceptions of the usefulness of Guiding in personal aspects of their lives

| Personal aspects of girls’ lives | % frequency of agreement | | | | | Mean | SD |
|--|--------------------------|-----|------|------|------|------|------|
| | RD | D | U | A | RA | | |
| Becoming a Guide has helped me to be more confident in what I do. | 0.5 | 3.2 | 7.1 | 35.0 | 54.1 | 4.39 | 0.79 |
| Becoming a Guide has helped me believe in myself more. | 0.7 | 3.0 | 11.8 | 34.2 | 50.3 | 4.30 | 0.84 |
| Becoming a Guide has helped me think more about the community. | 0.7 | 1.2 | 8.5 | 38.5 | 51.2 | 4.38 | 0.75 |
| I think being a Guide now will help me make good decisions when I’m older. | 1.4 | 1.4 | 13.6 | 35.3 | 48.4 | 4.28 | 0.85 |

N = 433 – 434

The high mean scores shown in the table indicate that youth members considered that they had become more confident, had increased self-belief, were likely to make better decisions later in life and had become more aware of the community around them through their participation in the AGP.

Parents were asked to respond to statements similar to those given to their daughters regarding the usefulness in the girls’ lives of aspects of the mission statement. The percentages for each response category, along with the mean and standard deviation for each statement, are given in Table 6.4.3. As the results show, parents’ mean scores are slightly lower than for the youth members on the first three items, but still they indicated a high level of agreement that participation in the AGP had helped the confidence, self-belief and community awareness levels for their daughters.

Table 6.4.3
Descriptive information for the parents of youth members' perceptions of the usefulness of Guiding in personal aspects of their daughters' lives

| Personal aspects of daughters' lives | % frequency of agreement | | | | | Mean | SD |
|---|--------------------------|-----|------|------|------|------|------|
| | SD | D | U | A | SA | | |
| Participation in the AGP has helped my daughter become more self confident. | 0.0 | 1.2 | 9.7 | 50.0 | 39.1 | 4.27 | 0.68 |
| Participation in the AGP has helped my daughter become more self respecting. | 0.0 | 0.9 | 16.3 | 53.7 | 29.1 | 4.11 | 0.69 |
| Participation in the AGP has helped my daughter think more about the community. | 0.2 | 0.7 | 8.8 | 53.2 | 37.0 | 4.26 | 0.66 |
| Participation in the AGP has helped my daughter become more responsible. | 0.0 | 1.4 | 14.4 | 53.0 | 31.2 | 4.14 | 0.70 |

N = 430 – 432

The data concerning the values system of Guiding given by youth members suggests that all of the component parts of the Promise and Law are achievable by the girls (Table 6.4.1). Importantly for Girl Guides Australia as an organisation, it seems to be achieving its mission as both girls and parents reported greater self-confidence, self-belief, an ability to make good decisions, responsibility and an awareness of the community around them (Tables 6.4.2 and 6.4.3).

6.5 Youth Member Perceptions of the Benefits of Participation

The girls experience the AGP through meetings, camps and special activities. To quantify the Guides' perceptions of all the different aspects of the program, they were asked about their general levels of enjoyment of Guiding and of the activities relating to the four Elements and seven Fundamentals of the AGP. The information was used to address Research Question 4 which was: In what ways do youth

members of Girl Guides Australia perceive that participation in the Australian Guide program has enriched their lives?

The girls were asked to list what things they like to do at Guides. Table 6.5.1 lists the responses. There were 109 different things given ($N = 423$) and these were combined into the 24 categories shown.

Table 6.5.1
Frequency distribution of the activities that Guides like to do at meetings

| Activity | Frequency | |
|-----------------------------|-----------|------|
| | <i>N</i> | % |
| Games | 160 | 37.8 |
| Art / craft / making things | 140 | 33.1 |
| Cooking | 104 | 24.6 |
| Activities (non specific) | 44 | 10.4 |
| Camps / sleepovers | 41 | 9.7 |
| Theme nights | 33 | 7.8 |
| Activities (outdoor) | 31 | 7.3 |
| Badge work / challenges | 29 | 6.9 |
| Patrol nights / activities | 25 | 5.9 |
| Being with other Guides | 23 | 5.4 |
| Learning new skills | 22 | 5.2 |
| Ceremonies | 16 | 3.8 |
| Excursions | 16 | 3.8 |
| Singing / dancing / drama | 14 | 3.3 |
| Campfire | 12 | 2.8 |
| Wide games | 11 | 2.6 |
| 'Guiding' things | 9 | 2.1 |
| Leadership activities | 9 | 2.1 |
| Everything | 9 | 2.1 |
| Food / eating | 8 | 1.9 |
| Sport / physical activities | 6 | 1.4 |
| Other | 4 | 0.9 |
| Giving Service | 4 | 0.9 |
| Activities (water) | 3 | 0.7 |
| <i>N</i> | 423 | |

Table 6.5.2
Frequency distribution of the things that Guides do not like to do at meetings

| Activity | Frequency | |
|--------------------------------|-----------|------|
| | <i>N</i> | % |
| Nothing | 133 | 33.7 |
| Cleaning up | 32 | 8.1 |
| Leader issues | 28 | 7.1 |
| Ceremonies / official / formal | 26 | 6.6 |
| Some activities | 23 | 5.8 |
| Going home | 20 | 5.1 |
| Planning | 20 | 5.1 |
| Sitting / standing around | 20 | 5.1 |
| Knots | 16 | 4.1 |
| Boring stuff | 14 | 3.5 |
| Art / Craft | 14 | 3.5 |
| Talking (non specific) | 13 | 3.3 |
| Some games / wide games | 12 | 3.0 |
| Badge work | 11 | 2.8 |
| Other | 8 | 2.0 |
| Camp activities | 7 | 1.8 |
| Patrol matters | 6 | 1.5 |
| Listening / being quiet | 6 | 1.5 |
| Girl issues | 6 | 1.5 |
| Guiding Traditions | 5 | 1.3 |
| Don't know | 4 | 1.0 |
| Promise and Law | 4 | 1.0 |
| <i>N</i> | 395 | |

Whilst shown separately in Table 6.5.1, badge work, ‘Guiding’ things, ceremonies, Leadership activities, Patrol activities and wide games (games encompassing multiple challenges and played over a wide area, typically in the outdoors) could have been combined into one category as they are particular aspects of Guiding under the AGP. Together they would have formed the fourth largest response category, with 21.3% of respondents listing them.

Although the girls just listed games as being a favourite at meetings, four of them listed particular sorts of games, such as compass or water games, that have a purpose. Similarly, activities were not defined as having a particular purpose, although doing ‘fun’ activities was included in that category. The ‘Other’ activities were “going home”, “when there is peace and quiet”, “playing with younger ones” and “when Mum helps out”.

The girls were also asked what they didn’t like doing at Guide meetings. The 147 responses were categorised as shown in Table 6.5.2. Although the word ‘nothing’ in this context could imply disliking when nothing happened, here it was used when the girls responded that there wasn’t anything they disliked doing.

Having said what they liked the most and what they liked the least at meetings, the girls were asked to describe their level of overall enjoyment of Guides.

Table 6.5.3
Frequency distribution of levels of overall enjoyment of Guides

| Level of overall enjoyment | Frequency | |
|----------------------------|-----------|------|
| | <i>N</i> | % |
| Lots of fun | 342 | 78.8 |
| Some fun | 66 | 15.2 |
| OK | 22 | 5.1 |
| Pretty boring | 3 | 0.7 |
| Very boring | 1 | 0.2 |
| <i>N</i> | 434 | |

The results given in Table 6.5.3 show that the level of enjoyment was very high for 78.8% of the girls and quite high for 15.2%. Less than 1% thought it was boring. The four who found Guides boring were in a variety of age groups.

An integral part of Guiding in Australia is an appreciation of the outdoors, which can be facilitated by going on camps. Youth members were asked if they had ever been on camp with the Guides and, if so, how many they had attended and how much they had enjoyed the last one. 88.3% responded that they had been on camp ($N = 435$), with the number of camps ranging from 1–25 ($Mean = 4.69$, $SD = 4.14$, $N = 351$). 25 girls said they had been on ‘lots’ of camps with a further 8 girls responding that they ‘didn’t know’. The level of enjoyment of their last camp was measured on a 5-point scale with 1 defined as ‘Lots of fun’ and 5 defined as ‘Very boring’. The mean of 1.30 ($SD = 0.64$, $N = 383$) indicated that the camps had been very positively received by the girls. Only three girls placed their camps at the boring end of the scale. One girl was in the 12–14 age group and two girls were in the 14–17 group. A Oneway ANOVA showed that there was no statistically significant difference in the levels of fun perceived across the five age groups ($F(4, 378) = 1.78$, $p > 0.05$).

Youth members were asked to rate their level of enjoyment of the activities that they undertake relating to each of the four Elements and seven Fundamentals of the AGP. Each level of enjoyment question was answered on a 5-point scale with ‘Lots of fun’ coded 1, and ‘Very boring’ coded 5. Figure 6.5.1 shows the percentage of responses for each enjoyment category for the four Elements of the AGP by age group, while Figure 6.5.2 shows those for the seven Fundamentals.

The graphs show that most of the activities in which the girls participated were considered to be a lot of fun. The least enjoyed activities were those relating to the Promise and Law. This was especially true for the 14–17 year age group for which 12.2% of the girls ($N = 49$) found the activities to be boring or very boring. Activities

related to the Physical Element and the Outdoors Fundamental were the most popular, with the majority of all age groups defining those activities as a lot of fun.

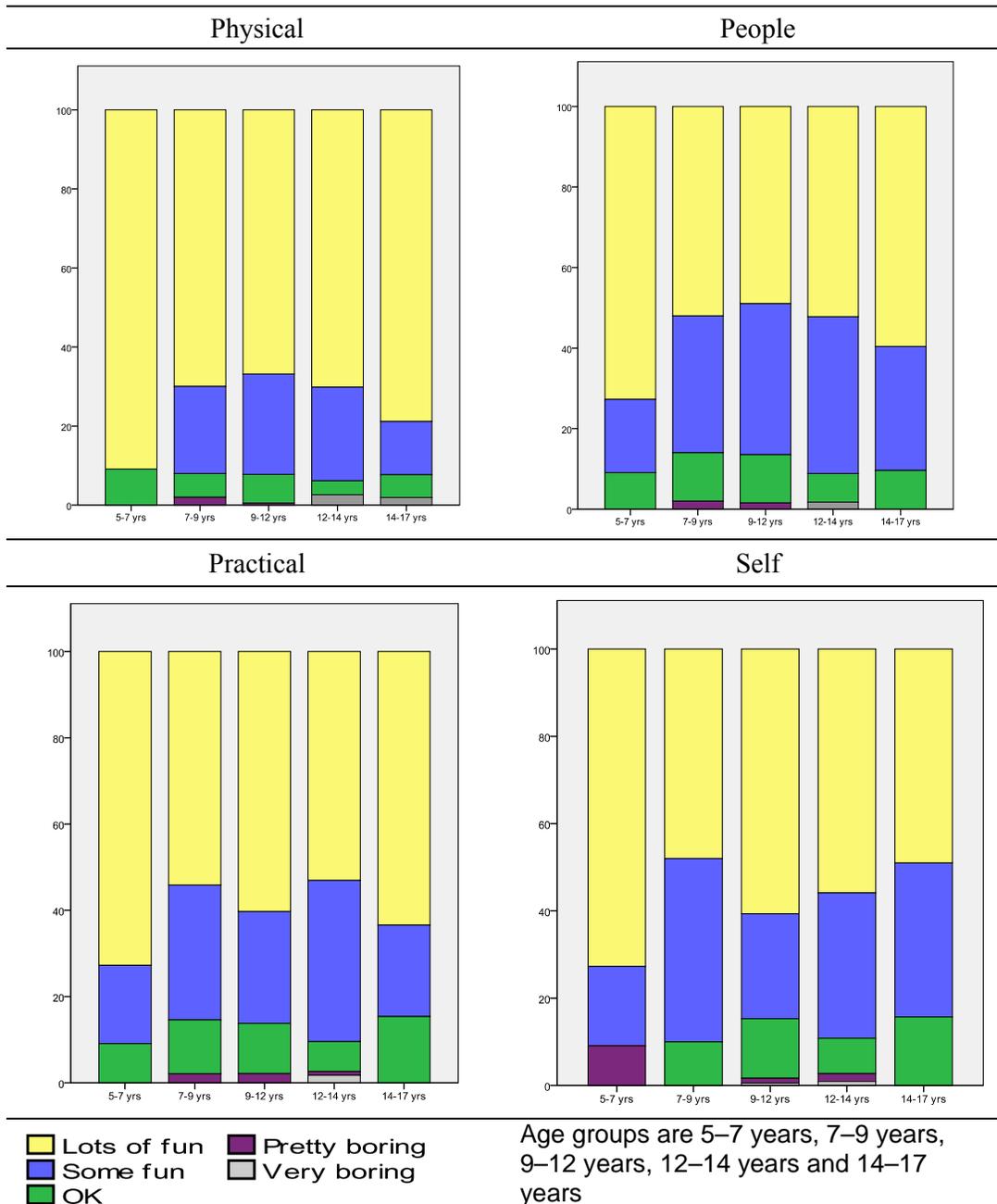


Figure 6.5.1 Percentages of the level of enjoyment for each of the AGP elements by age group

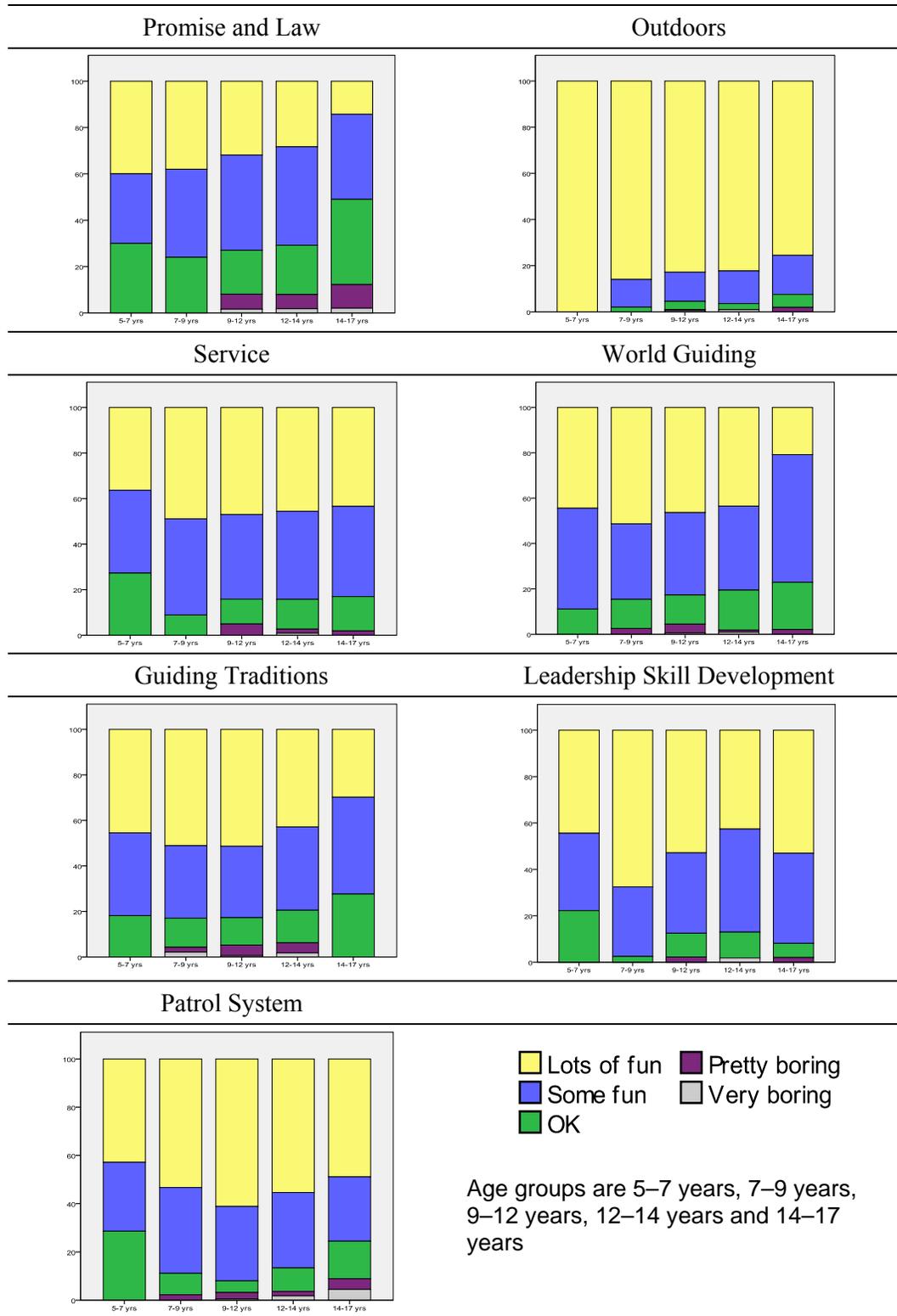


Figure 6.5.2 Percentages of the level of enjoyment for each AGP fundamental by age group

Whilst the rating for enthusiasm amongst the respondents was high, girls do leave the organisation and the girls were asked why they thought that this was so. The percentage ($N = 439$) for each response category is shown in Figure 6.5.3.

The first and third categories (boring and dislike the program) suggest that the AGP, in some cases, is not being implemented in its fullest sense. If shared leadership and decision making are in place, the girls are likely to have a large say in the program that they experience, and this should occur at all ages. Issues with girls (3.2%) and issues with Leaders (3.2%) suggest personality clashes that have not been satisfactorily resolved either through discussion with the Leader or with office-bearers within the State. None of the girls who gave these two reasons for girls leaving Guides elaborated on their answers.

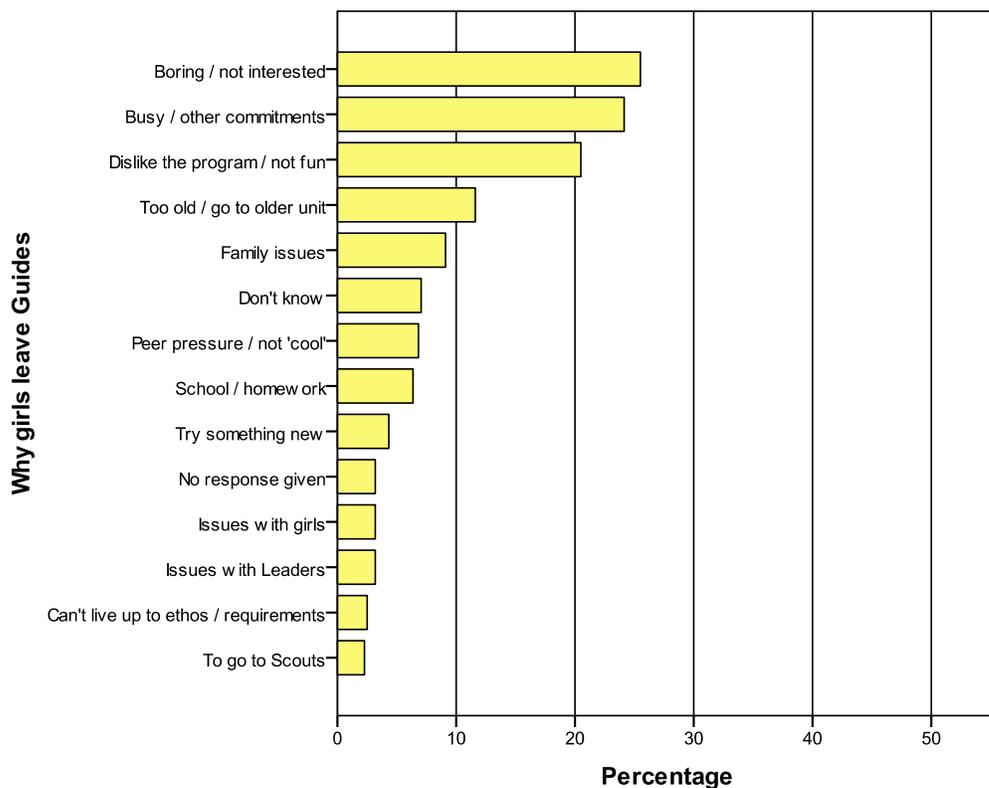


Figure 6.5.3 Percentages of the reasons why girls leave Guides as perceived by youth members

To assess how youth members perceived the use of Guiding in their lives, they were asked to respond to positively-worded statements about the school, the home and friends. A 5–point scale was used with ‘Really agree’ coded 1 and ‘Really disagree’ coded 5. That original coding has been reversed for analysis purposes (‘Really disagree’ coded 1 to ‘Really agree’ coded 5).

The percentages of the responses for each category, along with the mean and standard deviation, are given in Table 6.5.4 for each of the statements.

The mean scores indicate that there was agreement by the girls that there was a benefit from participation in Guides in their school, home and social lives.

Table 6.5.4
Descriptive information for youth members’ perceptions of the benefits of Guiding in aspects of their’ lives

| Benefits of Guiding in girls’ lives | % frequency of agreement | | | | | Mean | SD |
|--|--------------------------|-----|------|------|------|------|------|
| | RD | D | U | A | RA | | |
| Becoming a Guide has helped with things at school. | 1.8 | 8.5 | 21.0 | 48.5 | 20.1 | 3.76 | 0.93 |
| Becoming a Guide has helped with things at home. | 1.4 | 3.7 | 17.8 | 48.8 | 28.2 | 3.99 | 0.86 |
| Becoming a Guide has helped with things to do with my friends. | 1.9 | 6.3 | 16.2 | 41.0 | 34.7 | 4.00 | 0.96 |

N = 429

To test for differences between the age groups in responses for the three items shown in Table 6.5.4, various tests were used. The Chi-square test showed that there was no statistically significant association between the age groups and the responses to the three items relating to the perceived benefits of Guiding in the girls’ lives ($p > 0.05$). Comparison of the scores through Oneway ANOVA also showed no differences based on age ($p > 0.05$).

To establish whether girls' appreciation of the value of Guiding in their lives altered as they got older, the Jonckheere-Terpstra test was used. This procedure tests for an ordered pattern of medians across independent groups, such as the different age groups (Field, 2005, p. 735). The Jonckheere test showed a significant trend in the data relating to things at school for those girls who were of school age (i.e. aged seven years or above). As the girls got older, the median level of agreement with helping in school-related matters increased ($J = 32376.50$, $z = 2.22$, $N = 421$, $p < 0.05$), although the effect size was very small ($r = 0.11$). There were no corresponding trends for the items concerning home or friends ($p > 0.05$).

When the questionnaire for youth members was set up (Appendix C), the final three statements were included to give the respondents an opportunity to think about themselves rather than focussing on the details of their involvement with Guides. They could just reflect on their overall participation in terms of their memories now and their opinion for the future. A 5-point scale was used with 'Really agree' coded 1 and 'Really disagree' coded 5. That original coding has been reversed for analysis purposes ('Really disagree' coded 1 to 'Really agree' coded 5).

Table 6.5.5
Descriptive information for youth members' perceptions of the benefits of Guiding in aspects of their lives

| Benefits of Guiding in girls' lives | % frequency of agreement | | | | | Mean | SD |
|---|--------------------------|-----|------|------|------|------|------|
| | RD | D | U | A | RA | | |
| I'll remember what I'm doing at Guides now, even when I'm much older. | 0.9 | 1.8 | 14.3 | 31.3 | 51.6 | 4.31 | 0.85 |
| I'm glad I became a Guide. | 0.5 | 0.5 | 2.7 | 16.8 | 79.5 | 4.74 | 0.57 |
| I think I'll be a Guide for a long time. | 1.2 | 2.5 | 18.7 | 17.7 | 59.9 | 4.33 | 0.94 |

$N = 434$

The mean scores shown in Table 6.5.5 indicate that there was considerable agreement that Guiding had made a positive impact on the lives of the youth members.

Research Question 3 involves the ways in which participation in the Australian Guide Program had enriched the lives of youth members. When the survey questions were written, the varying ages of the respondents had to be taken into account and it was thought that the younger youth members would not understand the implications of the word 'enrich' or 'enrichment'. For that reason, the statements used required responses based on the level of enjoyment for each item in the belief that having fun or enjoying something, indeed, does enrich one's life.

In summary, the responses showed that there were many activities at Guide meetings that the girls liked to do (Table 6.5.1) and there were others that they disliked doing (Table 6.5.2), but the overall level of enjoyment of Guides was very high with 94% of the girls reporting that they had fun (Table 6.5.3). Use of the outdoors had been a very enjoyable experience for most girls, with almost 90% of the Guides having attended at least one camp.

The activities related to the four Elements and seven Fundamentals of the AGP had also been fun for the majority of girls in each of the age groups (Figure 6.5.1 and Figure 6.5.2).

Youth members were in agreement that participation in the AGP had helped them with things to do with school, home and their friends (Table 6.5.4). The girls were also of the belief that Guiding had made a lasting impression on them (Table 6.5.5).

6.6 Parental Perceptions of the Benefits of Participation by Youth Members

Whilst the youth members were asked to report in detail their level of enjoyment of different activities that were undertaken through the AGP, the parents were asked to evaluate the program at a more superficial level. The information obtained was used to address Research Question 5 which was: To what extent do the parents of those youth members recognise that participation in the Australian Guide Program assists with their daughter's personal development?

The parents of youth members were asked to use a 5-point scale to indicate their level of agreement with six positively-worded statements to establish their perceptions of their daughters' enthusiasm for Guides. The scale was coded 1 for 'Strongly disagree' through to 5 for 'Strongly agree'. The percentage frequency of each alternative response and the mean for each aspect are given in Table 6.6.1.

Table 6.6.1
Descriptive information relating to parents' perceptions of their daughter's enthusiasm for Guides

| My daughter: | % frequency of agreement | | | | | Mean | SD |
|-------------------------------------|--------------------------|-----|------|------|------|------|------|
| | SD | D | U | A | SA | | |
| ... enjoys going on Guide camps | 0.5 | 0.7 | 6.6 | 16.7 | 75.5 | 4.66 | 0.68 |
| ... enjoys the Guide meetings | 0.0 | 0.5 | 1.8 | 35.3 | 62.4 | 4.60 | 0.55 |
| ... talks about Guides at home | 0.2 | 1.2 | 10.2 | 49.3 | 39.1 | 4.26 | 0.70 |
| ... like to wear her Guide uniform | 1.4 | 5.8 | 17.4 | 43.3 | 32.2 | 3.99 | 0.92 |
| ... talks about Guides with friends | 1.6 | 3.9 | 22.5 | 50.0 | 22.0 | 3.87 | 0.86 |
| ... encourages her friends to join | 2.1 | 8.1 | 30.3 | 41.7 | 17.8 | 3.65 | 0.93 |

N = 412–434

The means and the percentage distributions of the different responses in Table 6.6.1 indicate that the parents perceived their daughters to be strongly supportive of

Guides individually, but less supportive when considering the interaction between their daughter and her friends. For talking to friends about Guides, encouraging friends to join, and openly showing membership through wearing a uniform, responses were more varied.

The Chi-square test was used to see if there was any relationship between the responses to each of the six statements and the age group of the girls. The results suggested that, statistically, there was no significant relationship between age group and the enjoyment of meetings, the enjoyment of camps, or talking about Guides at home ($p > 0.05$), but the expected frequency count was too low in all instances for the Chi-square result to be reliable. The results for the remaining three statements suggested that there was a statistically significant relationship, but again the expected frequency count was also too low to make the results reliable (Talks about Guides: $\chi^2 (16) = 34.44, p < 0.01$); Encourages friends to join: $\chi^2 (16) = 40.07, p < 0.001$); Likes to wear uniform: $\chi^2 (16) = 90.18, p < 0.001$). The distributions in the contingency tables showed that level of agreement with the statements lessened as the girls got older.

Figure 6.6.1 shows the mean scores for each of the six statements relating to parental perceptions of their daughters' enthusiasm for Guides by age group. The decreasing means for enthusiasm according to age reflect the lower levels of agreement with the statements as perceived by the parents of the older girls.

To assess how useful the parents of Guides thought that membership of GGA had been for their daughters, they were asked to respond to positively-worded statements about the school, the home and friends. A 5-point scale was used with 'Strongly disagree' coded 1 and 'Strongly agree' coded 5. The percentages of the responses for

each category, along with the mean and standard deviation, are given in Table 6.6.2 for each of the statements.

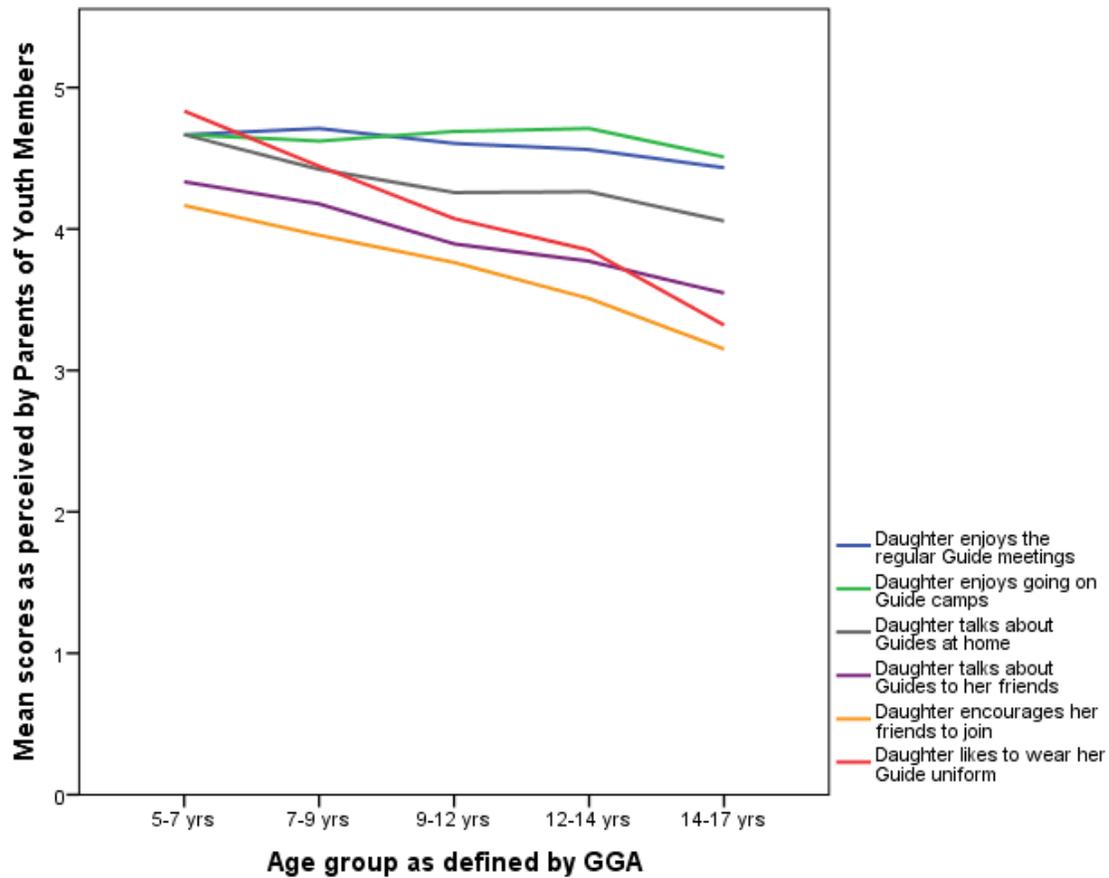


Figure 6.6.1 Means of parental perceptions concerning their daughters' enthusiasm for Guides

The mean scores indicate that there was agreement by parents that there was a benefit to their daughters from participation in Guides. There was very strong agreement from the parents that being a Guide now would stand their daughter in good stead for their future (Table 6.6.2), with 92.1% either agreeing or strongly agreeing ($N = 432$). This suggests that membership was considered beneficial from the parents' perspective.

Table 6.6.2
Descriptive information for parents' perceptions of the benefits of Guiding in aspects of their daughters' lives

| Benefits of Guiding in daughters' lives | % frequency of agreement | | | | | Mean | SD |
|--|--------------------------|-----|------|------|------|------|------|
| | SD | D | U | A | SA | | |
| Becoming a Guide has helped my daughter with things at school. | 0.0 | 6.3 | 28.9 | 52.1 | 12.7 | 3.71 | 0.77 |
| Becoming a Guide has helped my daughter with things at home. | 0.0 | 3.7 | 23.7 | 57.1 | 15.5 | 3.84 | 0.72 |
| Becoming a Guide has helped my daughter with things to do with friends. | 0.0 | 4.7 | 25.4 | 52.4 | 17.5 | 3.83 | 0.77 |
| Being a Guide now will stand my daughter in good stead for their future. | 0.2 | 0.5 | 7.2 | 45.1 | 47.0 | 4.38 | 0.66 |

N = 429–432

The parents were also given the opportunity to express in their own words what the best thing about Guides had been for their daughters. Responses were given by 410 parents. Many different responses were given including the opportunity to be in a non-competitive and safe environment. The most frequent response related to friendships and social skills (40.7%), followed by increased self confidence or self-esteem (35.1%), experiencing new things (23.9%) and developing leadership skills (12.0%). Reference to a girl-only environment was made by 4.4% of the parents and the opportunity to have fun was mentioned by 3.2%.

