GIRLGUIDING DIVERSITY & INCLUSION AUDIT

FINDINGS AND RECOMMENDATIONS

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GIRLGUIDING FOREWORD

Catherine Irwin, **Girlguiding Chair of the Board of Trustees**

When consulting on our 2020+ strategy, our community of girls, volunteers, staff, parents and carers, told us they wanted Girlguiding to be more inclusive and welcoming to all.

Being an inclusive and impactful organisation is one of our key strategic goals. With the impact of Covid-19 on Girlguiding and the communities we serve, this goal is even more important than when we set out our new strategy just before the pandemic began. We want to become more inclusive to be more relevant and accessible to more girls and volunteers and have a greater diversity of girls benefitting from the best of what guiding can offer.

We knew from our existing research and project data that we had more work to do to be the inclusive, welcoming organisation we aspire to be. A diversity and inclusion audit was commissioned in 2020 to help us understand how to build on the good work that many in our guiding community have already started and to show us the gaps.

This report summarises the experiences of over 200 members of the guiding community through a series of confidential interviews, focus groups and an anonymised survey, including staff from Girlguiding UK sites, young and adult members, and parents and carers from across the UK. We especially made space for people from marginalised groups who haven't been fully included or represented in the past.

The voices in this report paint a very clear picture of where we're getting it wrong. On behalf of Girlguiding, I am deeply sorry to all the individuals who shared their difficult experiences with us through this process, and to anyone in our guiding community who has had a similar experience to those outlined in this report. Girlguiding has let you down. It isn't good enough and we want to change. Thank you for caring about helping us to change and for your support in helping us do better in the future.

Our new ambition for diversity and inclusion is to be a place where everyone is welcome, is free to be themselves, and has an equal sense of belonging – whoever they are and wherever they're from. Our new strategic plan sets out how we can move towards this together.

We're making changes straight away and, moreover, we're committing to a journey of continuous learning and improvement to create long lasting change. My priority as Chair of the Board of Trustees, alongside our staff and volunteer leadership team, is to build and earn people's trust in our new commitment to tackle the issues we've identified. We expect to be held accountable along the way as we remain focused on a future Girlguiding that all girls, volunteers, and staff can feel proud to be a part of.

My thanks to the independent consultants, Chaka Bachmann and Pari Dhillon for their time and constant support over the past year in guiding us through this process. And to the members of staff, girls and many volunteers who have supported this work or will do in the months and years to come.

Catherine Irwin

GLOSSARY

Commissioners: "Commissioners" is used in the findings and recommendations to mean varying levels of commissioners. Commissioners are volunteers who take responsibility for managing guiding at defined geographical levels. Most recommendations relate to commissioners involved in strategic decision-making processes, but some recommendation relate to a wider group of commissioners involved in implementing change. Girlguiding should assess what level of commissioners need to be involved at what stage for successful action planning and implementation.

Core groups: Core groups were specific marginalised groups that included minoritized faith, BAME/POC, disabled participants, working class participants and LGBTQ+ participants.

Discrimination: Discrimination means being treated unfairly because of who the person is. The characteristics that are protected by the Equality Act 2010 are age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Diversity: Diversity in an organisation means that the organisation employs, engages and serves a diverse group of people that's reflective of the society in which it exists and operates.

Equality: Equality in an organisation is when the organisation ensures that every employee, volunteer and service user have an equal opportunity to access and progress in an organisation. It means that everyone has the same opportunities and receives the same support and treatment.

Equity: Equity is a different concept to equality. Equity acknowledges systemic oppression and inequality and therefore an organisation that wants to create an equitable workplace and service gives employees, volunteers and service users what they need, which is proportionate to their circumstances, in order to create fair opportunities and experiences.

Girlguiding: In this report Girlguiding refers to the UK wide charity which is the umbrella body for the guiding network in England, Scotland, Ulster, Wales and British Guiding Overseas, including the young and adult members across the UK and staff directly employed by this charity. Staff employed by country, region and county level offices did not take part.

Inclusion: Inclusion in an organisation means that every employee, volunteer or service user feels welcome and valued. This happens because organisations have taken active steps to ensure this.

Oppression: Oppression is the combination of prejudice and institutional power which creates a system that discriminates against some groups (often called "target groups") and benefits other groups (often called "dominant groups").

Participants: When the word "participants" is used in the audit without any further description, it refers to a range of people who have stated the same (e.g. the finding has been mentioned by Rangers, volunteers and employees).

Rangers: Rangers is one of Girlguiding's youth membership sections for young women aged 14-18.

Senior stakeholder/leadership: "Senior stakeholders" or "senior leadership" are used for CEO and directors (staff), board of trustees, chief commissioners and Chief Guide

(volunteers). In the findings, senior stakeholders also includes interviews with the Senior Management Team (SMT). In the recommendations, Girlguiding should assess if recommendations for senior leadership also includes SMT. Where appropriate, we have mentioned the Board of Trustees (BoT) separately.

Staff and employees: "Staff" and "employees" are used for all participants that are employed by Girlguiding UK, which includes HQ, Training and Activity Centres and Trading. Girlguiding's country and region and county staff are employed by country/region offices and were not part of this audit.

Volunteers: "Volunteers" is used for all volunteer participants. When just "volunteer" is used after a quote, this quote has come from a participant in the general volunteer focus group with participants that did not identify with any of the core groups.

[…]: In direct quotes, "[…]" is used for editorial clarification, to put the quote into context and make it easier to understand what the participant was referring to.

EXECUTIVE SUMMARY

Methodology

The diversity and inclusion audit was developed on the basis of a detailed framework that was designed by the consultants and agreed on by the Girlguiding project group. The audit included a range of methods and collected data from: 46 interviews with a range of stakeholders, 17 focus groups, a survey with over 200 respondents, and a document review. The sample included participants from all Girlguiding UK sites (HQ, Training and Activity Centres and Trading), young and adult members from a range of countries and regions (including England, Scotland, Wales, Ulster, and British Guiding Overseas (BGO)), stakeholder groups (including Board of Trustees (BoT), Girlguiding staff, volunteers, girls/young women, parents/carers) and underrepresented groups (including lesbian, gay, bi and trans (LGBT) people, people of colour (POC), working class people, disabled people and those belonging to minoritised faiths).

Impact Culture, commissioned by Girlguiding, has amended the audit report produced in September 2020 to omit content that could be identifiable to individuals taking part in the audit and to make the report more accessible. Participation in the audit was agreed as confidential.

Key Findings

The culture: Participants in all core groups in the audit stated that there are equality, diversity and inclusion problems in Girlguiding. Girlguiding was not seen as an inclusive organisation by most participants. Exclusion and discrimination were most frequently reported by POC staff, volunteers, Rangers and parents.

Girls and parents/carers: Most participants reported exclusion of girls from marginalised communities in Girlguiding. Rangers stated reoccurring instances of racism, Islamophobia, homo/bi/transphobia and ableism against girls by leaders and other girls. Volunteers and Rangers said that there is a lack of understanding when it comes to accessibility needs and how to best support disabled Rangers.

