

LEAD OUT LOUD  
JULIETTE LOW SEMINAR 2019

# LEADING OUT LOUD

## JLS 2019

## IMPACT REPORT

A review of the impact of the 2019  
Juliette Low Seminar pilot project



2019 Juliette Low Seminar impact report

WAGGGS, 2022

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*The information contained in this report was gathered from the discussions and evaluations from Juliette Low Seminar (JLS) participants, facilitators, logistics leads, in country service teams and the JLS core team (planning team).*

# FOREWORD

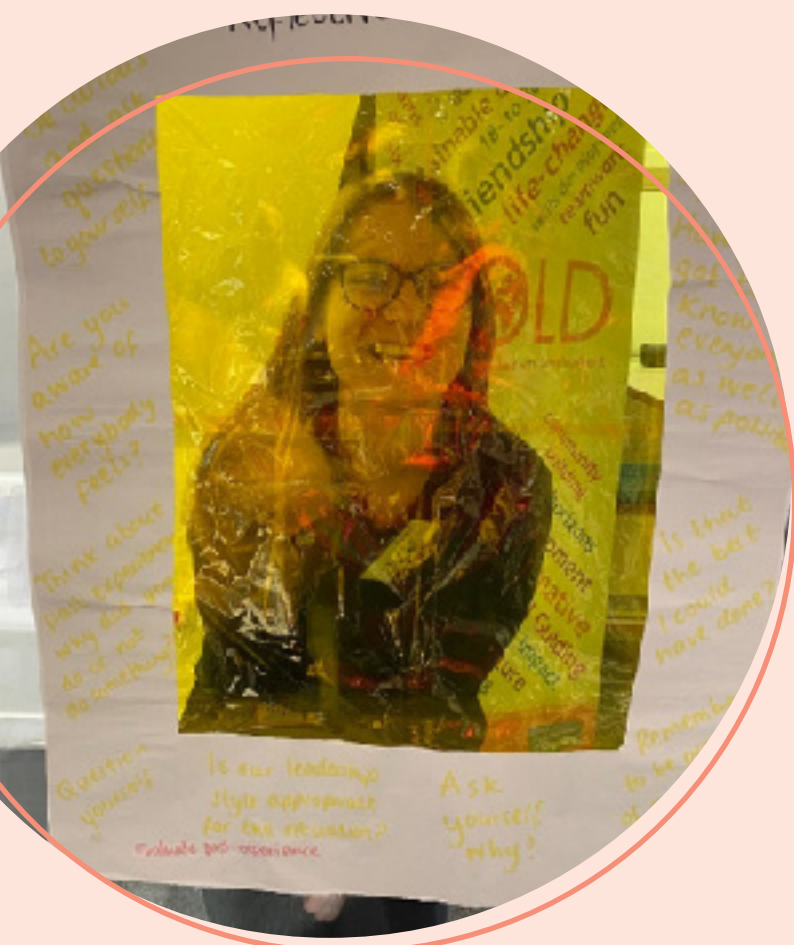
The 2019 Juliette Low Seminar (JLS) was an opportunity to trial a new delivery model that would enable more young people than ever before to experience the impact of a WAGGGS global leadership development programme.

When the idea was conceptualised, no one could have predicted that a global pandemic was on the horizon and that digital international experiences would become the new normal. The Juliette Low Seminar taught us many things, as a movement, as participants, as facilitators and as a planning team. It taught us the importance of creating opportunities that allow as many people as possible to participate, from Argentina to Zimbabwe, young people were brought together to share ideas and #LeadOutLoud. It taught us the importance of using innovation and technology to bridge the gap across

borders. It taught us how possible it was to create a truly global experience. All of this prepared us for the challenge that was ahead, and the innovation of the 2019 JLS helped us to keep the Movement thriving when we were no longer able to meet in person.

The 100 Girls Project was a key element of this innovation. The newly defined project format served as a torch to bring the power of this global leadership event to Girl Guiding and Girl Scouting at the grassroots level. Moreover, it was a chance for each participant to embed their learnings and become connected to other Juliette Low Seminar attendees around the world. Delivering the 100 girls projects during a pandemic presented unimaginable challenges, but we were able to grow, innovate and develop together, laying the foundations for future digital international experiences.

Together, the event and the projects that followed created a very personal change in all who took part. There was a change of confidence, in the understanding of leadership and the appreciation of culture. Decades of the Juliette Low Seminar have shown us that this sense of sisterhood and friendship will last a lifetime. Spreading friendship across borders and international goodwill have become more important than ever and the impact of this cannot be underestimated.



“

**This project has completely changed me and has brought much happiness and joy in a time when there is so much negativity in the world.**

**- Andrea, Canada**

”



# EXECUTIVE SUMMARY

The Juliette Low Seminar (JLS) is WAGGGS' flagship leadership development programme and has been growing leaders since 1932. JLS provides opportunities for young members aged 18 – 32 to develop their skills in a creative, supportive, and inspirational environment.

The 2019 JLS was divided into two parts. First, participants attended a residential event to develop their leadership and learn from peers around the world. Then, using their new knowledge and networks, participants were tasked with creating an opportunity for at least 100 girls aged 12+ to practise leadership.