Although not directly related to Research Question 5, the adult perspective from Leaders about the benefits of participation in Guiding by youth members needs to be included. Leaders showed high levels of agreement that the skills acquired by youth members through participation in the AGP would be useful in the workforce, and that participation in the program provided a general means of personal development

for Guides. Descriptive statistics, namely, percentages for each response category, mean and standard deviation, are given in Table 6.6.3.

Table 6.6.3

Descriptive information for Leaders' perceptions of the benefit of participation in the AGP for youth members' working life and personal development

| Leaders' perception of benefits | % frequency of agreement | | | | | Mean | SD |
|--|--------------------------|-----|-----|------|------|------|------|
| | SD | D | U | A | SA | | |
| Skills acquired by youth members through the AGP will be useful for Guides in the workforce. | 0.2 | 0.2 | 6.0 | 40.6 | 52.9 | 4.46 | 0.64 |
| Participation in the AGP provides a means of personal development for the Guides. | 0.0 | 0.2 | 1.6 | 37.1 | 61.0 | 4.59 | 0.54 |

N = 431

In summary, parents responded that their daughters enjoyed Guiding and the opportunities it offered and were happy to talk about them at home. This was not so definite, though, when dealing with their peers or wearing the Guide uniform (Table 6.6.1). One of the reasons that had been given for girls leaving Guides was 'peer pressure / not cool' which confirmed the lower scores for the peer-related items. Statistically, no significant relationship could be established between the age group of the girls and the various items because the expected frequency count was too low. On average, however, the parents perceived more enthusiasm in the younger girls.

Parents agreed that becoming a Guide had helped with many aspects of their daughters' lives and that participation would stand them in good stead for the future (Table 6.6.2).

6.7 Comparison of Youth and Parent Perceptions of the Benefits of Guiding

Perceptions about whether participation in Guiding helps at school, at home and with friends were examined separately for youth members and their parents in Sections 6.5 and 6.6, respectively. Because the responses given by youth members came from a large range of ages (5 years to 17 years), it was considered that some of the given scores might have been affected by the age and understanding of the respondent. This made it difficult to make visual comparisons of the overall means scores from Guides and their parents. To overcome this, matched-pairs comparisons were made in order to address Research Question 6 which was: Is there a difference between youth members and parents of youth members in their perceptions of the benefits of participation in the Australian Guide Program by youth members?

Table 6.7.1 shows the mean scores for the three items given by each group. The mean scores indicate that both girls and parents agreed that there was a benefit to the girls from participation in Guides.

Table 6.7.1
Descriptive information for youth members' and parents' perceptions of the benefits of Guiding in aspects of the girls' lives

| Benefit | Youth Members | | Parents | | Difference |
|---------------------------------------|---------------|------|---------|------|------------|
| | Mean | SD | Mean | SD | |
| Helped with things at school | 3.76 | 0.93 | 3.71 | 0.77 | 0.05 |
| Helped with things at home | 3.99 | 0.86 | 3.84 | 0.72 | 0.15 |
| Helped with things to do with friends | 4.00 | 0.97 | 3.83 | 0.77 | 0.17 |

N = 426–428

A paired samples *t* test shows that, for the two items relating to home and friends shown in Table 6.7.1, parents' scores were statistically significantly lower than the girls' scores (Home: $t(425) = 3.29, p < 0.01$); Friends: $t(426) = 3.53, p < 0.001$).

There was no significant difference in the mean scores of the parents and girls for the item relating to school matters ($p > 0.05$). All scores, however, suggest that, on average, girls and parents agreed that Guiding had helped with school, home and friendships, even though the level of agreement was slightly lower for the parents.

6.8 Summary

Guides of all ages were well represented in the sample (Table 6.2.1) as were those from rural and urban settings (Table 6.2.3). This was important to ensure that there was minimal bias in the responses received.

In terms of Guiding experience, length of membership of GGA ranged from 0–12 years with a mean of 3.58 years. Guides were participating in the recognition system appropriate for their age group and achieving the important Junior BP, BP and Queen’s Guide formal awards (Table 6.3.1). They were also earning badges through the informal awards system by setting and meeting personal challenges (Table 6.3.2).

Many parents reported that they and other family members had also been involved in some way with Guiding or Scouting. There was a strong grandmother-to-mother-to-daughter link to participation.

The Mission Statement of GGA and the underpinning values systems as articulated by the Promise and Law (Chapter 3) were used to explore the characteristics of good citizenship. Percentage responses showed that the majority of girls considered the different parts of the Promise and Law to be easy to comply with (Table 6.4.1) although some had difficulty with being self-controlled, courageous and cheerful, and doing duty to God.

There were also high levels of agreement among both Guides of all ages and their parents that participation in the AGP had helped the girls to become more confident, to have a greater belief and respect for themselves, and to act more responsibly (Tables 6.4.2 and 6.4.3). The girls expressed the opinion that being a Guide now would help them to make good decisions later in life. This suggests that GGA is achieving its mission of helping girls and young women to grow into confident, self-respecting, responsible community members.

Guides of all ages reported high levels of enjoyment when undertaking the activities offered through the Australian Guide Program. This included the activities for the four Elements and seven Fundamentals of the program (Figures 6.5.1 and 6.5.2), as well as playing games and eating (Table 6.5.1).

Guides and parents were in agreement that Guiding helped with things at school and at home, as well as when relating to friends and the community. This showed that participation was beneficial in the lives of the youth members (Tables 6.5.4 and 6.6.2).

Overall, youth members and their parents were positive in their perceptions of what participation in the AGP had to offer.

The results of the analysis of the Trainers' and Leaders' data are given in Chapter 7. Demographic details and information about the Guiding experience for these adult members are provided along with results that relate to Research Questions 7, 8 and 9 (covering fulfilment of the GGA mission, how participation in the adult programs has enriched their lives and how the programs prepare them for their roles as Trainers or Leaders). Results from analysis of the qualitative data from the focus groups are given in Chapter 8.

Chapter 7

DATA ANALYSIS AND RESULTS FOR TRAINER AND LEADER QUESTIONNAIRES

7.1 Introduction

Girl Guides Australia (GGA) provides a number of different programs for its members and these were outlined in Chapter 3. Chapter 5 of this thesis presented results of the analyses of the quantitative data collected from youth, parent, Trainer and Leader questionnaires that related to the delivery of the Australian Guide Program (AGP) for youth members, the Australian Adult Leadership Program (AALP) and the Australian Trainers' Training Program (ATTP). Chapter 5 addressed Research Questions 1 and 2 about the methods of delivery of the programs and their perceived educational nature.

Chapter 6 presented the results of analyses of the quantitative data collected from the youth and parents' questionnaires only. Demographic and Guiding experience information for the youth members was given along with results that related to Research Questions 3 to 6. These research questions dealt with perceptions about the benefit to the community and to the individual of participation in the AGP.

Chapter 7 presents the results of analysis of quantitative data collected from the Trainers' and Leaders' questionnaires. This includes demographic and Guiding experience information for adult members along with results that relate to Research Questions 7, 8 and 9.

Section 7.2 presents demographic information collected from each group and Section 7.3 reports the respondents' Guiding experience in terms of length of participation, progression through the relevant programs and training undertaken for their roles.

Section 7.4 reports Trainers' and Leaders' perceptions of the aspects of the Girl Guide programs that they consider promote good citizenship (Research Question 7).

Section 7.5 reports the ways in which Trainers and Leaders perceive that participation in the ATTP and AALP has enriched their lives (Research question 8), while Section 7.6 focuses on participation in the programs has prepared the Trainers and Leaders for their roles (Research question 9). A summary of the chapter is given in Section 7.7.

Results of analysis of qualitative data from the focus groups are given in Chapter 8. The focus groups comprised Trainers and Leaders, but did not address the research questions directly, and therefore they are reported separately.

7.2 Demographics for Trainers and Leaders

Demographic information was collected to determine if there was a proportional representation of members from: each geographic State, from the Trainer and Leader groups, a spread of ages from 18 years onwards, a range of levels of Guiding experience, and responses from rural and urban adults. These data also allowed comparisons of responses according to the different characteristics. No comparisons between the geographic states were undertaken as this was not a purpose of the study.

Trainers and Leaders were asked to give their ages, which were then put into the categories shown in Table 7.2.1.

Table 7.2.1
Frequency distributions of the age groups of Trainers and Leaders

| Statistics | % frequency of age group (years) | |
|------------------------|----------------------------------|---------|
| | Trainers | Leaders |
| Age group | | |
| <= 30 | 6.1 | 15.2 |
| 31 – 40 | 10.6 | 13.4 |
| 41 – 50 | 21.2 | 22.1 |
| 51 – 60 | 51.5 | 31.8 |
| 61+ | 10.6 | 17.5 |
| <i>Mean</i> (years) | 51.24 | 48.05 |
| <i>SD</i> (years) | 10.12 | 13.68 |
| <i>SE Mean</i> (years) | 1.25 | 0.66 |
| <i>N</i> | 66 | 434 |

The Kolmogorov-Smirnov Test of Normality indicated that data for age in years were significantly different ($p < 0.01$) from a normal distribution for both Trainers and Leaders. However, the box-whisker plot of the ages for each group (Figure 7.2.1)

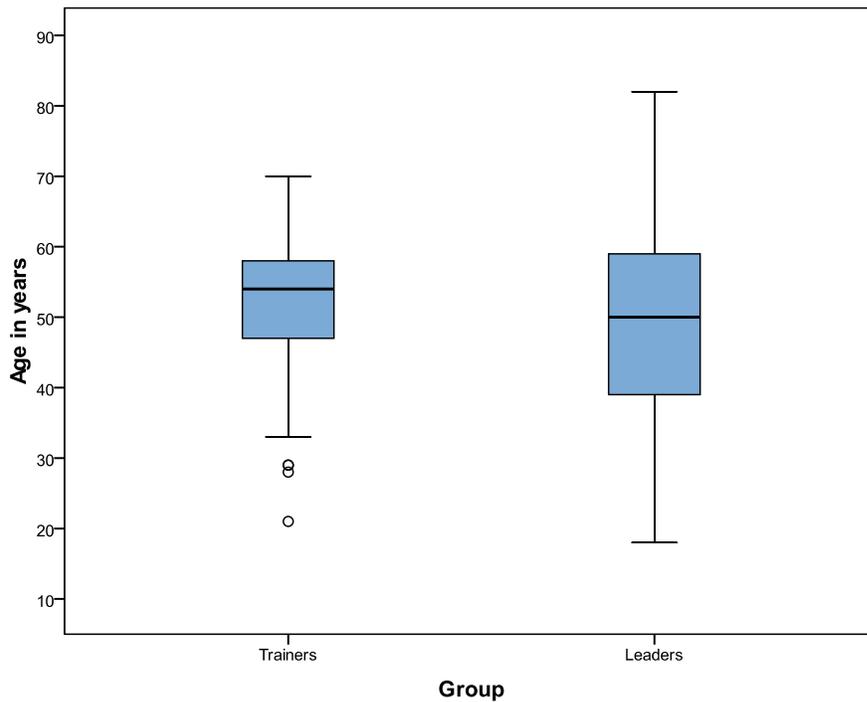


Figure 7.2.1 Box-whisker plot of the ages of Trainers and Leaders

shows that the difference from the normal distribution is not visibly substantial and can be explained in the Trainer data by the outlier cases. Taking these results into account, the parametric Independent Samples t Test was used to compare Trainers and Leaders with respect to age. This comparison showed that the ages of the Trainers were statistically significantly higher than those of the Leaders ($t(104.903) = 2.266, p < 0.05$).

The difference between the ages of the Trainers and Leaders was further confirmed by the use of a Chi-square test, which revealed a significant association between the roles of the adults and their age group ($\chi^2(4) = 11.90, p < 0.05$), with very few Trainers being in the younger age group and many more being in an older age group. Because Trainers are drawn from the pool of experienced Leaders, it is expected that they would be older. The breakdown of the age groups by the roles of Trainer and Leader is graphically shown in Figure 7.2.2.

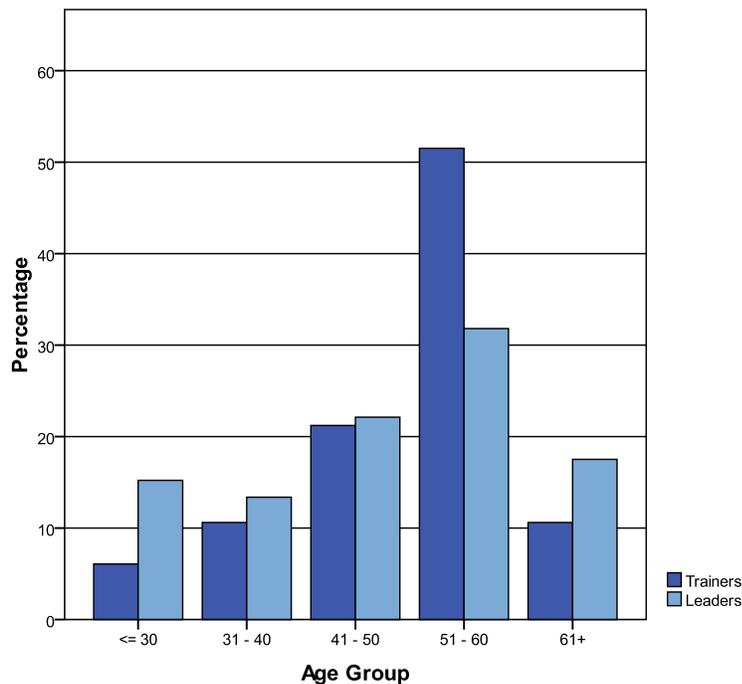


Figure 7.2.2 Percentage frequency of the age groups of Trainers and Leaders

Trainers and Leaders were asked about their employment situation outside Guiding. Table 7.2.2 shows the percentage frequency of response to each employment category option in the questionnaire given by the two groups. The percentages total to more than 100 as respondents could indicate more than one category.

Table 7.2.2
Frequency distributions of the employment situations of Trainers and Leaders

| Employment situation | % frequency of employment situation | |
|----------------------|-------------------------------------|---------|
| | Trainers | Leaders |
| Full time | 38.8 | 31.3 |
| Part time | 32.8 | 33.1 |
| Home duties | 29.9 | 31.5 |
| Student | 3.0 | 7.5 |
| Other | 11.9 | 12.6 |
| <i>N</i> | 67 | 438 |

Except for one Trainer who said that she did unpaid work in the family business and one other who said that she had retired, those who specified 'Other' as their employment situation did not elaborate. Of the 'Other' Leaders, seven said that they had retired, three were employed on a casual basis, four were self-employed, two worked on their own farm, and one described herself as a volunteer.

Leaders were asked about the location and structure of the Units to which they belonged. Table 7.2.3 shows the percentage distribution for rural and urban locations along with summary information for the numbers of Leaders in the Unit and number of girls. The ages of the girls are also summarised. Because there is a requirement within GGA for Trainers to be Leaders, Trainers were not asked for this information.

Table 7.2.3
Descriptive information relating to the composition of the Guide Units

| Characteristic | Statistics | Descriptive Information |
|----------------------|--------------|-------------------------|
| Location of Unit | | |
| Rural | % frequency | 41.6 |
| Urban | % frequency | 54.8 |
| Number of Leaders | <i>Mean</i> | 2.34 |
| | <i>SD</i> | 0.92 |
| | <i>Range</i> | 1–6 |
| Number of girls | <i>Mean</i> | 16.68 |
| | <i>SD</i> | 8.16 |
| | <i>Range</i> | 2–56 |
| Age of youngest girl | <i>Mean</i> | 8.28 |
| | <i>SD</i> | 2.54 |
| | <i>Range</i> | 4–18 |
| Age of oldest girl | <i>Mean</i> | 13.14 |
| | <i>SD</i> | 2.80 |
| | <i>Range</i> | 7–25* |
| <i>N</i> | | 330–334 |

* Member with an intellectual disability retained as a youth member.

The demographic data showed that Trainers and Leaders of all likely ages were represented (Table 7.2.1), that they came from different employment situations (Table 7.2.2), and that they came from a mixture of rural and urban settings (Table 7.2.3).

7.3 Guiding Experience of Trainers and Leaders

Because the Guiding experience of Trainers and Leaders was likely to impact on their perceptions of the adult programs that they undertake, data were collected about their age, their employment status, the number of years that they had spent as an adult in Guides, if they had been a youth member somewhere in the world, and their type of leadership role.

Becoming a qualified Leader for GGA is achieved in stages by demonstration of competencies. Leaders were also asked what stages they had completed and what progress they had made towards the next stage. These data were also collected from Trainers regarding their role.

Trainers and Leaders were asked for how long they had participated in Guiding. The data were to be related to their adult roles in the organisation and were calculated by taking the difference between the year when they first completed their leadership qualification and the survey year of 2007.

Because Trainers in GGA come from among the qualified Leaders, it is expected that the length of participation in Guiding would be longer. Table 7.3.1 shows that the mean participation time for Trainers was 24.48 years ($SD = 10.43$), whilst for Leaders it was 17.52 years ($SD = 13.00$), giving a difference of just under 7 years.

Table 7.3.1
Number of years participating in Girl Guides

| Statistic | Years of participation | |
|---------------------|------------------------|---------|
| | Trainers | Leaders |
| <i>Mean</i> (years) | 24.48 | 17.52 |
| <i>SD</i> (years) | 10.43 | 13.00 |
| Minimum (years) | 2 | 0 |
| Maximum (years) | 49 | 67 |
| <i>N</i> | 67 | 413 |

The Kolmogorov-Smirnov Test of Normality indicated that the distribution of the number of years of participation was significantly different from a normal distribution for Leaders ($p < 0.01$), but not for Trainers ($p > 0.05$). Figure 7.3.1 shows the box-whisker plot of the participation time for each group. The plot shows that the difference to the normal distribution for the Leader data could be explained

by the two outlier cases. But, even when those two cases were filtered out, the distribution was still skewed. Consequently, both parametric and non-parametric tests were conducted to check for consistency of results when comparing Trainers and Leaders in terms of length of participation. As the two statistical tests led to the same conclusion, only the parametric one is given here. An Independent Samples t Test showed that Trainers had participated in Girl Guides for a statistically significantly longer time than Leaders had ($t(102.581) = 4.854, p < 0.001$).

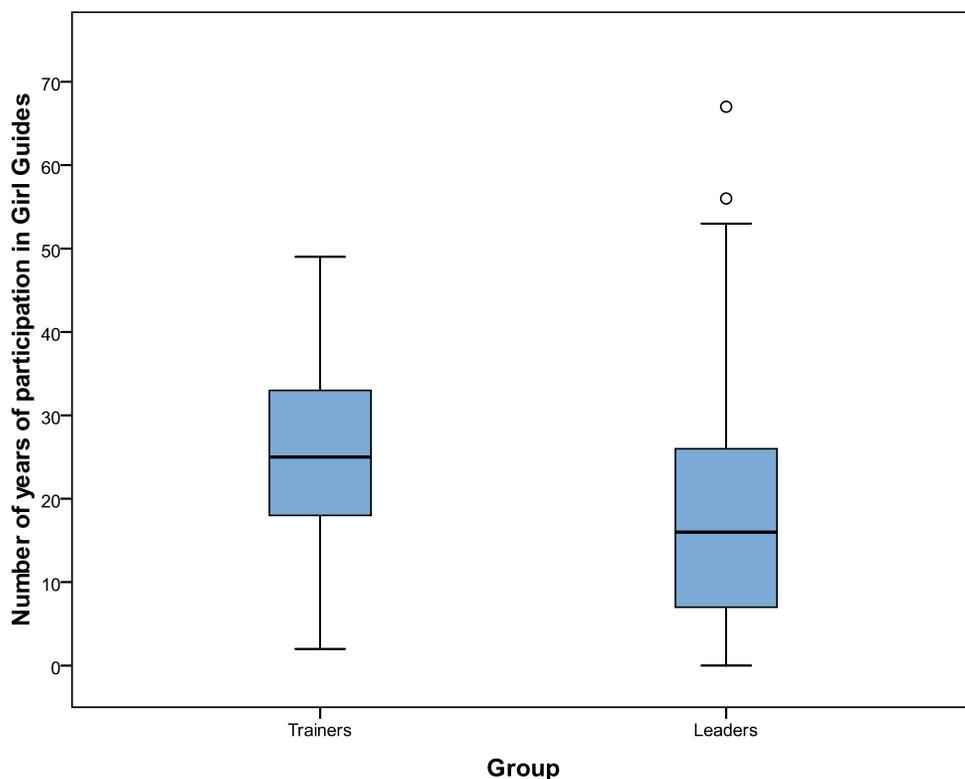


Figure 7.3.1 Box-whisker plot of the number of years of participation in Girl Guides of Trainers and Leaders

Because the Australian Trefoil Guild has a saying of “Once a Guide, always a Guide” (Girl Guides Australia, n.d.-e), the Trainers and Leaders were asked if they had also been a Girl Guide in their youth. Table 7.3.2 shows the percentage of people

who reported that they had participated in Guides in Australia or overseas. As respondents could have been a member in both, the percentages do not total to 100.

Table 7.3.2
Percentage of Trainer and Leaders who were members of Girl Guides as a youth

| Membership response | % membership as youth | |
|---------------------|-----------------------|---------|
| | Trainers | Leaders |
| Yes, in Australia | 68.7 | 62.9 |
| Yes, overseas | 20.9 | 10.8 |
| No | 13.4 | 27.9 |
| <i>N</i> | 67 | 437 |

To test if the Trainer and Leader roles were independent of being a member as a youth, the procedure Custom Tables within SPSS was used. This allowed the use of the Chi-square test of independence with the multiple response groups of membership and the adult roles as displayed in Table 7.3.2. Statistically there was a significant association between membership as a youth and the role as an adult ($\chi^2(3) = 12.78, p < 0.01$) with more adults becoming Trainers if they had participated in Guiding in their youth.

As can be seen in the Table 7.3.3, many adults had taken on more than one leadership role, and this was especially true of Trainers.

Table 7.3.3
Frequency distribution of the leadership roles undertaken by Trainers and Leaders

| Leadership role | % Frequency of leadership role | |
|-----------------------|--------------------------------|---------|
| | Trainers | Leaders |
| Leader of Youth only | 27.3 | 58.0 |
| Leader of Adults only | 12.1 | 15.6 |
| Resource Leader only | 9.1 | 3.7 |
| Multiple roles | 51.5 | 22.7 |
| <i>N</i> | 66 | 436 |

It is a requirement of the AALP that all Leaders undertake training for their chosen role as part of the qualification process before they can be appointed to the position. Because Trainers are expected to be able to deliver training courses that are appropriate for any group (Leaders of Youth, Leaders of Adults, or Resource Leaders), they are more likely to have experienced those positions themselves. Hence 51.5% of Trainers reported having multiple roles as shown in Table 7.3.3.

The number of years spent as part of the training team for GGA ranged from 0.8 to 39.0, with a mean of 12.16 ($SD = 8.79$, $N = 65$). For the 37 respondents who had also been a state Trainer before the introduction of the ATTP, the number of years ranged from 8.0 to 39.0 with a mean of 18.08 years ($SD = 6.78$). The 27 respondents who had only been part of the state team since the inception of the ATTP ranged in experience from 0.8 to 10.0 years with a mean of 4.25 years ($SD = 3.24$). One respondent who had been part of a state training team for 7 years had also been a Trainer overseas.

Tables 7.3.4 shows the frequency distribution of the highest levels of the ATTP completed by Trainers, while Table 7.3.5 shows the progress that they were making towards completion of the next level.

Table 7.3.4
Frequency distribution of the highest level of the ATTP completed by Trainers

| Level | Frequency of highest level completed | |
|--------------|--------------------------------------|------|
| | <i>N</i> | % |
| Just started | 7 | 10.6 |
| Level 1 | 9 | 13.7 |
| Level 2 | 19 | 28.8 |
| Level 3 | 16 | 24.2 |
| Level 4 | 13 | 19.7 |
| Level 5 | 2 | 3.0 |
| <i>N</i> | 66 | |

Table 7.3.5
Frequency distribution of the Trainers' progress towards the next ATTP level

| Progress level | Frequency of progress towards the next level | |
|-----------------------|--|------|
| | <i>N</i> | % |
| Just started | 13 | 19.7 |
| Less than half way | 14 | 21.2 |
| More than half way | 10 | 15.1 |
| Nearly completed | 17 | 25.8 |
| No wish to go further | 11 | 16.7 |
| Can't go further | 1 | 1.5 |
| <i>N</i> | 66 | |

Of the Trainers who responded that they had no wish to go any further through the ATTP, 54.5% ($N = 11$) had completed Level 2 and had spent 5–17 years on the state team ($Mean = 11.50$ yrs, $SD = 4.23$), while the 27.3% who had completed Level 4 had spent 16–30 years as a Trainer ($Mean = 23.0$ yrs, $SD = 7.00$). The two remaining cases had completed Levels 1 and 5, with 8 and 25 years, respectively, as members of their state training teams.

Figure 7.3.2 shows, graphically, the progressive nature of the ATTP in relation to the length of time as part of a training team. The competencies required to complete levels of the ATTP increase in difficulty as the levels get higher. Every Trainer starts at Level 1 and progresses according to her ability or desire to advance. There is no minimum or maximum length of time defined for completion of each level. The time taken could be influenced by the amount of opportunity a Trainer has had to demonstrate competencies, or her personal wish to progress. The nature of the competencies to be demonstrated, coupled with the number of training courses being delivered annually, make progress to the highest level of the ATTP a lengthy process.

The outlier case who had been on the state training team for 39 years and completed Level 4 of the ATTP said that she was less than half way to achieving the next level.

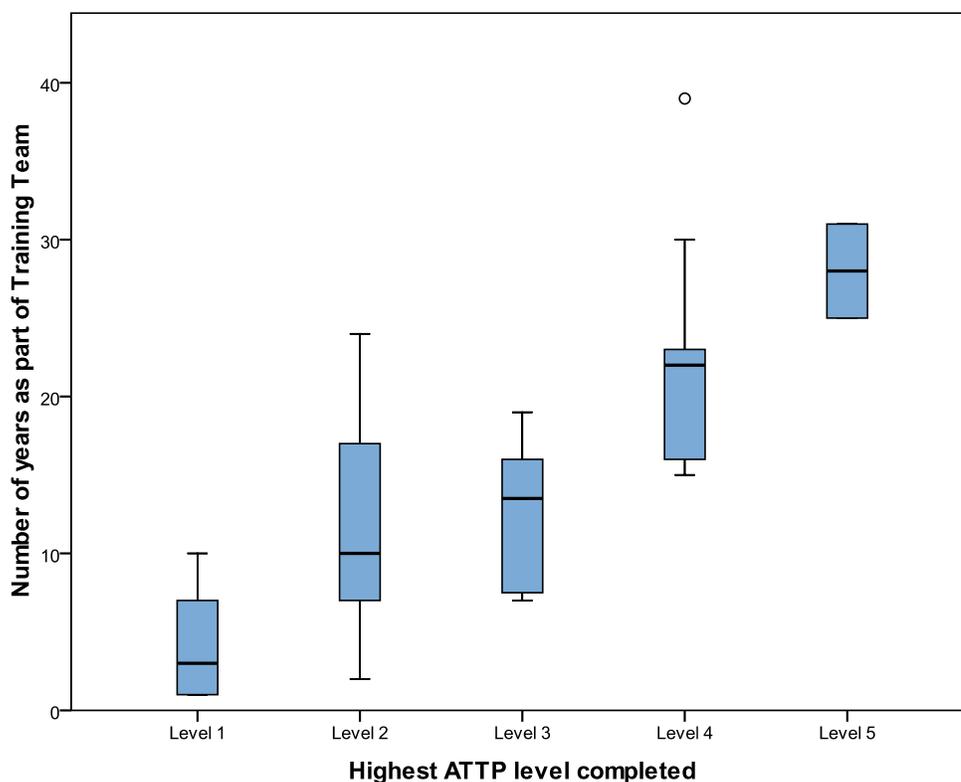


Figure 7.3.2 Box-whisker plot of the number of years as part of a training team and the highest ATTP level completed.

The requirement of anyone undertaking the ATTP is that she contributes to the efforts of the training team within her State. The program of courses offered to Leaders is determined by the State team in response to the needs of the Leaders. The number of courses offered is determined by the number of Leaders requiring those courses. The smaller States, in terms of adult Guide membership, offer a smaller number of courses than a larger State does. The number of training courses delivered by an individual Trainer depends on her personal availability, her particular skill area, and the number of other Trainers in the State team who are able to train at the

required level. Table 7.3.6 summarises the information returned by Trainers with respect to the courses which they had helped deliver in the previous two years. The information was requested for two years, rather than just one, as it was considered that this would better take into account the variability of the training programs offered by the States.

Table 7.3.6
Number of training courses conducted by Trainers over a two- year period

| Course | Frequency of conducting a training course | | | | | | |
|--------------------------|---|------------|-------------|-----------|-------------|------------|----------|
| | <i>Min</i> | <i>Max</i> | <i>Mean</i> | <i>SD</i> | <i>Mode</i> | <i>Sum</i> | <i>N</i> |
| Leadership Development | 1 | 12 | 2.71 | 2.15 | 2 | 95 | 35 |
| Leadership Qualification | 1 | 8 | 2.53 | 1.60 | 2 | 119 | 47 |
| Guiding Partner | 1 | 10 | 2.64 | 2.04 | 2 | 87 | 33 |
| FD modules | 1 | 11 | 3.18 | 2.11 | 2 | 140 | 44 |
| Outdoor skills | 1 | 5 | 1.88 | 1.13 | 1 | 47 | 25 |
| Camping | 1 | 4 | 1.61 | .85 | 1 | 29 | 18 |
| Training for Trainers | 1 | 4 | 2.09 | 1.15 | 1 | 67 | 32 |
| Other * | 1 | 20 | 4.00 | 3.83 | 2 | 104 | 26 |
| Total number | 1 | 31 | 10.92 | 7.67 | 7 | 688 | 63 |

* One Trainer reported delivering 50 ‘Other’ courses and detailed them as one-on-one sessions with Leaders or Guiding Partners. This was considered as mentoring and therefore not included in figures relating to courses.

The total of 688 courses delivered by 63 trainers over a two-year period does not take into consideration the length of the course, which might range from a number of hours to a number of days. Nor does it take into consideration the number of other Trainers helping to deliver the same course. The numbers simply reflect the number of times that a Trainer had been part of a training team during the two-year period. Specific information regarding the length of the course, the size of the training team, and the number of trainees was not requested.

Table 7.3.7 shows the levels of the AALP completed by the Leaders. Table 7.3.8 shows the progress that Leaders were making towards completing the next level.

Table 7.3.7

Frequency distribution of the highest level of the AALP completed by the Leaders

| Level | Frequency of highest level completed | |
|--------------------------|--------------------------------------|------|
| | <i>N</i> | % |
| Just started as Leader | 2 | 0.5 |
| Guiding Awareness | 7 | 1.6 |
| Leadership Development | 12 | 2.8 |
| Leadership Qualification | 46 | 10.7 |
| Further Development | 52 | 12.1 |
| Appraisal | 312 | 72.4 |
| <i>N</i> | 431 | |

Table 7.3.8

Frequency distribution of the Leaders' progress towards the next level of the AALP

| Progress | Frequency of progress towards the next level | |
|-----------------------|--|------|
| | <i>N</i> | % |
| Just started | 86 | 22.1 |
| Less than half way | 52 | 13.4 |
| More than half way | 56 | 14.4 |
| Nearly completed | 82 | 21.1 |
| No wish to go further | 113 | 29.0 |
| <i>N</i> | 389 | |

Of the 364 Leaders who had undertaken Further Development or Appraisal, the number of Further Development (FD) modules completed ranged from 1 to 32 with a mean of 5.57 ($SD = 3.89$, $N = 308$). 12.4% of the Leaders did not specify how many modules had been completed, and a further 3.0% answered 'Lots'.

Figure 7.3.3 shows, graphically, the progression through the AALP in relation to the length of time as a Leader. The graph indicates either inconsistencies in the

responses given or a lack of compliance with the AALP. The problem lies with the Leadership Qualification category. Once a Leader has been qualified for three years, it is a requirement that she undertakes the appraisal process which, in turn, requires demonstration of ongoing skill development, often through the completion of FD modules. Given this, the number of years for the Leader Qualification category should not extend beyond three on the scale axis. Of the 46 respondents in this group, 32.6% had been a Leader for more than three years and only one of those said that she was unaware of the need to undertake the appraisal process every three years. She had been a Leader for 16 years.