Staff and volunteers: During the interviews and focus groups, both volunteers and staff identified a divide or perceived mutual lack of understanding between staff (with a particular focus on HQ) and membership. Participants said this hinders a consistent and sustainable approach to inclusion.

Presentation and power: Girlguiding was described as predominantly white and middle class, with Christian undertones and as very cliquey. Participants reported a lack of diversity at all levels of the organisation, but particularly in senior leadership. Marginalised participants said that there is a lack of inclusive decision-making and that their voices are often unheard.

Leadership: Participants reported a lack of diversity in leadership, in relation to staff and volunteers, which leads to a lack of role models for marginalised participants. Most participants also stated a lack of trust in commitment to EDI (Equality, Diversity and Inclusion) by senior leadership (staff and volunteers), fearing that it might only be "lip-service" or a tick-box exercise.

Progression: Employees reported an inequality in progression and development opportunities and lack of encouragement to take leadership positions. In particular, staff of colour felt that they had no way to progress in the organisation. This was echoed by volunteers, who said that the same people get encouraged to be commissioners. POC, LGBT and disabled Rangers also mentioned that they are often not given encouragement to become young leaders.

Equality, Diversity and Inclusion (EDI) awareness and learning needs: Many participants said that there is a lack of understanding of key EDI issues among employees, volunteers and senior leadership. Most participants said that the current EDI training offers or guidance on EDI issues are not sufficient. Volunteers felt left alone in trying to get information on better inclusion practices.

Processes: Participants reported a range of processes as barriers to inclusion. Most participants said that reporting and handling of incidents needs improvement. Some participants were scared to raise issues out of fear of negative repercussions. Most participants also mentioned that the financial expectation on members is too high for families from working class backgrounds, making it not possible for working class girls to be part of Girlguiding.

Collaboration: In all focus groups and in most interviews, it was mentioned that closer bonds with communities that are currently underrepresented would be an important and necessary step for Girlguiding. It was reported that attempts to create closer bonds (e.g. with Muslim communities) have been faced with resistance from employees and volunteers.

Key Recommendations

The culture: Translate Girlguiding's values into behaviour frameworks for managers, staff and volunteers and incorporate the behaviour framework into the annual appraisals and 360s for staff. This should be considered in an adapted form for volunteers.

Girls and parents/carers: Review the Code of Conduct and how it is applied to ensure that Girlguiding takes a zero-tolerance approach to oppressive behaviour from volunteers and girls.

Staff and volunteers: Develop a clear strategy that has one overarching EDI vision for membership and staff. Ensure united buy-in and endorsement by Board of Trustees and senior leadership on both staff and volunteer side. This is essential for successful buy-in from the whole organisation.

Presentation and Power: Develop a clear cultural statement that is built on values of inclusion. The culture statement needs to inform the development of management/volunteer/staff competency and behaviour frameworks.

Leadership and HR: Develop a plan to foster and maintain diverse leadership through leadership programmes for employees and volunteers to fast-track the progress of underrepresented groups. Have more opportunities for junior staff and volunteers to meet and talk to senior leadership and the BoT.

Progression: Monitor the recruitment, retention and progression of staff and volunteers to assess where specific identity groups are facing barriers. Define annually actions to remove barriers or provide additional support.

EDI Awareness and Learning Needs: Develop a comprehensive EDI learning and development programme for Girlguiding employees, volunteers and the Board. Develop a virtual EDI session for all volunteers to take as a basic requirement alongside safeguarding.

Processes: Improve staff and volunteer policies to be more specific and defined on the protected characteristics and so that there is less subjectivity in deciding what constitutes an oppressive incident. Train all managers and commissioners on how to handle reports of oppressive incidents.

Collaboration: Discuss and agree support for community collaboration and communicate this to the wider membership. This decision should involve representatives of different levels of seniority of staff and volunteers.

METHODOLOGY

Framework

A detailed framework for the diversity and inclusion audit was developed and agreed on based on the kick-off meeting and documents shared. This framework informed the methodology of the audit.

The framework included the following inquiry themes:

- **Belonging and values:** whether Girlguiding is a place where marginalised/underrepresented people love to work, volunteer or take part and feel supported, heard, and valued.
- **Girls and parents/carers:** whether all girls and parents/carers feel they are supported and valued.
- **Presentation and power:** the extent to which there is equal representation throughout the service organisation and workplace.
- **Progression:** whether marginalised staff and volunteers can thrive and have their skills appreciated and nurtured.
- **Processes:** whether best practice processes and policies are in place which benefit all staff, and whether processes proactively guarantee fair and understanding support and make it easy to understand how to address instances of oppression or discrimination.
- **EDI learning needs:** whether staff and volunteers fully understand equality, diversity and inclusion and commit to educate, upskill, and challenge themselves and each other.
- **Collaboration:** to determine how wider communities are involved in Girlguiding and whether lasting relationships are built.

These inquiry themes have been developed into narrower indicators that were used to develop the questions and focus group outline. These inquiry themes constitute the chapters of this report.

A chapter on leadership has also been included in this report, as this was a theme that came out strongly in the interviews and focus groups.

The primary research was divided into three parts: focus groups, semi-structured interviews and a survey.

The audit was analysed through an intersectional lens and therefore recommendations are to be interpreted also through this lens. This means that while certain characteristics have been centred more, it has to be considered how they interact with other characteristics like age.

Participants

Primary research was conducted with a diverse pool of participants across:

- Girlguiding sites (HQ, Training and Activity Centres and Trading)
- Young and adult members from a range of countries and regions (including England, Scotland, Wales, Ulster, and British Guiding Overseas (BGO))
- Stakeholder groups (including Board of Trustees (BoT), Girlguiding UK staff, volunteers, girls/young women, parents/carers)
- Underrepresented groups (including lesbian, gay, bi and trans (LGBT) people, people of colour (POC), working class people, disabled people and those belonging to minoritised faiths)

The audit centred the voices of people belonging to underrepresented and marginalised groups. Participation was based on self-identification as belonging to a group. This audit was an opportunity to listen to voices that are normally less heard and captured by organisations.

Five core underrepresented groups were identified and agreed with the project group through looking at previous research and specific gaps in data. The research also included participants that did not identify with these core groups. These participants were able to join general focus groups and fill in the survey. Key stakeholders (e.g. senior leadership) were not asked to disclose any characteristics but were able to volunteer that information if they wanted.

Volunteers, Rangers and parents/carers were recruited through a registration form published on the website, social media and Discover, Grow. All employees were emailed information about the audit and instructions on how to take part. Key stakeholders were put forward by the project group.

The consultants received an overwhelming number of sign-ups, particularly from marginalised volunteers. While not all participants could be accommodated in a focus group or interview, every person that expressed their interest was given the opportunity to provide written feedback through the survey.

The audit consisted of:

Interviews
- 46 interviews with a range of stakeholders
- Of these interviews:
    - 21 were with key stakeholders, including: CEO and Chief Guide; Directors and Chief commissioners; Volunteers and employees that oversee specific areas or projects that are of interest to this audit.
    - 25 were with core group participants who couldn't attend or weren't comfortable to attend focus groups.