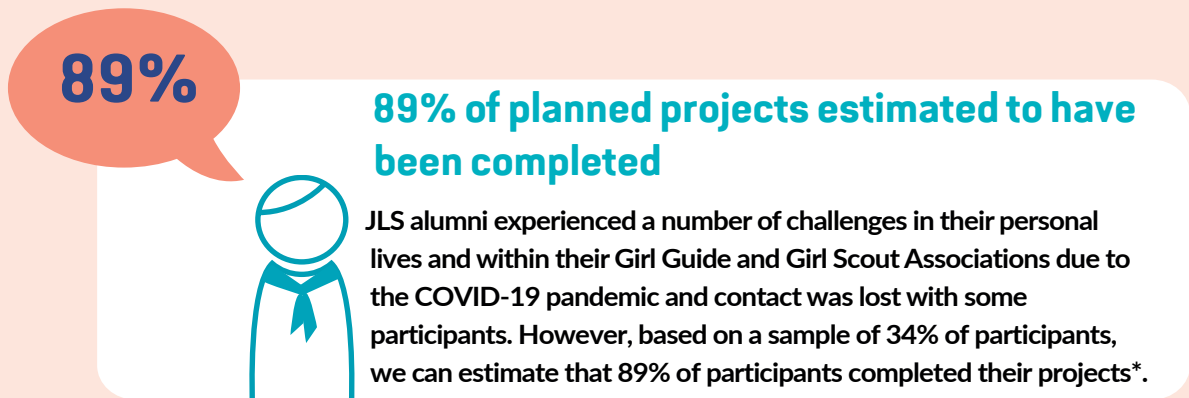
This latter element was the 100 Girls project, which was delivered by the JLS 2019 alumni from December 2019 to June 2021. Due to the COVID-19 pandemic participants adapted their projects to comply with social distancing and remote delivery.

Despite significant challenges, participants continue to contribute to their communities through initiatives inspired by their JLS 2019 experience.

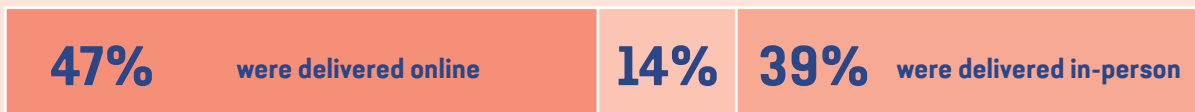
However, the challenges encountered highlighted that the participant support structures designed before the JLS were not entirely fit for purpose as they relied on the continued capacity of all stakeholders. The support structure also assumed that not all participants would be required to deliver their projects using alternative methods.

However the impact of the JLS extends beyond the 100 Girl Projects. Participants, facilitators, and logistic leads have run for governance and leadership positions at a national and global level within the Movement and their careers.

It was not apparent at the time that the digital connection skills developed throughout the JLS would become essential in the months to follow. Hub locations were able to use the skills gained from the JLS' remote learning and digital connections to deliver great Girl Guiding and Girl Scouting experiences when restrictions prevented groups from meeting in person.



## of these projects...



were delivered both in-person and online

*\*Please note that this estimate is based on 158 respondents who filled out the survey, representing a third of the total JLS participants. There is a potential bias that 89% is an overestimate of the actual figure.*

# OVERVIEW OF THE 100 GIRLS PROJECT



The 100 Girls Project tasked each JLS participant with enabling girls at a local level – both inside and outside of the Movement – to practise their leadership, overcome gender barriers and in doing so, see themselves as leaders.

This project enabled JLS alumni to embed knowledge of how to use the WAGGGS leadership model in their daily life, whilst contributing to the Sustainable Development Goals (SDGs). In parallel, girls and young women who did not participate in the JLS were given the tools to develop their own leadership practice.

## Original 100 Girls Project Learning Outcomes

Through the 100 Girls Project, girls will:

- have an increased awareness of what leadership means within WAGGGS
- understand the WAGGGS leadership model, and be inspired to adopt this leadership approach
- have an increased awareness and understanding of gender equality and Sustainable Development Goal 5: Gender Equality
- feel connected (or more connected) with WAGGGS as a global movement

## 100 Girls Project snapshot

with Fuhara, Nsengiyumva, Simonie, Angelique, Solange, Benitha and Ikaze



Association des Guides du Rwanda

**“The most exciting and interesting part of delivering the project was how both girls and boys were involved and were very curious to learn more about gender equality and leadership. I was surprised by the shared personal experiences of gender barriers they faced within their community. It was very breathtaking to hear their feedback and most of them were committed to sharing what they have learned with other people in order to terminate gender inequalities”. - Solange**

As a team the JLS 2019 cohort from Rwanda developed a project to raise awareness about gender barriers, inequalities and how to tackle these issues. Through a series of sessions delivered in different districts, participants, primarily girls, discussed what was happening in their society and how to become allies for the fight for gender equality.

The project was also able to increase the visibility of the guiding Movement and reached 880 people, including 720 girls.

## Adapting during a pandemic

As the world changed in response to the COVID-19 pandemic, Girl Guides, Girl Scouts and their leaders mobilised to safeguard girls and young women, support the community and respond on the front lines. As a natural consequence the 100 Girls Projects had to change alongside this. A number of participants had the resources to adapt their projects and deliver their original objectives digitally or remotely. Some participants decided to alter their projects completely to directly respond to the pandemic. Many participants faced and continue to face extreme personal and external challenges and postponed the delivery of their 100 girls projects to focus on their physical and mental wellbeing.

The enthusiasm and efforts of the JLS alumni to adapt and respond to the changing world cannot be understated.

WAGGGS adapted as well, by giving participants an extra six months to deliver their projects. Projects were originally due to finish by November 2020 (one year after the event) but the deadline was extended until May 2021.

JLS participants are encouraged to continue completing their projects at their own pace.

### 100 Girls Project snapshot

with Shannon



Girlguiding UK

**"It's been amazing to work with so many different members across the organisation and meet those I wouldn't have been able to otherwise. I've had some great experiences during the planning of this project, as I have never done something on this scale before."**

**BEFORE:** Shannon said she would launch a reflective journal resource to help older girls think about their guiding journey and deliver activities/resources based on the WAGGGS leadership model, to help younger members start thinking about independence within Guiding and telling their own story.

**AFTER:** Shannon worked with another JLS participant to grow and develop the new Girlguiding Scotland Inspire offer for young members aged 18-30. They inspired members to explore and develop their own interests and skills within Girlguiding by increasing social media engagement and delivering online events themed around the WAGGGS leadership model and gender equality.