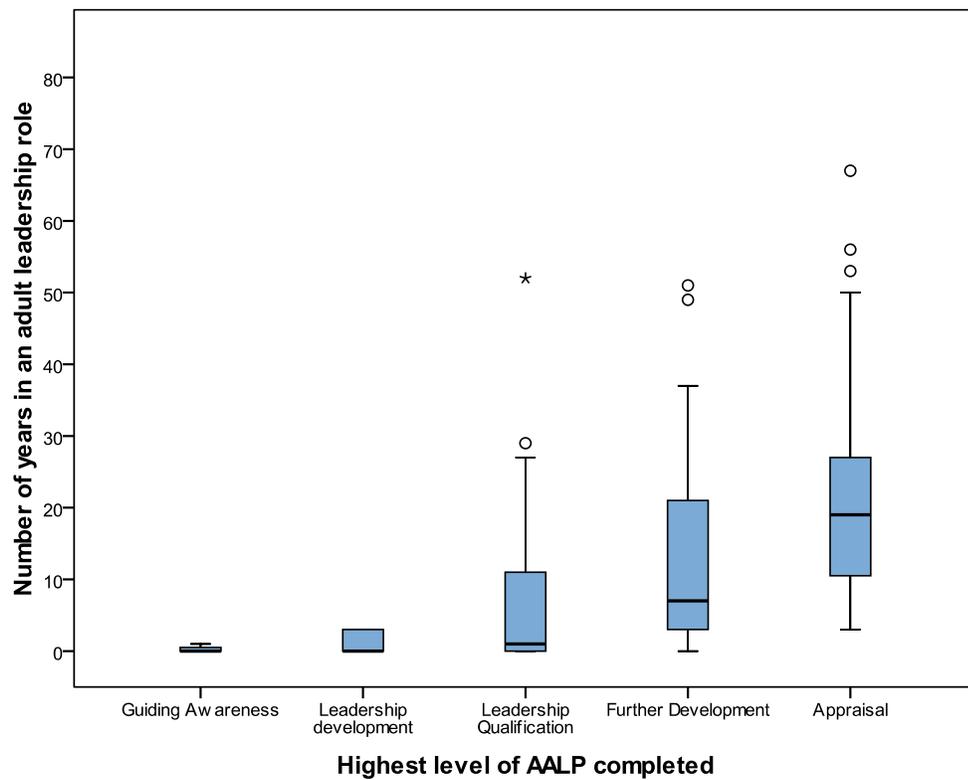


Figure 7.3.3 Box-whisker plot of the number of years as a Leader and the highest AALP level completed

A possible problem with voluntary compliance with the appraisal requirement, as articulated by one Leader, could be:

A lot of leaders I know today are very busy – they work full-time, look after homes, husbands and families. A lot of us struggle to do more than take a unit on a weekly basis, which takes (including travelling and pack-up time) 2–3 hours per week. I simply do not have any more time to give to the unit or to any training for myself, and refuse to stress myself about it.

The data show that, as would be expected, Trainers had participated in Guides as adult members for a longer time than Leaders had (Table 7.3.1) even though the range of years of participation was smaller (Figure 7.3.1). Larger proportions of Trainers than Leaders had been Guides in their youth (Table 7.3.2) and were more likely to undertake additional leadership roles (Table 7.3.3). Both groups reported that they were still progressing through the stages of their respective programs (Tables 7.3.5 and 7.3.8), but twice as many Leaders than Trainers reported that they had no wish to go any further. The data also showed that there is room for improvement in compliance with the requirement to be appraised every three years (Figure 7.3.3).

7.4 Development of Characteristics for Good Citizenship

The mission of GGA is to help girls and young women to grow into confident, self-respecting, responsible community members. The AGP is the vehicle for achieving this. To establish whether participation in the program would allow the mission to be achieved, data were collected on Trainers' and Leaders' perceptions of the four Elements and seven Fundamentals of the AGP in relation to the mission as well as participation generally. This addresses Research Question 3 which is: Is participation in Australian Guide Program activities related to good citizenship that promotes personal change in youth members of Girl Guides Australia, thus satisfying the mission of the organisation?

To assess whether Trainers and Leaders perceived that the mission of GGA was being achieved, they were asked to respond on a 5–point scale to positively-worded statements about each of the four Elements and the seven Fundamentals that are the basis of the AGP. The percentage of respondents choosing each alternative response, along with means and standard deviations, are shown in Table 7.4.1 for Trainers and in Table 7.4.2 for Leaders.

Table 7.4.1
Descriptive information for Trainers’ perceptions of the Elements and Fundamentals of the AGP contributing to the GGA mission statement

| Aspects contributing to the mission statement | % frequency of agreement | | | | | Mean | SD |
|---|--------------------------|-----|-----|------|------|------|------|
| | SD | D | U | A | SA | | |
| Elements of the AGP | | | | | | | |
| Physical | 0.0 | 0.0 | 3.0 | 51.5 | 45.5 | 4.42 | 0.56 |
| People | 0.0 | 0.0 | 0.0 | 42.4 | 57.6 | 4.58 | 0.50 |
| Practical | 0.0 | 0.0 | 0.0 | 50.0 | 50.0 | 4.50 | 0.50 |
| Self | 0.0 | 0.0 | 0.0 | 40.9 | 59.1 | 4.59 | 0.50 |
| Fundamentals of the AGP | | | | | | | |
| Promise and Law | 0.0 | 0.0 | 0.0 | 31.8 | 68.2 | 4.68 | 0.47 |
| Outdoors | 0.0 | 0.0 | 0.0 | 47.0 | 53.0 | 4.53 | 0.50 |
| Service | 0.0 | 0.0 | 0.0 | 43.9 | 56.1 | 4.56 | 0.50 |
| World Guiding | 0.0 | 3.0 | 1.5 | 62.1 | 33.3 | 4.26 | 0.64 |
| Guiding Traditions | 0.0 | 6.1 | 3.0 | 53.0 | 37.9 | 4.23 | 0.78 |
| Leadership skill development | 0.0 | 0.0 | 0.0 | 28.8 | 71.2 | 4.71 | 0.46 |
| Patrol System | 0.0 | 0.0 | 0.0 | 33.3 | 66.7 | 4.67 | 0.48 |

N = 66

Table 7.4.1 shows a very high level of agreement among the Trainers that the components of the AGP contribute to GGA achieving its mission. The Fundamentals of ‘World Guiding’ and ‘Guiding Traditions’ were rated the lowest, possibly because they are seen as parts of the history of the Guides rather than the character development of the youth members. When asked if participation in the AGP helped

youth members to achieve the mission statement, 97.0% of Trainers ($N = 67$) agreed (36.4%) or strongly agreed (60.6%) that it did. The remaining 3.0% were undecided/neutral.

For Leaders, Table 7.4.2 shows a very high level of agreement that the components of the AGP contribute to GGA achieving its mission. The Fundamentals of ‘World Guiding’ and ‘Guiding Traditions’ were rated the lowest in this context, with a rating similar to that of the Trainers. When asked if participation in the AGP helped youth members to achieve the mission statement, 93.5% of Leaders ($N = 426$) agreed (48.4%) or strongly agreed (45.1%) that it did. Of the remainder, 6.1% were undecided / neutral and 0.5% disagreed.

Table 7.4.2
Descriptive information for Leaders’ perceptions of the Elements and Fundamentals of the AGP contributing to the GGA mission statement

| Aspects contributing to the mission statement | % frequency of agreement | | | | | Mean | SD |
|---|--------------------------|-----|------|------|------|------|------|
| | SD | D | U | A | SA | | |
| Elements of the AGP | | | | | | | |
| Physical | 0.0 | 0.9 | 5.2 | 61.6 | 32.3 | 4.25 | 0.59 |
| People | 0.0 | 0.5 | 2.6 | 50.1 | 46.8 | 4.43 | 0.57 |
| Practical | 0.0 | 0.5 | 2.8 | 55.5 | 41.2 | 4.37 | 0.57 |
| Self | 0.0 | 0.5 | 2.6 | 50.1 | 46.8 | 4.43 | 0.57 |
| Fundamentals of the AGP | | | | | | | |
| Promise and Law | 0.0 | 0.5 | 4.2 | 48.7 | 46.6 | 4.41 | 0.60 |
| Outdoors | 0.2 | 0.7 | 5.6 | 54.4 | 39.0 | 4.31 | 0.63 |
| Service | 0.0 | 0.2 | 2.1 | 42.9 | 54.8 | 4.52 | 0.55 |
| World Guiding | 0.0 | 1.4 | 14.3 | 55.1 | 29.2 | 4.12 | 0.69 |
| Guiding Traditions | 0.0 | 0.9 | 12.4 | 56.2 | 30.4 | 4.16 | 0.66 |
| Leadership skill development | 0.0 | 0.7 | 3.0 | 42.0 | 54.3 | 4.50 | 0.59 |
| Patrol System | 0.2 | 0.2 | 3.3 | 46.4 | 49.9 | 4.45 | 0.60 |

$N = 427 - 429$

Comparison of the Trainers' and Leaders' responses through use of the Independent Samples *t* test showed that the Trainers' scores for the Elements of 'Physical' and 'Self' and the Fundamentals of 'Promise and Law', 'Outdoors', 'Leadership skill development' and 'Patrol system' were all statistically significantly higher than those of the Leaders ($p < 0.05$), but the effect sizes were very small in all instances and ranged from only 0.02 to 0.16.

In response to an overall question concerning participation in the AGP helping youth members to achieve the mission statement, both Trainers and Leaders expressed high levels of agreement that it did. Table 7.4.3 shows the percentage frequency of response to each category option on the questionnaire given by the two groups.

Table 7.4.3
Frequency of agreement among Trainers and Leaders that participation in the AGP helps youth members achieve the mission statement

| Participation helps achieve the mission statement | % frequency of agreement | |
|---|--------------------------|---------|
| | Trainers | Leaders |
| Strongly disagree | 0.0 | 0.0 |
| Disagree | 0.0 | 0.5 |
| Undecided | 3.0 | 6.1 |
| Agree | 36.4 | 48.4 |
| Strongly agree | 60.6 | 45.1 |
| <i>N</i> | 66 | 426 |

The Chi-square and Fisher's Exact test results for cross-tabulating the groups with the level of agreement variable shown in Table 7.4.3 indicated that, statistically, there was no significant difference between how Trainers and Leaders perceived that participation in the AGP helped youth members achieve the mission statement ($p > 0.05$).

Overall Trainers and Leaders reported a high level of agreement that participation in the AGP helped girls and young women to grow into confident, self-respecting, responsible community members (Table 7.4.3). Both groups considered the AGP Fundamentals of Leadership skill development, Promise and Law, Service and the Patrol system as making the greatest contributions to achieving the mission of GGA (Tables 7.4.1 and 7.4.2). Leadership skill development might address the confidence component of the mission, while Promise and Law contributes to self-respect, and Service and the Patrol system could assist with becoming responsible community members.

7.5 Adult Member Perceptions of the Benefits of Participation

Adult members of GGA are encouraged to use the programs offered to them to enhance their own skills as well as those of the youth members. Trainers and Leaders were asked to identify the ways in which they had gained any personal benefit to address Research Question 8 which was: In what ways do adult members of Girl Guides Australia perceive that participation in the Australian Trainers' Training Program or the Australian Adult Leadership Program has enriched their lives?

To determine whether adult members of GGA perceived any personal benefits from participation in their programs, Trainers and Leaders were asked about the potential impact on their working life, study life and personal development generally. They were asked to respond to four positively-worded statements using a 5-point response scale for which 'Strongly disagree' was coded 1 and 'Strongly agree' was coded 5. The percentage frequencies for each alternative response, along with the mean and standard for each statement, are given in Table 7.5.1.

Table 7.5.1
Descriptive information for Trainers' and Leaders' perceptions of the uses of the skills acquired for their roles

| Uses of skills | % frequency of agreement | | | | | Mean | SD |
|---|--------------------------|-----|------|------|------|------|------|
| | SD | D | U | A | SA | | |
| Trainers (N = 66) | | | | | | | |
| Skills acquired as a Trainer can be used in the workforce. | 0.0 | 1.5 | 1.5 | 36.4 | 60.6 | 4.56 | 0.61 |
| Skills acquired as a Trainer can be used when studying in the vocational and education sectors. | 0.0 | 0.0 | 9.1 | 43.9 | 47.0 | 4.38 | 0.65 |
| Skills acquired as a Trainer can be used when studying in the university sector. | 0.0 | 4.6 | 23.1 | 43.1 | 29.2 | 3.97 | 0.85 |
| Participation in ATTP provides a means of personal development. | 0.0 | 0.0 | 3.0 | 36.4 | 60.6 | 4.58 | 0.56 |
| Leaders (N = 430 – 433) | | | | | | | |
| Skills acquired as a Leader can be used in the workforce. | 1.2 | 2.1 | 3.5 | 49.9 | 43.4 | 4.32 | 0.74 |
| Skills acquired as a Leader can be used when studying in the vocational and education sectors. | 1.6 | 2.5 | 12.7 | 52.1 | 31.0 | 4.08 | 0.83 |
| Skills acquired as a Leader can be used when studying in the university sector. | 2.1 | 6.0 | 27.0 | 42.8 | 22.1 | 3.77 | 0.93 |
| Participation in AALP provides a means of personal development. | 1.6 | 1.2 | 3.7 | 44.4 | 49.1 | 4.38 | 0.76 |

The mean scores of close to and above 4 for each statement suggest that both Trainers and Leaders were in agreement that the skills that they used in their roles were also useful in other aspects of their lives. Both Trainers and Leaders perceived that participation in their respective programs had provided opportunities for personal development and that the skills acquired could be used in the workforce.

Both groups were slightly less certain that the skills learned for their Guiding roles could be useful when studying in the university sector, with Table 7.5.1 showing mean scores of 3.97 for the Trainers and 3.77 for the Leaders.

Because Trainers hold a leadership position too, they were also asked whether or not skills acquired for that role could be used in the workforce, and whether or not participation in the AALP provided a means of personal development. The mean scores were 4.27 ($SD = 0.80$, $N = 66$) and 4.45 ($SD = 0.61$, $N = 66$), respectively, for use in the workforce and a means of personal development. Use of the Independent samples t -test showed that these Trainers' scores concerning the AALP were not significantly different from those of the Leaders for the corresponding questions ($p > 0.05$). The means for the Leaders are given in Table 7.5.1. Table 7.5.2 shows the skills that each group had found useful in their work or study lives.

Table 7.5.2
Percentage frequency of skills of Trainers and Leaders who found different skills useful in their work or study life

| Useful skills | % frequency for useful skills | |
|---------------------------|-------------------------------|---------|
| | Trainers | Leaders |
| Communication skills | 18.7 | 6.0 |
| Training & assessment | 18.7 | 3.9 |
| Self confidence | 16.7 | 22.6 |
| Planning / goal setting | 10.5 | 8.8 |
| General managerial skills | 8.3 | 7.1 |
| Teamwork | 6.3 | 10.6 |
| Organisational skills | 6.3 | 6.7 |
| Time management | 4.2 | 12.0 |
| Problem solving | 0.0 | 2.5 |
| Conflict resolution | 0.0 | 1.8 |
| Risk management | 0.0 | 1.8 |
| Financial management | 0.0 | 1.1 |
| <i>N</i> | 48 | 283 |

The ATTP and AALP were designed to ensure that the people responsible for the delivery of the AGP to youth members – the Leaders –knew what was involved in the program, could implement it appropriately, understood the ethos of Guiding and had all the necessary management skills. For those Leaders who move into an adult role straight from being a youth member, much of the required knowledge is already in place and that knowledge just needs to be adjusted to the adult perspective. Those ladies, however, who have no underlying Guiding knowledge, need to be trained in all the required aspects. The Trainers used by GGA are experienced Leaders who are undertaking a program – the ATTP –designed to facilitate their own personal growth whilst providing the necessary skills for the Leaders.

The Trainers were asked what they enjoyed most about working through the ATTP. No answer was given by 23.8% ($N = 67$), while 3.2% responded that they complied with the need to do the ATTP but do not enjoy it. The other responses and their linkages are shown in Figure 7.5.1. The most enjoyable part of participating in the ATTP ($N = 16$), was perceived to be assisting new Guide Leaders to develop their skills, which is the main role of a Trainer. Personally, though, the Trainers also enjoyed their own development ($N = 13$) and opportunity to learn new skills ($N = 14$).

Leaders were also given the opportunity to identify what they enjoyed most about participating in the AALP. Of the 324 respondents who answered, 30.2% said networking and sharing ideas, 19.4% said learning new skills, and 18.8% said that they enjoyed the personal development and challenge. Figure 7.5.2 shows how the different comments inter-related. In total, 26 Leaders responded that they didn't enjoy doing the AALP (8.0%), but one of those also said that she enjoyed working

with the girls, and another said that working with a GP was enjoyable. The latter comment arose because the Leader had become qualified before the AALP was introduced and felt that having to qualify again was unnecessary.

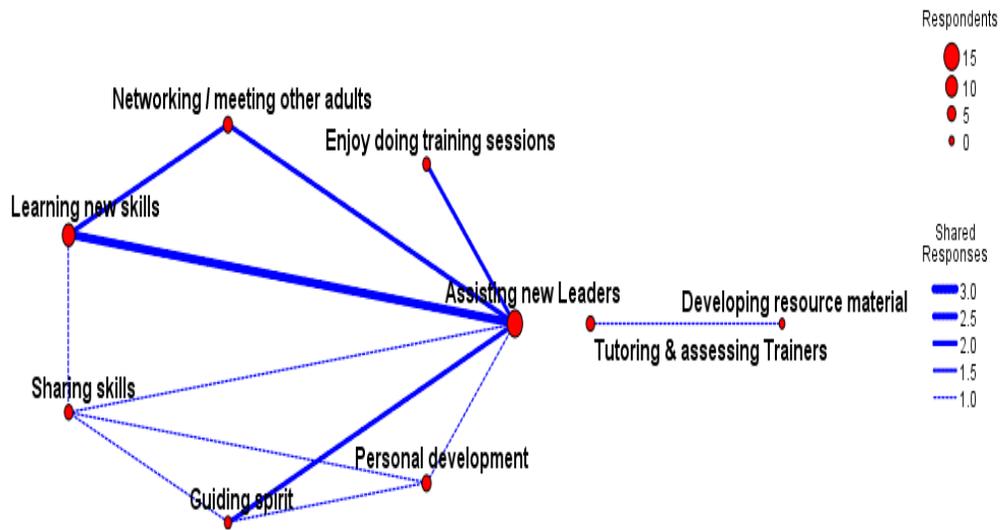


Figure 7.5.1 Web graph of what Trainers enjoy most about participating in the ATTP

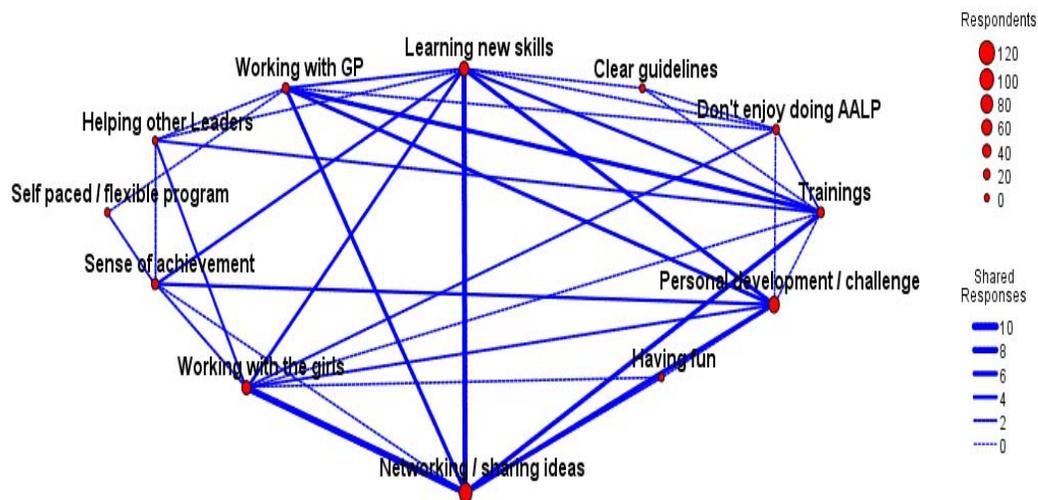


Figure 7.5.2 Web graph of what the Leaders enjoyed about participating in the AALP

Participation in Girl Guides is voluntary and open to all females aged 5 years and above. Whilst 94.0% (Table 6.5.3) of the youth members ($N = 434$) reported that Guides was some fun or lots of fun, only 2.5% of Leaders ($N = 438$) said that having fun was one of the things that they enjoyed about participating in the AALP. All of the programs offered by GGA (See Chapter 3) support the concept of lifelong learning and the development of skills for life. Whilst having fun is important, it is likely that adults volunteer their time for the benefit of others because they perceive some personal benefits.

In summary, the high mean scores given by both Trainers and Leaders to the questions about the skills acquired through Guiding indicate that adult members fully appreciated that those skills could be useful in many aspects of their lives. This was especially true for their working lives and for their own personal development (Table 7.5.1). Several different skills were identified including communication, time management and teamwork (Table 7.5.2). A boost in self confidence was also high on the list for both Trainers and Leaders.

Even though 8.0% of the Leaders reported that they had not enjoyed undertaking the AALP, there were many enjoyable aspects reported (Figure 7.5.2). This was also true for Trainers (Figure 7.5.1). Networking with other adults and sharing ideas were identified by both groups as was personal development.

7.6 Preparing for Training and Leadership Roles

For those adults who join GGA without having previously been a member in their youth, understanding what is required as a Leader within the organisation can be difficult. Similarly, for experienced Leaders who have never delivered any training to

other people, knowing what is required can be difficult. The ATTP and the AALP were designed to help to overcome those difficulties.

Data about the different roles were collected from Trainers and Leaders to address Research Question 9 which was: In what ways do Trainers and Leaders within Girl Guides Australia perceive that undertaking their programs adequately prepares them for their roles?

While GGA is described as a youth organisation, it could not exist without the involvement of adults as Leaders. Incumbents in that role have to meet standards of leadership defined by the organisation and standards of behaviour acceptable to the Guides and their parents.

To establish the Leader's role as seen from the girls' perspective, the girls were asked two questions: firstly, how they would describe their main Leader; and, secondly, what skills a good Leader should have.

The first question drew out 126 different words or phrases ($N = 428$) and these were eventually reduced to 93 by combining words or phrases that were similar in meaning. The words most frequently used by the girls to describe their main Leader were 'Kind' (34.1%), 'Helpful' (26.9%), 'Fun' (26.9%), 'Nice' (26.2%), 'Friendly' (23.8%), 'Caring' (17.8%), 'Organised' (13.6%), 'Happy' (12.6%) and 'Funny' (11.9%). All other responses were less than 10% each. There were only eight negative comments, namely, 'Bossy' (1.2%) and 'Old' (0.5%), with 'Not very fair', 'Mean', 'Doesn't explain stuff well', 'Disorganised', 'Boring' and 'Annoying' each being used by a different person.

In considering the three most important skills that a good Leader should have, initially the girls ($N = 415$) gave 175 different words or phrases. These were combined to form 69 categories. The most-frequently used was 'Being organised' (21.0%), followed by 'Sense of fun' (17.6%), 'Kind' (16.6%), 'Helpful' (16.1%), 'Leadership skills' (16.1%), 'Friendly' (15.9%), 'Caring' (11.1%) and 'Good with children' (10.4%). Whilst many other skills were listed, they were mentioned by less than 10% of the respondents.

The skills mentioned by the girls were not necessarily those included specifically in the AALP but many of them were similar. To establish if the training that had been undertaken in areas that are included in the AALP was effective in helping to develop the necessary skills for Leaders, they were asked for their level of agreement with two positively-worded questions – one for within Guide training and one for external training. A 5-point response scale was used with 'Strongly disagree' coded 1 and 'Strongly agree' coded 5. Trainers were asked the same two questions with regard to the ATTP. Table 7.6.1 shows separately for Trainers and Leaders the percentage distribution for the response categories of each question along with the mean score.

Both groups were in agreement that the training that they had undertaken had been effective for their respective roles. This is shown in Table 7.6.1, where the mean for each item is above 4. Because it is the GGA Trainers who delivered the within-Guides training for the Leaders, the high rating suggests that those Trainers had fulfilled that role well. As the training for Trainers is delivered by more-experienced training team member within Guides, the high mean scores suggest that the training of Trainers was also effective.

Table 7.6.1
Descriptive information relating to Trainers' and Leaders' perceptions of the effectiveness of training undertaken for their roles

| Training undertaken was effective | % frequency of agreement | | | | | Mean | SD | N |
|-----------------------------------|--------------------------|-----|-----|------|------|------|------|-----|
| | SD | D | U | A | SA | | | |
| Trainers | | | | | | | | |
| Training within Guides | 0.0 | 0.0 | 0.0 | 70.0 | 30.0 | 4.30 | 0.46 | 60 |
| External training | 0.0 | 0.0 | 0.0 | 81.1 | 18.9 | 4.19 | 0.40 | 37 |
| Leaders | | | | | | | | |
| Training within Guides | 1.0 | 4.2 | 7.6 | 61.4 | 25.8 | 4.07 | 0.77 | 407 |
| External training | 0.4 | 0.4 | 9.2 | 65.7 | 24.3 | 4.13 | 0.61 | 239 |

The ATTP and the AALP were designed so that mentors could be used as part of the support and assessment processes for both Trainers and Leaders. Those mentors are called Training Partners (TP) and Guiding Partners (GP), respectively, and are selected because of their expertise or experience. The TPs and GPs themselves also can have partners/mentors as they progress through the programs.

Table 7.6.2 reports the percentage frequency of responses concerning access to mentors (TPs and GPs) separately for Trainers and Leaders, while Table 7.6.3 shows each group's perceived level of effectiveness of the system. The effectiveness was measured on a 5-point scale for three positively-worded statements with 'Strongly disagree' coded 1 and 'Strongly agree' coded 5.

In general, Trainers and Leaders thought that the mentoring scheme was effective in assisting them with their respective roles, with mean scores close to 4 for skill development, assessment of skills, and implementation of the different programs.

Table 7.6.2
Percentage of Trainers and Leaders reporting access to mentors

| Access to a mentor | % frequency of access to a mentor | |
|------------------------|-----------------------------------|---------|
| | Trainers | Leaders |
| No, never had one | 7.6 | 11.8 |
| Yes, but not currently | 15.1 | 45.2 |
| Yes, have one now | 77.3 | 43.0 |
| <i>N</i> | 66 | 433 |

Table 7.6.3
Descriptive information for Trainers' and Leaders' perceptions of the effectiveness of mentors for their roles

| Perceptions | % frequency of agreement | | | | | <i>Mean</i> | <i>SD</i> | <i>N</i> |
|--|--------------------------|----------|----------|----------|-----------|-------------|-----------|----------|
| | <i>SD</i> | <i>D</i> | <i>U</i> | <i>A</i> | <i>SA</i> | | | |
| Trainers | | | | | | | | |
| Mentoring is effective in assisting Trainers to develop their skills. | 0.0 | 3.3 | 6.6 | 59.0 | 31.1 | 4.18 | 0.70 | 61 |
| Assessment by mentors is an effective way of ensuring training skills. | 0.0 | 3.3 | 6.6 | 67.1 | 23.0 | 4.10 | 0.65 | 61 |
| Assessment by mentors ensures Trainers have the skills to assist Leaders implement the AALP. | 1.7 | 1.7 | 13.5 | 66.7 | 16.7 | 3.95 | 0.72 | 60 |
| Leaders | | | | | | | | |
| Mentoring is effective in assisting Leaders to develop their skills. | 1.3 | 4.2 | 11.4 | 57.3 | 25.7 | 4.02 | 0.81 | 377 |
| Assessment by mentors is effective in ensuring Leaders have necessary duty of care skills. | 2.4 | 7.7 | 12.2 | 57.3 | 20.4 | 3.86 | 0.91 | 377 |
| Assessment by mentors ensures Leaders have the skills to implement the AGP. | 1.9 | 6.9 | 13.8 | 56.1 | 21.3 | 3.88 | 0.89 | 376 |

To explore whether Leaders' perceptions of the mentoring system used by GGA was influenced by their experiences with a GP, Leaders were asked if they had been mentored by the same GP for all levels of the AALP so far undertaken. 61.8% ($N = 374$) of the Leaders said that they had received mentoring from the same person thus far. Irrespective of how many GPs had mentored Leaders, the relationship with their GP was described by the Leaders as good or very good by 75.0% ($N = 376$).

Although 25 Leaders reported that the relationship with their GP had been difficult or very difficult, it was not this relationship that affected their perceptions of the effectiveness of the mentor scheme. The Chi-square and Fisher's Exact test results for cross-tabulating these 25 cases with the last three mentor variables shown in Table 7.6.3 showed that, statistically, there was no significant association between the GP-Leader relationship and effectiveness responses ($p > 0.05$). These results suggest that, although a Leader's own personal experience might have been unsatisfactory, she still recognised the effectiveness of the mentoring scheme.

Oneway ANOVA also showed that the perceived effectiveness of any of the three measured aspects of the mentoring schemes was not influenced by whether the respondent was, or ever had been, a TP or GP ($p > 0.05$). Table 7.6.4 shows the percentage distributions for Trainers and Leaders of the frequency of whether they had ever been a TP or GP. The mentoring system for both the ATTP and the AALP is such that a TP or GP might only be fulfilling that role whilst the person being mentored achieves the required competence level. Once that has happened, the TP or GP might then have to wait to be assigned to a new person. Whereas they were not asked to elaborate, this could explain why 16.7% of the Trainers and 17.8% of the Leaders reported that they were not currently in the TP or GP role.

Table 7.6.4
Percentage of Trainers and Leaders having a mentoring role

| Mentoring role | % frequency for having a mentoring role | |
|------------------------|---|---------|
| | Trainers | Leaders |
| No, never have been | 36.3 | 29.9 |
| Yes, but not currently | 16.7 | 17.8 |
| Yes, am one now | 47.0 | 52.3 |
| <i>N</i> | 66 | 438 |

Those Trainers and Leaders who had been, or currently were, a TP or GP (Table 7.6.4) were asked if they had undertaken the training available for those roles. Of those respondents who had ever been a TP ($N = 42$), 52.4% reported that they had received training for that role. Of those who had ever been a GP ($N = 307$), 95.8% said that they had received training for that role. The disparity in the percentages could be that, because GPs are essential to the progression through the AALP by Leaders, more emphasis is put into giving them the required skills.

TGs and GPs were asked to respond to two positively-worded statements concerning the effectiveness of the training that they had received. The statements related to mentoring skills and assessment skills. They were also asked if completing the functions of a TP or GP had helped them in their own trainer or leadership role. The response to each statement was measured on a 5-point scale with ‘Strongly disagree’ coded 1 and ‘Strongly agree’ coded 5. The percentage frequency for each alternative response, along with the means and standard deviations for each statement, are given in Table 7.6.5 separately for TPs and GPs.

The mean scores for each of the statements were close to 4 and suggested that, on average, TPs and GPs agreed that the training that they received for their roles assisted them with the mentoring and assessing functions that they were required to

complete. They also agreed that completing the mentoring roles assisted them in their own roles as Trainers or Leaders.

Table 7.6.5

Descriptive information for Training Partners' and Guiding Partners' perceptions of the effectiveness of training for their roles

| TPs' and GPs' perceptions | % frequency of agreement | | | | | Mean | SD | N |
|--|--------------------------|-----|------|------|------|------|------|-----|
| | SD | D | U | A | SA | | | |
| Training Partners | | | | | | | | |
| Training is effective in assisting TPs to develop their mentoring skills. | 0.0 | 4.5 | 9.1 | 77.3 | 9.1 | 3.91 | 0.61 | 22 |
| Training is effective in assisting TPs to develop their assessment skills. | 0.0 | 4.5 | 18.2 | 72.2 | 4.5 | 3.77 | 0.61 | 22 |
| Completing the functions of a TP has assisted in role as a Trainer. | 0.0 | 0.0 | 18.2 | 40.9 | 40.9 | 4.23 | 0.75 | 22 |
| Guiding Partners | | | | | | | | |
| Training is effective in assisting GPs to develop their mentoring skills. | 1.4 | 8.5 | 18.1 | 58.0 | 14.0 | 3.75 | 0.85 | 293 |
| Training is effective in assisting GPs to develop their assessment skills. | 2.4 | 8.6 | 17.9 | 58.8 | 12.4 | 3.70 | 0.88 | 291 |
| Completing the functions of a GP has assisted in role as a Leader. | 1.0 | 6.8 | 19.1 | 48.8 | 24.2 | 3.88 | 0.89 | 293 |

The position of a Leader in GGA has three broad types, namely, Leader of Youth, Leader of Adults and Resource Leader. Leaders also might hold more than one of these positions. Respondents were asked to describe their role as a Leader using single words or short phrases. The text responses were then grouped together by combining words or phrases that were similar in meaning to form 23 different categories. The allocated categories were not dependent on the type of Leader giving

the response. The web graph showing the combinations of descriptors is given in Figure 7.6.1.