Focus groups
- 17 focus groups, including:
    - Board of Trustees
    - 4 staff focus groups (POC, LGBT, working class, disability)
    - 4 Rangers/young leaders focus groups (POC, LGBT, working class, disability)
    - 6 volunteer focus groups (POC, LGBT, working class, disability, general, mixed focus group)
    - 1 POC parent/carer focus group
    - 1 parent/carer and child focus group, held as 2 interviews for practical reasons1 parent/carer and child focus group that was held as 2 interviews instead

The scheduled minoritised faith staff and volunteer focus groups did not take place due to a lack of sign-up. However, there were participants belonging to minoritised faith

groups who took part in other focus groups (e.g. LGBT, POC) because they identified with those characteristics as well. The scheduled general staff focus group and some parent/carer focus groups did not take place due to a lack of sign-up.

Survey

- A survey with over 200 respondents (including volunteers, staff and young leaders. (The survey data suggests that the majority of respondents did not cross over with participants of the interviews/focus groups but as responses were anonymous it is not possible to confirm specifically.)

Document review

- As part of the audit, the consultants also carried out a substantial document review, which included previous research, examples of external comms, HR policies and strategy documents.

Data was analysed through a thematic analysis. The framework was used as a coding base for the analysis, into which all interviews, focus groups and survey submissions were fed in. Quotes are cleaned verbatim transcriptions. Impact Culture, commissioned by Girlguiding, has amended the audit report produced in September 2020 to omit content that could be identifiable to individuals taking part in the audit and to make the report more accessible. Participation in the audit was agreed as confidential.

FINDINGS

1. BELONGING AND VALUES

All core groups interviewed stated that there are equality, diversity and inclusion problems in Girlguiding. The experiences of participants in most focus groups were mixed, some reporting good practice, but also instances of discrimination and bullying.

The one core group that reported disproportionately negative experiences was that of people of colour. This included staff, volunteers, parents and Rangers. Participants stated that there are deeper problems with race and racism that go beyond the lack of representation.

According to Girlguiding's mission, values and recent strategy, the charity wants to be an organisation for every girl and have an inclusive and welcoming culture, but the audit shows that this is not currently being achieved.

Despite participants reporting negative experiences and discrimination, most participants emphasised their commitment to Girlguiding. Many stated that they wanted to provide feedback and share their experience because they want to improve an organisation they love and deeply care for.

THE CULTURE

Girlguiding is not seen as an inclusive or diverse organisation by most participants. Some themes that came up as barriers to belonging are the cost of Girlguiding, accessibility of meeting spaces or activities and more generally the culture of Girlguiding (a shared point by staff, volunteers and Rangers).

Examples from the Audit:

- Some staff of colour experienced that white staff only greet other white staff when coming in the room and ignoring their colleagues of colour.

- Racialised jokes and microaggression (e.g. mixing names, making comments about people's food or touching people's hair, purposefully mispronouncing names) in the workplace have been a common experience.

- Many LGBT staff members witnessed transphobia when interacting with volunteers.

- LGBT volunteer participants repeatedly mentioned that there is a 'don't ask don't tell' atmosphere in the Girlguiding membership.

- A Ranger was called the n-word in a unit meeting.

- A Rainbow was told by another girl that she didn't want to hold her hand because she is dirty (referencing her skin colour). The parent was too worried about backlash to raise this with the leader. The same girl was kicked by a different girl using a racial slur towards her.

- Separation of same-sex couples when volunteering together was reported as a 'common practice' (e.g. moved to a different unit, not allowed to go to the same trip together).

- Participants reported that items that were requested by disabled Rangers, Volunteers and in some cases staff were noted down, but the items would only be purchased or developed if there was enough 'interest', which made participants feel Girlguiding was not considering the needs of people, but that needs would only be met if it is "worth it".

- Cultural appropriation: Participants reported that Pow Wows and dressing up in native American headdresses is a practice that happens during camps and events. A volunteer

experienced this as offensive (as a person with indigenous heritage) and that they felt wider Girlguiding is unaware of the history of the practice. Other participants found these cultural appropriation practices offensive.

- Many participants mentioned that the history of Girlguiding needs to be addressed and acknowledged (in reference to Baden-Powell family). Some participants said that any memorabilia referencing the Baden-Powell family should be removed from Girlguiding.

- A disabled Ranger said she is always alone; nobody wants to play with her, and she feels that the leader could help by encouraging girls to play with her.

- Working class volunteers feel they have to pay for uniforms and subs for working class girls in order to make it more accessible/affordable for them to participate.

- Volunteer participants mentioned that the emphasis on traditions can be intimidating for newcomers.

Quotes from participants:

"I went to my first meeting in Rangers and I was 1 of 2 POC. No one spoke to us and when we had to do pair work. The girl I was paired with didn't want to be with me." – POC Ranger

"At Girlguiding meetings, I feel like I have to hide part of my identity. At meetings I act completely different to the way I act outside of meetings. I am constantly code-switching before I join a meeting." - POC Ranger

"I have been the only POC throughout my Girlguiding experience, to this day." - POC Ranger

"I had to eat food with beef in it as there was no other food for me to eat. I was not aware of that beforehand" – POC Ranger

"Unless we change the culture, I don't know if we can change anything else." - senior stakeholder

"I met a commissioner and she said that in some places in this town, it just doesn't look like England anymore. I can't believe she said that to me. It was awful but I had to swallow it" – POC employee

"Multiple times have adult volunteers have asked me if they can touch my hair and also asked me where I am from" – POC volunteer.

2. GIRLS AND PARENTS/CARERS

Most participants said that they feel Girlguiding wants to offer an inclusive and welcoming environment for girls, which is also stated in Girlguiding's mission. However, there is a gap when it comes to delivery. While parents and Rangers said that overall, they have positive associations with Girlguiding, many also reported experiencing discrimination and exclusion, leaving girls not feeling supported or valued.

EXCLUSION OF GIRLS

Volunteers and Rangers said that there is a lack of understanding when it comes to accessibility needs and how to best support disabled girls. Some volunteers questioned if the organisation can be truly inclusive of all girls if guidance and resources on all different aspects of diversity and inclusion (e.g. accessibility needs, LGBT inclusion, race equity) are not given to properly support girls. LGBT and POC Rangers also mentioned being excluded and discriminated against on various occasions.

Examples from the Audit:

- Most disabled Rangers in the focus group felt there was a lack of support and a lack of understanding of their needs and in some cases a lack of interest which made it difficult for them or impossible to fully participate.

  On multiple occasions participants said that young LGBT members were asked to sleep in separate tents or encouraged not to go on trips.

- Some volunteers mentioned that there is a waiting list problem; units fill up with the same girls and their friends, not leaving space for girls that come from underrepresented communities.