### 100 Girls Project snapshot

with Magali and Adnerys



Guías de México & Asociación de Muchachas Guías de Panamá

**"[I have learnt] to take into account the opinions of others and [consider] how they help us improve and find new methods and activities to carry out projects."**

- Magali

**BEFORE:** Initially, Magali planned to run a self-defence workshop that linked to WAGGGS' Stop the Violence programme and Leadership Model.

**AFTER:** Magali and Adnerys met at the JLS 2019 Peru hub. Together, they delivered their 100 Girls Project by providing a safe space online where girls and adolescents could talk and be informed about topics that were considered taboo such as self-esteem and menstruation. Magali and Adnerys believe that sharing adequate information and promoting self-awareness can lead to better health management in adolescents, but is especially important for young women.





## Staying connected

### 1. An online community

To keep in touch with the JLS 2019 participants and facilitate peer to peer support throughout the 100 Girls Projects, an online community group was created. This was an extension of the existing group set up to bring participants together as they prepared for the JLS event in 2019 - the six-plus day residential experience.

This digital community was a safe space where participants exchanged ideas, asked questions, and supported each other. Tips and updates from WAGGGS were shared via this platform and through ad hoc emails.

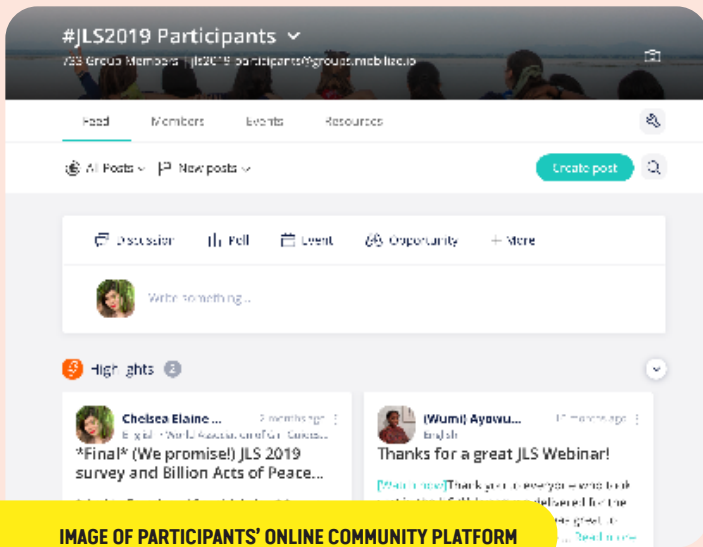


IMAGE OF PARTICIPANTS' ONLINE COMMUNITY PLATFORM



**I received invaluable advice about how to deliver my project during difficult situations from the Regional check in webinars.**

**- Sandi, Myanmar**



### 2. Regional Check-in Webinars

In partnership with Regional Committees, five support webinars were delivered throughout February and March 2021 in all WAGGGS languages. This space was used to share ideas, stories of success and troubleshoot common challenges. Participants were able to express their concerns, as well as exchange tips and ideas.

### 3. Check-in Surveys

Two surveys were launched to track the progress of the 100 Girls Projects. In November 2020, a year after the JLS, participants were asked to identify their preferred form of support depending on how far along they were in their project.

In April 2021, a month before the close of the 100 Girls Project, participants shared how close they were to completing their projects and the obstacles they had encountered.

These surveys provided an opportunity for participants to communicate how likely they were to complete their projects and the tailored support that would be most beneficial.

### 4. World Centres Virtual Programme

Participants were offered space to deliver their online activity sessions as part of the World Centres Virtual Programme. They received support in organising and developing the content of the sessions. Templates for promotional material, and certificates of participation were provided centrally.

#### 100 Girls Project snapshot

with Argie and Lydia



Kenya Girl Guides



**“During this event the technical support from WAGGGS was useful especially during the online delivery.” - Argie**

Argie and Lydia worked together to deliver an online interactive workshop as part of the World Centres Virtual Programme.



Together they focused on the evolution of female political leadership in Kenya and explored the role women have historically played and are currently playing in Kenyan society.

Their workshop also highlighted the gender disparity within political representation in Kenya and possible solutions to ensure more women are in political office in Kenya.



# MEASURING IMPACT



## How we measure impact

A series of goals were set against the learning outcomes of the event, and the 100 Girls Project, to map the impact of the JLS. These goals were arranged in short term (directly after the JLS event), medium term (18 months after the JLS) and longer term (three years after the JLS). 158 participants filled out their evaluation form following the completion of their 100 Girls Project. **More information can be found in the [JLS Event Report](#).**

## 18 MONTHS AFTER THE JLS:

**60,958** girls were reached through 414 projects, as of 31 May 2021\*.

**Original target:** The 100 Girls Project reach 50,000 girls who as a direct result feel more confident to call themselves leaders and can identify ways they can act for gender equality.

*\*Based on the results of the 100 Girls Project evaluation survey.*

**57%** of alumni positivity impacted their communities beyond their 100 Girls' Project.

**Original target:** 25% of the 100 Girls Projects can show evidence of wider positive social impact beyond the 100 direct beneficiaries.

**95%** of alumni actively using the Girl Guide and Girl Scout Leadership Model in their daily lives.

**Original target:** 75% of participants can identify how they are practising the Girl Guide and Girl Scout Leadership Model in their daily lives.

**100%** of alumni agreed that the Girl Guide and Girl Scout Leadership Model has enabled them to better practise leadership.

**Original target:** 50% of participants can articulate how the Girl Guide and Girl Scout Leadership Model is enabling them to practise better leadership.

**52%** of alumni hold a leadership or governance at Association level as commissioners, members of the board, trainers, advisers etc.

**Original target:** 10% of participants have applied for or hold national governance roles.

## THREE YEARS AFTER THE JLS:

**Original target:** 50% of participants to be able to identify how they have practised leadership in new ways and spaces because of the JLS.