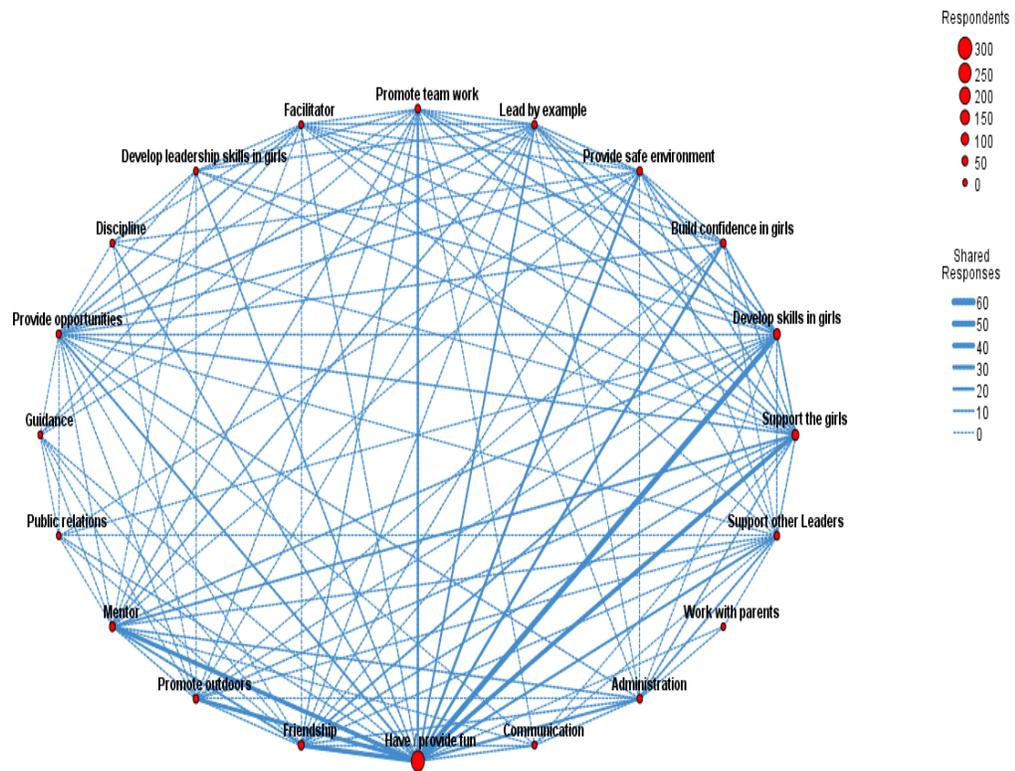


Figure 7.6.1 Web graph of descriptors of what Leaders do in their role

Over half (58.5%) of the respondents ($N = 427$) said that one of the things that they did in their role was to have or provide fun. When broken down by leadership type, the Leaders of Adults mentioned this less frequently, with only 31.3% of people listing it as one of their descriptors. Based on within-group percentages, Leaders of Youth saw their role as providing discipline / boundaries, guidance, role model actions, confidence building and providing opportunities, as well as developing leadership skills in the girls. Leaders of Adults described their role as mentoring, administration, supporting Leaders, public relations, working with parents, communication and facilitating friendships. Resource Leaders saw themselves as

facilitators, promoters of the outdoors, and providers of other general support. The Leaders with several roles said that they were there to support the girls and to promote team work. All types of Leaders, except Leaders of Adults, viewed developing skills in the girls as second only in frequency to providing fun. For all groups, providing a safe and caring environment was one of the things that they did. Overall, although the descriptions of what Leaders did in their role followed what might be expected, there were no clear distinctions between the groups with all Leaders seemingly doing a bit of everything.

Comparison of the responses from the girls and the Leaders suggests that, if the Leaders set out to provide fun for the girls, which 58.5% of them thought was one of their roles, they achieved it with 93.1% of the girls (Table 5.2.11) saying that they had fun at least most of the time. Teaching skills to the girls was second on the Leaders' list (27.9%) of what they do in their role, with 84.4% of the girls (Table 5.2.11) saying that the Leaders teach them 'cool' things at least most of the time.

GGA views providing a safe environment for its members and duty of care as important parts of what a Leader is required to do. While only 8.0% of Leaders mentioned this directly as being part of their role, 97.0% of the girls (Table 5.2.11) said that they feel safe most, if not all, of the time. Safety aspects were supported by the parents, with 97.9% (Table 5.2.12) agreeing or strongly agreeing that Leaders maintain a safe environment for their daughters.

To complete the information concerning how participation in the ATTP and AALP helped Trainers and Leaders to prepare for their roles, both groups were asked to identify the most useful areas of the programs for them. Table 7.6.6 shows the responses from the Trainers and Table 7.6.7 shows those from the Leaders.

Table 7.6.6
Frequency distribution of the areas of the ATTP found useful by the Trainers

| Useful areas in the ATTP | Frequency | |
|------------------------------------|-----------|------|
| | N | % |
| No response given | 20 | 30.3 |
| Course / session delivery | 12 | 18.2 |
| Working with / as Training Partner | 11 | 16.7 |
| Guidelines for requirements | 10 | 15.2 |
| Developing skills generally | 9 | 13.6 |
| Training trainers | 5 | 7.6 |
| Progressive nature | 5 | 7.6 |
| Non specific positive comments | 4 | 6.1 |
| Have not used / participated in | 3 | 4.5 |
| Negative comments | 3 | 4.5 |
| Developing resources | 3 | 4.5 |
| Sharing skills | 3 | 4.5 |
| Personal development | 2 | 3.0 |
| Training for Trainers | 1 | 1.5 |
| Training policy | 1 | 1.5 |
| <i>N</i> | 66 | |

Table 7.6.7
Frequency distribution of the areas of the AALP found useful by the Leaders

| Useful areas in the AALP | Frequency | |
|--|-----------|------|
| | N | % |
| No response given | 137 | 31.3 |
| Developing skills generally | 88 | 20.1 |
| Outdoor skills | 38 | 8.7 |
| Networking / meeting other Leaders | 34 | 7.8 |
| Guidelines for requirements | 34 | 7.8 |
| Non-specific positive comments | 26 | 5.9 |
| All / most of it | 24 | 5.5 |
| Personal Challenge / development | 23 | 5.3 |
| Negative / not useful | 22 | 5.0 |
| FD modules | 20 | 4.6 |
| Trainings | 19 | 4.3 |
| Guiding knowledge / history / traditions | 17 | 3.9 |
| First Aid | 13 | 3.0 |
| Fundamentals | 11 | 2.5 |
| Working with / as a GP | 11 | 2.5 |
| Sharing skills / experiences | 9 | 2.1 |
| Finances / account management | 5 | 1.1 |
| <i>N</i> | 438 | |

For both Trainers and Leaders, some of the aspects that had been the most useful were that the ATTP and AALP gave specific requirements for each role and that there was training available.

Overall, Trainers and Leaders expressed the views that participation in their respective programs had prepared them for their roles. The training that they had undertaken both within and external to Guiding had been effective (Table 7.6.1) as had the use of mentors as Training Partners (TPs) and Guiding Partners (GPs) (Table 7.6.3). Those Trainers and Leaders who had undertaken the additional roles of TP or GP agreed that the training which they had received for those roles had also been effective in developing the necessary skills (Table 7.6.5).

The Leaders perceived their role as being quite complex and many gave different descriptors (Figure 7.6.1). When considering the important role of providing fun while maintaining a safe environment, the Leaders, youth members and parents all agreed that this is what the Leaders did.

7.7 Summary

Trainers and Leaders from a wide range of ages and situations were represented in the data collection. This was important to minimise bias in the responses received.

Over 60% of each group were in full-time or part-time employment outside the home (Table 7.2.2) and 7% more Leaders had Guide Units in urban areas than in rural areas (Table 7.2.3). Both groups had participated as adults in Girl Guides for many years, with the range being 2–49 years for Trainers and 0–67 years for Leaders (Table 7.3.1). Trainers were found to have participated for a statistically significantly longer time than Leaders. As Trainers come from the pool of experienced Leaders,

this was to be expected. The majority of Trainers and Leaders had been youth members too, but not always in Australia (Table 7.3.2). Almost 60% of Leaders had the one role of Leader of Youth, while over 50% of Trainers held multiple leadership roles (Table 7.3.3).

Data from the Trainers showed that they had achieved a variety of levels in the ATTP, with 16.7% reporting that they had no wish to go any further than their current level (Table 7.3.5). Trainers can decide to train at the level that suits them, as the decision not to go to higher levels is a provision of the ATTP. Leaders, however, are required to maintain and upgrade their competencies once they have completed requirements for qualification in that role. They can choose to be Assistant Leaders and not attain the Leadership Qualification standard.

The GGA mission is to help girls and young women to grow into confident, self-respecting, responsible community members. Trainers and Leaders all agreed that the AGP facilitated the mission. In particular, the Fundamentals of Leadership skill development helped with confidence, Promise and Law contributed to self-respect, Service, and the Patrol system assisted with becoming responsible community members (Tables 7.4.1 and 7.4.2). Both groups had high levels of agreement that participation in the AGP helped youth members to achieve the mission statement.

Trainers and Leaders perceived that the skills that they used in their roles were also useful in other parts of their lives, especially in the workforce. They were slightly less certain that the skills would be useful when studying in the university sector (Table 7.5.1). Both groups listed many skills from Guiding that they had found useful in their work or study lives (Table 7.5.2).

Trainers and Leaders listed many positive aspects of participation in their respective programs, especially learning new skills and networking with other adult members (Figures 7.5.1 and 7.5.2).

Trainers and Leaders made use of the training offered by GGA for their respective roles. They also used training provided by outside facilitators. Training from both sources was considered to be effective (Table 7.6.1). The ATTP and the AALP use a mentoring scheme to assist Trainers and Leaders to progress through their respective programs. Trainers and Leaders thought that this was an effective way to help them to develop their skills (Table 7.6.3). Those who had taken on a mentoring role themselves, either as a Training Partner or Guiding Partner (Table 7.6.4), thought that fulfilling that role had assisted them in their work as a Trainer or Leader. They also considered that the training that they had received for the extended roles had been effective in developing the necessary skills (Table 7.6.5).

Many descriptors were given of what a Leader does in her role (Figure 7.6.1). The important ones – having and providing fun, developing skills in the girls, and providing a safe environment – had also been identified by the youth members and their parents as important aspects of the Leaders' role.

Overall, Trainers and Leaders were positive in their perceptions of what Guiding had to offer them and perceived that all members had benefitted by participating in the programs irrespective of which one.

The following chapter, Chapter 8, reports the discussions held with the three focus groups of Leaders and Trainers on topics such as why they had become Leaders, what the benefits or adverse effects of being a Leader or Trainer had been for them and what they understood the 'Guiding spirit' to be.

Chapter 8

ANALYSES AND RESULTS FOR FOCUS-GROUP DISCUSSIONS

8.1 Introduction

As explained in the introduction to Chapter 4 of this thesis, understanding of quantitative data can be enhanced by the use of qualitative methodologies (Dorman, 2002; Tobin & Fraser, 1998). One of those methodologies is the use of focus groups. According to Cameron (2005), focus groups are small groups of people who discuss a topic defined by a researcher, with the result that the researcher can be introduced to new ways of viewing that topic.

Qualitative information was collected from three separate groups of adult members of Girl Guides Australia (GGA). The groups were chosen because they were already participating in other Guide activities and opportunities were given to the researcher to use a session in their programs to ask questions and facilitate discussions.

The data were collected to help in understanding what motivated these females to volunteer in Guiding and to continue their commitment to GGA. The focus-group discussions were held to generate qualitative information to enhance the quantitative data already collected from the Trainers, Leaders and Guiding Partners, although the discussion points were not taken directly from the questionnaires.

The first group consisted of Trainers and the session was part of their annual Training Conference. The second group consisted of Guiding Partners (GPs) who were being trained in the particular skills required for that mentoring and assessing role. The third group comprised Leaders from one of the Guiding regions in Western

Australia who were participating in a general training day aimed at enhancing their skills for working with youth members.

Trainers' responses were audio taped and then transcribed, while the other two groups worked in small Patrols and used butchers' paper to record their collective responses after discussion amongst themselves.

Trainers and GPs were asked similar questions as both groups had training/mentoring roles and had been invited to take on those roles because of their experience as Leaders. The data that they provided are reported in Section 8.2.

A different approach was taken with the Leaders themselves in that they were asked about the Australian Adult Leadership Program (AALP) that they were undertaking, and the Australian Guide Program (AGP) that they were facilitating with youth members. The data that the Leaders provided are reported in Section 8.3.

Section 8.4 summarises the qualitative data overall.

8.2 Trainer and Guiding Partner Responses

Trainers and GPs were invited to answer a number of questions by expressing their own views or describing their own experiences. Each of the questions, and the responses to them, are given in the following subsections (8.2.1 to 8.2.9).

8.2.1 Reasons for becoming a Leader with Girl Guides Australia

Because the Trainers and GPs were selected from among the experienced Leaders in the movement and have to continue to hold a leadership position, they were asked why they took on that role in the first place.

The first reason given was that the local unit would have closed if someone hadn't volunteered to be a Leader, and this was considered to be the most likely reason that most women became involved in the first place. One person did say, however, that she had just never left, having joined Guides at the age of seven and having continued on into an adult role when reaching the age of 18. The desire to be part of a values-based organisation was a motivation, as was contributing to the community.

The full list of reasons given is shown in Figure 8.2.1.

| | |
|--|--|
| • For friendship and to meet new people (3) | • Interested in the Mission statement and values espoused (3) |
| • Wanted to work with children / young people (2) | • Organisation had a historical background |
| • To contribute to the community (2) | • Something that could be done at all stages of life |
| • An all-female organisation | • Wanted to 'belong' |
| • Local Unit would close unless someone put her hand up / there was a need (2) | • Wanted fun with a purpose |
| • A non-competitive environment | • Had never left, going from youth to adult member without a break |

The numbers in brackets show the frequency count of that response.

Figure 8.2.1 Reasons given by Trainers and Guiding Partners for becoming a Leader with Girl Guides Australia

8.2.2 What is the 'Guiding Spirit'?

Informal discussions between the researcher and the Leaders before the research process started had indicated that, for most adult members, there was something that bound them together and it was often referred to as the 'Guiding Spirit'. The Trainers and GPs were asked to define what this was for them. Everyone agreed that it just existed, that it couldn't really be defined and that it was like being part of a family. The sense of commitment was strong, but so too was the expression of fun

experienced by being with like-minded people who were accepting and supportive. It was a feeling shared by people who loved what they were doing. Figure 8.2.2 shows all the definitions of ‘Guiding Spirit’ provided by Trainers and GPs.

-
- | | |
|---|---|
| <ul style="list-style-type: none"> • The thing that keeps me coming back. It isn’t measurable or tangible or quantifiable or comprehensible. It’s just there. (5) | <ul style="list-style-type: none"> • Passion / love for what you are doing (3) |
| <ul style="list-style-type: none"> • Friendships and support (5) | <ul style="list-style-type: none"> • Commitment |
| <ul style="list-style-type: none"> • Accepted for who you are | <ul style="list-style-type: none"> • Sisterhood / all female / girl power (3) |
| <ul style="list-style-type: none"> • No peer group pressure | <ul style="list-style-type: none"> • Encourages personal growth with no expectations |
| <ul style="list-style-type: none"> • Sense of belonging (2) | <ul style="list-style-type: none"> • Commonality with people of other cultures / backgrounds |
| <ul style="list-style-type: none"> • Principles and value system articulated through the Guide Promise and Law that we live by / a way of doing things / way of life (4) | <ul style="list-style-type: none"> • In the rural areas, having things in common with people you don’t know but get included instantly |
| <ul style="list-style-type: none"> • Common focus / like minded people / common interest / unity / values (5) | <ul style="list-style-type: none"> • Fun / social aspects (5) |
-

The numbers in brackets show the frequency count of that response.

Figure 8.2.2 Definitions of ‘Guiding Spirit’ given by Trainers and Guiding Partners

One Trainer also said that the discussion prompted the question – “What would I do if I didn’t have Guiding?”

8.2.3 Community expectations of Guides

As a movement, Guiding has service to the community as an essential part of its ethos. Because of its activities beyond the meeting hall, Guiding is known within the community and, with that knowing, comes expectations. Trainers and GPs were asked what they thought those expectations were.

The most common response to the question related to ‘old fashioned’ things such as values, standards of behaviour, and being community minded. There were also the more visible aspects of a wearing a uniform and earning badges. The complete set of responses about community expectations given by Trainers and GPs is provided in Figure 8.2.3.

The comment that the community thinks of Guides as a babysitting service had also been mentioned in informal conversations. It seemed to reflect the disappointment felt by Leaders when parents just dropped off and picked up their daughters from meetings, but never showed any level of interest or involvement themselves.

-
- | | |
|--|--|
| • Give service / helping / can be asked to do anything (3) | • Have community spirit / will attend local events (2) |
| • Standard of behaviour / girls are well behaved / members are perfect (4) | • Wear a uniform |
| • Girls are learning life skills | • Earn badges |
| • Sell Guide biscuits (2) | • Recycle corks |
| • Have old-fashioned values | • Non-competitive |
| • Have outdoor skills / know their knots (2) | • Activities in a safe environment |
| • Babysitting service | |
-

The numbers in brackets show the frequency count of that response.

Figure 8.2.3 Community expectations of Guides as perceived by Trainers and Guiding Partners

8.2.4 Expectations placed on Leaders

The expectations placed on Leaders come from a number of sources – GGA, the community, youth members, and parents of youth members. Trainers and GPs, because they are Leaders too, were asked what they thought those expectations were. The resulting lists were quite extensive, but all of the respondents perceived that the

expectations of adult groups included honesty, commitment and the need to be a role model. The respondents even felt that this was an expectation from the youth members too.

The expectations placed on Leaders by GGA were perceived to be very high, requiring a superhuman effort beyond what might be expected of volunteers. There were no adverse comments, though, when acknowledging the need to provide a safe environment for the girls and to be dedicated and passionate about what they do.

The concept of the babysitting service was raised again, along with the need for Leaders to be taxi drivers and even surrogate parents in order to provide skills and standards that the parents couldn't provide.

Table 8.2.1 shows all of the responses given by Trainers and GPs concerning the expectations placed on them by different groups of people.

8.2.5 Expectations placed on Trainers

Trainers hold a unique position within the structure of GGA as they are responsible for the skill enhancement of all other adult members of the organisation. Trainers were asked what they thought GGA and Leaders expected of them in that role.

Typical responses were that Trainers were expected them to be knowledgeable, to have all the answers, to be up to date with what is happening in guiding generally, and to be available at all times to help with issues. The comment was also made that GGA requires Trainers to have an active leadership role too, unlike other organisations that use professional trainers. This was also given as the likely reason for some Leaders falsely thinking that Trainers were paid to do what they do. They

Table 8.2.1
Expectations placed on Leaders by Girl Guides Australia, the community, youth members and parents as perceived by Trainers and GPs

| Group | Expectations | |
|--------------------------|---|---|
| Girl Guides Australia | <ul style="list-style-type: none"> • Honesty • Commitment • Role model • Integrity • Uniformity • Dedication • Passion • Visibility • Respond to challenges • Miracles | <ul style="list-style-type: none"> • Too much • Super human effort • Safe environment • Interested in children • Always updating their qualifications • Self supporting • Multi skilled • Administrators • Maintain the guiding spirit |
| Community | <ul style="list-style-type: none"> • Honesty • Commitment • Role model • Accountability • Good citizen • Community minded • Service oriented • Approachable • Visibility | <ul style="list-style-type: none"> • Kind and caring person • Standard of behaviour Volunteer • Immaculately groomed • Attend meetings • How to tie knots • Brilliant organiser • Control girls in public • Know the answers |
| Youth members | <ul style="list-style-type: none"> • Honesty • Commitment • Role model • Fun / not grumpy / not controlling • Knowledgeable • Attentive • Give support / guidance • Good listeners • Role model | <ul style="list-style-type: none"> • Assist with personal goals • Provide a safe environment • Always be there • Giving • Understanding • Always in control • Never be in a bad mood • Have camping skills • Have limitless resources • Friendship |
| Parents of youth members | <ul style="list-style-type: none"> • Honesty • Commitment • Role model • Life skills • Caring • Outdoor experience • Fun • Qualified • Good communicator • Deal with children's special needs | <ul style="list-style-type: none"> • Be available 24 / 7 • Problem solvers • Trustworthiness • Maintain a safe environment • Teach skills the parents can't • Unpaid babysitter • Taxi driver • Able to cope with all situations • Know the answers • Correct parental mistakes |

pointed out that becoming a Trainer is not a rise through the ranks, but signals the extra growth of a Leader by taking on extra challenges. The Trainers definitely felt that Leaders did not recognise how much extra time they invested in Guiding and that both Leaders and GGA expected a lot of them.

The GPs were also asked what Leaders expected of Trainers. Whilst knowledge was important, presentation skills and the ability to deliver information in an enjoyable way were also expected. All the responses from the GPs are given in Figure 8.2.4.

| | |
|------------------------------|---|
| • Up-to-date information (2) | • Always be there / available |
| • Presentation skills | • Be organised |
| • Suitable qualifications | • Be approachable |
| • Knowledge | • A good listener |
| • Have lots of resources | • Provide skills |
| • Patience | • Deliver information in an enjoyable way (2) |

The numbers in brackets show the frequency count of that response.

Figure 8.2.4 Expectations placed on Trainers by Girl Guides Australia and Leaders as perceived by Guiding Partners

8.2.6 What Leaders expect of others

Just as groups have expectations of Leaders, those Leaders have expectations too. Thinking of their role as Leaders, Trainers and GPs said that what they expected of both the girls and their parents was commitment, along with respect and recognition. They expected the community and the parents to be supportive of their efforts, as well as appreciative, and they also wanted the parents to volunteer their services when requested.

From the girls, the Leaders expected a willingness to try things, to participate and to challenge themselves, while displaying good manners and being polite.

Table 8.2.2 shows the expectations that Leaders have of different groups as perceived by Trainers and GPs.

Table 8.2.2
Expectations placed on the community, youth members, and parents by Leaders as perceived by Trainers and Guiding Partners

| Group | Expectation |
|--------------------------|--|
| Community | <ul style="list-style-type: none"> • Appreciation • Support • Respect • To give them information • Participation / to attend Guide meetings • Cooperation • Be enthusiastic |
| Youth members | <ul style="list-style-type: none"> • To use information provided by Leaders • To listen to the Guides • To talk to the Guides • Be open minded • Give useful / constructive feedback and evaluation • To honour commitments made |
| Parents of youth members | <ul style="list-style-type: none"> • Want to challenge themselves / have a go / try new things (3) • Eager to learn / achieve • Full participation (2) • Enthusiasm (2) • Cooperation (2) • Commitment (2) |
| | <ul style="list-style-type: none"> • Good manners / polite • Good behaviour • To be on time • Respect • Understanding • Show responsibility • Take information home |
| | <ul style="list-style-type: none"> • Full support (4) • Appreciation / recognition • Involvement / volunteer to share their skills • Pay fees on time |
| | <ul style="list-style-type: none"> • Respond to queries • Read the notes sent home • Arrive on time to pick up their daughters • Commitment |

The numbers in brackets show the frequency count of that response.

8.2.7 Benefits of being a Leader or Trainer in Life Generally

From the list of expectations that are placed on Leaders by GGA, the community, youth members and their parents, it would seem that there has to be something more than just the ‘Guiding Spirit’ that keeps them in their role. When Leaders were asked what the benefits of being a Leader were in their lives generally, they generated the long list shown in Figure 8.2.5. When asked to identify the main ones, however, the

list was reduced to: improved confidence (6), friendship (6), a belief in themselves, improved self esteem, self respect and respect received from others, a greater understanding of the needs of others, and a reinforcement of their existing life skills.

-
- | | |
|----------------------------------|----------------------------------|
| • Confidence (3) | • Acceptance (2) |
| • New skills / learning (4) | • Time management / prioritising |
| • Excuse not to grow up | • Conflict resolution |
| • Friendships (3) | • Expanded interests |
| • Interaction with the girls (4) | • People skills |
| • Networking (2) | • Employment / opportunities (2) |
| • Personal development | • Being supported |
| • Willingness to meet challenges | • ‘Me time’ away from family |
| • Enhanced self worth | • Girls treat you as special |
| • Common bond | • Helped me survive |
| • Sense of belonging | • Multi tasking |
| • Involvement with own children | • Doing community projects |
-

The numbers in brackets show the frequency count of that response.

Figure 8.2.5 Benefits of being a Leader as perceived by Trainers and Guiding Partners

The list of benefits of being a Trainer was not as long, but the main advantages were a greater confidence in their own abilities and enhanced employment opportunities.

Figure 8.2.6 shows all of the benefits identified by the Trainers.

-
- | | |
|---|---|
| • Confidence / knowing such a role is in me (4) | • Able to plan ahead |
| • Help with / getting employment | • Outlet for skills as not in paid employment |
| • Friendships | • Conflict resolution |
-

The numbers in brackets show the frequency count of that response.

Figure 8.2.6 Benefits of being a Trainer

8.2.8 *Adverse Effects of being a Leader or Trainer*

When asked what the disadvantages of being a Leader were in their life generally, one respondent simply said “What life?” Apart from that, the responses focussed on the impact on their family or personal lives, the amount of equipment that they had around them all the time, and time considerations. The list of disadvantages is given in Figure 8.2.7.

-
- | | |
|--|--------------------------------------|
| • Not enough time / spare time | • Have to be a hoarder and scrounger |
| • Impact on family (4) | • Financial impact (2) |
| • Have to take leave from work | • Pressure to take on yet more roles |
| • Demanding | • Lack of storage for equipment |
| • Expectations of others (2) | • Lots of travelling |
| • Piles of papers | • Guiding takes over the house (3) |
| • Car boot full of Guide gear | • Plan life around Guiding |
| • Huge responsibility / duty of care very explicit | • Guiding takes over |
| • Time commitment | |
-

The numbers in brackets show the frequency count of that response.

Figure 8.2.7 Disadvantages of being a Leader as perceived by Trainers and Guiding Partners

The additional time commitment and time away from the family were considered to be disadvantages of being a Trainer, along with the requirement to travel to the training venues.

8.2.9 *General Comments from Trainers and Guiding Partners*

To enable Trainers and GPs to express any thoughts that they might have about matters not covered by the focus-group questions, they were asked if there were any other comments that they cared to make. Both groups felt that lives would be eased

for everyone if more adult females volunteered to take on a role within Guiding. More Leaders were required to facilitate the youth program (AGP), more Trainers were required to facilitate the adult program (AALP), and more GPs were required to provide timely mentoring for Leaders. The easing of pressure by increased numbers would help to maintain enthusiasm and commitment to the various roles, and would also bring in new ideas and new skills.

Taking on the additional roles of being a Trainer or GP, however, had made the participants more aware of the bigger Guiding picture, that there really was a need for the rules and regulations, and the legal ramifications of non-compliance. They were also more aware of the individual needs of the Leaders and the need to respond accordingly.

Respondents expressed no real regrets for assuming the responsibilities of these extra roles.

8.3 Leader Responses

Before asking Leaders to address the focus-group questions, there was a preliminary discussion about the assessment process with GGA. It was established that the role of a GP is to assess or evaluate how well a person is fulfilling her leadership role. The requirements of the leadership role are defined by the competencies set out in the AALP document known as the Leaders' Journal. The role is within GGA.

Agreement was reached between the participants that the purpose of GGA was defined by its mission statement and set of objectives. The AGP was designed to facilitate the mission statement and objectives for youth members, whereas the AALP was designed to facilitate the Leaders to deliver the AGP according to the mission statement and objectives.

The Leaders' task was to assume the role of a GP and establish what criteria should be used to assess how well the AGP and AALP were doing their jobs. Figure 8.3.1 shows the assessment criteria for the AGP as perceived by Leaders, while Figure 8.3.2 shows the assessment criteria for the AALP, also as perceived by the Leaders.

| | |
|--|--------------------------------------|
| • Caring, supportive environment | • Passionate volunteers |
| • Full program / variety of activities | • Promotes self confidence |
| • Safe environment | • Open communication |
| • Skills relevant to today's society | • Allows individual growth |
| • Peer and self assessment | • Non-competitive |
| • Teaching the girls independence | • Includes traditional skills |
| • Fun | • Challenging |
| • Maintenance of high moral standards | • Allows for reward and recognition |
| • Value for money | • Single-sex environment |
| • Qualified adult Leaders | • Girl ownership of the program |
| • Flexible meeting times | • Regular attendance by the girls |
| • Members identified by a uniform | • Participation in the community |
| • Giving service | • Multicultural / non-denominational |
| • Welcoming / nurturing atmosphere | • Age appropriate |

Figure 8.3.1 Assessment criteria for the Australian Guide Program as perceived by Leaders

Whilst the Leaders agreed that these criteria were already determined by the AGP and that there was nothing else that they wanted to add to it, they also commented that issues were not necessarily with the program itself but with its delivery within individual Units. The group thought that perceptions of Guiding were based on experiences during meetings and that evaluation of the Leaders and their programs could only be satisfactorily completed by visiting the Units and seeing Leaders in action.

| | |
|--|--|
| <ul style="list-style-type: none"> • Facilitates the mission statement • Leadership role is enjoyable • All female • Non-denominational • Full support for the Leaders • Relevant and adequate training • Allows for reward and recognition • Leaders have a mentor / GP • Cross crediting to other organisations • Leaders covered by indemnity insurance • Provision of skill development • Appropriate risk management procedures • Duty of care requirements • Adequate first aid training | <ul style="list-style-type: none"> • Incorporates modern programs • Choice of age group for the Unit • Reasonable / appropriate time commitment by Leaders • Allowance made for family responsibilities • Suitable recognition of prior learning (RPL) • Suitable recognition of current competencies (RCC) • Age of Leader not restrictive • Skills learnt in an enjoyable way • Role of Promise and Law / values system included • Community participation • Minimal financial commitment • Cost of legal requirements covered (Working With Children Check, police clearance) • Updates / changes to program explained |
|--|--|

Figure 8.3.2 Assessment criteria for the Australian Adult Leadership Program as perceived by Leaders

Once again, everything that was identified by the Leaders was already provided under the AALP, but the Leaders needed assurance that the program was implemented in the same way across Australia and that it was defined in such a way that the need for ‘local rules’ was minimal. They also expressed the feeling that new Leaders could be overwhelmed by all the competencies defined in the Journal and that they perhaps needed a gentle easing into the role. It was pointed out that Leaders are volunteers and that the expectations placed on them by GGA through the AALP were very high.

8.4 Summary

This chapter has summarised the information provided by the focus groups of Trainers, GPs and Leaders. The data were gathered to enhance those collected through the use of questionnaires and to gain further insights into the motivation and commitment of the adult participants.

The information that was provided related to the reasons why Trainers and GPs had chosen to become Leaders within GGA (Figure 8.2.1), the community's expectations of youth members (Figure 8.2.3), the expectations placed on Leaders by different groups within GGA and the community (Table 8.2.1), and the expectations placed on the Trainers by Leaders (Figure 8.2.4). Participants also discussed what expectations Leaders had of the other associated groups (Table 8.2.2). Trainers and GPs discussed the benefits and disadvantages of being a Leader or Trainer within GGA (Figures 8.2.5 to 8.2.7).

The focus group of Leaders was asked what assessment criteria could be used to determine whether the AGP and AALP were programs that enabled GGA to achieve its purpose (Tables 8.3.1 and 8.3.2). The purpose of GGA is defined by its mission statement which is:

Helping girls and young women grow into confident, self-respecting, responsible community members

Despite the feeling that taking on any of the leadership roles in GGA caused problems at times in their personal lives, Trainers and Guiding Partners reported that advantages clearly outweighed the disadvantages. Those advantages included friendship, enhanced skills, personal growth and greater self-confidence.

The AGP and AALP were considered by Leaders to be compliant with GGA's mission statement and objectives, but it was felt that there was potential for adjustment to encourage more volunteers and thus ease the pressure on those already committed to their role.

The thing that helped all these adult members to maintain their commitment was the intangible 'Guiding spirit'.

The following chapter, Chapter 9, draws together the information presented in this thesis. It reviews the research questions and the methods of analysis used to address them. The chapter also summarises: the results relating to the method of delivery of the GGA programs; the perceived educational bases of the programs; the results concerning the organisation's mission statement; and the thoughts expressed by the focus groups. The limitations of the study, and its significance and implications for GGA, are also given along with an overall summary.

Chapter 9

SUMMARY, DISCUSSION, IMPLICATIONS AND CONCLUSIONS

9.1 Introduction

The *World Youth Report 2003* stated that the more opportunities that young people have to “develop skills, build competencies, acquire confidence and form aspirations” (p. 275), the more competent that they would become. The Governors General Jeffrey and Bryce in 2007 and 2008, respectively, spoke on how it is the experiences gained during the adolescent and young adult years that shape the future character of individuals. His Excellency Major General Jeffrey went so far as to say that “quite simply, our nation’s future depends on young Australian developing their full potential in terms of personal achievement, community involvement and leadership” (Jeffrey, 2007, para. 14).

Hall and Gruber (2007) and Hall (2008) found that young people were more likely to be engaged if the activities in which they participate: were challenging; allowed choices; provided adult mentoring; facilitated youth leadership; promoted youth independence; and had group problem-solving. Programs that provide positive learning experiences for which facilitators are creative, well-trained, committed and good at building relationships led to strong long-term outcomes for participants. To the list of program attributes, Dubay and Hall (2008) added feeling safe, comfortable and supported along with youth decision making, diversity among members, expectations of high standards of behaviour and respect for the participants.

The programs provided by Girl Guides Australia (GGA) and described in Chapter 3 seem to satisfy all these requirements. Challenges for youth members come through

the recognition and award systems in addition to participation in the Australian Guide Program (AGP) generally. Members can choose their level and areas of involvement while participating in the activities chosen through shared leadership between adults and youth members. Youth leadership opportunities are also given through the use of the Patrol System with adult Leaders providing the support and encouragement. The adult Leaders receive training in the competencies that GGA have identified as required by someone appointed to that role as they progress through their own Australian Adult Leadership Program (AALP). Leaders are encouraged to use their creativity within the framework of the AGP to satisfy the needs and wishes of the girls.

Regardless of the structure of the programs defined by any organisation, or the documented intention of those programs, it is how they are facilitated by the Leaders that determine any successes. How those programs are received and perceived by the participants impact on the outcomes and the worth placed on participation. The information for this thesis was collected in order to determine if the programs provided by GGA, principally the AGP for youth members, was being implemented as designed and if participation brought any perceived benefits. Because the programs for each of the main groups – youth members, Leaders and Trainers – are linked so closely, it was necessary to seek the views of each group. Parents of youth members provided the perspective of interested onlookers.