Quotes from participants:

"Someone who I invited to go to Guides with me was asked to remove her hijab on a trip, by a leader" – POC Ranger

"When I was a Guide, a parent didn't want me in the same room as their child for the simple fact that I like girls." – LGBT Ranger

"One girl was excluded from a group because they didn't know how to deal with diabetes. They said it's a medical condition, we can't deal with it." – disabled volunteer

"I experienced exclusion from my unit multiple times because of my disability. I have been told not to go on trips because it is not safe enough." – disabled Ranger

"One leader made jokes about my disability – she kept calling me slow-processing." – disabled Ranger

"I feel like there is not a place for me in guiding" – POC Ranger

PROGRAMME AND ACTIVITIES

The Girlguiding programme and activities received mixed feedback from audit participants. While some parents, Rangers and volunteers felt the new programme was more accessible, others felt the opposite was the case. What was mentioned as a positive is that the new programme is written for girls and it makes it more accessible to do activities at home. However, as a negative response, it was mentioned was that many tasks and activities were too rigid and volunteers felt that they were not allowed or found it hard to adapt the programme to different girls' needs.

Through the audit process it became clear that many volunteers take guidance and the programme content too literally, some even mentioning sanctions from other volunteers if they amend the programme to make it more inclusive. This should be considered as an issue and barrier to the charity ensuring unit meetings are accessible and inclusive.

Quotes from participants:

"The new programme is very prescribed and set, there is no ability to support children who cannot partake in these skills or activities." – disabled volunteer

"New resources for Girlguiding were a good idea with the right "topic headings" but did not allow leaders to explore issues more in-depth with girls." – LGBT volunteer

"Activities are planned without considering the safety and ability of people with disabilities to partake in them." – disabled Ranger

"There is not much guidance given on how to talk to girls about life issues. There is not much guidance on how to speak to girls about sex, sexuality, relationships and we get those questions asked a lot." - LGBT volunteer

"Current issues that may be affecting your Girlguiding members mentally and physically should be considered. Such as the MeToo Movement, the Natural Hair Movement, LGBTQ+ pride and BLM." – POC Ranger

POSITIVE FEEDBACK FROM GIRLS

Some young members mentioned good practice and how they felt supported by their leaders.

Examples from the Audit:

- An LGBT Ranger said that they experienced a trans leader being given the same respect as other leaders and that it made the Ranger really happy and proud.

- A volunteer reported that she is running a small unit specifically for girls with autism and learning disabilities, which has been a success in her area and she received a lot of positive feedback from parents.

Quotes from participants:

"The Breaking Free Peer Ed resource talks about what gender actually is in a pretty accurate way, the illustrations in the book are also BEYOND inclusive which is amazing" – LGBT Ranger

"One of my leaders offered to speak to the other girls about my equipment and disability, which made me feel really included." - disabled Ranger

"My unit leaders are great and fully supported me when I came out as non-binary." - LGBT Ranger

"Since my daughter is in Girlguiding, I have seen a change in her. It really helps with her confidence, even though I wish there would be more diversity in the unit" – POC parent

"I know two deaf leaders who are just brilliant. They show particular understanding and support towards me" – disabled Ranger

"I was open about my disability and explained that I'd need some time off and my leader was super supportive and asked what she could do to support me" – young leader

GIRLS IN LEADERSHIP

Many participants mentioned a big potential for Girlguiding to expand their role in preparing girls to be comfortable and confident in their leadership skills. Whilst the process of becoming a young leader was said to help shape leadership skills, many girls said they felt they were not encouraged to take the step to becoming a young leader. Others said they would like some more activities or interactions that prepare them for the "real world".

Quotes from participants:

"I would benefit from a mentor programme or someone that can support me in thinking of who I want to become." – LGBT Ranger

"I really would like to see more mentoring opportunities for young members with commissioners. We need to foster and celebrate the next generation." – senior stakeholder

"I wish I could be more part of influencing what Girlguiding is doing. I feel sometimes our voice doesn't count." – disabled Ranger

"I don't think my leaders want me to become a young leader. They never gave me any information about what to do" – LGBT Ranger

3. STAFF AND VOLUNTEERS

During the interviews and focus groups, both volunteers and staff identified a divide between staff (with a particular focus on HQ) and the membership. Participants said a lack of collaboration and valuing of the other, hinders a consistent and sustainable approach to inclusion. While senior leaders did not perceive this divide quite as strongly, junior staff and volunteers highlighted this in most interviews.

Related to this, the perception of the inclusiveness and diversity of Girlguiding is slightly more positive among senior leaders. When talking to junior staff and volunteers, EDI was flagged as one of the key problem areas, with lack of diversity but also exclusion and discriminatory behaviour being mentioned as areas of concern. Staff and volunteer senior leaders demonstrated they understand and are aware of some EDI issues in the membership but have lower awareness of EDI issues in the workplace.

Volunteers stated that some of the suggestions coming from HQ don't take into account the needs and realities of volunteers or girls (e.g. advice on how to make the unit more financially accessible for girls). At the same time, in many identity-specific interviews and focus groups, volunteers said that they are mostly in favour of HQ's guidance and find that local rules and guidance are the problem.

Examples from the Audit:

- A senior stakeholder described how volunteers and staff sometimes underestimate each other. As an example, they mentioned that the professional background of volunteers and how that could be useful for Girlguiding is not taken into consideration by staff, and at the same time volunteers sometimes don't recognise or value the expertise of staff.

- Trans inclusion was mentioned as an example of good policy change by many employees and volunteers, but participants also mentioned that even more guidance and explanation needs to be given. Volunteers and Rangers felt that they had to keep quiet when they had a non-binary young member or a young member that came out as a trans boy, because they were afraid they would be told to ask the young member to leave. Many volunteers also mentioned that they would like more advice on how to support young trans members better.

Quotes from participants:

"If we're talking inclusion in a broader sense – volunteers are not always included in the decision-making process. Yes, you can be in the same room, but you cannot participate in the same way." - senior stakeholder

"There is a discrepancy between the guidance that is given by HQ and the actual on the ground experience of guiding" – LGBT volunteer

"HQ needs to have a look at the bigger picture – have open conversations about what is going well and what isn't" – working class volunteer

4. PRESENTATION AND POWER

LACK OF DIVERSITY IN THE WIDER ORGANISATION

Most participants throughout the research (e.g. senior stakeholders, identity specific groups, parents, staff, volunteers, Rangers) said that the whole organisation, as a workplace and wider membership, is mostly white, middle class and perceived as predominantly Christian. Rangers, parents and volunteers stated that they are often the only person of colour or openly LGBT+ person in the room.

During the audit, perspectives from people who don't identify as Christian, Agnostic or Atheist were mostly absent; only a few volunteers, Rangers and members of staff who took part in the audit identified with other faiths.

Most participants stated that the organisation, both as a workplace and in the membership, lacked diversity on all levels. Some participants said that over recent years they have noticed an active push for change regarding diversity in the workplace and on the membership side, but also followed up that there is a long way to go. However, concerningly, there were multiple accounts from employees of actively exclusionary behaviour.

Examples from the Audit:

- A few participants reported witnessing that prospective volunteers are not called back or told in their first unit meeting not to attend again because they don't fit in the organisation.