**Original target:** 10 participants to be running for WAGGGS governance roles.

**As of June 2021, two JLS 2019 alumnae and one JLS 2019 facilitator were running for the WAGGGS 2021-2023 World Board.**

**158 participants shared their 100 Girls Projects evaluations with WAGGGS.**

# COMPLETED 100 GIRLS PROJECTS BY SDGS



**MAINSTREAMING THE WAGGGS LEADERSHIP MODEL**  
**74% OF PROJECTS**



**5 GENDER EQUALITY**  
**GIRLS' LEADERSHIP & PARTICIPATION**  
**62% OF PROJECTS**

Indicators 5.5 & 16.7



**GROWING THE MOVEMENT**  
**14% OF PROJECTS**



**4 QUALITY EDUCATION**  
**ACTIVE GLOBAL CITIZENSHIP & SDG EDUCATION**  
**14% OF PROJECTS**

Indicator 4



**10 REDUCED INEQUALITIES**  
**INCLUSION & EQUALITY**  
**11% OF PROJECTS**

Indicator 10.3



**3 GOOD HEALTH AND WELL-BEING**  
**MENSTRUAL, SEXUAL & REPRODUCTIVE HEALTH**  
**8% OF PROJECTS**

Indicators 3.1, 3.7 & 5.6



**8 DECENT WORK AND ECONOMIC GROWTH**  
**ENTREPRENEURSHIP**  
**6% OF PROJECTS**

Indicators 8.3 & 8.6



**8 DECENT WORK AND ECONOMIC GROWTH**  
**21st CENTURY & STEM SKILLS FOR LIFE**  
**2% OF PROJECTS**

Indicators 8.3 & 8.6



**5 GENDER EQUALITY**  
**TACKLING GENDER BASED VIOLENCE**  
**2% OF PROJECTS**

Indicators 5.2 & 5.3



**12 RESPONSIBLE CONSUMPTION AND PRODUCTION**  
**RESPONSIBLE CONSUMPTION**  
**2% OF PROJECTS**

Indicators 12.5 & 12.8



**13 CLIMATE ACTION**  
**CLIMATE ACTION**  
**2% OF PROJECTS**

Indicators 13.3



**14 LIFE BELOW WATER**  
**PLASTIC POLLUTION IN THE SEA**  
**2% OF PROJECTS**

Indicators 14.1

# IMPACT: PARTICIPANTS



## 100 Girls Projects

After completing their 100 girls projects...

- 90%** • believe that their project has contributed (or is contributing) to their personal growth
- 88%** • have enabled (or are enabling) girls to learn about and practise leadership through their project
  - have learned (or are learning) new skills through the 100 Girls Project
  - discovered (or are discovering) new things about themselves because of their 100 Girls Project
  - believe that they have created (or are creating) a positive impact in their local community because of their 100 Girls Project
- 87%** • brought (or are bringing) the Girl Guide and Girl Scout Leadership model to their local community through their project
- 83%** • feel proud of their 100 Girls Project
- 57 %** • of projects positively impacted others in addition to the 100 girls target audience

## Feeling like a leader

**93%** feel confident explaining the WAGGGS leadership model to others

**95%** practise the Girl Guide and Girl Scout Leadership Model in their daily lives

**98%** feel that the Girl Guide and Girl Scout Leadership Model has enabled them to practise better leadership

**98%** felt empowered by the facilitators, volunteers and other participants during the JLS 2019

## Global citizenship

Making meaningful contributions to the local community is a central element of Girl Guiding and Girl Scouting practice. Since completing part one of the 2019 JLS.

- **73%** have taken steps to help others during the Covid-19 pandemic
- **92%** have contributed to the SDGs
- **93%** have spoken out for gender equality in their local community
- **93%** took steps to address gender barriers to leadership
- **94%** have created positive change and inspired girls to lead



# ANGELA MURPHY

Girl Guides South Africa

**“My project has made me understand the impact of period poverty. It has also allowed me to gain skills in organisation, facilitation, and given me confidence.”**

Angela Murphy



**100 GIRLS IMPACTED**

*Angela completed her project in two stages. First, she created a programme introducing the WAGGGS leadership model. This initial group then raised funds to tackle period poverty which reached a larger group of girls.*

## Project Overview

Using a cascade model, Angela's project created a ripple effect, as the girls she reached through the first part of her project went on to impact others. Angela created an online programme introducing the WAGGGS leadership model and delivered this to 50 young women.

The group then worked together to raise funds. Through a collaboration with a local menstrual cup organisation, they were able to supply 50 other girls with menstrual hygiene products.

## Project Outcomes

Angela reached 50 girls through the programme she created. She, together with the 50 girls reached by her programme, provided sustainable menstrual products to another 50.

### LESSONS LEARNT:

**Angela's project provided an opportunity for her to engage with girls and hear about their experiences. She learnt to stepped out of her comfort zone, be willing to accept feedback, and step up to reach a much larger audience than she ever has before.**



# DOMINIKA DUSZYŃSKA



The Polish Scouting and Guiding Association

**“I tried using Leadership Model [throughout] my project and it helped a lot.”**

Dominika Duszyńska

*Dominika published a resource containing information and tasks about the WAGGGS Leadership Model and tackling mental health. Her booklet was available to all youth members of her Association.*



**115 GIRLS IMPACTED**

## Project Overview

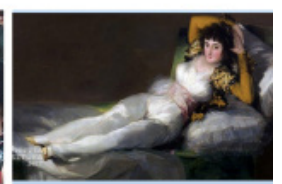
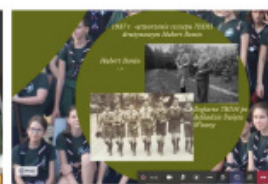
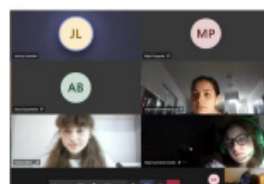
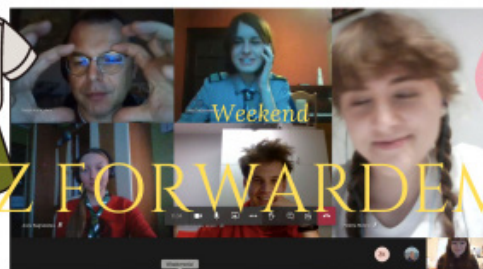
Dominika's project is entitled Mea Via, which translates to "My way" and focuses on mental health challenges. The booklet was designed with all ages in mind and contains tasks based on the WAGGGS Leadership Model to support mental wellbeing. After completing the tasks participants earned a badge.