Data for the study were collected from youth members, parents of those youth members, Trainers and Leaders within GGA through the use of questionnaires written specifically for each group. Those questionnaires are described in Sections 4.1 and 4.2 and are provided in Appendices C to F. Although the questionnaire items

were worded appropriately for the different groups of respondents, they were designed to have comparable themes across the groups. Those themes corresponded to demographic information, Guiding experience and the research questions. The mapping of the questions was shown in Table 4.2.

This current chapter draws together salient information presented earlier and suggests possibilities for the future. A review of the research questions and the methods of analyses used to address them are given in Section 9.2.

Section 9.3 summarises the results previously presented in Chapter 5 and address Research Questions 1 and 2. The results relate to the perceptions of the youth and adult members of GGA in relation to the delivery of the programs in which they participate and how the delivery methods compare to preferred practice articulated in the literature review. It also summarises any educational bases of the Guide programs perceived by the respondents.

The results of the analyses of the quantitative data reported in Chapter 6, relating to Research Questions 3–6 for youth members and their parents, are summarised in Section 9.4. The results presented in Chapter 7, pertaining to the Trainer and Leader Research Questions 7–9, are summarised in Section 9.5. Both of these sections include the results of the data analyses in relation to the GGA Mission Statement which is:

Helping girls and young women to grow into confident, self-respecting, responsible community members (Macky, 2001, p. 2)

Section 9.6 summarises how the results from the analyses of the qualitative data that were collected from the three focus groups contribute to an understanding of the

perceptions of Trainers and Leaders within GGA. The results were presented in Chapter 8.

The limitations of the study are presented in Section 9.7, along with suggestions for additional research that would add to the pool of knowledge. The significance of the study and the implications for GGA are in Section 9.8. An overall summary and the conclusions from the study are given in Section 9.9.

9.2 Research Questions and Data-Analysis Methods

The primary objective of this study was to examine the contribution that GGA makes to the personal development of its members through participation in, and delivery of, the AGP, the ATTP, and the AALP. Under the umbrella of personal development comes the delivery and receipt of non-formal education. The study explored whether participants recognised the educational opportunities offered by membership, or whether Girl Guides was considered to be just a recreational activity.

A secondary objective was to review the ATTP and the AALP on behalf of GGA. The review process was intended to assist the organisation in ensuring relevance and acceptability for its members at all levels. The questions addressed by the reviews and the Executive Summaries for them are given in Appendix A for the ATTP and in Appendix B for the AALP.

Data collection for the main study focussed on three main components – the delivery of the various programs, youth participation and adult participation (Section 1.5). The nine research questions for the study, which previously were delineated in Section 1.5, are listed below.

The research questions concerning the delivery of the programs were:

RQ1. Does Girl Guides Australia use appropriate and effective delivery methods for the programs that it offers?

RQ2. Do youth members, parents of youth members, Trainers and Leaders recognise the educational basis of the Girl Guides Australia programs?

The research questions for youth members and their parents were:

RQ3. Is participation in Australian Guide Program activities related to good citizenship that promotes personal change in youth members of Girl Guides Australia, thus satisfying the mission of the organisation?

RQ4. In what ways do youth members of Girl Guides Australia perceive that participation in the Australian Guide program has enriched their lives?

RQ5. To what extent do the parents of those youth members recognise that participation in the Australian Guide Program assists with their daughter's personal development?

RQ6. Is there a difference between youth members and parents of youth members in their perceptions of the benefits of participation in the Australian Guide Program by youth members?

The research questions for adult members were:

RQ7. Do adult members of Girl Guides Australia recognise that participation in the programs offered by the organisation contributes to the fulfilment of its mission?

RQ8. In what ways do adult members of Girl Guides Australia perceive that participation in the Australian Trainers' Training Program or the Australian Adult Leadership Program has enriched their lives?

RQ9. In what ways do Trainers and Leaders within Girl Guides Australia perceive that undertaking their programs adequately prepares them for their roles?

The analysis of the quantitative data collected through the use of the closed questions in the questionnaires was carried out using the statistical package PASW Statistics Version 17 (formerly known as SPSS). The qualitative data collected through the use of open-ended questions in the questionnaires was carried out using SPSS Text Analytics for Surveys Version 2.1 and then Version 3. The information collected from the focus groups was categorised manually.

The first stage in the analyses for each group of respondents – youth members, their parents, Trainers and Leaders – was to summarise the responses for individual items from the questionnaire. Counts and percentages were obtained for the categorical data through the use of the Frequencies procedure. Means and standard deviations were also given for those variables that were measured on an interval or continuous scale. The Custom Tables procedure was used to create the tables where a large amount of information was being presented at one time, as for Table 5.2.2 and Table 5.2.3. Custom Tables was also used to summarise the responses from the open-ended questions once they had been put into categories through the use of SPSS Text Analytics for Surveys.

As part of the investigative process, responses to questionnaire items were compared for different age groups of the youth members and for different types of respondents – youth member, parent, Trainer or Leader. To achieve this, Crosstabs with Chi-square, Independent Sample *t* Test, Paired Samples *t* Test, Oneway ANOVA and appropriate non-parametric statistical tests were used. Some of the tests were used

only to aid the understanding of the data and were not directly needed when addressing the research questions.

Frequency distributions, along with means and standard deviations where appropriate, were used to provide descriptive information for tabulation of data from the youth member, Trainer and Leader groups. These were used to address Research Questions 1 and 2 concerning the delivery of the various Guide programs.

Frequency distributions, along with means and standard deviations where appropriate, were used to address Research Questions 3 to 5 for youth and parent data and Research Questions 7 and 8 for Leader and Trainer data. These research questions relate to perceptions about the organisation's achievement of its mission, as well as the perceived benefits of participation in the youth and adult Guide programs.

The Paired Samples t test and Wilcoxon signed-rank test for two related samples were used to compare youth and parent responses to questions about the benefits of participation in the Australian Guide program by the girls. The results of the analyses were used to answer Research Question 6.

Research Question 9, involving comparing Trainers' and Leaders' perceptions about being adequately prepared for their role, was addressed through use of the parametric Independent Samples t test and the corresponding non-parametric Mann-Whitney test.

9.3 Summary of Results Relating to the Delivery of the Girl Guide Programs

In Section 2.2, it was noted that literature had suggested that the use of non-formal education practices (Brembeck, 1972) could have a considerable impact on human

behaviour and GGA states that, as an organisation, it uses those practices. Smith (1996) defined non-formal education as an organised educational activity established for a specific group of people that takes place away from an established formal system such as a school, but that still has learning objectives. For GGA, the educational activities are the programs that it offers – the Australian Guide Program (AGP) for youth members, the Australian Trainers’ Training Program (ATTP) for trainers of adult members and the Australian Adult Leadership Program (AALP) for Leaders within the organisation. The groups of people are females aged from 5–17 years for the AGP and 18 years and over for the ATTP and AALP. The learning objective is to help girls and young women grow into confident, self-respecting, responsible community members as articulated in the mission statement. The AALP was designed to facilitate the personal growth for adult members as they work with the girls participating in the AGP. The ATTP was designed to facilitate the growth of those adults wishing to develop their skills as trainers of the adults participating in the AALP (Macky, 2001).

According to literature previously reviewed in Section 2.2, the characteristics attributed to non-formal education are learning with a purpose, voluntary, self-paced and self-motivated, specific and non-credential based, practical and learner-centred, immediate personal satisfaction, and facilitated rather than taught (Brembeck, 1972). Meyers (2005) suggested that learning by doing, learning by experience, teaching by showing and teaching based on experience were the foundations of non-formal or free-choice education. All of the definitions and descriptions of non-formal education include the use of a programme for the delivery of the information.

9.3.1 Research Question 1

To address Research Question 1 concerning the methods used in the delivery of GGA programs, youth members, their parents, Trainers and Leaders were asked a number of questions that related to the different characteristics of non-formal education without the questions being identified as doing so. This was done to establish whether those practices were being used through the implementation of the various Guide programs. The results of the analyses reported in Chapter 5 showed that they were.

In Australia, membership of Girl Guides is voluntary in that it is a matter of personal choice for both girls and adults. Whilst the girls were not asked why they had joined the organisation, the data suggested that there was a strong link between current membership and participation at youth or adult levels by other family members, particularly mothers and sisters (Table 6.3.4). The reasons for becoming a Leader, given by participants in the focus groups, related to aspects of the organisation and its programs and to the personal aspects of meeting people and ‘belonging’. The practical reason of taking on a leadership role so that the local Guide Unit didn’t close down was also given. The most usual reason for a Unit closing was that the adult Leader had made the decision to leave the organisation.

Once the decision has been made to become a member of GGA, the level of participation in the programs offered is also a personal choice. The youth members clearly expressed the view that they were glad that they had joined Guides, that they were likely to be a Guide for a long time and that they would remember their Guiding experiences later in life (Table 6.5.5). For the adult members who participated in the focus-group discussions, what kept them in Guiding was the

intangible ‘Guiding Spirit’ rather than any form of compulsion (Figure 8.2.2). These results strongly suggest that the voluntary nature of non-formal education is practised.

The diversity amongst participants was highlighted by the range in ages of both youth and adult members. For GGA, girls aged 5–17 years are classified as youth members and girls 18 years and above are classified as adult members. Tables 6.2.1 and 7.2.1 showed that all ages were represented in the data, suggesting that all possible ages were also represented in the organisation itself. The Units to which the girls belonged were in both rural and urban settings (Table 6.2.3) which was likely to bring a range of life experiences to the membership. The youth members stated that they had a range of activities outside of Guides which included physical activities, art and craft, music, board games, animal and pet-related activities, as well as the use of electronic devices (Figures 6.2.1 and 6.2.2). The adult members were not asked about their specific interests but were asked about their employment situations. The data showed that some adult respondents worked, others had home duties only, and others were students or retired (Table 7.2.2). A commonality with people from other cultures and backgrounds was given as one of the aspects that made Guiding attractive to adults (Figure 8.2.2) which, in conjunction with the age ranges, different interests, varying employment situations and different Guiding locations, suggests that diversity of members is also practised.

The challenging aspect of non-formal education is made available to all GGA members through the recognition and informal awards systems for youth members, and the AALP and ATTP for Leaders and Trainers. Choices within the programs allow participants to take up those challenges or not as they wish, which also implies

provision for self motivation. The high numbers of girls who had indicated that they were either working on or had completed the different awards and badges indicate that the opportunity for challenge is being made available to them (Tables 6.3.1 and 6.3.2). Of course, adult females who wish to become qualified Leaders with GGA are required to complete all levels of the AALP. But, as Table 7.3.8 indicates has happened to some Leaders, those who want to assist rather than lead can choose to stop part way through. Some of the Leaders who had been motivated to undertake the additional challenge of becoming a Trainer had also chosen not to complete the ATTP (Table 7.3.4). Even though the opportunity for accepting challenges is available through the programs, an important aspect of the AGP for the Leaders is its non-competitive nature (Figure 8.3.1). Analysis of the data provided by youth members, Trainer and Leaders has shown that the AGP, ATTP and AALP provide opportunities for members to challenge themselves whilst allowing participants to choose the level that is right for them. This is also a characteristic of non-formal education.

Whether accepting the opportunity for challenge or just participating in the programs, girls are likely to need help and advice. Mentoring by adults is an integral part of the non-formal education system. The majority of youth members reported that the Leaders almost always helped them when required (Table 5.2.11) and that it was also the Leader to whom they would turn for help or advice on Guiding matters (Figure 5.2.5). The mentoring characteristic of non-formal education was identified as being practised in the implementation of the AGP.

As well as being able to fulfil a mentoring role, program facilitators within non-formal education practices need to be well trained, creative, good at building

relationships and committed. Analysis of the data provided by Trainers and Leaders pertaining to training and its effectiveness showed that training for the two roles had been undertaken both within Guides and external to it, as well as that the training had been effective in assisting them with their roles (Table 7.6.1). Trainers and Leaders felt, however, that the recognition of prior learning (RPL) and recognition of current competence (RCC) was not used adequately within their programs (Section 5.2).

Those who had taken on the challenge of being a Training Partner or Guiding Partner had also participated in training for those roles and had found the training effective in assisting them (Table 7.6.5). The creativity of the Leaders was not measured per se, but the youth members were asked to identify what activities they liked to do at Guide meetings. The data provided (Table 6.5.1) suggest that there is a great variety of activities provided by the Leaders which, in turn, suggests creativity in adapting the program to suit the girls. Accommodating the wishes and needs of the girls implies that Leaders need a willingness to listen, which the Guides reported as happening most, if not all, of the time (Table 5.2.11). The parents were also strongly of the opinion that they were kept well informed by Leaders (Table 5.2.12), suggesting that Leaders within GGA are good at building relationships between themselves and other parties.

If commitment is measured by the length of time in a role and the willingness to accept all the expectations placed on a person, then the Trainers and Leaders within GGA are committed people. Even though some respondents in each group had only been in their role for a very short time (Figure 7.3.1), others had completed 50 years or more and often had multiple roles within the organisation (Table 7.3.3). The Trainers and Leaders also knew that they would have to undertake an appraisal of

their role every three years (Table 5.2.20), but some were sceptical about the effectiveness of the process in maintaining standards (Tables 5.2.21 and 5.2.22). Even though Trainers and Leaders within GGA hold voluntary positions, the focus groups identified a lot of expectations that are placed on the holders, including being organised, knowledgeable, caring, understanding, a role model, a good listener, well-groomed and able to correct parental mistakes with the girls (Table 8.2.1 and Figure 8.2.4). The focus groups also identified several disadvantages in having a leadership role, including the huge responsibility inherent in the role and the impact on family life (Figure 8.2.7).

The data, therefore, have shown that the facilitators of the programs offered by GGA are well trained, creative, good at building relationships and committed to their roles, which all have been identified as being among the essential practices of non-formal education (See Section 2.2).

Another important component of the non-formal education experience, indeed of any educational experience, is the provision of a safe environment. Nearly all the Guides reported that their Leaders make them feel safe (Table 5.2.11) and, just as importantly, nearly all the parents were also of the opinion that the Leaders maintain a safe environment (Table 5.2.12). The expectation of safety was also given by everyone who participated in the focus groups, suggesting that it is known to be a requirement for anyone who has an adult role within Guiding. The data, then, have shown that the non-formal education characteristic of providing a safe environment is practised through the programs offered by GGA.

Listening to the participants and accommodating their ideas is a firm foundation for the provision of a positive learning experience. Because the youth members who

participated in this study varied in age from 5 to 17 years, the use of terminology such as ‘positive learning environment’ was considered inappropriate for many of them. Instead the girls were asked to quantify the level of fun that they usually experienced when participating in Guide activities. Almost everyone responded that they had some or lots of fun (Table 6.5.3) and identified a myriad of things that they like to do at meetings (Table 6.5.1). Activities that were not enjoyable (Table 6.5.2) included cleaning up, going home and boring stuff. One third of the respondents said that there wasn’t anything that they disliked doing. The parents were also in agreement that their daughters enjoyed Guide meetings and camps (Table 6.6.1). The Australian Guide Program is based on the use of seven Fundamentals and four Elements (Section 3.3) and the Guides were asked to rate the amount of fun they had whilst doing the activities that related to each one of these. All activities were rated very highly on the ‘fun’ scale (Figures 6.5.1 and 6.5.2) although activities for the Promise and Law Fundamental were viewed as less enjoyable than all the others.

The Trainers and Leaders were directly asked about their overall enjoyment relating to participation in the ATTP or AALP. They were asked, however, to list what they enjoyed most about the respective programs (Figures 7.5.1 and 7.5.2). Even though 3.2% of Trainers and 5.7% of Leaders said that they didn’t enjoy participating in their programs, there were many different enjoyable aspects that were listed, including learning new skills, networking and personal development. Even though there were some negative views expressed by the Guides, Trainers and Leaders, the majority found participating in their programs to be fun and enjoyable, suggesting that they had had a positive learning experience which is an important component of a non-formal education environment.

Leadership skill development and use of the Patrol System are two of the seven Fundamentals of the AGP and they correspond with youth leadership and teamwork in non-formal education. Data provided by the youth members show that, for all age groups, the girls are given the opportunity to be leaders (Figure 5.2.4) and that the level of opportunity increases as the girls get older. The parents also identified that the adult Leaders gave the girls leadership opportunities through leading games or activities (Table 5.2.12). A majority of the girls have been leaders of their Patrols (teams) at some time (Figure 5.2.3), indicating that the Patrol System, or teamwork, is used within the Guide Units. None of the respondents in the 5–7 year age group said that they had ever been a Patrol Leader or Assistant Patrol Leader. This could just have been a unique characteristic of the girls who completed the questionnaire, or that the adult Leaders of those girls chose not to use formal peer leadership in their Units. The Trainers also used teamwork during the training courses that they delivered (Table 5.2.5) whilst working as part of a training team.

Giving the youth members an opportunity to exercise leadership also comes with allowing them to participate in decision making and activity planning as a way of promoting youth self-confidence and independence. All of these are characteristics of non-formal education. The data show that parents are aware that Guide Leaders let the girls participate in decision making (Table 5.2.12) and the girls reported that, in some instances, the girls themselves make the decisions and plan the activities whilst, for most, the tasks are shared between girls and adults. The data showed that, for the most part, as the girls got older, they assumed more responsibility for the decision making and the planning of activities (Tables 5.2.14 and 5.2.15). There was strong agreement by both the girls and their parents that participation had helped the girls to be more self-confident (Tables 6.4.2 and 6.4.3). The data, then, have shown

that the non-formal education characteristics of facilitating youth leadership and teamwork, as well as promoting youth independence, are practised through the programs offered by GGA.

Learning by doing, rather than through formal instruction, is one of the primary characteristics of the non-formal education system (See Section 2.2). To establish whether this was used in the programs offered by GGA, the youth members, Trainers and Leaders were asked if they had participated in activities rather than being asked directly how the information had been given to them. All of the respondents indicated that that they had participated in or facilitated activities that related to the seven Fundamentals and four Elements of the AGP. The youth members recognised that they had participated in activities based on them (Table 5.2.1) and that they were used to differing degrees (Tables 5.2.2 and 5.2.3). The Leaders also placed different levels of importance on the four Elements and seven Fundamentals of the AGP depending on the age groups of the girls in the Unit (Figures 5.2.1 and 5.2.2). Learning by doing activities and using a program in an age-appropriate way shows that the non-formal attributes of practical and flexible delivery were being employed. This was further confirmed by the Trainers' use of the Elements and Fundamentals in the training of Leaders (Tables 5.2.4 and 5.2.5).

The practical and learner-centred aspects of non-formal education were also shown to have been put into practice by the GGA programs, with youth members reporting that becoming a Guide had helped them at school, at home and with their friends (Table 6.5.4). The parents of the youth members had also agreed that their daughters had benefited in those areas and were also certain that participation in the AGP now would stand their daughter in good stead for the future (Table 6.6.2). Leaders also

expressed the view that skills acquired by the Guides would be useful later in their lives (Table 6.6.3). Even though Girl Guides is considered to be a youth organisation, the programs undertaken by the adult members were also identified as being beneficial to participants. Trainers and Leaders listed several skills acquired through their role in Guiding that were considered to be useful in their work or study life, including teamwork, organisational and communication skills, planning and problem solving (Table 7.5.2). Trainers and Leaders also identified areas of their respective programs that they had found useful, including developing skills generally, First Aid, personal challenge and development, and sharing skills with others (Tables 7.6.6 and 7.6.7). The focus groups also identified benefits to being a Leader or Trainer, including enhanced self-worth, friendships, organisational skill development, and conflict resolution skills (Figures 8.2.5 and 8.2.6). Analysis of the data has shown that the practical and learner-centred nature of non-formal education had been practised through the delivery of the GGA programs.

Unlike the formal education system in which assessment is summative in nature, the non-formal education process features immediate personal satisfaction gained by mastering a skill or from the receipt of a tangible reward such as a certificate or badge. The programs offered by GGA provide the recognition of stages of achievement for both youth members and adults. Although the respondents were not asked whether they had actually been presented with any badges or certificates, the girls of all ages reported that they had completed levels of the recognition system and different parts of the informal award system (Tables 6.3.1 and 6.3.2). The girls would have expected to receive certificates or badges accordingly. A similar system is available for Trainers and Leaders. As they complete each level of their respective programs, certificates are available to acknowledge the skill levels achieved. Tables

7.3.4 and 7.3.7 show that adults are progressing through the programs and, again, it is likely that they received certificates in acknowledgement.

Even though girls and adults volunteer to participate in the programs offered by GGA, there is still an expectation of a high standard of behaviour and a mutual respect between participants. For all members of Guiding, that code of behaviour is articulated through the Promise and Law (Section 3.2). When youth members were asked how easy it was for them to comply with the different clauses, most thought that they were at least fairly easy to keep. Duty to God, being courageous and cheerful at all times, and making good use of their time seemed to be the most difficult with which to comply (Table 6.4.1). Respect was also raised during discussions in the focus groups as one of the things that Leaders expected of youth members and the community at large (Table 8.2.2).

In summary, the literature reviewed in Section 2.2 has advocated the use of a non-formal education system as an appropriate tool for the personal development of participants and the teaching of desirable practical and life skills. Whilst GGA states that it uses non-formal education practices to deliver its programs, the question was whether the experiences of participants in the AGP, the ATTP and the AALP could confirm that. Research Question 1 was: *Does Girl Guides Australia use appropriate and effective delivery methods for the programs that it offers to maximise the benefits to participants*, and the results of the data analysis suggest that it does. Youth members, their parents, the Trainers and Leaders all identified that they had experienced the different characteristics of non-formal education.

9.3.2 Research Question 2

An important component of Guiding at all levels is having fun, which can arise through playing games or doing activities in an enjoyable way. The games can be used as a means of teaching and learning or can be just for fun. For some people, girls and adults alike, relaxing and joining in games with others are things that they have to learn to feel comfortable doing. Having fun, then, can disguise the learning, but it can also conceal it totally so that participants do not realise that there is an educational basis for the activity or game at all.

To determine whether the youth members, their parents, Trainers and Leaders recognised that there was an educational basis to the Guide programs provided by GGA, questions were included on their respective questionnaires about the receipt of learning and what could be learned.

The youth members were very definite that going to Guides not only helped them to learn new things, but also to do things better than before (Table 5.3.1). They had also been in agreement that going to Guides involved learning things even though they weren't taught in a classroom (Table 5.3.2). The parents (Table 5.3.4) and the Trainers and Leaders (Table 5.3.6) also identified that there were learning opportunities for youth members who participated in the AGP. The parents were also very much in agreement that their daughters had developed personally through Guiding (Table 5.3.4). There was an interesting difference, though, in what the youth members said that they had learned and what the adults thought that the girls could learn through participation. For the girls, the topics most frequently listed were very practical, including knots, camping skills, cooking outdoor activities and art and craft (Table 5.3.3). For the Trainers and Leaders, though, the most frequently-given topics

that the girls could learn were leadership skills, teamwork, life skills, confidence and self-esteem, personal development and people skills (Table 5.3.8). Whilst similar things were listed by the girls, they were clearly not uppermost in their minds when completing the survey. The adult members also listed some practical skills, but not nearly as frequently as the girls did.

The AGP for youth members, though, is not the only program offered by GGA. Trainers and Leaders have their own programs too. The program that is common to both groups is the AALP because Trainers are required to have a leadership role too. Trainers and Leaders were asked, therefore, if they considered that participation in the AALP provided any form of education. Both groups were certain that it did, although the Leaders were slightly less definite (Table 5.3.5). When asked what could be learned by participating in the AALP, Trainers and Leaders produced very similar lists of topics, including management skills, leadership skills, teamwork, risk management and communication skills. Outdoor skills, First Aid and practical skills generally were much further down the list (Table 5.3.7). Competency use and demonstration of competencies were given by the Trainers but not the Leaders. Being part of a group, understanding the needs of the girls, patience and tolerance were included by the Leaders, but not the Trainers.

In summary, even though having fun is an important part of Guiding, the use of non-formal education practices suggests that there is an educational component too. The question was whether the experiences of participants in the AGP, the ATTP and the AALP could confirm that. For Research Question 2 (*Do youth members, parents of youth members, Trainers and Leaders recognise the educational basis of the Girl Guides Australia programs?*), data analysis suggest that youth members, their

parents, Trainers and Leaders had recognised the educational nature of the programs and were able to identify what practical skills and internal personal skills had been learned.

9.4 Summary of Results Relating to Youth and Parent Research Questions

The AGP in which youth members participate is designed to give the Guides a set of values that will be of benefit to the community and the girls personally. The program is also designed to give the girls opportunities that will enrich their lives and provide personal development.

Research Questions 3, 4 and 5 explore: youth and parent perceptions of the youth program in relation to the mission of GGA; whether the Guides feel that they have benefited from participation in their program; and if the parents perceive that their daughter's participation in Guiding has been beneficial. Comparisons of the youth and parent perceptions address Research Question 6. These research questions are covered in Sections 9.4.1 to 9.4.4.

9.4.1 Research Question 3

The mission for GGA is to help girls and young women to grow into confident, self-respecting, responsible community members. The organisation also has a values system which is articulated through the Promise and Law (Section 3.2). The combination of these two things – what the organisation can give to the girls and what the girls can do for themselves – are designed to develop the human traits that are thought to be desirable in citizens. To determine whether youth members perceive that participation in the AGP helps them develop these desirable traits,

questions were included on their questionnaire relating to the parts of the mission statement and the Guide Promise and Guide Law.

Girls were definitely in agreement that Guides had helped them to be more confident in what they do and to believe in themselves more (Table 6.4.2). The words ‘believe in myself’ were used rather than ‘self-respecting’ to try to make the question understandable for all the Guides, irrespective of their age. For the same reason, the word ‘responsible’, used in the Mission statement, was changed to ‘make good decisions’ in the questionnaire. The girls were also very much in agreement that being a Guide now will help them make good decisions later in life (Table 6.4.2). There was uncertainty about it for some girls though, perhaps because they could not anticipate what the types of decisions could be that will have to be made. The Guides were also in agreement that they thought more about the community now (Table 6.4.2) and their parents concurred with that (Table 6.4.3). The overall level of agreement expressed by the parents for the four aspects of the Mission statement was slightly lower than that expressed by their daughters, but still there was agreement with all statements.

When Girl Guides was first started in England a century ago, the code of behaviour for members, as defined by the Guide Promise and Guide Law (Section 3.2), used language that was very appropriate for the time. Whilst the word ‘duty’ might seem too strong and old fashioned today, the sentiments behind the words are still valid. Members are required to do their best to find a spiritual side to their lives (duty to God), to respect and abide by the laws of their country (duty to Queen and country), to look beyond themselves into the wider community (help other people) and to develop good attributes in themselves (keep the Guide Law). The ten parts of the

Guide Law relate to being trustworthy, helpful, polite, friendly, respectful, obedient, cheerful, careful with time and possessions and self-controlled. Girls were aware that, during their Unit meetings, they took part in activities related to the use of the Promise and Law, which is one of the seven Fundamentals of the Guide Program.

When the questionnaire was constructed, the decision was made to ask youth members how easy it was for them to keep the different parts of the Promise and Law rather than whether they actually did so or not. This approach was intended to prevent the girls from saying that they complied with all the clauses because they thought that was what the response should be. Analysis of the data showed that all of the component parts of the Promise and Law were considered by the girls to be fairly easy or really easy to keep (Table 6.4.1). Duty to God was challenging for some as was being courageous and cheerful, but these are very sophisticated concepts for the majority of respondents who were aged from 9–12 years (Table 6.2.1). Making good use of their time and taking care of their possessions were also harder for several girls but that was to be expected considering the ages of the girls.

In summary, analyses of the data related to Research Question 3 (*Is participation in Australian Guide Program activities related to good citizenship that promotes personal change in youth members of Girl Guides Australia, thus satisfying the mission of the organisation?*) showed that youth members perceived that it was easy to comply with the values system articulated through the Guide Promise and the Guide Law and that they had become more self-confident, more self-respecting, and more responsible, community members, thus satisfying the mission of GGA.

9.4.2 Research Question 4

The experiences that enrich lives are different for different people. Understanding of the word enrichment also varies between people and that variation is likely to depend on age. Because the same questionnaire was used for all youth members, the decision was made to equate enrichment with enjoyment as even a five-year-old would understand this concept. Because adults can also equate enrichment to beneficial experiences, questions concerning both enjoyment and benefits were included in the questionnaire for adults.

Results of the data analyses show that, for most of the time, participation in the AGP provided an enjoyable experience for almost 80% of the young respondents (Table 6.5.3). Use of the outdoors is an important part of Guiding and this is often incorporated into the program through camping. The analysis also showed that this had also been a lot of fun for a large majority of the girls (Section 6.5).

Because the method used for the delivery of the program is at the discretion of the Leaders, some girls might just focus on the activities that they do, while others might be fully aware that those activities fit into the seven Fundamentals and four Elements of the AGP. To allow for both situations, the girls were asked to list the activities that they like to do at meetings and also to rate their level of enjoyment of the activities related to the Fundamentals and Elements. Explanations of the Fundamentals and Elements were included in the questionnaire. The list of individual activities was extensive with 109 different ones given originally. These were then combined into the 24 categories shown in Table 6.5.1. When fitting these categories into the Fundamentals and Elements, the only one that was not obviously covered was World

Guiding, but that could have been included under cooking, theme nights or other activities.

When asked about the level of enjoyment of the activities relating to the Fundamentals and Elements specifically, the responses were mixed. Whilst Physical and Outdoor activities were considered to be a lot of fun (Figures 6.5.1 and 6.5.2) by all age groups, Promise and Law activities were not as enjoyable. As the girls got older, the enjoyment level went down. This could have been because older girls who had been in Guides for a while had experienced the activities before, or that the activities were presented in an adult format for which the girls weren't quite ready.

Just as there were things that the girls liked to do at Guides, there were also activities that they didn't like to do (Table 6.5.2) and these also fitted under the Fundamentals and Elements. As might be expected, Outdoor and Physical activities were not included in the dislike list and neither was giving Service. The World Guiding Fundamental was not included specifically in either of the like or dislike lists. This could have been because the girls were ambivalent or because related activities were not undertaken regularly enough to make them come to mind easily.

Despite youth members reporting that they experienced high levels of fun when participating in the AGP, they also thought that the most likely reasons for girls leaving Guides was that it was boring or that they disliked the program (Figure 6.5.3). Because these perceptions came from the current membership, it is hard to explain the apparent contradiction.

The adult perspective on enrichment, which includes experiences that will benefit the girls, was supported by the youth members. The girls were in agreement that becoming a Guide had helped them with things at school, things at home and things

to do with friends (Table 6.5.4), and that this did not vary according to the age group of the girl. The data showed a trend for school-related things in that, as the girls got older, they expressed a higher level of agreement that Guiding had been helpful to them.

In summary, the analyses of the data collected to address Research Question 4 (*In what ways do youth members of Girl Guides Australia perceive that participation in the Australian Guide Program has enriched their lives?*) showed that the youth members' lives had been enriched in a number of ways as they had experienced high levels of enjoyment in all aspects of the program. Being a Guide had also helped them in several aspects of their lives. As if confirming the enrichment, the girls expressed high levels of agreement that they were glad that they had become Guides, would remember their Guiding experiences later in life and were likely to be a Guide for a long time (Table 6.5.5).

9.4.3 Research Question 5

The data collected from parents of the youth respondents suggested that there was a likelihood that a family member of a current Guide would have been involved in Guiding or Scouting in some capacity (Table 6.3.3). This could have been a reason why the girls joined Guides to begin with. To establish if there were any reasons why girls might remain in Guides, apart from the babysitting service mentioned during the focus group discussions (Figure 8.2.3 and Table 8.2.1), the parents were asked if they perceived any benefits from their daughter's participation.

Table 6.6.1 shows that parents reported that their daughter enjoyed going to Guide meetings and camps and talked about their experiences at home. The results were similar across all the age groups, with only a slight drop in the mean scores as the

girls got older (Figure 6.6.1). The parents of the older Guides perceived less enthusiasm for wearing the Guide uniform, talking about Guides with her friends and encouraging friends to join Guides than for the younger girls. Identification with, and enthusiasm for, an organisation provides only a superficial measure of personal development achieved through participation but the parents perceived that there were tangible benefits too. They agreed that becoming a Guide had helped their daughter at school, at home and socially (Table 6.6.2). They also showed a high level of agreement that being a Guide would stand their daughter in good stead for the future. The parents listed friendships and social skills, increased self esteem, new experiences and developing leadership skills among the best things about Guides for their daughter. The parents also appreciated the non-competitive, safe and girl-only environment where their daughter could have fun.

In summary, analyses of the data collected to address Research Question 5 (*To what extent do the parents of youth members recognise that participation in the Australian Guide Program assists with their daughter's personal development?*) showed that the parents did identify ways that participation in Guiding had assisted their daughter and that participation now would stand them in good stead for the future. Although not directly related to the research question, the Leaders were very strong in their agreement that the skills acquired through Guides would be useful to the girls when they are in the workforce and that participation provided a means of personal development for the girls (Table 6.6.3).

9.4.4 Research Question 6

When collecting data from young people, the responses to questions could be influenced by their age and level of understanding of what is being asked. This is

likely to be especially true when the ages range from 5 to 17 years as in this study. Because a lot of emphasis in Guiding is placed on the girls' opinions and perceptions, the validity of the responses across the age range needed to be checked to ensure that respect for their views was justified. In using the same questions in the youth member and parent questionnaires and then comparing the results, an underlying assumption was made that the adult (parent) data were likely to be accurate. The questions used were those that related to help with school, home and social aspects of the girls' lives.