- It was mentioned by numerous participants that the frequent use of churches could be a barrier for people from other faiths to join

- A few disabled Rangers stated that their main challenge when joining Girlguiding was the lack of diversity and knowledge/sensitivity around disabilities, as well as inaccessible activities planned by groups.

- A LGBT volunteer witnessed a trans woman being denied being a volunteer by their local leader.

- It was frequently mentioned that volunteering roles need to be diversified in terms of abilities, but also in terms of time commitment.

Quotes from participants:

"When I attend bigger Girlguiding events I look into a sea of white faces" – white employee

"There is little representation within Girlguiding, so that doesn't make people think 'that could be me." – senior stakeholder

"We are like a big family, but sometimes I wonder if we are so close-knit that we don't let anyone new and different in" – senior stakeholder

"Girlguiding is seen as something more of a middle-class thing, that's the image Girlguiding has which increases barriers for girls from economically disadvantaged class backgrounds" – working class volunteer

"It often feels like Girlguiding thinks that there is no issue with diversity and as a result there is nothing in place to help improve issues that people face or to make Girlguiding a more diverse place" - POC volunteers

RETAINING STAFF, VOLUNTEERS AND GIRLS

The words "clan culture" and "cliquiness" were used in almost every interview or focus group. Girlguiding was described as a very tight-knit community that does not seem to be welcoming to people with no prior Girlguiding experience.

Even in the workplace, it was stated that some employees feel excluded by their peers if they don't have experience of Girlguiding as a girl or as a volunteer. Some volunteers across all marginalised backgrounds reported that they were actively encouraged to leave the organisation, while others stated that they are being "iced out". Rangers and young leaders also described incidences of being made to feel so uncomfortable that they considered leaving. This was due to their marginalised identity and their age.

POC Rangers described not being encouraged to move into leadership positions and being excluded from contributing ideas for the unit. POC volunteers noted that the focus group was the first time they had been with other people of colour at Girlguiding. The sense of a shared experience from the group meant that they were keen to stay connected to help one another navigate a system that they often experienced as unsupportive or oppressive.

The POC and LGBT Ranger focus groups also mentioned the sense of belonging that they experienced in the focus group as something that they had never fully experienced in their units.

In the POC staff focus group, some participants reported feeling exhausted by their experiences as a POC in the white-dominated culture of the organisation, that their progression is limited due to being POC, and the impact working at Girlguiding has had on their mental health. While other non-POC employees have mentioned stress due to high workload, some POC staff have reported that on top of their job, they are frequently asked to do additional menial tasks.

Examples from the Audit:

- A disabled Ranger said that they have experienced aggression from leaders, that leaders wouldn't listen to their needs and that the leaders were then offended when participants wanted to change units.

- A disabled Ranger felt isolated, because other girls started ignoring her and the leader didn't intervene: "It made me feel very excluded, like they don't want me there."
- A disabled volunteer was told multiple times not to come to unit meetings because they were not "the right fit". Another disabled volunteer was told she couldn't do the leader's training because she wasn't "fit to do so".

- A working class volunteer was made fun of because of their accent, their non-university educational background and for not being able to afford [time and money] to participate in international experiences.

- A young leader experienced ageism when she became commissioner. She felt like she needed to justify every decision and was made to feel silly when not understanding some processes: "I wouldn't have continued if it wasn't for a good friend."

Quotes from participants:

> "It's not the place for me- I am tired of feeling uncomfortable and not myself" – POC employee

> "It hit me that Girlguiding is probably not for everyone" – disabled Ranger

> "If Girlguiding continues to present itself as an exclusive club, I will genuinely consider not continuing anymore" – LGBT volunteer

LACK OF INCLUSIVE DECISION-MAKING

Throughout the focus groups and interviews, participants said that they feel they are not part of decision-making processes, which included strategic level decisions but also decisions that are made on a regional level. Some Rangers also mentioned that they are not part of these process at a unit level either. Many participants do not see themselves and therefore their needs represented by those with decision-making power.

Examples from the Audit:

- A lot of participants stated their desire to want to be part of committees connected with HQ so that they can make their voice heard. Currently they feel the only way to do this is to complain.
- A POC Ranger said they felt ignored in unit planning discussions and discouraged from progressing into leadership roles.

REPRESENTATION OF DIVERSITY IN EXTERNAL COMMS

Participants identified a shift in external communication, welcoming a more inclusive representation within Girlguiding materials and on social media. Participants said that it is difficult to motivate local groups to do the same; those who might not run diverse units or just don't have the awareness of why diverse representation matters.

At the same time, some volunteers, Rangers and staff are concerned that purposefully sourced diverse images are tokenistic and misleading if they don't reflect the make-up of Girlguiding. Some participants said they want to see change first and the creation of a more inclusive environment before Girlguiding represents itself as more diverse than it may actually be.

However, it has been mentioned that more could be done to celebrate diversity in external communications and social media. Some employees mentioned that they have experienced resistance when wanting to post things around LGBT+ inclusion or Islamic holidays.

The current representation of diversity is felt to be surface level and not a reflection of the reality of the Girlguiding.

Examples from the Audit:

- A POC Ranger mentioned that her image that was taken ten years ago was still being used by Girlguiding. She interpreted it as either Girlguiding can't find many current black members or that they can't be bothered to.

5. LEADERSHIP

LACK OF DIVERSITY IN LEADERSHIP

A reoccurring theme both in the workplace and within membership was the lack of diversity in leadership positions. While the lack of POC senior leaders was mentioned by most participants, underrepresentation of other forms of diversity were mentioned as well (e.g. a lack of working class, LGBT and disabled senior role models). Participants pointed out that with more seniority, the organisation becomes even more homogenous, which means very limited diversity in leadership and a lack of diverse role models. This leads to doubt about whether there is a future or development opportunities in the organisation for volunteers, staff and Rangers that don't conform to that image.

A recent recruitment round of trustees has diversified the board of trustees to some extent, but more effort needs to be made to make diverse recruitment more organic for the board as well as for senior leadership. And to ensure that there are a range of diverse characteristics represented.

Quotes from participants:

> *"When you get higher and higher up, everyone is white"* - LGBT volunteer

> *"Senior leaders are all white and middle aged, there is no diversity"* - working class staff

> *"I see a sea of whiteness when I look at the board of trustees and higher management levels"* – POC staff

LACK OF TRUST IN LEADERSHIP COMMITMENT

While the majority of staff stated that they do think leadership across the organisation wants to commit to an equitable, diverse and inclusive workplace, most followed up with concerns about whether those in senior leadership roles had the necessary deeper understanding of EDI issues and stated doubt about the seriousness of delivering tangible change (e.g. "We talk the talk, but what then?"). This was echoed by volunteers and Rangers.

From the focus groups and interviews, it became clear that there is a need to create more trust between staff and HR and senior leadership. During the interviews, every senior leader assured us of their commitment to EDI, with many demonstrating awareness of specific problem areas.