## Project Outcomes

Members from Dominika's Association learned about the WAGGGS Leadership Model and realised that they use it in everyday life without thinking about it. They also learned about their mental health, that it's okay to have worse days and how to help others with these challenges.

### LESSONS LEARNT:

**Dominika developed her teamwork skills and learnt how to adapt her facilitation approach for different age groups. She was also exposed to the difficulties of publishing a resource and noted that using the WAGGGS leadership model helped her to succeed despite challenges.**



W sobotę zastęp Silva przygotował dla nas zbiórkę o historii Szczepu - 100-lecie przybywamy!  
A w niedzielę odbyła się kolejna zbiórka z propozycji "Mea Via" - dbamy o nasze zdrowie psychiczne!

SNAPSHOTS OF DOMINIKA'S PROJECT IN ACTION

# ERICA DUMASHIE

GHANA GIRL GUIDES Association



100 GIRLS IMPACTED



**“It has been a great joy to me knowing that in my small way I can also make an impact and together we can change the world.”**

Erica Dumashie

*Through her project, Erica raised awareness about the Ghana Girl Guides Association, delivered sessions on the WAGGGS Leadership Model and delivered menstrual hygiene education to girls in non-guiding schools.*

## Project Overview

Erica focused her project on developing leadership within girls. She reached 100 girls by holding a series of assemblies in schools that did not have an active Girl Guiding presence. Through her project she facilitated discussions on gender, gender barriers and the obstacles preventing women and girls from taking up leadership opportunities. She and her participants explored the Sustainable Development Goals (SDGs) with special focus on Goal 5: Gender Equality and how together they can contribute to achieving these. She also delivered basic menstrual hygiene education and discussed menstrual hygiene practices and myths surrounding menstruation.

## Project Outcomes

After completing the workshop, the project participants were able to understand and appreciate that menstruation is normal and not a taboo. Additionally, they felt confident using the WAGGGS leadership model and felt ready to take up leadership positions in their schools, community and beyond.

### LESSONS LEARNT:

**If given the opportunity, Erica would provide more incentives by donating additional learning materials and sanitary towels to the schools she visited to further encourage the girls she reached.**



ERICA DELIVERING A MENSTRUAL HYGIENE WORKSHOP





# FUMI IWASAKI

Girl Scouts of Japan

**“My understanding in the WAGGGS leadership mindset deepened... Moreover, I now have more confidence in delivering online events.”**

Fumi Iwasaki



**144 PEOPLE IMPACTED**

*Fumi hosted online events with leaders and Girl Scouts covering SDG 5: Gender Equality, and the WAGGGS leadership model.*

## Project Overview

Fumi delivered an online event for Scout leaders and another for Senior and Ranger Scouts aged 13 to 18. By exploring the topics of SDG 5: Gender Equality, leadership and followership, participants were able to understand the relevance of the WAGGGS leadership mindsets in their lives. A key element of the events was reflecting on how each individual could contribute to the achievement of gender equality. Participants used informative videos and interactive discussion to explore gender equality in Japanese society and understand why Japan is ranked 121 in the World Economic Forum’s Global Gender Gap Report. Participants were also able to connect with their peers from across the country and exchange ideas about leadership and gender equality.



## LESSONS LEARNT:

**Fumi recognised that at first, she did not have much experience in delivering online meetings. Through her project she was able to develop skills in this area and, with support from her mentor and leaders, was able to host online events with great success.**



# IRINA MICAELA KREISLER

Asociación Guías Argentinas

“...the WAGGGS leadership model, [is] something I have been working with for almost three years. However, every day I learn something new, I am more and more aware of my leadership practice, and I love being able to share it with other Guides.”

Irina Micaela Kreisler



**128 GIRLS IMPACTED**

*Irina delivered both local and national volunteer trainings that linked the WAGGGS Leadership Model with the volunteer practice of Senior Guides in her Association.*

## Project Outcomes

The project was targeted at the oldest age branch - Senior Guides - as they are the future volunteers of the Asociación Guías Argentinas. Participants were able to leave the workshops with an understanding that they are leaders in their everyday lives and can make a tangible difference to the future of Guiding.

## Project Overview

Irina's 100 girls project was divided into three parts.

- She held a training with adults using games themed around the WAGGGS leadership model and shared tools to help mainstream leadership development in their everyday practice.
- She held two online workshops for Guides aged 16 to 20 years old on leadership development.
- She collaborated with 2019 Juliette Low alumnae from Argentina to deliver a national webinar for volunteers (in two meetings) on leadership and gender equality, where more than 300 people participated.



IRINA RUNNING A LEADERSHIP WORKSHOP

## LESSONS LEARNT:

**Intergenerational learning played a key role throughout Irina's project. She was able to work with volunteers of different ages which reinforced the idea that leadership is open to all. She worked with volunteers who had varying life experiences to share practices to build a better Guiding community.**

# HANNE KRISTINE LYBEKK



“I find [that I’m] a more reflective person, and more capable to understand and teach others. Equity is the most important word I have learned during this journey...”

Hanne Kristine Lybekk

Norges Speiderforbund (NSF)  
- NORWAY



2,809 PEOPLE

Hanne increased awareness around diversity through a series of articles she wrote for her national association’s magazine, discussing the similarities and differences between WAGGGS and WOSM and the respective approaches to leadership.