Analysis of the data showed that there was no statistically significant difference between the age groups of the youth members in their responses to the three questions (Section 6.5) although, as the girls got older, there was a progressively higher median score for things at school. This suggested that, as the Guides got older, they became more aware of the benefit that being a Guide brought to their schooling. In overall terms, however, the responses did not vary significantly based on age. Given that result, the age of the youth member could be disregarded when comparing the parent and youth member responses to the three key questions.

The comparisons showed that, while the mean parent scores were statistically significantly lower than those of their daughter (Table 6.7.1) in relation to benefits at home and socially, the means were very similar and the effect sizes were small. There was no significant difference in the mean scores relating to school matters. The results indicated that the answer to Research Question 6 (*Is there a difference between youth members and parents of youth members in their perceptions of the benefits of participation in the Australian Guide Program?*) is that there was little or no difference in how parents and youth members perceived the benefits of

participation in relation to schooling, home and socially. This suggests that, in any future studies of similar concepts, researchers probably can consider responses from youth members to be valid irrespective of their age.

9.5 Summary of Results Relating to Trainer and Leader Research Questions

Because GGA has a mission to help girls and young women to grow into responsible community members, it has female adult Leaders who facilitate the program designed to enable that to happen. The Leaders receive training in the skills required by the organisation. Trainers from within the organisation deliver the training.

Research Questions 7, 8 and 9 explore: adult perceptions of the youth program in relation to the mission; whether adults feel that they have benefited from participation in their own programs; and if the training has adequately prepared adults for their Trainer or Leader role. These research questions are addressed in Sections 9.5.1, 9.5.2 and 9.5.3, respectively.

9.5.1 Research Question 7

The AGP in which youth members participate has as its core four Elements and seven Fundamentals. The Elements are Physical, People, Practical and Self. The seven Fundamentals are Promise and Law, Outdoors, Service, World Guiding, Guiding Traditions, Leadership skill development and the Patrol system (Section 3.3).

The Leaders, who facilitate the youth program, were asked to consider each of the Elements and Fundamentals and its contribution to GGA achieving its mission. Because Trainers are required to have a leadership role too, they were asked the same questions. Results of the data analyses showed that both Trainers and Leaders were

definitely in agreement that each of the Elements and Fundamentals made a contribution (Tables 7.4.1 and 7.4.2).

Based on mean scores, both groups placed the Self and People as the top two Elements with Practical and Physical ranked just below. The Self Element allows girls to gain personal growth through challenging themselves, whilst the People Element helps them to develop friendships and an understanding of others.

Also based on the mean scores, Trainers and Leaders ranked the seven Fundamentals in quite different ways. For the Trainers, Leadership skill development, and Promise and Law were the top two Fundamentals, whilst the Leaders placed Service first followed by Leadership skill development. For both groups, Guiding Traditions and World Guiding were considered to make the least contribution to the mission of the organisation.

The differences between Trainers and Leaders in terms of the two Fundamentals ranked highest could be explained by the perspective that was foremost when the surveys were being completed. The Trainers were asked in detail about their own program, then briefly about the Leaders' program, then about the youth program. It is possible that the respondents were still in the trainer mindset even though they were answering questions about the youth program. Emphasis in training sessions is on the development of leadership skills and the use of the Guide Promise and Law as these concepts can be new to Leaders-in-training. The Leaders were asked in detail about their own program and then about the youth program which they facilitate. Because the two are closely linked, it is possible that Leaders were responding from the tangible aspects of giving service to others and preparing future community leaders. Trainers and Leaders were also in agreement that, overall, participation in the

Australian Guide program helped youth members become responsible community members (Table 7.4.3).

Research Question 7 was: *Do adult members of Girl Guides Australia recognise that participation in the programs offered by the organisation contribute to the fulfilment of its mission?* Analysis of the data collected in relation to this question showed that, even though there could have been some differences between Trainers and Leaders in the ranking order of the seven Fundamentals and four Elements on which Guide activities are based, both groups expressed high levels of agreement that participation in the AGP by youth members helped GGA achieve its mission.

9.5.2 Research Question 8

GGA is a voluntary organisation that relies on the time and effort provided by adult females to facilitate its programs. For people to willingly give up their time, which could extend to several hours a week depending on the role held in the organisation, there has to be benefits beyond altruism. Indeed, focus-group discussions identified several disadvantages of being a Leader (Figure 8.2.7), including the time commitment, financial impact, huge responsibility, the expectations of others and the impact on the family.

Countering the disadvantages are the enjoyable aspects including learning new skills, working with other Trainers and Leaders, the sense of achievement, having fun and that intangible Guiding Spirit (Figures 7.5.1 and 7.5.2). The focus groups also highlighted friendships, a sense of belonging, working with the girls and self-confidence as some of the benefits of being a Leader (Figure 8.2.5).

In response to survey questions, the Trainers and Leaders were in definite agreement that the skills that had been acquired for the two roles can be used in the workforce and in vocational and education studies (Table 7.5.1). This perception was supported by the focus-group discussions which had revealed increased employment opportunities among the benefits of being a Trainer or Leader. There was slightly less certainty that the acquired skills could be used in university studies. Increased self-confidence was frequently mentioned as something useful in work or study that had been gained by participation in the training and leadership programs (Table 7.5.2). Trainers and Leaders were also very definite that they had experienced personal development through participation in their Guide programs.

In summary, analysis of data collected to address Research Question 8 (*In what ways do adult members of Girl Guides Australia perceive that participation in the Australian Trainers' Training Program or the Australian Adult Leadership Program has enriched their lives?*) showed that Trainers and Leaders had gained many skills through participation in their programs. These skills had led to their own personal growth but had also been useful in their working or study lives. Lives had also been enriched through the friendships formed by participation in Guiding.

9.5.3 Research Question 9

GGA has a defined set of skills which adults in a training or leadership role are expected to demonstrate. Those skills are documented in the ATTP (Section 3.5) and AALP (Section 3.4). Each of the programs is structured so that skill requirements and responsibilities increase as people progress through them. The programs are divided into related skill areas – called modules – within each level. Trainers and Leaders reported high levels of agreement that the modules were a necessary and

appropriate part of the programs, but they were slightly less sure that advancement through the programs adequately recognised enhanced skills (Tables 5.2.17 and 5.2.19).

Within GGA, there are three leadership types – Leaders of Youth, Leaders of Adults and Resource Leaders (Section 3.4). Each type has a core set of girl-related competencies that are required, as well as skills pertinent to each role. When the youth members were asked to describe what skills a good Guide Leader should have, the list was extensive (Section 7.6) and with the most frequent responses being organised, having a sense of fun, being kind and helpful, having leadership skills and being good with children. For the Leaders, having or providing fun, developing leadership skills in the girls, providing opportunities and being a mentor were among the most-frequently occurring descriptors of what they do in their role (Figure 7.6.1).

Whatever the required skills are, Trainers and Leaders undertake training to augment their skills. Some training had been within Guides and some was external. Trainers and Leaders reported high levels of agreement that the internal and external training had been effective in developing the necessary skills (Table 7.6.1).

Mentoring, in the form of Training Partners and Guiding Partners, is essential to the processes of the ATTP and AALP. Both Trainers and Leaders reported that they had access to mentors either currently or in the past (Table 7.6.2). They also reported that the mentoring and assessing function of the Training and Guiding Partners had been effective in the development and assessment of skill levels (Table 7.6.3). Some Leaders had experienced difficulties in their relationship with their Guiding Partner (Section 7.6), but it had not influenced their perceptions of the effectiveness of the mentoring scheme.

Approximately two-thirds of the Trainer and Leader respondents had also been a mentor for other adults at some time (Table 7.6.4). The mentors had received training for that role and considered that it was effective in developing mentoring and assessment skills (Table 7.6.5). The Trainers and Leaders also agreed that completing the function of a Training Partner or Guiding Partner had assisted them in their respective roles (Table 7.6.5).

When asked what areas of their respective programs the Trainers and Leaders had found useful, some responded negatively (Tables 7.6.6 and 7.6.7) by saying that the programs were not useful. The positive comments, however, included working with or as a mentor, that the skill requirements were documented, that training was available and that there were opportunities to share skills and experiences (Tables 7.6.6 and 7.6.7).

In summary, analysis of the data collected from Trainers and Leaders to address Research Question 9 (*In what ways do Trainers and Leaders within Girl Guides Australia perceive that undertaking their programs adequately prepares them for their roles?*) showed that the skills required by GGA for the Trainer and Leader roles given in the ATTP and AALP documents were appropriate for the respective roles. There was agreement that the training undertaken for the roles had been effective in developing the necessary skills and that using mentors had also been advantageous. Those who had undertaken a mentoring role had also received effective training in the required skills.

9.6 Summary of Results of Focus-Group Discussions

Separate focus groups were held for Trainers, Guiding Partners and Leaders. The discussions within the groups were not aimed at addressing the research questions

specifically, but at obtaining background information that would provide insights into the motivation and commitment of the adult participants.

The responses to questions and the general comments that were made indicated that participation in Guiding as an adult had facilitated personal development in many ways, including working with children and young people, meeting new people and satisfying all the expectations placed on Leaders by the organisation, the community, and youth members and their parents (Figure 7.2.1 and Table 7.2.1). The benefits of being a Leader (Figure 7.2.5) included personal development not only through learning new practical skills, but also through the less tangible aspects of increased confidence and feelings of self-worth, networking, a willingness to meet challenges and expanded interests. The development of skills, such as time management, conflict resolution and multi-tasking, were also viewed as by-products of undertaking the AALP and ATTP (Figure 7.2.6). Enhanced employment opportunities also were considered to arise from participation.

There also were perceived to be some negative aspects of being a Leader, Guiding Partner or Trainer. Whilst the expectations placed on those in a leadership role allowed and encouraged personal development, they were also viewed as being time consuming and having a negative impact on family or personal life (Figure 7.2.7). The impact on time and family increased as Leaders took on the extra roles of becoming a Guiding Partner or Trainer. The benefits seemed to outweigh the disadvantages, however.

When the group of Leaders was asked to assume an assessment role and review the AGP for youth members and the AALP for Leaders, they first drew up lists of criteria for each program (Figure 7.3.1 and Figure 7.3.2). These criteria were then

used to determine whether the programs achieved what they set out to do – namely, whether the AGP facilitated the GGA mission statement and whether the AALP facilitated the Leaders in delivering the AGP. Both were thought to do so, therefore indicating that undertaking the AALP prepared Leaders for their role. Trainers were not asked to review their program in this way.

In all the focus-group deliberations, the adult members expressed satisfaction for being in a non-competitive, accepting, all-female environment where they felt supported and encouraged by their peers whilst having fun. They liked being part of something that was values-based and that gave them the opportunity to help others at the same time as helping themselves. There was a clear realisation that undertaking a leadership role as a volunteer required a high level of commitment, but that the ‘Guiding spirit’ was what brought them together.

9.7 Limitations of the Study

The main limitations of the study were the methods chosen for distributing the questionnaires and for collecting qualitative data from focus groups. Both forms of data collection used a convenience method rather than random sampling, which might have resulted in biased or non-representative data.

The collection of quantitative data through the use of printed questionnaires was achieved through the cooperation of the GGA offices in each Australian State. Staff in each of those offices provided lists of the names and addresses of their Trainers, Guiding Partners and Leaders. Using the information provided, a letter from the Chief Commissioner of GGA encouraging participation was sent to every Trainer, along with a letter of introduction from the researcher, a consent form, a questionnaire and a reply-paid envelope. These documents are included in Appendix

E. A similar package of documents was sent to every Guiding Partner (Appendix F), although the questionnaire was different for this group. The opportunity for Trainers and Guiding Partners to participate in the study was dependent on the names and addresses provided. Inaccurate information could have been the limiting factor in the response rate (Table 4.1).

The method of distribution of the questionnaires for Unit Leaders and youth members and their parents was also based on the mailing lists provided but, this time, packages were distributed differently. Because Guiding Partners are also Leaders, the names of the Guiding Partners were removed from the list of Leaders and then documents were posted to the first in every five of the remaining names. Leaders and Guiding Partners received the same questionnaire. Once again, the collection of data from Leaders was dependent on the accuracy of the mailing lists provided. This could have proved to be a limitation of the study because no follow-up action was undertaken for the names and addresses specified on packages that were returned as undelivered

Names and addresses for the youth members were not requested because the decision had been made to limit the distribution of their documents to the list of Leaders' names and addresses. This time, using the second in every five Leader names, a package of three sets of youth and parent documents was sent requesting that they be given to families within their Unit. The youth documents are included in Appendix C and the parent documents in Appendix D. This method of distribution which, again, depended on the accuracy of the mailing lists and also on the Leader then giving the documents out to families, could have resulted in a limitation in the data collected. The questionnaire return rates were 19.7% from youth members, 19.6% for the

parents, 49.2% from Trainers and 33.4% from Leaders. The number of questionnaires distributed and a State-by-State breakdown of returned documents was given in Table 4.1.

Whilst not every Leader or youth member was given the opportunity to participate in the study, examination of the demographic data provided by respondents showed that all age groups, experience levels and locations were well represented (Tables 6.2.1, 6.2.3, 6.3.1, 7.2.1, 7.2.3 and 7.3.1). This suggests that, even though the chosen method of distributing the questionnaires might have proved to be a limitation, the data were unlikely to be biased in favour of any one group of respondents.

The focus groups, which provided the qualitative data, were all from Western Australia and were chosen because the researcher was able to use time at conferences and training courses already scheduled. Even though GGA is a national organisation, each State has its own appropriate operational processes and procedures. By restricting the focus-group discussions to members of one State (Western Australia), the comments, opinions and perceptions expressed could have been limited to the local situation rather than being applicable Australia-wide.

As can be seen from Appendices C to F, the questionnaires were long and detailed. All of the questionnaires that were returned had been fully completed. But the length might have been daunting to some people and therefore contributed to the high percentage of non-returns, which was a limitation of the study.

Language and terminology appropriate to each group was used in the questionnaires, but this could still have been an issue for youth members. To ascertain the reading skill level required by youth members when completing the questionnaire, use was made of the Flesch Reading Ease statistic, which is a Microsoft Word software tool.

The Flesch Reading Ease statistic rates the ease of understanding of a document based on the average number of words in sentences and the average number of syllables in the words. The text is rated on a 100-point scale, for which a higher number indicates that the document is easier to understand. The Flesch Reading Ease score for the youth questionnaire was 80.3, which suggested that the language would be easy to understand by a person aged from 11–12 years. Because the same questionnaire was sent to every Guide, irrespective of age, this could have been a limitation to the study. Some of the language would have required adults to assist the younger girls but could have seemed childish to the older ones. Because over 72% of youth respondents (Table 6.2.1) were aged from 9–14 years, the language used in the questionnaire probably was appropriate for them. It is not possible to establish from the data whether the language used was the reason for the low number of responses from the other youth age groups.

The study reported in this thesis investigated whether youth and adult members of GGA perceived that participation in their respective programs helped the organisation to achieve its mission. The study also examined any perceived benefits of participation in those programs. The opportunity to participate was restricted to current members only, which could have been a limitation as data were not available to provide an understanding of why girls and adults choose to leave the organisation. Including data collected from past members could have overcome that potential limitation. Such information could have provided GGA with material for a critical review of its programs. Also, examining the perceptions about Guiding among females who have never been members might have provided useful information for GGA.

Given that youth and adults participate in Guiding on a voluntary basis, it is not unreasonable to assume that current members enjoy their involvement because they are having fun and/or because it provides personal development. The values-based programs in which those members participate could have an appeal because they reinforce the person's existing ethos or because participation introduces thoughts and actions that are seen as desirable. Either way, it could be perceived that a limitation of this study was that only people with an existing background of ethical behaviour participated. It would be interesting, in future studies of youth behaviours and actions, to establish whether the young people who have displayed inappropriate behaviour or have participated in illegal activities had ever participated in values-based organisations such as Girl Guides and Boy Scouts.

9.8 Significance and Implications

This study is significant in that it has contributed an understanding about the use of non-formal education practices in the setting of a youth organisation. It has shown that, when the aim of an organisation is to develop leadership skills, promote good decision making, encourage full participation in activities, learn practical skills and follow an ethos-based program of service to the wider and local community, then non-formal education methods are particularly suitable.

The findings of the study are significant for GGA because it confirms that the organisation's programs for youth members, Trainers and Leaders, generally, are being delivered in a sound manner. More specifically, my findings suggest that: the AGP is being implemented by the Leaders in an age-appropriate way; the ATTP allows for the development and demonstration of the skills required for the delivery of high-level training courses to Leaders; and participation in the AALP facilitates

development of the skills necessary to be a Leader within GGA. Analysis of data also showed that members perceived that they had gained skills that were useful in areas outside Guiding, such as at school / further education, in employment and socially.

Girl Guide organisations worldwide are viewed as youth organisations with adult leadership and management. The Olave Program provides a framework for the personal development of young women aged from 18–30 years, whereas the Trefoil Guild provides a social outlet while supporting the ethos of Guiding (see Chapter 3). This study has shown that Trainers and Leaders have gained personally from being members of the organisation and, perhaps, this could suggest to GGA that there is a place for an adult program of skill development that does not depend on being in a leadership role. An implication for GGA is that an adult program could be achieved either through modifying the existing Olave or Trefoil Guild programs or through introducing a completely new one.

9.9 Summary and Conclusions

The research described in this thesis focussed on the perceptions of those who participate in the programs offered by GGA. The programs available for young females aged from 5–17 years and for adults aged 18 years and above were outlined in Chapter 3. The programs examined in this study were the Australian Guide Program (AGP) for youth members, Australian Adult Leadership Program (AALP) for adults in leadership roles, and the Australian Trainers' Training Program (ATTP) for the Trainers of those Leaders. The AGP is designed to enable girls to become good and responsible citizens of the future as articulated by the organisation's mission statement, and to facilitate personal growth for adult members as they work

with those girls (Macky, 2001). The mission statement for the period of this study was:

Guides Australia: helping girls and young women to grow into confident, self-respecting, responsible community members.
(Macky, 2001, p. 2)

The organisation promotes itself as a provider of non-formal education for any female from the age of five years who wants to participate in a values-based, voluntary organisation. In the study reported in this thesis, I investigated whether youth and adult members of GGA perceived that participation in their respective programs helped the organisation to achieve its mission, as well as whether there were any perceived benefits of participation in those programs.

When explaining the characteristics and benefits of non-formal education, Brembeck (1972), Smith (1996), Falk and Dierking (1998), Hill (2001), Tuijnman and Bostrom (2002), Meyers (2005) and Bell et al. (2009) describe its ability to promote a culture of lifelong learning. Whilst my study did not generate data relevant to lifelong learning among participants in the GGA programs, it examined perceptions about other characteristics of non-formal education which the above writers consider to have a more profound influence on human behaviour than formal instruction. Continual learning is suggested, however, through the requirement for Trainers and Leaders to enhance their skills by regularly undertaking further development.

The study showed that youth members were given the opportunity to learn practical skills at their own pace and in a non-competitive environment. They ‘learned by doing’ rather than by being ‘told’ and had access to mentoring by adults Leaders or more experienced peers. Youth members participated in teamwork (Patrols) at all

levels and were able to develop leadership skills appropriate to their age. Hughes (2002) considers it important for children to work together because it allows them to share their knowledge and experience for the benefit of all. In many instances, leadership of the Guide Unit was shared between the adults and the girls. The Guides could help to determine their program of activities and were encouraged to evaluate that program afterwards to learn from their successes and failures. The environment was safe and supportive, and full participation was encouraged and expected. There were strong positive social norms for behaviour and the girls were encouraged to develop a set of personal values through a commitment to the Guide Promise and Law.

Girls could challenge themselves to develop new skills or extend existing ones, and all achievement was acknowledged through the receipt of a badge or certificate. These characteristics satisfy both the intrinsically-motivated and extrinsically-motivated person as described by Hughes (2002). Some challenges require a demonstration of competence at a level that would be suitable for inclusion in curriculum vitae, thus benefiting the girls beyond skill development alone.

Adult members also learned practical many skills which had been useful in employment and study. The Leaders and Trainers received training and continued to be mentored after they were officially qualified for their roles. The training also provided 'learning by doing' as Leaders and Trainers acquired the skills identified by GGA as necessary for their respective roles. Vartuli (2005) believes that young people achieve high levels of self-efficacy and self-confidence when their teachers/Leaders are well trained. Prior learning and current competencies were also recognised. The quality of leadership, training and mentoring was monitored through

the use of a triennial appraisal system and ongoing skill development was expected and required. Whilst some Leaders and Trainers were unsure about the appraisal process, its use allows self-reflection and then affirmation which, in turn, enhances self-confidence (Vartuli, 2005).

Casey et al. (1998), Governors-General Jeffrey (2007) and Bryce (2008) expressed the views that young people need to develop appropriate knowledge, skills and attitudes to be able to cope with an ever-changing society. This study has shown that members of Girl Guides Australia experience a sense of belonging and security, growth in self-awareness and self-confidence, and concern for others through giving service to the community and supporting other Guides. They have the opportunity to make choices and are expected to take responsibility for their actions – both good and bad – and to honour commitments made. They learn the value of co-operation and teamwork.

Although using different age ranges when describing the developmental stages of young people, Nuttall (1995a, 1995b), Karns and Myers-Walls (1996) and Roban (2000) identified the increasing levels of responsibility and decision making that are desirable as young people get older. There is a need for adult approval and support at each stage, but with increased opportunities for the young people to try things for themselves. The data collected for my study showed that, as the Guides got older, they experienced increased autonomy but always had the encouragement of an adult Leader. The girls were also willing to turn to their Leaders for help and advice. The non-competitive environment allowed the girls to challenge themselves and develop at their own rate both in a group situation and individually.

In modern times, although equal opportunity has been enforced by law, Guiding has remained a female organisation worldwide. Varpalotai (1995) expressed the view that, when girls see their Leaders engage in traditional and non-traditional activities for women, they use them as role models and realise that they also are capable of doing anything. Whilst some of the Leaders who participated in the focus-group discussions for this study considered that being viewed as a role model brought increased pressure to perform, Varpalotai considers that it is not until girls participate in a single-sex environment that they realise their potential beyond what is demonstrated at home. Murrell and Zagenczyk (2006) state that, in employment situations, it is harder for females than males to be given leadership status. Therefore females need to be given the opportunity to develop leadership skills. The data from this study indicate that leadership skill development was being offered at all levels.

Eccles (1999) stated that participation in programs away from school and home allow children to learn about themselves and to move away from the *I* to the *we* as they learn about the feelings and needs of others. Such programs, when they provide positive and stimulating experiences, let children succeed by mastering skills, increasing their social network and being given the opportunity to speak out whilst having fun. Quinn (1999) expressed this as “fun and friends” and “voice and choice” (p. 105). The data collected from the Guides and their parents showed that participation in the AGP had provided fun and friends through the diversity of activities experienced within the Unit environment. The Guides also reported that they were given the opportunity to express their views on different matters, to choose their level of participation in the program, and to experience the voice and choice.

Adult members also identified fun and friendship as two of the benefits of participation in their programs and considered them to be part of the magical thing that bound everyone together – the Guiding Spirit. The skills used in Trainer and Leader roles were also perceived to be useful outside Guiding in study and employment. Youth members identified that participation benefited them at school, socially and at home, and this pattern was supported by data from their parents.

The mission of GGA is to create an environment where members of the organisation benefit personally and develop attributes that benefit the wider community. Youth members perceived that being a Guide helped them to: believe in themselves more; make good decisions; and be more aware of the general community. Their parents agreed. The Guides took part in activities related to the values system defined by the Guide Promise and Guide Law and reported that it was easy to comply with those values, even though some were harder than others. The concept of ‘Duty to God’ and being ‘courageous and cheerful’ were the most challenging ones. Trainers and Leaders in my study expressed high levels of agreement that participation in that program helped Girl Guides Australia to achieve its mission.

In conclusion, then, the programs offered by Girl Guides Australia have been identified as following several best practices of non-formal education for the benefit of youth members and adults too.

All respondents identified benefits from participation in the Girl Guides Australia programs in terms of practical skill development, networking and leadership opportunities, and experienced ‘fun and friends’ as well as ‘voice and choice’.

The perceptions of the youth members, parents, Trainers and Leaders in my study suggest that, indeed, participation in the programs provided by Girl Guides Australia satisfy the organisation's mission of:

... helping girls and young women to grow into confident,
self-respecting, responsible community members.

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APPENDIX A

Terms of Reference of, and Executive Summary for, the Review of the Australian Trainers' Training Program

A.1 Terms of Reference

The terms of reference for the Australian Trainers' Training (AATP) review were:

1 Framework of the ATTP:

The appropriateness of the framework of the Australian Trainers' Training Program (ATTP) to develop training skills in experienced adult members. The framework of the ATTP consists of Levels 1, 2, 3, 4, and 5 in the areas of Trainer development; Training session, including the WAGGGS Girl Guide/Girl Scout Method; Training course; Training resource; Training policy; Tutoring and assessing; and Training Trainers modules.

2 Recognition of progress in the ATTP:

The appropriateness of the recognition of progress through completion of individual modules and the developmental stages in the ATTP.

3 Training and resources:

The effectiveness of training and resources provided for Trainers and experienced adult members in assisting them to develop training skills.

4 Recognition in the workplace and nationally recognised training:

The effectiveness of training provided for Trainers to develop skills that can be used in the workplace and recognised in qualifications in the vocational education and training sector, such as TAA40104 Certificate IV in Training and Assessment or BSZ40198 Certificate IV in Assessment and Workplace Training.

- 5 Mentoring support:

The effectiveness of mentoring support provided by Training Partners to assist Trainers and experienced adult members to develop the skills to complete modules in the ATTP.

- 6 Assessment:

The effectiveness of assessment of modules in the ATTP by Training Partners to ensure that Trainers and experienced adult members have the appropriate skills to carry out their training roles – duty of care and implementation of the AALP with adult members.

- 7 Training in mentoring and assessment skills:

The effectiveness of training provided for Training Partners to develop mentoring and assessment skills for their role in implementing the ATTP with Trainers and experienced adult members.

- 8 Tutoring and assessing modules:

The appropriateness of the tutoring and assessing modules (TA1, TA2, and TA3) for the development of mentoring and assessment skills for the implementation of the ATTP with Trainers and experienced adult members.

- 9 Appraisal of appointment – standards of training:

The effectiveness of appraisal of appointment of Trainers to maintain standards of training provided and implementation of the AALP with adult members.

- 10 Appraisal of appointment – further development of training skills:

The effectiveness of appraisal of appointment of Trainers to ensure further development of training skills through completion of modules in the ATTP.

A.2 Executive Summary

To satisfy the Australian Trainers' Training Program (AATP) review requirements of Girl Guides Australia in 2007, questionnaires were sent to 136 Trainers in all States.

Mailing lists were provided by State offices. Just under half responded (49.2%), giving a base of 67 Trainers for the review.

The terms of reference for the review related to:

- The framework of the ATTP
- Recognition of progress in the ATTP
- Training and resources
- Recognition in the workplace and nationally recognised training
- Mentoring support
- Assessment
- Training in mentoring and assessment skills for Training Partners
- The tutoring and assessing module for TPs
- Appraisal of Trainers' appointment and standards of training
- Appraisal of Trainers' appointment and the further development of training skills

Respondents were asked to respond to positively worded questions for each topic on a five-point scale from 'Strongly disagree' (numerically coded 1) to 'Strongly agree' (coded 5). Thus, throughout the data analysis, an average response score above the midpoint of 3, signalled positive responses by the majority of Trainers.

Analysis of the data showed that all items under review were favourably received by the respondents as all mean scores were above 3.2 overall. When the scores were broken down by State, some slipped below 3, but those that did were generally because of low numbers of respondents from that State – typically the Northern Territory where only one Trainer responded to the questionnaire.

The areas generating the lowest scores, or the most negative responses, were skill assessment by Training Partners, training provided for Training Partners, and the appraisal process.

Trainers were also not happy about the recognition of skill development through the different modules of the ATTP, or RCC / RPL generally.

APPENDIX B

Terms of Reference of, and Executive Summary for, the Review of the Australian Adult Leadership Program

B.1 Terms of Reference

The terms of reference for the Australian Adult Leadership program (AALP) review were:

1. Framework of the AALP:

The appropriateness of the framework of the Australian Adult Leadership Program (AALP) to develop the ability of adult members to provide non-formal education for girls that is relevant to present day society. The framework of the AALP consists of the developmental stages of Guiding Awareness; Leadership Development; Leadership Qualification for Leaders working with youth, adults or as Resource Leaders; and Further Development in the areas of Fundamentals, Program, Management, Networks, Outdoors, and Training.

2. Recognition of progress in the AALP:

The appropriateness for adult members of the recognition of progress through completion of individual modules and the developmental stages in the AALP.

3. Training and resources:

The effectiveness of training and resources provided for adult members to develop the ability to provide non-formal education to girls that is relevant to present day society.

4. Recognition in the workplace and nationally recognised training:

The effectiveness of training provided for adult members to develop skills that can be used in the workplace and recognised in qualifications in the vocational education and training sector.

5. Mentoring support:
The effectiveness of mentoring support provided by Guiding Partners (GPs) for adult members to develop the skills to complete modules in the AALP.
6. Assessment:
The effectiveness of the assessment of modules in the AALP by GPs to ensure that adult members have the appropriate skills to carry out their leadership roles, in particular the provision of duty of care and implementation of the Australian Guide Program with youth members.
7. Training in mentoring and assessment skills:
The effectiveness of training and resources provided for GPs to develop mentoring and assessment skills for their role in implementing the AALP with adult members.
8. Mentoring and assessment module:
The appropriateness of the 'FD T4 Contribute to the training of other Leaders as a Guiding Partner' module for the development of mentoring and assessment skills in GPs for the implementation of the AALP with adult members.
9. Appraisal of appointment – standards of leadership:
The effectiveness of appraisal of appointment of Guide Leaders to maintain standards of provision of duty of care and implementation of the AGP with youth members.
10. Appraisal of appointment – further development of leadership skills:
The effectiveness of appraisal of appointment of Guide Leaders to ensure further development of leadership skills through completion of Further Development (FD) modules in the AALP.

B.2 Executive Summary

To satisfy the Australian Adult Leadership Program (AALP) review requirements of Girl Guides Australia in 2007, questionnaires were sent to 1,311 Leaders in all States. Mailing lists were provided by State offices.

Every Guiding Partner (GP) listed was sent one, along with the first in every five Leaders, after the GPs had been excluded. 54% of the 568 GPs responded, and 18% of the 743 Leaders did so giving an overall response rate of 33.4%.

The terms of reference for the review related to:

- The framework of the AALP
- Recognition of progress in the AALP
- Recognition in the workplace and nationally recognised training
- Mentoring support
- Assessment by GPs
- Training in mentoring and assessment skills for GPs
- The mentoring and assessment module for GPs
- Appraisal of Leaders' appointment and standards of leadership
- Appraisal of Leaders' appointment and the further development of leadership skills

Respondents were asked to respond to positively worded questions for each topic on a five-point scale from 'Strongly disagree' (numerically coded 1) to 'Strongly agree' (coded 5). Thus, throughout the data analysis, an average response score above the midpoint of 3 signalled positive responses by the majority of Leaders.

Analysis of the data showed that all items under review were favourably received by the respondents as all mean scores were above 3.5 overall. When the scores were broken down by State, some slipped below 3.5, but never below 3.

The areas generating the lowest scores, or the most negative responses, were skill assessment by GPs, training provided for GPs, and the appraisal process.

Leaders were also not happy about the recognition of skill development through the different modules of the AALP, or RCC / RPL generally.

Acknowledgement and thanks go to Curtin University of Technology for their support in conducting this review as part of the research into Girl Guides Australia being undertaken by one of their PhD students.

APPENDIX C

Questionnaire sent to Youth members

Questionnaire for Youth Members of Girl Guides Australia

Please answer each of the questions by placing a tick (✓) in the appropriate box when only one answer is required, or in the appropriate boxes when more than one answer can be given. Sometimes you will be asked to answer by writing on a line in or in the space provided.

| Section 1: General background information | |
|---|---|
| Q1 | Which Australian State do you live in? NSW or ACT <input type="checkbox"/> 1 Northern Territory <input type="checkbox"/> 2 Queensland <input type="checkbox"/> 3 South Australia <input type="checkbox"/> 4 Tasmania <input type="checkbox"/> 5 Victoria <input type="checkbox"/> 6 Western Australia <input type="checkbox"/> 7 |
| Q2 | How old are you? _____ years |
| Q3 | Apart from things that you might do at school, what other <i>organised</i> activities do you do? (such as types of sport, dancing, gymnastics, and other things) |
| Q4 | What other things do you like to do in your spare time – hobbies and things that you organise for yourself? (such as reading, craft, gardening, and other things) |
| Q5 | Do you have a job? I'm not old enough <input type="checkbox"/> 1 → Go to Q7 No <input type="checkbox"/> 2 → Go to Q7 Yes <input type="checkbox"/> 3 |
| Q6 | How many hours do you usually work at your _____ hours job each week? |
| Q7 | How long have you been a Guide? _____ years |

Q8 Below is a list of some of the things you might have done, or are doing as a Guide. Please tick each one to say whether you have completed it, are working on it at the moment, or are not doing it at all.

| | Completed | Working on at the moment | Not doing |
|---------------------|----------------------------|----------------------------|----------------------------|
| Made your Promise | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| Junior BP Award | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| BP Award | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| Queen's Guide Award | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Q9 Have you ever completed any "Create a Challenge" badges? (the diamond shaped ones)

No 1 → Go to Q10
 Yes 2

How many have you completed? _____

Q10 Have you ever completed any "Explore a Challenge" badges? (the half circle shaped ones)

No 1 → Go to Q11
 Yes 2

How many have you completed? _____

Q11 Have you completed any "Achieve a Challenge" badges? (the rectangular shaped ones with different levels)

No 1 → Go to Q12
 Yes 2

How many have you completed?