Quote from participant:

> *"I feel a lot of staff are motivated to make change happen, but it fails on the lacking initiative from higher ranks as well as volunteers"* – POC employee

6. PROGRESSION

INEQUALITY OF PROGRESSION AND DEVELOPMENT OPPORTUNITIES

While a lot of volunteers said that they can see themselves staying at Girlguiding for at least the next two years, progression opportunities don't seem to be communicated well or in some cases at all. In particular, marginalised volunteers feel that they are not encouraged to progress. Some POC, LGBT and disabled Rangers also mentioned that they would like to stay on, but they don't know if it would be a welcoming environment for them.

The lack of role models was another factor that made Rangers hesitate to continue with Girlguiding. Most young leaders said that it was difficult being a young leader because other leaders often don't take them seriously.

Progression was a more nuanced picture in the workplace. While some staff from the core groups said that they feel confident that they can progress in the organisation, other staff, particularly staff of colour, said that they don't believe they can progress in the organisation.

Examples from the Audit:

- Some staff of colour mentioned regarding Girlguiding as: "You just know your place."

- Staff of colour felt they were asked to do administrative or menial tasks even if more junior white staff were available to do it.

- Some disabled staff fear that they might be first in line to be made redundant because of their disability.

- Staff of colour mentioned that informal mentoring and progression opportunities are mostly given to white staff.

- Some staff felt that their lack of university education or working-class background put them in a disadvantaged position in Girlguiding and that they will never be seen as (strategic) leaders.

- It was brought up that there needs to be an urgent review on the wellbeing and treatment of temporary and casual staff.

- Disabled volunteers mentioned incidences of ageism, homophobia and cliquiness, or being actively denied the opportunity to progress, when attempting to take on new roles within Girlguiding.

- Many volunteers, particularly younger volunteers, reported being denied or discouraged to take on higher positions within Girlguiding.

Quote from participant:

- *"There are favourites in the organisation. Everyone knows who they are. I am not saying it is a race thing but all of them are white"* – POC employee

LACK OF ENCOURAGEMENT TO TAKE LEADERSHIP POSITIONS

Some Rangers said that they felt encouraged to develop their leadership skills while others said that they don't feel the other leaders would want them to join them.

Quotes from participants:

"Guiding is something I enjoy and I feel passionate about. I love being a part of Rangers and also developing leadership skills as a young leader" – LGBT Ranger

"I also want to inspire the next generation of POC girls to show them that Girlguiding is for them as much as it is for white people." – POC Ranger

"My leaders haven't told me yet about being a young leader or told me things about any course which you can do to improve yourself" – POC Ranger

7. EDI AWARENESS AND LEARNING NEEDS

A need for training and further unpacking of what equality, diversity and inclusion means for Girlguiding was raised in conversations with the BoT, senior stakeholders, staff and volunteers. Many staff and volunteers feel they would benefit from being able to access resources that would help to upskill and challenge them on specific EDI issues.

Many participants said that training for staff and volunteers would need to incorporate different strands of EDI, to enable people to offer an equitable service and create an inclusive culture.

Some staff participants mentioned an unconscious bias training course, which received mixed reviews from participants. While some felt it was a good starting point, others noted

that it was not enough. Some staff even noted that problematic and exclusionary statements were made by the facilitator.

During interviews, it became clear that language and concepts used around EDI issues in Girlguiding are still at an early stage and staff and volunteers would benefit from exploring other concepts like equity, microaggressions or privilege.

It was also mentioned that there is an overreliance on marginalised staff or volunteers to informally educate others or come up with good practice, which leaves them feeling used and their labour unrecognised.

Examples from the Audit:

- Across all focus groups, participants stated that there needs to be greater support, skill and expertise to write and implement inclusive policies and practices. Training on various EDI matters have been mentioned, in particular anti-racism, disability awareness and LGBT inclusion training.

- Many participants mentioned the general wish to have a well-equipped and well-staffed team that supports implementation of diversity and inclusion policies.

- Most volunteers expressed desire for mandatory diversity and inclusion training and better resources to deal with different EDI issues (especially around disability and trans experiences).

- In many Rangers focus groups, participants expressed a wish for sign language courses and other training that could help to create a more inclusive environment.

Quotes from participants:

"Currently the emotional labour to educate peers and input in policies is resting on those members with lived experience of exclusion and discrimination." – disabled young leader

"A 2-hour inclusion course is like a tick-box exercise, inclusion training needs to be more systemic and on-going" – LGBT employee

"I am feeling confident in advising others on certain disabilities but basic training for greater inclusivity and also awareness on matters beyond (dis)ability should be mandatory" – disabled volunteer

"There should be shared responsibility to advocate for EDI issues, not just working class for working class, POC for POC etc., but currently there are not enough resources to support staff and others in doing so" – working class employee

"One person had organised autism training but volunteers are generally left to their own devices." - volunteer

8. PROCESSES

REPORTING AND HANDLING INCIDENTS

Participants stated that current processes and policies are insufficient and at times a hindrance to building an inclusive, equitable and diverse organisation. Whilst there are ways to raise formal complaints on the volunteer and staff sides, many participants said they were hesitant to do so out of fear of repercussions or that they will not be believed. Parents and Rangers, as well as some volunteers, mentioned uncertainty about where to turn to if they experienced or witnessed discrimination or inappropriate behaviour. It was often stated that it is down to personal relationships to sort incidents out but that a general

central support system is missing. Many volunteers mentioned that they understand how to handle a general safeguarding issue but that they would not have the same confidence to address discriminatory or oppressive behaviour. Staff reported a lack of transparency in dealing with complaints.

Examples from the audit:

- Volunteers report no or inadequate guidance from HQ on EDI issues and feel it is down to individuals to address inequalities. There is a general sense of lack of support in how to protect girls from discrimination or when working with people who experience marginalisation, in particular regarding disability and trans inclusion. Volunteers are uncertain who to contact for support.

- Most volunteers want a centralised point of contact to get best practice on EDI issues.

- A disabled volunteer mentioned not having received any replies from HQ employees when making suggestions on inclusivity and assisting with disabled volunteers.

- A LGBT volunteer mentioned that someone raised a complaint against her and her partner for being LGBT trying to get her excluded from activities. She said that she didn't receive any support from HQ in handling this but knew the commissioner well who supported her.

- Many staff of colour were surprised that they were not interviewed or consulted when an incidence of racism was investigated. While the conclusion of the investigation was communicated with the organisation, many staff participants mentioned a lack of trust in the process.

- In general, a lack of transparency and uncertainty around the process of how complaints are dealt with in Girlguiding as a workplace have been communicated.

Quotes from participants:

"As a volunteer I feel that we're often overwhelmed trying to be truly inclusive or increase diversity and inclusivity" - disabled volunteers

"There needs to be a serious reform regarding racism and LGBTQ issues. If you raise a concern, they [HR and managers] are not quick to respond" – POC employee

LOCAL RULES AND GUIDANCE

Most volunteers as well as some senior stakeholders and staff mentioned that local and informal rules and guidance are a problem. These sometimes seem to contradict general guidance that comes from HQ.

Many volunteers report that general guidance from HQ often doesn't reach them because commissioners will amend and edit it before passing it on. While they emphasised a need for flexibility in interpreting general guidance, they saw the current local and informal systems of rules and guidance as unhelpful and a barrier to inclusive practice.