## Project Overview

Hanne developed an article series in her association’s national magazine, “Speideren”. She discussed the differences and similarities between WAGGGS and WOSM, Guiding and Scouting during the COVID-19 pandemic and the WAGGGS Leadership model.

She conducted research into the Rovers programme (age 16-26) covering; how activities differ around Norway, different recruiting methods and approaches to inclusion. She also started a network specifically working on diversity and inclusion.

## Project Outcomes

Her project increased awareness around diversity and inclusion in her association. She also shared advice and insights into how to apply the WAGGGS Leadership model in a co-educational setting, and how to maintain and promote diversity and inclusion.



AN EXCERPT FROM HANNE'S MAGAZINE ARTICLE

## LESSONS LEARNT:

Hanne learned a lot about herself and different cultures, throughout the JLS. These reflections helped her make her article relevant and context sensitive. She also notes that she was able to further develop her practice of the worldly mindset when interviewing international Guides and Scouts for her article series.





# NAEMA AL-SAADY

The scouts and guides of Oman

**“Social initiatives are a way to serve and develop society.”**

Naema Al-Saadi



**100 GIRLS IMPACTED**

*Naema ran different activities aiming to promote active participation. She organised a sports day, a tree planting activity, a workshop on exploring skills and talents through Guiding and Scouting, and an educational and recreational tour.*

## LESSONS LEARNT:

**Naema learned how to develop a clear plan with specific goals, be adaptable and flexible and also how take suitable approaches to overcome obstacles during project delivery.**

## Project Overview

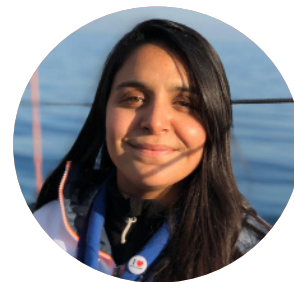
Naema based her project on the principle that change begins with the individual. Her project focused on promoting active participation. She first organised a sports day for a group of teenagers from her Association. Under her activity “We Sow for Oman”, she lead a tree planting session with a group of Guides at the Sultan Qaboos camp. She also gave a workshop on the role of the Guiding and Scouting Movement in highlighting, refining, and using skills and talents to advance society. Lastly, she lead a group of Guides on an educational and recreational tour. They made a special visit to the most important landmarks of the Governorate of Muscat, Oman.

## Project Outcomes

Naema’s project focused on developing the intellectual and physically wellbeing of her participants to ready them for community development. She and her participants explored the possibilities, skills and experiences of girls and activating their role in society. They were encouraged to think and create through their own ideas and adopt new ideas to contribute to the change and development of society.



**GUIDES IN OMAN PLANTING TREES WITH NAEMA**



# SOFÍA JAVIERA FERNÁNDEZ ARAYA

Asociación de Guías y Scouts de Chile



**128 GIRLS IMPACTED**

*By developing a board game, Sofía was able to spread knowledge on the SDGs and WAGGGS Leadership Model in a fun and engaging way.*

## Project Overview

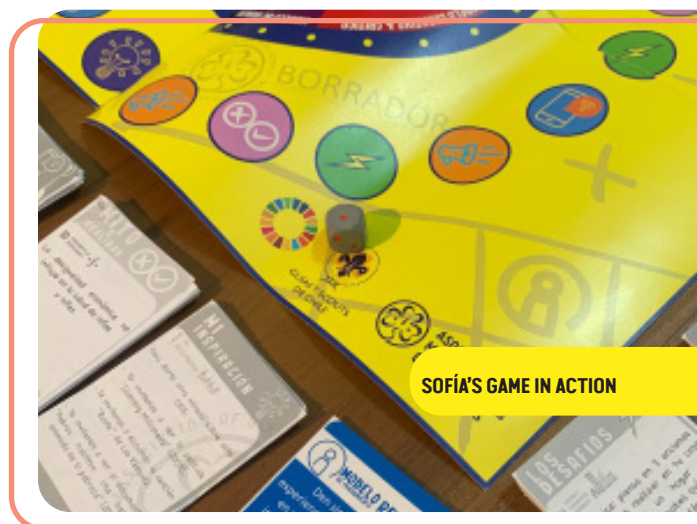
Sofía developed and distributed a board game that puts the leadership model into practice through activities on the SDGs. This game was designed for those aged 10 and above and is available for free download on the [Asociación de Guías y Scouts de Chile's website](#). It was tested in a number of countries and launched on World Thinking Day 2021.

## Project Outcomes

As of June 2021, 129 people had downloaded the game. Pilot testing showed that the WAGGGS Leadership model was not well known in Chile and this game invited players to delve into the model and put it into practice through a series of activities and challenges. There are plans to share the game throughout the Western Hemisphere region to reach even more Guides.

**“Linking the Leadership Model with the SDGs gives a stronger meaning to the work.”**

Sofía Javier Fernández Araya



# YOUSTINA SALAH

## The Egyptian Girl Guides Association



**166 GIRLS IMPACTED**



**“My expectations about myself have changed. I never imagined that I could reach this number [of people].”**

Youstina Salah

*Through a series of online camps and sessions, Youstina created a space for participants from different towns in Egypt to learn about the WAGGGS Leadership model and various SDGs.*

## Project Overview

Youstina was able to reach 166 girls aged 12+ through nine separate initiatives.

- She published a video session about the WAGGGS Leadership model and shared it on social media.
- She also held five online camps for Guides from different towns and villages and reached participants aged 12-25 years old. Her online camps tackled the SDGs which a focus on SDG 5 : Gender Equality, SDG 14 :Life Below Water, SDG 9: Industry, Innovation, and Infrastructure and SDG 12 : Responsible Consumption and Production.
- With the support of the Egyptian Girl Guides association at Suez Governorate, she also delivered a session about the leadership model and SDGs.
- She delivered a session via the WAGGGS World Centres Virtual programme about the WAGGGS Leadership Model and the SDGs.