Level 1: _____
 Level 2: _____
 Level 3: _____

Section 2: Information about the other girls in your Unit

Q12 How many girls are there in your Unit? _____

Q13 What is the age range of the girls in your Unit? (Please guess if you are not sure)

Youngest _____
 Oldest _____

Q14 What three words would you use to describe the other girls in your Guide Unit?

1. _____
 2. _____
 3. _____

Section 3: Information about your Guide Unit

Q15 What is the general location of your Guide Unit? Country 1
 Regional town 2
 City 3

Q16 How many adult Guide Leaders are there in your Unit? _____

Q17 What do you think are the approximate ages of your Leaders?

| | Young (18 – 30) | Older (30 – 50) | Much older (over 50) |
|----------|----------------------------|----------------------------|----------------------------|
| Leader 1 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| Leader 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| Leader 3 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| Leader 4 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |
| Leader 5 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 |

Q18 Write three words to describe what kind of person your main Guide Leader is.

1. _____

2. _____

3. _____

Q19 What are the three most important skills you think a good Guide Leader should have?

1. _____

2. _____

3. _____

Q20 Do you sometimes work in Patrols or small groups in your Guide Unit? No 1 → Go to Q24
 Yes 2

Q21 Have you ever been a Patrol Leader?

Yes, I am one now 1

Yes, but not now 2

No, never 3

Q22 Have you ever been a Patrol Second / Assistant Patrol Leader?

Yes, I am one now 1

Yes, but not now 2

No, never 3

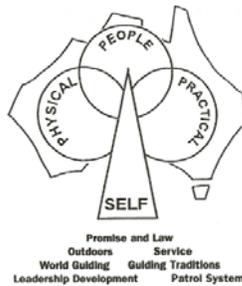
Q23 How many Patrols are there in your Unit? _____

| Q24 Please say how often the following six things happen. (Tick one box on each line to answer) | | Never | Not often | Sometimes | Most times | Always | |
|--|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | My Guide Leaders let me have fun | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | |
| | My Guide Leaders teach me cool things | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | |
| | My Guide Leaders make me feel safe | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | |
| | My Guide Leaders let me be a leader too | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | |
| | My Guide Leaders listen to what I have to say | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | |
| | My Guide Leaders help me when I need it | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | |
| Q25 If you need help or advice with Guide things, who do you talk to? (Tick all that apply) | | | | | | Adult Leader(s) | <input type="checkbox"/> 1 |
| | | | | | | Patrol Leader | <input type="checkbox"/> 2 |
| | | | | | | Patrol Second | <input type="checkbox"/> 3 |
| | | | | | | Other Guides | <input type="checkbox"/> 4 |
| | | | | | | Family members | <input type="checkbox"/> 5 |
| | | | | | | Friends | <input type="checkbox"/> 6 |
| | | | | | | No-one | <input type="checkbox"/> 7 |
| Q26 What other ways do you get information to help with Guide things? (Tick all that apply) | | | | | | Books about Guides | <input type="checkbox"/> 1 |
| | | | | | | Other books | <input type="checkbox"/> 2 |
| | | | | | | Internet | <input type="checkbox"/> 3 |
| | | | | | | School | <input type="checkbox"/> 4 |
| | | | | | | Church | <input type="checkbox"/> 5 |
| | | | | | | Other organisations | <input type="checkbox"/> 6 |

| Section 4: Activities you do at Guides | |
|---|--|
| Q27 | Of all the things that you do at your regular Guide meetings, which things do you like the best? |

| | | |
|-----|---|--|
| Q28 | Of all the things that you do at your regular Guide meetings, which things do you like the least? | |
| Q29 | Thinking of those things you don't like much, what would you change to make them better? | |
| Q30 | How would you describe your enjoyment of Guides most of the time? | Lots of fun <input type="checkbox"/> 1 Some fun <input type="checkbox"/> 2 OK <input type="checkbox"/> 3 Pretty boring <input type="checkbox"/> 4 Very boring <input type="checkbox"/> 5 |
| Q31 | Have you ever been away on camp with the Guides? | No <input type="checkbox"/> 1 → Go to Q33 Yes <input type="checkbox"/> 2 How many camps have you been on? _____ |
| Q32 | How would you describe your enjoyment of the LAST Guide camp you went on? | Lots of fun <input type="checkbox"/> 1 Some fun <input type="checkbox"/> 2 OK <input type="checkbox"/> 3 Pretty boring <input type="checkbox"/> 4 Very boring <input type="checkbox"/> 5 |
| Q33 | Who makes most of the decisions about what you will do in your Unit? | Guides <input type="checkbox"/> 1 Leaders <input type="checkbox"/> 2 Both together <input type="checkbox"/> 3 |
| Q34 | Who plans the activities in your Unit? | Guides <input type="checkbox"/> 1 Leaders <input type="checkbox"/> 2 Both together <input type="checkbox"/> 3 |
| Q35 | After an activity is completed, do you discuss how it went? | Yes <input type="checkbox"/> 1 No <input type="checkbox"/> 2 Sometimes <input type="checkbox"/> 3 |

Section 5: Australian Guide Program



The Australian Guide Program is made up of four Elements:

Physical, People, Practical, and Self

- Physical – being active, particularly in the outdoors
- People – making friends and learning about other people
- Practical – learning practical indoor and outdoor skills
- Self – challenging yourself in trying new things and improving your skills

and seven Fundamentals:

Promise and Law, Outdoors, Service, World Guiding, Guiding Traditions, Leadership Skill Development, and the Patrol System

- Keeping the **Promise and Law** by finding out about and living by them
- Enjoying the **Outdoors** by finding out about the environment and doing activities outside
- Giving **Service** by helping others in the community
- Exploring **World Guiding** by finding out about Guides in other countries
- Sharing in **Guiding Traditions** by being part of Guide ceremonies and wearing Guide uniform
- Experiencing **Leadership Skill Development** by leading activities and helping other Guides
- Participating in the **Patrol System** by being an active member of the Patrol

The next set of questions is about the use of the Elements and Fundamentals in your unit activities.

| | Q36 | | Q37 | |
|-----------|--|----------------------------|---|---|
| | At Guides, do you ever do activities related to the four Elements? | | At Guides, do you ever do activities related to the seven Fundamentals? | |
| | Yes | No | Yes | No |
| Physical | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | Promise and Law | <input type="checkbox"/> 1 <input type="checkbox"/> 2 |
| People | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | Outdoors | <input type="checkbox"/> 1 <input type="checkbox"/> 2 |
| Practical | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | Service | <input type="checkbox"/> 1 <input type="checkbox"/> 2 |
| Self | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | World Guiding | <input type="checkbox"/> 1 <input type="checkbox"/> 2 |
| | | | Guiding Traditions | <input type="checkbox"/> 1 <input type="checkbox"/> 2 |
| | | | Leadership Development | <input type="checkbox"/> 1 <input type="checkbox"/> 2 |
| | | | Patrol System | <input type="checkbox"/> 1 <input type="checkbox"/> 2 |

| | | | | | | | | | | | | | | | |
|-----|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-------|---------------|-------|--------------------|-------|------------------------|-------|---------------|-------|
| Q38 | Please show your level of enjoyment for the activities you do for each of the four Elements | Lots of fun | Some fun | OK | Pretty boring | Very boring | | | | | | | | | |
| | Physical | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | | | | | | | | | |
| | People | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | | | | | | | | | |
| | Practical | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | | | | | | | | | |
| | Self | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | | | | | | | | | |
| Q39 | Please show your level of enjoyment for the activities you do for each of the seven Fundamentals | Lots of fun | Some fun | OK | Pretty boring | Very boring | | | | | | | | | |
| | Promise and Law | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | | | | | | | | | |
| | Outdoors | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | | | | | | | | | |
| | Service | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | | | | | | | | | |
| | World Guiding | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | | | | | | | | | |
| | Guiding Traditions | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | | | | | | | | | |
| | Leadership Skill Development | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | | | | | | | | | |
| | Patrol System | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | | | | | | | | | |
| Q40 | Please number the four Elements according to how often you do them during your regular meetings. (Write 1 next to the Element you do most often, 2 for the second one, then 3, then 4 for the Element that you do least) | Physical | _____ | People | _____ | Practical | _____ | Self | _____ | | | | | | |
| Q41 | Please number the seven Fundamentals according to how often you do them during your regular meetings. (Write 1 next to the Fundamental you do most often, 2 for the second one, then 3, then 4, and so on down to 7 for the Fundamental that you do least) | Promise and Law | _____ | Outdoors | _____ | Service | _____ | World Guiding | _____ | Guiding Traditions | _____ | Leadership Development | _____ | Patrol System | _____ |

Section 6: Promise and Law

The next two questions need you to say how easy or hard it is to keep each part of the

**Guide Promise
and the
Guide Law**

in everything that you do.

Please tick one box for each part.

| Q42 | Please tick one of the boxes for each part of the Guide Promise | Really easy to keep | Fairly easy to keep | Fairly hard to keep | Really hard to keep |
|-----|---|----------------------------|----------------------------|----------------------------|----------------------------|
| | Do your best | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| | Do your duty to God | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| | Keep the laws of Australia | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| | Help other people | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| | Keep the Guide Law | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Q43 | Please tick one of the boxes for each part of the Guide Law | Really easy to keep | Fairly easy to keep | Fairly hard to keep | Really hard to keep |
| | Loyal and can be trusted | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| | Helpful | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| | Polite and considerate | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| | Friendly and a sister to all Guides | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| | Kind to animals and respects all living things | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| | Obedient | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| | Has courage and is cheerful in all difficulties | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| | Makes good use of her time | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| | Takes care of her possessions | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| | Is self controlled at all times | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

**You are almost at the end so please don't give up now.....
Only one more section to go**

| | Really agree | Agree | Don't know | Disagree | Really disagree |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Becoming a Guide has helped with things to do with my friends | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Becoming a Guide has helped me to be more confident in what I do | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Becoming a Guide has helped me believe in myself more | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Becoming a Guide has helped me think more about the people and things in the whole community | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| I think being a Guide now will help me make good decisions when I am older | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Going to Guides is like going to 'learn' things even though we aren't taught in classrooms | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| I think I'll remember what I'm doing at Guides now, even when I'm much older | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| I'm glad I became a Guide | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| I think I'll be a Guide for a long time | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Thank you for taking the time to answer the questions.

Now complete the challenge by placing the questionnaire in the supplied envelope and posting it to Curtin University of Technology along with the consent form that your parent has signed.

APPENDIX D

Documents and Questionnaire sent to Parents of Youth Members

Dear Parents,

This letter is sent to you with one from Jenny Lalor who is a Leader and Advanced Skills Trainer with Girl Guides Western Australia. Jenny is also a member of staff at Curtin University of Technology in Western Australia and has recently commenced her PhD studies focusing on youth participation in a volunteer organisation that provides non formal education, and the programs offered by that organisation.

The Board of Girl Guides Australia has agreed that youth members and their parents may be approached by Jenny to participate in this study as part of her PhD research. Jenny is doing the work in a voluntary capacity.

The questionnaires have been sent by Curtin to your Unit Leader with instruction to distribute them to families within that Unit. Your package contains a questionnaire for your daughter to complete, one for you to complete and a consent form that you need to sign. You are requested to return your completed papers to Curtin in the reply paid envelope provided. I draw your attention to Jenny's comments regarding privacy and confidentiality in the Consent information enclosed in this package.

On behalf of the Board of Girl Guides Australia, I ask for your support in completing the questionnaires provided, and returning them to Jenny as soon as possible. Only through surveys such as these can the program offered by Girl Guides Australia be evaluated to gain a greater understanding of the expectations of members and their families. In turn, the findings will help Girl Guides Australia understand the perceptions of, and the degree of participation in, the Australian Guide Program so that we can continue to meet the needs of our Guides and Leaders, and provide programs that help girls and young women become confident, self respecting, responsible community members.

Thank you for your assistance.



Lynne Price
Chief Commissioner

Dear Parents,

The Board of Girl Guides Australia has agreed to participate in my research which focuses on the Girl Guides Australia organisation and members' participation in the program that it offers. I am conducting the research for my Doctoral studies at Curtin University of Technology. A letter from the Chief Commissioner supporting my work is enclosed. The project needs both youth and adult members, and parents of youth members Australia wide, to complete a questionnaire and return it directly to Curtin University of Technology. Consequently you have been given a questionnaire for your daughter to complete and one for you to complete. Also enclosed is a Consent Form which needs to be signed giving me permission to use the responses to the questionnaires in my study.

Whilst every effort has been made to present a questionnaire that youth members can complete by themselves, the same document has been sent to all of the girls regardless of age and so some parental assistance may be needed for the younger ones to fully understand or answer the questions. Please help your daughter should the need arise.

Participation in the study is completely voluntary. Names of participants will not be recorded with their responses, nor will they be reported to Girl Guides Australia. The written thesis will only contain summarised information collected from the questionnaires

The benefits of your participation in the study are that Girl Guides Australia will be able to take the findings into account when considering future planning. Also, the advantages of taking part in programs such as those offered by Girl Guides Australia can be assessed and promoted, and other voluntary organisations will have a basis for decision making and studies of their own. The risks associated with participation are minimal, since the survey is voluntary, confidential, and will only take about 15 minutes of your time. However, if there are any questions which you or your daughter would prefer not to complete, please feel free to omit these from your responses.

When the study is completed, the information sheets and electronic databases will be stored in a secure area at Curtin for a period of five years after which time they will be destroyed. The complete set of information will be analysed and published as an academic thesis; and in relevant journals. Individual participants' names, personal details, and responses will never be included in this work.

If you are happy for your family to be included in this study, please complete the enclosed Consent Form, and Questionnaires and return them to me in the reply paid envelope before May 30th 2008. Please send your consent form in the same envelope as the questionnaire, being assured that they will be separated upon receipt to ensure confidentiality. Your participation will be greatly appreciated.

If you have any questions about this study, please telephone me on (08) 9266 2821 or email me on j.lalor@curtin.edu.au and I will be happy to provide further information. You may also contact my Supervisor, Associate Professor Heather Jenkins, at Curtin University of Technology, on (08) 9266 2178 or h.jenkins@curtin.edu.au, or the Secretary of the Curtin Human Research Ethics, Committee, Ms Linda Teasdale on (08) 9266 2784.

This study has been approved by the Curtin University of Technology Ethics' Committee (Ref. No: SMEC 20070024) and also by the Board of Girl Guides Australia. Thank you for your consideration.

Yours sincerely

Jennifer Lalor

PARENTAL CONSENT FORM

Project Title: “Helping girls and young women grow into confident, self-respecting, responsible community members” A case Study of Girl Guides Australia.

I have been informed of and understand the purposes of the study.

I have been given the opportunity to ask questions.

I understand that I can withdraw at any time without prejudice.

I understand that any information which might potentially identify me will not be used in published material.

I agree to participate in the study as outlined to me.

Parent’s name: _____

Parent’s signature: _____ Date: _____

Please return this signed form in the reply paid envelope supplied along with your Parent Questionnaire and the Youth Member Questionnaire. Thank you for your assistance and cooperation with this project. It is very much appreciated.

Questionnaire for Parents of Australian Girl Guides

Please answer each of the questions by placing a tick (✓) in the appropriate box when only one answer is required, or in the appropriate boxes when more than one answer can be given. Sometimes you will be asked to answer by writing on a line in or in the space provided.

The instructions to the Guide Leader, when she was asked to distribute these surveys, was to give a Parent questionnaire AND one Youth member questionnaire to a sample of families in her Unit. If you have more than one daughter in Guides, please ensure that you answer the following questions in relation to the SAME child who is filling in the Youth Member Questionnaire.

You are invited to use the final section to make any comments about issues not raised in this questionnaire, or to provide information about your other daughter(s) who are currently in Guides and those have been in Guides in the past.

| Section 1: General background information | | |
|--|---|---|
| Q1 | Which Australian State do you live in? | <div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> NSW or ACT Northern Territory Queensland South Australia Tasmania Victoria Western Australia </div> <div style="width: 15%;"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 </div> </div> |
| Q2 | How old is your daughter? | _____ |
| Q3 | For approximately how many years has your daughter been a Guide? | _____ years |
| Q4 | Has your daughter always been with her current Guide Unit? | Yes <input type="checkbox"/> 1 → Go to Q6 No <input type="checkbox"/> 2 |
| Q5 | Why did she change to this Guide Unit? | |
| Q6 | Has any other member of your extended family been involved with Guides or Scouts prior to your daughter joining Guides? | No <input type="checkbox"/> 1 → Go to Q9 Yes <input type="checkbox"/> 2 |

| | |
|--|--|
| <p>The following two questions ask about the role that family member had in Guides or Scouts (Q7), and what relation that person is to your daughter (Q8), for example brother, mother, cousin etc.</p> <p>Please tick any appropriate boxes for Q7 and write the relationship on the corresponding line for Q8.</p> | |
| Q7 | Q8 |
| What role did that family member have in Guides or Scouts? | What relationship is that person to your daughter? |
| Guide youth member <input type="checkbox"/> 1 Scout youth member <input type="checkbox"/> 2 Qualified Guide Leader <input type="checkbox"/> 3 Qualified Scout Leader <input type="checkbox"/> 4 Guide parent helper <input type="checkbox"/> 5 Scout parent helper <input type="checkbox"/> 6 Guide office bearer <input type="checkbox"/> 7 Scout office bearer <input type="checkbox"/> 8 | _____ _____ _____ _____ _____ _____ _____ |
| Q9 What is the name of the town or city where your daughter's usual Guide meetings are held? (Please also give the postcode if you know it) | City / town _____ Postcode _____ |
| Q10 Approximately how many girls are there in your daughter's Unit? | _____ |
| Q11 What is the age range of the girls in the Unit? (Please approximate if you are not sure) | Youngest _____ Oldest _____ |
| Q12 How many adult Guide Leaders are there in the Unit? | _____ |
| Q13 What do you think are the approximate ages of the Guide Leaders? | |
| | Young (18 – 30) Older (30 – 50) Much older (over 50) |
| Leader 1 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| Leader 2 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| Leader 3 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| Leader 4 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| Leader 5 | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |

Section 2: Your daughter and Guides

Please indicate for each of the following statements how you perceive your daughter has responded to her involvement in Guides.

| Q16 My daughter: | Strongly disagree | Disagree | Neither / neutral | Agree | Strongly agree |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| .. enjoys the regular Guide meetings | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| .. enjoys going on Guide camps | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| .. talks about Guides at home | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| .. talks about Guides to her friends | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| .. encourages her friends to join | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| .. likes to wear her Guide uniform | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| .. has learned new skills at Guides | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| .. has developed personally through Guides | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Section 3: Your daughter's Guide Leaders

Please indicate for each of the following statements how you perceive the actions of the Unit adult leadership team.

| Q17 The team of Guide Leaders: | Strongly disagree | Disagree | Neither / neutral | Agree | Strongly agree |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| .. maintain a safe environment at Guides | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| .. keep parents well informed | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| .. encourage my daughter to participate in all activities | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| .. give my daughter opportunities to participate in decision making | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| .. give my daughter opportunities to lead games | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| .. give my daughter opportunities to lead activities | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| .. encourage parents to participate at meetings | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| .. encourage parents to participate at camp | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Section 4: Perception of the Program for Youth members offered by Guides Australia

The Mission statement of Guides Australia is:

**“Helping girls and young women
grow into confident, self respecting, responsible community members”**

| Q18 | Please respond to the following three statements using these categories | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|-----|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | Participation in the Australian Guide Program, generally, has helped my daughter become more self confident | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Participation in the Australian Guide Program, generally, has helped my daughter become more self respecting | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Participation in the Australian Guide Program, generally, has helped my daughter become more responsible | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Q19 | Please tick each of the following five statements using these categories: | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
| | Becoming a Guide has helped my daughter with things at school | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Becoming a Guide has helped my daughter with things at home | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Becoming a Guide has helped my daughter with things to do with her friends | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Becoming a Guide has helped my daughter think more about the whole community environment | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Being a Guide now will stand her in good stead for her future | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Section 5: General Comments

Q20 In your opinion, what has been the best thing about Guides for the daughter to whom this questionnaire relates?

Q21 What changes / improvements, if any, would you like to make to Girl Guides Australia or the program of activities that it offers?

Q22 Please use this space if you wish to make any comments pertaining to the experiences of any other daughters currently in Girl Guides.

Q23 Please use this space, if you wish, to make any comments pertaining to the experiences of any daughters who have been in Girl Guides in the past but who have now left. Please include their reason for leaving.

Thank you for taking the time to answer the questions.

Now please complete the challenge by placing the questionnaire in the supplied envelope and posting it to Curtin University of Technology along with the signed consent form.

APPENDIX E

Documents and Questionnaire sent to Trainers

Dear Trainers,

This letter is sent to you with one from Jenny Lalor who is a Leader and Advanced Skills Trainer with Guides Western Australia. Jenny is also a tutor in data analysis at Curtin University of Technology in Western Australia and has recently commenced her PhD studies focusing on the characteristics of an effective Leader in a volunteer organisation that provides non formal education, and the programs offered by that organisation.

The Australian Adult Leadership Program (AALP) is accredited with the World Association of Girl Guides and Girl Scouts. As a Member Organisation of WAGGGS, Guides Australia is required to conduct regular reviews of our training programs for adults to maintain this accreditation.

The Board of Guides Australia has agreed that there is to be a review of both the AALP and the ATTP (Australian Trainers Training Program) in 2007 and has further agreed that Jenny Lalor will conduct this project as a part of her PhD research, in a voluntary capacity.

Curtin University of Technology is also supporting Guides Australia by accepting the costs involved in the distribution of this survey as part of the funding made available to postgraduate research students. Hence the questionnaire forms have been sent by Curtin and you are requested to return your completed questionnaire to there. I draw your attention to Jenny's comments regarding privacy and confidentiality in the Consent information enclosed in this package.

On behalf of the Board of Guides Australia, I ask for your support in completing the questionnaire provided, and returning to Jenny as soon as possible. Only through surveys such as these can we gain a greater understanding of the challenges our Leaders face so that we can continue to meet the needs of our Guides and Leaders, and provide programs that help girls and young women become confident, self respecting, responsible community members.

Thank you for your assistance.

Yours in Guiding



Lynne Price
Chief Commissioner

Dear Trainer,

The Board of Guides Australia has agreed to participate in my research which focuses on the Guides Australia organisation and members' participation in the program that Guides Australia offers. I am conducting the research for my Doctoral studies at Curtin University of Technology. A letter from the Chief Commissioner supporting my work is enclosed. The project needs both youth and adult members, and parents of youth members Australia wide, to complete a questionnaire and return it directly to Curtin University of Technology. Focus groups will also be held which will allow participants to discuss their thoughts and ideas in a more open way than completing a questionnaire might allow.

Participation in the study is completely voluntary. Names of participants will not be recorded with their responses, nor will they be reported to Guides Australia. The written reports and thesis will only contain summarized information collected from the questionnaires, and any quotes used from the focus groups will have names changed to preserve anonymity.

The benefits of your participation in the study are that Guides Australia will be able to take the findings into account when considering future planning. Also, the advantages of taking part in programs such as those offered by Guides Australia can be assessed and promoted, and other voluntary organisations will have a basis for decision making and studies of their own. The risks associated with participation are minimal, since the survey is voluntary, confidential, and will only take about 15 minutes of your time. However, if there are any questions which you would prefer not to complete, please feel free to omit these from your responses

When the study is completed, the information sheets and electronic databases will be stored in a secure area at Curtin for a period of five years after which time they will be destroyed. The complete set of information will be analysed and published as an academic thesis, in reports to Guides Australia, and in relevant journals. Individual participants' names, personal details, and responses will never be included in this work.

If you are happy to be included in this study, please complete the enclosed Consent Form, and Questionnaire and return them to me in the reply paid envelopes before October 31st 2007. You may send your consent form in the same envelope as the questionnaire if you wish, being assured that they will be separated upon receipt to ensure confidentiality. Your participation will be greatly appreciated.

If you have any questions about this study, please telephone me on (08) 9266 2821 or email me on j.lalor@curtin.edu.au and I will be happy to provide further information. You may also contact my Supervisor, Associate Professor Heather Jenkins, at Curtin University of Technology, on (08) 9266 2178 or h.jenkins@curtin.edu.au, or the Secretary of the Curtin Human Research Ethics, Committee, Ms Linda Teasdale on (08) 9266 2784.

This study has been approved by the Curtin University of Technology Ethics' Committee (Ref. No: SMEC 20070024) and also by the Board of Guides Australia. Thank you for your consideration.

Yours sincerely

Jennifer Lalor

CONSENT FORM

Project Title: “Helping girls and young women grow into confident, self-respecting, responsible community members” A case Study of Girl Guides Australia.

I have been informed of and understand the purposes of the study.

I have been given the opportunity to ask questions.

I understand that I can withdraw at any time without prejudice.

I understand that any information which might potentially identify me will not be used in published material.

I agree to participate in the study as outlined to me.

Trainer's name: _____

Trainer's signature: _____ Date: _____

Please return this signed form in the reply paid envelope supplied. Thank you for your assistance and cooperation with this project. It is very much appreciated.

Questionnaire for Trainers within Guides Australia

Please answer each of the questions by placing a tick (✓) in the appropriate box when only one answer is required, or in the appropriate boxes when more than one answer can be given, or by writing your response in the space provided.

Some questions will ask for your perceived response to a statement. The possible answers will be: *Strongly Disagree* (SD), *Disagree* (D), *Neutral / Undecided* (N), *Agree* (A), or *Strongly Agree* (SA). There are no right or wrong answers. Please respond in the way that reflects your personal opinion.

| Section 1: General background information | | |
|---|--|---|
| Q1 | Which Australian State do you live in? | <div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> NSW or ACT Northern Territory Queensland South Australia Tasmania Victoria Western Australia </div> <div style="width: 15%;"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 </div> </div> |
| Q2 | How old are you? | _____ years |
| Q3 | What is your current employment situation outside of Guiding? (Tick all that apply) | <div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> Employed full time Employed part time Home duties Student Other </div> <div style="width: 15%;"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 </div> </div> |
| Q4 | In what year did you complete your first leadership qualification / warrant? | _____ |
| Q5 | Were you a youth member of Guides? | <div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> Yes, in Australia Yes, overseas No </div> <div style="width: 15%;"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 </div> </div> |
| Q6 | What leadership positions do you currently hold? (Tick all that apply) | <div style="display: flex; justify-content: space-between;"> <div style="width: 80%;"> Leader of Youth Leader of Adults Resource Leader </div> <div style="width: 15%;"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 </div> </div> |

Section 2: Experience as part of a Training Team

| | | |
|-----|--|--|
| Q7 | What is the highest level you have completed in the Australian Trainers' Training program (ATTP)? | Level 1 <input type="checkbox"/> 1 Level 2 <input type="checkbox"/> 2 Level 3 <input type="checkbox"/> 3 Level 4 <input type="checkbox"/> 4 Level 5 <input type="checkbox"/> 5 |
| Q8 | What progress are you making towards achieving the next level of the ATTP? | Just started <input type="checkbox"/> 1 Less than half way <input type="checkbox"/> 2 More than half way <input type="checkbox"/> 3 Nearly completed <input type="checkbox"/> 4 No wish to go further <input type="checkbox"/> 5 |
| Q9 | Were you a Trainer with Guides before the competency based approach to training was implemented with the current ATTP? | Yes <input type="checkbox"/> 1 No <input type="checkbox"/> 2 |
| Q10 | How many years have you been part of your State Training Team (at any level)? | _____ years |
| Q11 | How many training courses have you been part of the training team for in the last 2 years? (Please approximate if you are unsure) | Leadership Development _____ Leadership Qualification _____ Guiding Partner _____ Further Development modules _____ Outdoor skills _____ Camping _____ Training for Trainers _____ Other _____ |
| Q12 | Have you encountered problems as a Trainer in assisting Leaders to develop the necessary competencies required by the AALP? | Yes definitely <input type="checkbox"/> 1 Yes sometimes <input type="checkbox"/> 2 No <input type="checkbox"/> 3 → Go to Q14 |
| Q13 | Briefly describe any problems encountered: | |

| | | | | | | | | | |
|---|---|----------|-------|--------|-------|-----------|-------|------|-------|
| <p>Q14 Please rank the four Elements of the Australian Guide Program according to frequency of use in the training courses that you have helped deliver. (Rank 1 for the most used to 4 for the least used)</p> | <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">Physical</td><td style="width: 20%; text-align: right;">_____</td></tr> <tr><td>People</td><td style="text-align: right;">_____</td></tr> <tr><td>Practical</td><td style="text-align: right;">_____</td></tr> <tr><td>Self</td><td style="text-align: right;">_____</td></tr> </table> | Physical | _____ | People | _____ | Practical | _____ | Self | _____ |
| Physical | _____ | | | | | | | | |
| People | _____ | | | | | | | | |
| Practical | _____ | | | | | | | | |
| Self | _____ | | | | | | | | |

| | | | | | | | | | | | | | | | | | |
|--|---|-----------------|-------|----------|-------|---------|-------|---------------|-------|--------------------|-------|------------|-------|-------------|-------|---------------|-------|
| <p>Q15 Please rank the seven Fundamentals of the Australian Guide Program according to frequency of use in the training courses that you have helped deliver. (Rank 1 for the most used to 7 for the least used)</p> | <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">Promise and Law</td><td style="width: 20%; text-align: right;">_____</td></tr> <tr><td>Outdoors</td><td style="text-align: right;">_____</td></tr> <tr><td>Service</td><td style="text-align: right;">_____</td></tr> <tr><td>World Guiding</td><td style="text-align: right;">_____</td></tr> <tr><td>Guiding Traditions</td><td style="text-align: right;">_____</td></tr> <tr><td>Leadership</td><td style="text-align: right;">_____</td></tr> <tr><td>Development</td><td style="text-align: right;">_____</td></tr> <tr><td>Patrol System</td><td style="text-align: right;">_____</td></tr> </table> | Promise and Law | _____ | Outdoors | _____ | Service | _____ | World Guiding | _____ | Guiding Traditions | _____ | Leadership | _____ | Development | _____ | Patrol System | _____ |
| Promise and Law | _____ | | | | | | | | | | | | | | | | |
| Outdoors | _____ | | | | | | | | | | | | | | | | |
| Service | _____ | | | | | | | | | | | | | | | | |
| World Guiding | _____ | | | | | | | | | | | | | | | | |
| Guiding Traditions | _____ | | | | | | | | | | | | | | | | |
| Leadership | _____ | | | | | | | | | | | | | | | | |
| Development | _____ | | | | | | | | | | | | | | | | |
| Patrol System | _____ | | | | | | | | | | | | | | | | |

| |
|--|
| Section 3: Perceptions of the Australian Trainers' Training Program |
|--|

| | SD | D | N | A | SA |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <p>Q16 Please respond to the following seven statements using these categories</p> | | | | | |
| <p>It is necessary and appropriate to include <i>trainer development</i> modules at each of the five levels of the ATTP</p> | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <p>It is necessary and appropriate to include <i>training session</i> modules as part of the levels of the ATTP</p> | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <p>It is necessary and appropriate to include <i>training course</i> modules as part of the levels of the ATTP</p> | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <p>It is necessary and appropriate to include <i>training resource</i> modules as part of the levels of the ATTP</p> | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <p>It is necessary and appropriate to include <i>training policy</i> modules as part of the levels of the ATTP</p> | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <p>It is necessary and appropriate to include <i>tutoring and assessing</i> modules as part of the levels of the ATTP</p> | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| <p>It is necessary and appropriate to include <i>training Trainers</i> modules as part of the levels of the ATTP</p> | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

| | |
|---|--|
| <p>Q17 Please rank the nine aspects of the WAGGGS Girl Guide/Girl Scout Method according to frequency of use in the training courses that you have helped deliver. (Rank 1 for the most used to 9 for the least used)</p> | <p>Commitment through Promise and Law _____ The Patrol System _____ Learning by doing _____ Progressive self development _____ Symbolism _____ Active cooperation between youth & adults _____ Outdoor activities _____ Service in the community _____ International experiences _____</p> |
| <p>Q18 Please respond to the following seven statements using these categories</p> | <p>SD D N A SA</p> |
| <p>Advancement through the ATTP levels appropriately recognises enhanced skills in the area of <i>trainer development</i></p> | <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> |
| <p>Advancement through the ATTP levels appropriately recognises enhanced skills in <i>training session</i> delivery</p> | <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> |
| <p>Advancement through the ATTP levels appropriately recognises enhanced skills in <i>training course</i> delivery</p> | <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> |
| <p>Advancement through the ATTP levels appropriately recognises enhanced skills in <i>training resource</i> production</p> | <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> |
| <p>Advancement through the ATTP levels appropriately recognises enhanced skills in <i>training policy</i> development</p> | <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> |
| <p>Advancement through the ATTP levels appropriately recognises enhanced skills in the area of <i>tutoring and assessment</i></p> | <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> |
| <p>Advancement through the ATTP levels appropriately recognises enhanced skills in the area of providing <i>training for Trainers</i></p> | <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> |

| | | | | | | |
|-----|--|---|----------------------------|----------------------------|----------------------------|----------------------------|
| Q19 | Please respond to the following four statements using these categories | SD | D | N | A | SA |
| | Skills acquired for a role as a Trainer can also be used in the workforce. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Skills acquired for a role as a Trainer can also be useful if undertaking studies in the vocational education and training sector (such as at TAFE or a RTO) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Skills acquired for a role as a Trainer can also be useful if undertaking studies in the university sector | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Participation in the ATTP provides a means of personal development | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Q20 | If you have found being a Trainer useful in your working or study life, please briefly explain how: | | | | | |
| Q21 | Are you aware of the requirement for Trainers to undertake the appraisal process every three years? | Yes <input type="checkbox"/> 1 No <input type="checkbox"/> 2 → Go to Q23 | | | | |
| Q22 | Please respond to the following three statements using these categories | SD | D | N | A | SA |
| | Appraisal of the appointment of Trainers is an effective way of maintaining the standard of training delivered | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Appraisal of the appointment of Trainers is an effective way of ensuring the implementation of the AALP for adult members | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Appraisal of the appointment of Trainers is an effective way of ensuring the further development of training skills through the ATTP | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Section 4: Training and Resources available for Trainers

| | | |
|--|--|--|
| <p>Q23 Have you used any written resources / materials to assist you in your role as a Trainer with Guides Australia? (Tick all that apply)</p> | <p>No <input type="checkbox"/> 1 → Go to Q25</p> <p>Yes, Guide materials <input type="checkbox"/> 2</p> <p>Yes, non-Guide materials <input type="checkbox"/> 3</p> | |
| <p>Q24 Please respond to the following two statements using these categories</p> | <p>SD D N A SA</p> | |
| <p>The Guide resources were effective in helping develop training skills</p> | <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> | |
| <p>The non-Guide resources were effective in helping develop training skills</p> | <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> | |
| <p>Q25 Have you undertaken any training to assist you in your role as a Trainer with Guides Australia? (Tick all that apply)</p> | <p>No <input type="checkbox"/> 1 → Go to Q27</p> <p>Yes, within Guides <input type="checkbox"/> 2</p> <p>Yes, external to Guides <input type="checkbox"/> 3</p> | |
| <p>Q26 Please respond to the following two statements using these categories</p> | <p>SD D N A SA</p> | |
| <p>The training received within Guides was effective in helping develop necessary training skills</p> | <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> | |
| <p>The training received external to Guides was effective in helping develop necessary training skills</p> | <p><input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5</p> | |
| <p>Q27 Which of these sources have been of help or benefit to you whilst fulfilling your role as a member of a training team? (Tick all that apply)</p> | <p>Training Partner <input type="checkbox"/> 1</p> <p>State Training Adviser <input type="checkbox"/> 2</p> <p>Helping deliver training courses <input type="checkbox"/> 3</p> <p>Other experienced Trainers <input type="checkbox"/> 4</p> <p>Others <input type="checkbox"/> 5</p> <p>None of the above <input type="checkbox"/> 6</p> | |