Examples from the Audit:

- Participants mentioned that feeling pressure to follow local rules can be intimidating for many newcomers.

Quotes from participants:

"Primary issues are the lack of a centralised structure and bylaws, which means that translation of policies at a district level is down to personal biases of district leaders or commissioners." - LGBT volunteers

"If you have a new idea or want to try something out to make units more inclusive, you get often shut down by others by citing bylaws" – disabled volunteer

FAIR AND EQUAL TREATMENT

Employees, in general, reported good working relations with direct line managers but at the same time stated that they don't feel treated equally in the wider organisation.

Volunteers mentioned that equal treatment for members, both girls and volunteers, depends on the commissioners and other leaders and therefore changes from unit to unit.

Participants said they would like more consistency and more proactive mechanisms to ensure fair treatment of volunteers and of girls.

Examples from the Audit:

- Some disabled staff feel anxious to disclose their specific needs, as they fear it would be a nuisance. This was heightened during lockdown.

- Disabled staff said that accessibility needs when working from home due to Covid-19 were not proactively considered and could be better managed. Most mentioned, however, that they hope that they can now work more flexibly from home, even after the office reopens.

- Staff mentioned that mental health support from managers is not consistent. Some staff had great experiences while others said their managers weren't supportive.

- One disabled leader expressed feeling treated like a child by other leaders.

- Many LGBT volunteers mentioned that parents and girls were supportive of their identity, but problems came from other volunteers.

NETWORKS

The need for staff networks was mentioned in various focus groups and interviews. There are currently attempts to set up staff networks, but participants said that while officially support has been expressed by senior leadership and HR, practical support is missing.

Volunteers and Rangers also expressed that they would like to form some kind of network for specific identities within Girlguiding (e.g. LGBT network, a network for disabled volunteers) and that it would be a great source of support for them, but they weren't sure how to best go about it.

At the same time, participants mentioned that existing mechanisms to network with other volunteers, e.g. informal volunteer Facebook groups, were sources of a lot of discriminatory behaviour. These were reported to be run by a small number of volunteers that delete content they don't agree with.

FINANCES

The topic of finances and financial accessibility came up in all sessions. Volunteers feel a lot of pressure to keep their unit going financially. While senior stakeholders often mentioned that for young members, participating in Girlguiding is an affordable alternative

to other hobbies, many volunteers and junior staff raised concerns about the accumulating financial pressures for parents and volunteers.

Many volunteers said that they have girls in their units that cannot afford the fees that come with uniforms and subs. Especially for parents with more than one girl in Girlguiding, the financial burden can be too much. Many will never be able to participate in trips, and especially join an international trip.

Volunteers mentioned good practice in allowing parents to contribute weekly or circulating old uniforms. Working class volunteers, among others, mentioned that they would occasionally pay subs for girls or pay for a spare uniform so every girl can participate, even though they are financially stretched as well.

Participants also mentioned that units charge different prices which sometimes depend on their expenses. This can also create further inequalities for girls to join and causes confusion among parents and carers. Additionally, there seems to be confusion about which items of the uniform are needed as a minimum, what financial support is available within Girlguiding and where to turn to for help.

While senior employees mentioned that uniforms and other resources are an important income stream for Girlguiding to continue operations, junior staff and leaders requested to explore options to lower the financial barriers for girls that otherwise cannot afford taking part.

Examples from the Audit:

- A working class volunteer mentioned that this inaccessibility might lead her to the decision to discontinue guiding in the long run.

- Many leaders do fundraise to support their unit, but also mentioned that it is very time consuming and a big responsibility on individual volunteers. It also has been mentioned that this furthers inequality as units in lower socio-economic areas will find it more difficult to fundraise (e.g. where parents can't give as much, or local businesses won't offer sponsorship)

Quotes from participants:

"Individual leaders purchase uniforms to make it more affordable but I know there's no general sense at Girlguiding that there are severe financial hurdles for girls" - working class staff

"We need to create closer relationships with the parents. Most working class parents don't feel comfortable to say when they can't afford something. They just end up taking their girl out of the unit" – working class volunteer

"Not having a uniform shouldn't prevent someone from becoming a member. But at the same time we have to recognise that girls who cannot afford a uniform and wear something else, will feel excluded." - senior stakeholder

LACK OF MONITORING DATA

The consultants also noticed that robust data is currently lacking, leaving gaps in diversity monitoring information for employees, volunteers and girls.

The lack of data makes it impossible to monitor comprehensively the equal treatment of all stakeholders in regard to pay, progression (both volunteers and staff), complaints, recruitment of new members, and how representative this is of the general population.

Additionally, some participants were concerned about filling in available monitoring forms as they fear it could lead to discrimination. This was mentioned by staff, volunteers and parents.

Quote from participant:

> *"Many parents don't disclose if their child has accessibility requirements, because they are scared we just wouldn't take their child then. It is hard to get that point across that we are trying to be inclusive."* – disabled volunteer

9. COLLABORATION

Wider community involvement is an area for improvement. In all focus groups and in most interviews, participants mentioned that closer bonds with communities that are currently underrepresented would be an important and necessary step for Girlguiding.

Some staff that were tasked with establishing closer relationships with minoritised faith or working- class communities, mentioned barriers and push back from within the organisation both in HQ and from volunteers. However, many participants noted and welcomed some positive developments e.g. attending Pride in local areas.

Some participants said that they are concerned that in some cases, community engagement can be seen as tokenistic as it is often not thought through in terms of sustainability and there is also a lack of consideration on how the communities would benefit from Girlguiding.

Girls and parents mentioned that they would benefit from being exposed to different communities and would welcome opportunities to learn more from people with a range of backgrounds and experiences.

Examples from the Audit:

- Multiple participants mentioned that especially when trying to build closer bonds with Muslim communities, volunteers and some staff shy away from it. Participants mentioned incidences where nobody showed up or where there was general push back when trying to publicly speak about reaching out to Muslim communities.

Quotes from participants:

> *"I think we should really try to include more girls from traveller communities and girls from religious backgrounds other than Christian"* – working class volunteer

> *"The volunteers are all white – which is an obstacle to recruiting more BAME girls in volunteering and other positions."* – LGBT volunteer

> *"Black girls will look around and say: this is not my place."* – POC volunteer

> *"I tried to organise a Pride event in my local area, and some of the girls were interested but none of the other volunteers wanted to help. There was no support. Really disappointing experience"* – LGBT volunteer

VISION FOR GIRLGUIDING

During the audit participants were asked what their vision for an inclusive Girlguiding would look like. Here is what they said:

"I love my unit and I want the rest of Girlguiding to become as inclusive and welcoming as my unit. Other volunteers can sometimes be hard to deal with, especially when they know that I am gay. I wish we had a culture where everybody is accepted for who they are and appreciated for what they can bring to the table. I would like it if there are ways to raise these issues more anonymously. If I go to my commissioner, it will get back to other leaders and I will be isolated more." – LGBT volunteer

"I wish all other non-binary members would be treated like I am treated. My leaders are great and I found friends for life. I think Girlguiding could have such a positive impact for LGBT youth and offer support in times that can be really difficult and scary." – LGBT Ranger