## Project Outcomes

To apply what they learned at the online camps, participants recycled plastic (SDG 12) and published their products on social media to lead & encourage other girls (SDG 5) and made new ideas & innovated (SDG 9). Finally, they protected the life below water by collecting plastic away from the River Nile (SDG 14). Some participants also upcycled to create useful household items such as decorations and mobile phone holders.

### LESSONS LEARNT:

**Youstina was able to exceed her target as she adapted her approach to make it more accessible and inclusive.**





# ZUNAIRA TASLEEM MIR

Pakistan Girl Guides Association  
Asia Pacific Region

“The knowledge, techniques, and teaching methodology I observed in this seminar helped me become aware of [how to work with] young girls in a better way.”

Zunaira Tasleem Mir



**100 GIRLS IMPACTED**

*Zunaira ran workshops on women empowerment, leadership, the role of women in society, breast cancer awareness, and how to avoid using plastic bags.*



## Project Outcomes

Following Zunaira’s sessions, students were able to develop tools to raise their voices against injustice. Many of them decided to take this interest further and went on to volunteer in these areas.

## Project Overview

Zunaira reached young women aged 18-21 from Queen Mary College and Pakistan Girl Guide Association. She delivered sessions on Gender Equality, Women Empowerment, and the WAGGGS Leadership model and its implementation in day-to-day life. With the help and guidance of Pakistan Girl Guides Association, she organised “no use of plastic bags” workshops, and breast cancer awareness seminars and invited different political personalities to participate. She held two events in person and then completed all remaining events online.

### LESSONS LEARNT:

**Inspired by her project Zunaira is completing a Master’s degree in people and events management. She hopes to utilise these skills within the Girl Guide Movement.**



# IMPACT: FACILITATORS



Facilitators who completed evaluation forms 18 months post the event shared the following.

## Getting into Governance

**54%** now hold a leadership or governance role in their Association or Region.

**73%** have gone on to volunteer at a global level within WAGGS and/or WOSM.

**81%** have been inspired to take on a leadership or governance role outside of Guiding and Scouting.

## Staying connected

**58%** supported participants to deliver their 100 Girls Project.

**96%** have used what they learnt to create spaces where girls can learn, develop, and lead.

**100%** Believe that their network of international friends has expanded.

**77% have taken steps to help others during the COVID-19 pandemic.**

“

I created an online space to have talks with girls dealing with emotional, financial and educational issues due to the pandemic. So far, so good, we have been able to support girls with a number of the issues.

- Elsa, JLS facilitator, Togo

”

“

Within Girl Scouts, I helped to develop and run programs virtually that [were] accessible to GSUSA members around the world.

Within my community, I helped by volunteering to go shopping for others, to assist when someone [was] unable to leave the house, by sharing correct information and debunking internet myths.

- Laura, JLS facilitator, USA

”

# KORRAPIN LERTKITTISUK



## Thailand

Korrapin Lertkittisuk's scouting involvement spans across three countries. She is a member of Girl Guides Association Thailand (GGAT) and Girl Scouts of the USA and formerly of Guides and Scouts of Finland. Her experience as a facilitator at the JLS 2019 Thailand hub, enabled her to learn about gender equality, facilitation, organisation, management, communication and negotiation. She notes that getting to work with facilitators and participants from diverse backgrounds also gave her an opportunity to practise consideration.

Fast forward to 2021, Korrapin remains active in the Movement. She currently serves as a volunteer in the Leadership Practice team of WAGGGS, is an advisor to GGAT for the Stop The Violence project in Thailand funded by UN Women and is a Gold Award Mentor for GSUSA. For her professional life, Korrapin works as a Lecturer in the Faculty of Education in Thailand, as well as a Gender Specialist of a US Government's funded international development project in Southeast Asia.



# LUCÍA SCANDALO

## Asociación Guías Argentinas

Lucía from Asociación Guías Argentinas facilitated in the JLS 2019 Australia Hub. When asked about what she learned from the experience, she said, "I learned to be more reflective about each one of my actions and the impact that they have. I learned to be more conscious and more empathic in a diverse context. I learned many things about what is necessary for organising an event of this magnitude."

Fast forward to 2021, Lucía is a Girl-Led Advocacy Volunteer. Lucía and her fellow volunteer and JLS 2019 facilitator, Becca Drane, worked with a staff team to organise the global celebrations for International Day of the Girl 2021.

## JLS facilitators 18 months after the JLS...

**100%** have developed skills through the JLS 2019 that have been helpful to their career  
**96%** facilitators are still in contact with people they met through the JLS

# IMPACT: MEMBER ORGANISATIONS

## What is a JLS host?

'JLS host' refers to a WAGGGS Member Organisation or World Centre who hosted an official Juliette Low Seminar event in 2019 by delivering the full JLS programme with a group of international participants and facilitators. MOs who completed evaluation forms 18 months post the event shared the following.

## 100% of JLS hosts felt that the 2019 JLS...

- prepared their Association to host future international events
- enhanced their Association's image and visibility regionally and/or nationally
- helped members (staff and/or volunteers) within the Association to develop new skills
- positively affected membership recruitment and retention
- provided an opportunity to strengthen their approach to recruiting and working with volunteers



### JLS hub in Thailand

During the JLS 2019, the Girl Guides Association of Thailand (GGAT) hosted 22 participants from 12 countries. Although they had hosted regional-level WAGGGS events before, the JLS 2019 was the first time GGAT had hosted a global WAGGGS event, which was made possible through support from the national board.

According to Vipa Pipatbannakij, the Head of Logistics for the JLS 2019 Thailand Hub, the key benefit of hosting a JLS 2019 Hub was that all stakeholders were able to see the clearer image and have a better understanding on planning, scheduling, budgeting, and managing an international event.