Section 5: Training Partners

| | | |
|---|---|--|
| <p>Q28 Do you have a Training Partner?</p> | <p>No, have never had one <input type="checkbox"/> 1 → Go to Q30</p> <p>Yes, but not currently <input type="checkbox"/> 2</p> <p>Yes, have one now <input type="checkbox"/> 3</p> | |
|---|---|--|

| Q29 | Please respond to the following three statements using these categories | SD | D | N | A | SA |
|-----|--|--|----------------------------|--|----------------------------|--|
| | The mentoring / support provided by a Training Partner is effective in assisting Trainers to develop their skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Assessment of skills by a Training Partner is an effective way of ensuring that Trainers have the necessary skills to carry out their training role | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Assessment of ATTP modules by a Training Partner ensures that Trainers have the skills to assist adult Leaders implement the AALP in their leadership role | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Q30 | Does the ATTP allow fair process of Recognition of Current Competencies (RCC) or Prior Learning (RPL) when Leaders first undertake a training role? | Yes definitely Yes sometimes No | | | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| Q31 | Are you a Training Partner? | No, never have been Yes, but not currently Yes, am one now | | <input type="checkbox"/> 1 → Go to Q34 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | | |
| Q32 | Have you ever been the recipient of training for your role as a Training Partner? | Yes No | | <input type="checkbox"/> 1 <input type="checkbox"/> 2 → Go to Q34 | | |
| Q33 | Please respond to the following five statements using these categories | SD | D | N | A | SA |
| | The training provided for Training Partners is effective in assisting them to develop their mentoring skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | The training provided for Training Partners is effective in assisting them to develop their assessment skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Completing some or all of the tutoring and assessing modules (TA1, TA2, TA3) is effective in assisting Training Partners to develop mentoring skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Completing some or all of the tutoring and assessing modules (TA1, TA2, TA3) is effective in assisting Training Partners to develop assessment skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

| |
|---|
| Completing the functions of a Training Partner has assisted me in my own role as a Trainer <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |
|---|

Section 6: General comments on the ATTP (*Trainer's Journal*)

Q34 The most useful areas of the ATTP for me:

Q35 My suggestions for improvements to the ATTP (including support provided):

Q36 What I enjoy most about doing the ATTP:

Section 7: Perception of the Program for Adults offered by Guides Australia

| Q37 | | SD | D | N | A | SA |
|-----|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| | Please respond to the following two statements using these categories | | | | | |
| | Skills acquired by Leaders participating in the AALP can also be used in the workforce. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Participation in the AALP provides a means of personal development for Leaders | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Q38 | Do you consider that participation in the AALP provides any form of education? | Yes definitely | <input type="checkbox"/> 1 | Yes sometimes | <input type="checkbox"/> 2 | No |
| | | | <input type="checkbox"/> 3 | → Go to Q40 | | |

Q39 If you answered ‘Yes’ to Q38, what can participants learn while undertaking the AALP?

Section 8: Perception of the Program for Youth members offered by Guides Australia

The Mission statement of Guides Australia is:

**“Helping girls and young women
grow into confident, self respecting, responsible community members”**

Q40 Please respond to the following four statements using these categories **SD D N A SA**

| | | | | | | |
|--|-----------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Each of these four Elements of the Australian Guide Program contributes to Guides Australia achieving its mission statement: | Physical | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | People | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Practical | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Self | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Q41 Please respond to the following seven statements using these categories **SD D N A SA**

| | | | | | | |
|---|------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Each of the seven Fundamentals of the Australian Guide Program contributes to Guides Australia achieving its mission statement: | Promise and Law | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Outdoors | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Service | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | World Guiding | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Guiding Traditions | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Leadership Development | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Patrol System | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Q42 Participation in the AGP helps youth members achieve the mission statement 1 2 3 4 5

| | |
|--|---|
| Q43 Do you consider that participation in the AGP provides any form of education? | Yes definitely <input type="checkbox"/> 1 |
| | Yes sometimes <input type="checkbox"/> 2 |
| | No <input type="checkbox"/> 3 → Go to end |
| Q44 If you answered 'Yes' to Q43, what can participants learn while undertaking the AGP? | |

Thank you for taking the time to answer the questions.

Now complete the challenge by placing the questionnaire in the supplied envelope and posting it to Curtin University of Technology along with your signed consent form.

APPENDIX F

Documents and Questionnaire sent to Leaders

Dear Leaders,

This letter is sent to you requesting your assistance with a study being conducted by Jenny Lalor into Girl Guides Australia and the program that it offers to its members. Jenny is a Leader and Advanced Skills Trainer with Guides Western Australia, and is also a member of staff at Curtin University of Technology in Western Australia. She has recently commenced her PhD studies at Curtin focusing on the benefits of participation in a volunteer organisation that provides non formal education.

With the support of the Board of Guides Australia, Jenny distributed questionnaires to Trainers and to a sample of Leaders at the end of 2007. The Board also agreed that youth members and their parents may be approached by Jenny to participate in this study and that is what the enclosed material concerns.

Accompanying this letter you will find three envelopes, each one containing two questionnaires – one for a youth member to complete and one for her parents – a Parental Consent Form, and a reply paid envelope. You are requested to give the envelopes, along with the contents, to any three of the families in your Unit. You are not required to play any further part in their completion or return posting. If you are not currently a Unit Leader but have access to an active Unit, please hand the entire package to a Leader there and ask her to distribute the material. The same questionnaires are being sent to youth members regardless of their age, so all Units are eligible to participate.

On behalf of the Board of Girl Guides Australia, I ask for your support in distributing the envelopes as soon as possible. Only through surveys such as these can the program offered by Girl Guides Australia be evaluated to gain a greater understanding of the expectations of members and their families. In turn, the findings will help Girl Guides Australia understand the perceptions of, and the degree of participation in, the Australian Guide Program so that we can continue to meet the needs of our Guides and Leaders, and provide programs that help girls and young women become confident, self respecting, responsible community members.

Thank you for your assistance.

Yours in Guiding



Lynne Price
Chief Commissioner

Dear Leader,

The Board of Guides Australia has agreed to participate in my research which focuses on the Guides Australia organisation and members' participation in the program that Guides Australia offers. I am conducting the research for my Doctoral studies at Curtin University of Technology. A letter from the Chief Commissioner supporting my work is enclosed. The project needs both youth and adult members, and parents of youth members Australia wide, to complete a questionnaire and return it directly to Curtin University of Technology. Focus groups will also be held which will allow participants to discuss their thoughts and ideas in a more open way than completing a questionnaire might allow.

Participation in the study is completely voluntary. Names of participants will not be recorded with their responses, nor will they be reported to Guides Australia. The written reports and thesis will only contain summarized information collected from the questionnaires, and any quotes used from the focus groups will have names changed to preserve anonymity.

The benefits of your participation in the study are that Guides Australia will be able to take the findings into account when considering future planning. Also, the advantages of taking part in programs such as those offered by Guides Australia can be assessed and promoted, and other voluntary organisations will have a basis for decision making and studies of their own. The risks associated with participation are minimal, since the survey is voluntary, confidential, and will only take about 15 minutes of your time. However, if there are any questions which you would prefer not to complete, please feel free to omit these from your responses.

When the study is completed, the information sheets and electronic databases will be stored in a secure area at Curtin for a period of five years after which time they will be destroyed. The complete set of information will be analysed and published as an academic thesis; in reports to Guides Australia; and in relevant journals. Individual participants' names, personal details, and responses will never be included in this work.

If you are happy to be included in this study, please complete the enclosed Consent Form, and Questionnaire and return them to me in the reply paid envelope before October 31st 2007. You may send your consent form in the same envelope as the questionnaire if you wish, being assured that they will be separated upon receipt to ensure confidentiality. Your participation will be greatly appreciated.

If you have any questions about this study, please telephone me on (08) 9266 2821 or email me on j.lalor@curtin.edu.au and I will be happy to provide further information. You may also contact my Supervisor, Associate Professor Heather Jenkins, at Curtin University of Technology, on (08) 9266 2178 or h.jenkins@curtin.edu.au, or the Secretary of the Curtin Human Research Ethics, Committee, Ms Linda Teasdale on (08) 9266 2784.

This study has been approved by the Curtin University of Technology Ethics' Committee (Ref. No: SMEC 20070024) and also by the Board of Guides Australia. Thank you for your consideration.

Yours sincerely

Jennifer Lalor

CONSENT FORM

Project Title: “Helping girls and young women grow into confident, self-respecting, responsible community members” A case Study of Girl Guides Australia.

I have been informed of and understand the purposes of the study.

I have been given the opportunity to ask questions.

I understand that I can withdraw at any time without prejudice.

I understand that any information which might potentially identify me will not be used in published material.

I agree to participate in the study as outlined to me.

Leader’s name: _____

Leader’s signature: _____ Date: _____

Please return this signed form in the reply paid envelope supplied. Thank you for your assistance and cooperation with this project. It is very much appreciated.

Questionnaire for Leaders within Guides Australia

Please answer each of the questions by placing a tick (✓) in the appropriate box when only one answer is required, or in the appropriate boxes when more than one answer can be given, or by writing your response in the space provided.

Some questions will ask for your perceived response to a statement. The possible answers will be: *Strongly Disagree* (SD), *Disagree* (D), *Neutral / Undecided* (N), *Agree* (A), or *Strongly Agree* (SA). There are no right or wrong answers. Please respond in the way that reflects your personal opinion.

In case you are unsure about the definitions of some Guiding terminology abbreviations, they are:

- GA Guiding Awareness modules in the *Leaders' Journal (Part One)*
- LD Leadership Development modules in the *Leaders' Journal (Part One)*
- LQ Leadership Qualification modules in the *Leaders' Journal (Part One)*
- FD Further Development modules in the *Leaders' Journal (Part Two)*
- AALP Australian Adult Leadership Program (as set out in the *Leaders' Journal*)
- AGP Australian Guide Program

| Section 1: General background information | | | | | | | | | | | | | | |
|---|---|--|------------------------|----------------------------|-----------------------------|----------------------------|-------------------------------|----------------------------|----------------------------------|----------------------------|-------------------------|----------------------------|-----------|----------------------------|
| Q1 | How old are you? _____ years | | | | | | | | | | | | | |
| Q2 | What is your current employment situation outside of Guiding? (Tick all that apply) | <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 5px;">Employed full time</td> <td style="text-align: right; padding: 2px 5px;"><input type="checkbox"/> 1</td> </tr> <tr> <td style="padding: 2px 5px;">Employed part time</td> <td style="text-align: right; padding: 2px 5px;"><input type="checkbox"/> 2</td> </tr> <tr> <td style="padding: 2px 5px;">Home duties</td> <td style="text-align: right; padding: 2px 5px;"><input type="checkbox"/> 3</td> </tr> <tr> <td style="padding: 2px 5px;">Student</td> <td style="text-align: right; padding: 2px 5px;"><input type="checkbox"/> 4</td> </tr> <tr> <td style="padding: 2px 5px;">Other</td> <td style="text-align: right; padding: 2px 5px;"><input type="checkbox"/> 5</td> </tr> </table> | Employed full time | <input type="checkbox"/> 1 | Employed part time | <input type="checkbox"/> 2 | Home duties | <input type="checkbox"/> 3 | Student | <input type="checkbox"/> 4 | Other | <input type="checkbox"/> 5 | | |
| Employed full time | <input type="checkbox"/> 1 | | | | | | | | | | | | | |
| Employed part time | <input type="checkbox"/> 2 | | | | | | | | | | | | | |
| Home duties | <input type="checkbox"/> 3 | | | | | | | | | | | | | |
| Student | <input type="checkbox"/> 4 | | | | | | | | | | | | | |
| Other | <input type="checkbox"/> 5 | | | | | | | | | | | | | |
| Q3 | In what year did you complete your first leadership qualification / warrant? _____ | | | | | | | | | | | | | |
| Q4 | Were you a youth member of Guides? | <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 5px;">Yes, in Australia</td> <td style="text-align: right; padding: 2px 5px;"><input type="checkbox"/> 1</td> </tr> <tr> <td style="padding: 2px 5px;">Yes, overseas</td> <td style="text-align: right; padding: 2px 5px;"><input type="checkbox"/> 2</td> </tr> <tr> <td style="padding: 2px 5px;">No</td> <td style="text-align: right; padding: 2px 5px;"><input type="checkbox"/> 3</td> </tr> </table> | Yes, in Australia | <input type="checkbox"/> 1 | Yes, overseas | <input type="checkbox"/> 2 | No | <input type="checkbox"/> 3 | | | | | | |
| Yes, in Australia | <input type="checkbox"/> 1 | | | | | | | | | | | | | |
| Yes, overseas | <input type="checkbox"/> 2 | | | | | | | | | | | | | |
| No | <input type="checkbox"/> 3 | | | | | | | | | | | | | |
| Q5 | What levels have you have completed in the Australian Adult Leadership Program (AALP)? | <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px 5px;">Guiding Awareness (GA)</td> <td style="text-align: right; padding: 2px 5px;"><input type="checkbox"/> 1</td> </tr> <tr> <td style="padding: 2px 5px;">Leadership Development (LD)</td> <td style="text-align: right; padding: 2px 5px;"><input type="checkbox"/> 2</td> </tr> <tr> <td style="padding: 2px 5px;">Leadership Qualification (LQ)</td> <td style="text-align: right; padding: 2px 5px;"><input type="checkbox"/> 3</td> </tr> <tr> <td style="padding: 2px 5px;">Further Development modules (FD)</td> <td style="text-align: right; padding: 2px 5px;"><input type="checkbox"/> 4</td> </tr> <tr> <td style="padding: 2px 5px;">Number of modules _____</td> <td></td> </tr> <tr> <td style="padding: 2px 5px;">Appraisal</td> <td style="text-align: right; padding: 2px 5px;"><input type="checkbox"/> 5</td> </tr> </table> | Guiding Awareness (GA) | <input type="checkbox"/> 1 | Leadership Development (LD) | <input type="checkbox"/> 2 | Leadership Qualification (LQ) | <input type="checkbox"/> 3 | Further Development modules (FD) | <input type="checkbox"/> 4 | Number of modules _____ | | Appraisal | <input type="checkbox"/> 5 |
| Guiding Awareness (GA) | <input type="checkbox"/> 1 | | | | | | | | | | | | | |
| Leadership Development (LD) | <input type="checkbox"/> 2 | | | | | | | | | | | | | |
| Leadership Qualification (LQ) | <input type="checkbox"/> 3 | | | | | | | | | | | | | |
| Further Development modules (FD) | <input type="checkbox"/> 4 | | | | | | | | | | | | | |
| Number of modules _____ | | | | | | | | | | | | | | |
| Appraisal | <input type="checkbox"/> 5 | | | | | | | | | | | | | |

| | | | | |
|----|--|-----------------------|--------------------------|---|
| Q6 | What progress are you making towards achieving the next level of the AALP? | Just started | <input type="checkbox"/> | 1 |
| | | Less than half way | <input type="checkbox"/> | 2 |
| | | More than half way | <input type="checkbox"/> | 3 |
| | | Nearly completed | <input type="checkbox"/> | 4 |
| | | No wish to go further | <input type="checkbox"/> | 5 |

Section 2: Perceptions of the Australian Adult Leadership Program (AALP)

| | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Q7 | Please respond to the following two statements using these categories | SD | D | N | A | SA |
| | GA, LD, and LQ are necessary and appropriate steps to becoming qualified as a Leader with Guides Australia | <input type="checkbox"/> |
| | The FD modules allow demonstration of ongoing skill development appropriate to a leadership role | <input type="checkbox"/> |

The following two questions relate to the module areas in the AALP Leaders' Journal. If you are not familiar with the modules, you may wish to refer to your Journal for clarity.

| AALP module areas | Q8 | | | | | Q9 | | | | |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | It is necessary and appropriate to include this topic as part of the AALP | | | | | Progress through the AALP appropriately recognises skill development in this topic | | | | |
| | SD | D | N | A | SA | SD | D | N | A | SA |
| Fundamental modules (specific to Guiding) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Program modules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Network modules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Management modules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Outdoor modules | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Training modules (helping others develop leadership skills) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Q10 | Please respond to the following four statements using these categories | SD | D | N | A | SA |
|-----|--|---|----------------------------|----------------------------|----------------------------|----------------------------|
| | Skills acquired for a role as a Leader can also be used in the workforce. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Skills acquired for a role as a Leader can also be used if undertaking studies in the vocational education and training sector (such as at TAFE or a RTO) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Skills acquired for a role as a Leader can also be used if undertaking studies in the university sector | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Participation in the AALP provides a means of personal development | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Q11 | If you have found being a Leader useful in your working or study life, please briefly explain how: | | | | | |
| Q12 | Are you aware of the requirement for Leaders to undertake the appraisal process every three years? | Yes <input type="checkbox"/> 1 No <input type="checkbox"/> 2 → Go to Q14 | | | | |
| Q13 | Please respond to the following three statements using these categories | SD | D | N | A | SA |
| | Appraisal of the appointment of a Guide Leader is an effective way of maintaining the standard of duty of care required of Leaders | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Appraisal of the appointment of a Guide Leader is an effective way of ensuring the implementation of the AGP with youth members | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Appraisal of the appointment of a Guide Leader is an effective way of ensuring the further development of leadership skills through completion of FD modules in the AALP | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

Section 3: Training and Resources available for Leaders

| | | | | | | |
|-----|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Q14 | Have you used any written resources / materials to assist you in your role as a Leader with Guides Australia? (Tick all that apply) | No | <input type="checkbox"/> 1 | → Go to Q16 | | |
| | | Yes, Guide materials | <input type="checkbox"/> 2 | | | |
| | | Yes, non-Guide materials | <input type="checkbox"/> 3 | | | |
| Q15 | Please respond to the following two statements using these categories | SD | D | N | A | SA |
| | The Guide resources were effective in helping develop leadership skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | The non-Guide resources were effective in helping develop leadership skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Q16 | Have you undertaken any training to assist you in your role as a Leader with Guides Australia? (Tick all that apply) | No | <input type="checkbox"/> 1 | → Go to Q18 | | |
| | | Yes, within Guides | <input type="checkbox"/> 2 | | | |
| | | Yes, external to Guides | <input type="checkbox"/> 3 | | | |
| Q17 | Please respond to the following two statements using these categories | SD | D | N | A | SA |
| | The training received within Guides was effective in helping develop necessary leadership skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | The training received external to Guides was effective in helping develop necessary leadership skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Q18 | Which of these sources have been of help or benefit to you whilst fulfilling your role as a Leader with Guides Australia? (Tick all that apply) | Guiding Partner | <input type="checkbox"/> 1 | | | |
| | | Region Leader | <input type="checkbox"/> 2 | | | |
| | | Division Leader | <input type="checkbox"/> 3 | | | |
| | | District Leader | <input type="checkbox"/> 4 | | | |
| | | Visits to other Units | <input type="checkbox"/> 5 | | | |
| | | Other experienced Leaders | <input type="checkbox"/> 6 | | | |
| | | Staff at your State HQ | <input type="checkbox"/> 7 | | | |
| | | Other | <input type="checkbox"/> 8 | | | |
| | | None of the above | <input type="checkbox"/> 9 | | | |

Section 4: Guiding Partners

| | | | | | | |
|-----|--|----------------------------|--|----------------------------|----------------------------|----------------------------|
| Q19 | Do you have a Guiding Partner? | No, have never had one | <input type="checkbox"/> 1 → Go to Q23 | | | |
| | | Yes, but not currently | <input type="checkbox"/> 2 | | | |
| | | Yes, have one now | <input type="checkbox"/> 3 | | | |
| Q20 | Did you have, or have you had, the same Guiding Partner for the GA, LD, and LQ levels completed so far? | Yes | <input type="checkbox"/> 1 | | | |
| | | No | <input type="checkbox"/> 2 | | | |
| Q21 | How would you describe your relationship with your main Guiding Partner? | Very difficult | <input type="checkbox"/> 1 | | | |
| | | Difficult | <input type="checkbox"/> 2 | | | |
| | | OK | <input type="checkbox"/> 3 | | | |
| | | Good | <input type="checkbox"/> 4 | | | |
| | | Very Good | <input type="checkbox"/> 5 | | | |
| Q22 | Please respond to the following three statements using these categories | SD | D | N | A | SA |
| | The mentoring / support provided by a Guiding Partner is effective in assisting Leaders to develop their skills | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Assessment of skills by a Guiding Partner is an effective way of ensuring that Leaders have the necessary duty of care skills to carry out their role | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Assessment of skills by a Guiding Partner is an effective way of ensuring that Leaders have the necessary skills to implement the AGP with youth members | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Q23 | Does the AALP allow fair process of Recognition of Current Competencies (RCC) or Prior Learning (RPL) when adults first undertake a leadership role? | Yes definitely | <input type="checkbox"/> 1 | | | |
| | | Yes sometimes | <input type="checkbox"/> 2 | | | |
| | | No | <input type="checkbox"/> 3 | | | |
| Q24 | Are you a Guiding Partner? | No, never have been | <input type="checkbox"/> 1 → Go to Q27 | | | |
| | | Yes, but not currently | <input type="checkbox"/> 2 | | | |
| | | Yes, am one now | <input type="checkbox"/> 3 | | | |

| | | | | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|-------------|
| Q25 | Have you ever attended training for your role as a Guiding Partner? | Yes | <input type="checkbox"/> | 1 | No | <input type="checkbox"/> | 2 | → Go to Q27 |
| Q26 | Please respond to the following four statements using these categories | SD | D | N | A | SA | | |
| | The training provided for Guiding Partners is effective in assisting them to develop their mentoring skills | <input type="checkbox"/> | 1 | 2 |
| | The training provided for Guiding Partners is effective in assisting them to develop their assessment skills | <input type="checkbox"/> | 1 | 2 |
| | Completing the functions of a Guiding Partner has assisted me in my own role as a Leader | <input type="checkbox"/> | 1 | 2 |
| | 'FD T4 Contribute to the training of other Leaders as a Guiding Partner' is appropriate for the skills required to be a Guiding Partner | <input type="checkbox"/> | 1 | 2 |

| Section 5: Current Leadership Role | | |
|------------------------------------|---|---|
| Q27 | Which Australian State do you live in? | NSW or ACT <input type="checkbox"/> 1 Northern Territory <input type="checkbox"/> 2 Queensland <input type="checkbox"/> 3 South Australia <input type="checkbox"/> 4 Tasmania <input type="checkbox"/> 5 Victoria <input type="checkbox"/> 6 Western Australia <input type="checkbox"/> 7 |
| Q28 | What leadership positions do you currently hold? (Tick all that apply) | Leader of Youth <input type="checkbox"/> 1 Leader of Adults <input type="checkbox"/> 2 →Go to Q36 Resource Leader <input type="checkbox"/> 3 →Go to Q36 |
| Q29 | What is the general location of your Guide Unit? | Rural / remote <input type="checkbox"/> 1 Metropolitan <input type="checkbox"/> 2 |
| Q30 | What is the age range of the girls currently in your Unit? | Youngest _____ Oldest _____ |

| <p>Q31 How many girls do you currently have in your Unit? _____</p> | | | | | | | | | | | | | | | | | |
|---|---|---------------------------------------|-------|------------------------------------|----------------|--------------------------------|-------------------------------|----------------------|--------------------------------|-------------------------------|----------------------|--------------------------------|-------------------------------|----------------------|--------------------------------|-------------------------------|-------|
| <p>Q32 Including yourself, how many adult Leaders are there in your Unit? _____</p> | | | | | | | | | | | | | | | | | |
| <p>Q33 For each Leader:</p> | <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 35%; text-align: center;">How long have they been in this Unit?</th> <th style="width: 30%;"></th> <th style="width: 35%; text-align: center;">Are they qualified (completed LQ)?</th> </tr> </thead> <tbody> <tr> <td style="border-top: 1px solid black;">Yourself _____</td> <td style="text-align: center;">Yes <input type="checkbox"/> 1</td> <td style="text-align: center;">No <input type="checkbox"/> 2</td> </tr> <tr> <td>Other Leader 1 _____</td> <td style="text-align: center;">Yes <input type="checkbox"/> 1</td> <td style="text-align: center;">No <input type="checkbox"/> 2</td> </tr> <tr> <td>Other Leader 2 _____</td> <td style="text-align: center;">Yes <input type="checkbox"/> 1</td> <td style="text-align: center;">No <input type="checkbox"/> 2</td> </tr> <tr> <td>Other Leader 3 _____</td> <td style="text-align: center;">Yes <input type="checkbox"/> 1</td> <td style="text-align: center;">No <input type="checkbox"/> 2</td> </tr> </tbody> </table> | How long have they been in this Unit? | | Are they qualified (completed LQ)? | Yourself _____ | Yes <input type="checkbox"/> 1 | No <input type="checkbox"/> 2 | Other Leader 1 _____ | Yes <input type="checkbox"/> 1 | No <input type="checkbox"/> 2 | Other Leader 2 _____ | Yes <input type="checkbox"/> 1 | No <input type="checkbox"/> 2 | Other Leader 3 _____ | Yes <input type="checkbox"/> 1 | No <input type="checkbox"/> 2 | |
| How long have they been in this Unit? | | Are they qualified (completed LQ)? | | | | | | | | | | | | | | | |
| Yourself _____ | Yes <input type="checkbox"/> 1 | No <input type="checkbox"/> 2 | | | | | | | | | | | | | | | |
| Other Leader 1 _____ | Yes <input type="checkbox"/> 1 | No <input type="checkbox"/> 2 | | | | | | | | | | | | | | | |
| Other Leader 2 _____ | Yes <input type="checkbox"/> 1 | No <input type="checkbox"/> 2 | | | | | | | | | | | | | | | |
| Other Leader 3 _____ | Yes <input type="checkbox"/> 1 | No <input type="checkbox"/> 2 | | | | | | | | | | | | | | | |
| <p>Q34 Please rank the four Elements of the Australian Guide Program according to their importance in the program for your Unit. (Rank 1 for the most important to 4 for the least important)</p> | <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 40%;">Physical</td><td style="text-align: right;">_____</td></tr> <tr><td>People</td><td style="text-align: right;">_____</td></tr> <tr><td>Practical</td><td style="text-align: right;">_____</td></tr> <tr><td>Self</td><td style="text-align: right;">_____</td></tr> </table> | Physical | _____ | People | _____ | Practical | _____ | Self | _____ | | | | | | | | |
| Physical | _____ | | | | | | | | | | | | | | | | |
| People | _____ | | | | | | | | | | | | | | | | |
| Practical | _____ | | | | | | | | | | | | | | | | |
| Self | _____ | | | | | | | | | | | | | | | | |
| <p>Q35 Please rank each of the seven Fundamentals of the Australian Guide Program according to their importance in the program for your Unit. (Rank 1 for the most important to 7 for the least important)</p> | <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 40%;">Promise and Law</td><td style="text-align: right;">_____</td></tr> <tr><td>Outdoors</td><td style="text-align: right;">_____</td></tr> <tr><td>Service</td><td style="text-align: right;">_____</td></tr> <tr><td>World Guiding</td><td style="text-align: right;">_____</td></tr> <tr><td>Guiding Traditions</td><td style="text-align: right;">_____</td></tr> <tr><td>Leadership</td><td style="text-align: right;">_____</td></tr> <tr><td>Development</td><td style="text-align: right;">_____</td></tr> <tr><td>Patrol System</td><td style="text-align: right;">_____</td></tr> </table> | Promise and Law | _____ | Outdoors | _____ | Service | _____ | World Guiding | _____ | Guiding Traditions | _____ | Leadership | _____ | Development | _____ | Patrol System | _____ |
| Promise and Law | _____ | | | | | | | | | | | | | | | | |
| Outdoors | _____ | | | | | | | | | | | | | | | | |
| Service | _____ | | | | | | | | | | | | | | | | |
| World Guiding | _____ | | | | | | | | | | | | | | | | |
| Guiding Traditions | _____ | | | | | | | | | | | | | | | | |
| Leadership | _____ | | | | | | | | | | | | | | | | |
| Development | _____ | | | | | | | | | | | | | | | | |
| Patrol System | _____ | | | | | | | | | | | | | | | | |
| <p>Q36 If you were asked to give some single words or short phrases to describe what you do in your role as a Leader with Guides Australia, what would they be? (For example, <i>have fun, provide discipline, ...</i>)</p> | | | | | | | | | | | | | | | | | |

| | | |
|---|----------------|--|
| Q37 Do you consider participation in the AALP provides any form of education? | Yes definitely | <input type="checkbox"/> 1 |
| | Yes sometimes | <input type="checkbox"/> 2 |
| | No | <input type="checkbox"/> 3 → Go to Q39 |
| Q38 If you answered 'Yes' to Q37, what can participants learn while undertaking the AALP? | | |

Section 6: General comments on the AALP (*Leader's Journal*)

Q39 The most useful areas of the AALP for me:

Q40 My suggestions for improvements to the AALP (including support provided, such as training and resources):

Q41 What I enjoy most about doing the AALP:

Section 7: Perception of the Program for Youth members offered by Guides Australia

The Mission statement of Guides Australia is:

**“Helping girls and young women
grow into confident, self respecting, responsible community members”**

| Q42 | Please respond to the following four statements using these categories | SD | D | N | A | SA |
|---|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| Each of these four Elements of the Australian Guide Program contributes to Guides Australia achieving its mission statement: | Physical | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | People | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Practical | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Self | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Q43 | Please respond to the following seven statements using these categories | SD | D | N | A | SA |
| Each of the seven Fundamentals of the Australian Guide Program contributes to Guides Australia achieving its mission statement: | Promise and Law | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Outdoors | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Service | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | World Guiding | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Guiding Traditions | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Leadership Development | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Patrol System | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| Q44 | Please respond to the following three statements using these categories | SD | D | N | A | SA |
| | Skills acquired by youth members participating in the AGP will be useful in the workforce | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Participation in the AGP provides a means of personal development for youth members | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| | Participation in the program offered by Guides Australia helps youth members achieve the mission statement | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

| | | | |
|-----|--|----------------|--|
| Q45 | Do you consider that participation in the AGP by youth members provides any form of education? | Yes definitely | <input type="checkbox"/> 1 |
| | | Yes sometimes | <input type="checkbox"/> 2 |
| | | No | <input type="checkbox"/> 3 → Go to end |
| Q46 | If you answered 'Yes' to Q45, what do you consider youth members can learn while participating in the AGP? | | |

Thank you for taking the time to answer the questions.

Now complete the challenge by placing the questionnaire in the supplied envelope and posting it to Curtin University of Technology along with your signed consent form.