The power of the JLS is not only in its ability to deliver transformational change to an individual, but the positive impact that individual has on their wider Girl Guide and Girl Scout community. As well as building capacity in young leaders, WAGGGS opportunities, such as the JLS, have been identified as a key tool to retain members as they transition into adulthood. Various Member Organisations have shared their benefits of sending delegations to the 2019 JLS.



### The Girl Guides Association of Grenada

“ Our MO saw an increased interest in young women being part of decision making roles. They now feel more confident to give opinions/ ideas on various activities being carried out within the MO and their opinions/ideas are appreciated and acted upon. ”

- Patricia Ramona Baptiste, Chief Commissioner



### Association of Ukrainian Guides

“ One of [the JLS delegates] is now an International Commissioner, the others work [directly] with girls. Together they have organised camps and four trainings events. ”

- Mariia Makodzeba, Chair of the National Board



### Girl Guides Association of Cyprus

The 2019 JLS benefitted the Girl Guides Association of Cyprus by:

1. Encouraging other young members to be more active in our organisation in order to have opportunities like this in the future.
2. Bringing new ideas for projects we can include in our programme
3. Opening new roads for our members who took part to be more creative within the organization

- Elli Kodjamani, International Commissioner



### Burundi Girl Guides Association

“ We now have new volunteers with capacity, who are available for our MO. Their experience will be necessary to select participants for the next JLS. ”

- Nadege Niyungeko, International Commissioner



### Girl Scouts of the Philippines

“ The participation of our young adults in the Juliette Low Seminar has brought a great impact to the movement as they become more empowered and dedicated to serve the movement. ”

- Susan Locsin, National President



### Oman Scouts and Guides

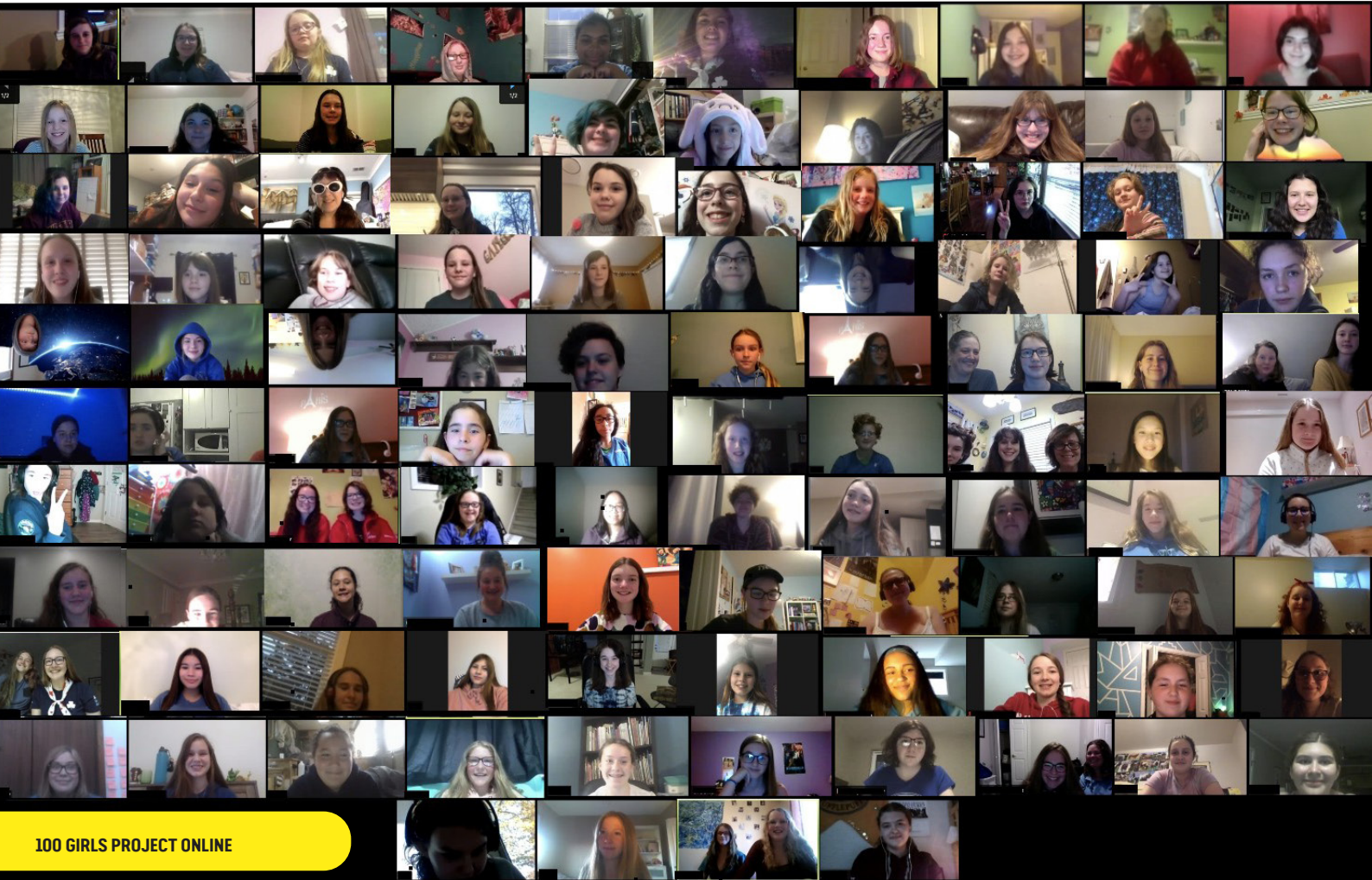
“ It has had a positive impact on other young members in the Association and encouraged them to look forward to participate in such events organised by WAGGGS. ”

- Maryam Al Hadhri



# JLS 2019 ALUMNAE

Congratulations to all the alumnae who despite immense challenges were able to complete their 100 Girls Project by June 2021 and submitted their report to WAGGGS. We are so proud of you and the impact that you have had on the lives of girls and young women around the world. BRAVO!



100 GIRLS PROJECT ONLINE