"There should be compulsory targets for each district and division to implement greater diversity and inclusion measures. All leaders should be aware what they should do and how. You are not in Girlguiding unless you are a fundamentally good person but people need to be taught what they are doing wrong." – disabled volunteer

"I want to trust the information that is coming from HQ. I would but I know till it reaches me so many people have amended and interpreted it. And then the bylaws are a whole other problem, often having a lot of personal biases in them. We need a more direct line to HQ, more explicit guidance and reduction of bylaws." – LGBT volunteer

"I want more proactive support for us. Sometimes it feels like you have to take action yourself, people DO support you but they won't necessarily start the ball rolling. I'm part of the LGBT Girlguides on Instagram since we felt like we needed some sort of place to all belong in. It's not an official page but it's a community which a lot of people have said that they love but it feels like - even though they do support us - Girlguiding wouldn't have started it themselves". – LGBT Ranger

"Girlguiding need to consider a redesign of the leadership role as its structure tends to encourage leaders from a certain demographic rather than providing support and flexibility to encourage leaders from a wealth of demographics and backgrounds. I want to see people from all backgrounds and walks of life in leadership." – POC volunteers

"All activities should go through an inclusivity assessment and there should be ongoing quality control of units. It is so easy to adapt some of the activities and make it so that all girls can join and have fun. It makes such a difference in my girls' lives [from the unit] and I see how some really get out of their shell since they started. But I know not all leaders do this. There is a real fear to amend programmes. Maybe this can be overcome with more training and better guidance." – disabled staff

"Just normalising smaller conversations, LGBTQ relationships, asking for people's pronouns in a way that's not turning it into a big deal. Creating a safe space for all at the start of every meeting and making sure that people know that their voices are being heard and they are allowed to express themselves and just be. Keeping an open conversation between parents, leaders, the staff at HQ and all the youth of Guiding. Showing support through casual representation and making sure to educate people on minority groups…" – LGBT volunteer

"You know a good idea would be to have more conferences and events together [staff and volunteers]. It could be on different topics and we could just mingle with each other. I think understanding more what happens in HQ would be good." – working class volunteer

"Easy to access advice on how to get funding. Clear information what is funded and what isn't. More funding in general, especially for accessibility reasons. And just being honest what the real costs are. I always feel a bit embarrassed when a new girl starts and I know the family needs to be careful with money. I feel that we are sometimes misleading how much things end up costing." - volunteer

"I would love if we do things on current issues or what girls care about, Natural Hair Movement, Pride, BLM, Me Too, Extinction rebellion. We need to teach all girls to become more aware of issues in society, even just touching on it or one meeting talking about it. I think Girlguiding needs to be a place where girls feel safe, and if a POC child feel as though her white peers don't understand her struggles, it might make her feel more alone." – POC Ranger

RECOMMENDATIONS

1. Translate Girlguiding's values into behaviour frameworks for managers, employees and volunteers to adhere to.

2. Develop guidance on how to create an inclusive culture at unit level, with a list of simple dos and don'ts.

3. Develop clear guidance on how to raise concerns when inclusive cultures are not created or oppressive incidents occur, and guidance on what to expect when you do raise a concern. This should include mechanisms that are anonymous and outside of the unit/regional structure.

4. Review the Code of Conduct and how it is applied to ensure that Girlguiding takes a zero-tolerance approach to oppressive behaviour from girls and volunteers.

5. Build more flexibility into the programme so that it can be used in ways that are relevant to the unit and its girls – this might include optional ideas for adapting it. Using an equality impact assessment at key design phases should be ensured.

6. Alongside programme flexibility, develop and rollout training and resources that show volunteers how to adapt activity for all audiences and actively promote the adaptation of the programme to meet needs.

7. Build meaningful national, regional and local collaborations so that girls can access identity-specific opportunities in their activities, e.g. a collaboration with Girl Dreamer could allow POC girls to find mentors or volunteer opportunities with senior women of colour.

8. Develop a mentoring programme for girls with the option of choosing mentors with shared identities.

9. Engage girls with diverse and intersecting identities in decision making at unit, regional and national level – allowing lived experience to guide decision making will naturally make the outcomes more inclusive.

10. Include recognising and celebrating the value of difference in comms to membership, staff and prospective members; including in job design, in volunteer role design, in unit activities and badges and in branding. This can include celebrating a range of holidays and awareness days, showcasing examples of best practice from units or diversifying roles for volunteers depending on expertise and abilities.

11. Prioritise cultural change and addressing inclusion problems within Girlguiding as outlined in the recommendations, before focusing on setting and meeting recruitment targets of representing the diversity in the local area (e.g. for HQ the general population in London). Sustainability in diverse recruitment can only be achieved if an inclusive culture is created.

12. Develop reporting and handling of oppressive incidents policy or update grievance/complaints/disciplinary policies to increase routes for people to report incidents and improve the handling and action taken to tackle the incidents. This should be done for employees and members.

13. Monitor and report on incidents and the action taken to identify patterns and from that develop strategic solutions to issues identified.

14. Source more and varying case studies of actual inclusion work done at unit level to celebrate positive work and share good practice. By celebrating good practice, more volunteers can be inspired to do the same.

15. Develop comms plans with diverse staff or members around the table that represent the communities Girlguiding is trying to serve.

16. Avoid overusing the same images of diverse representation. The same units, staff or volunteers shouldn't be asked to give quotes or have their picture taken. Keep in mind that diversity will increase once steps towards a more inclusive culture are taken.

17. Set targets for a more diverse leadership team across Girlguiding to be representative of their geographical locations. Addressing inclusion problems should be prioritised but setting diversity targets for senior leadership should be the first step on developing diversity targets for Girlguiding (workplace and membership).

18. Hold cultural change awareness programmes for senior leaders (e.g. on privilege and power dynamics in decision making processes) as a priority.

19. Monitor the recruitment, retention and progression of staff and volunteers to assess where specific identity groups are facing barriers.

20. Develop an EDI learning and development programme for Girlguiding employees that includes training, reflection and action learning for all staff, and coaching for senior staff and trustees.

21. Develop a basic virtual EDI session for all volunteers to take as a basic qualification alongside safeguarding and health and safety.

22. Better promote existing available guidance on EDI issues, making these more easily accessible. Having all guidance in one place that volunteers can access is recommended.

23. Consider recruiting qualified volunteers as specific EDI peer-trainers or advisors.

24. Train all managers and commissioners on how to handle reports of oppressive incidents.

25. Offer informal feedback routes e.g. staff and volunteer survey, to understand better what cultural problems are persisting or emerging. Staff surveys should be ideally run once a year and volunteer surveys can be run every three years.

26. Develop a structure for the reporting of exclusionary local rules and guidance.

27. Support establishing identity-specific networks for staff, volunteers and Rangers.

28. Develop standardised diversity monitoring forms for use by employees and volunteers.

Impact Culture, commissioned by Girlguiding, has amended the audit report produced in September 2020 to reduce the detailed list of recommendations to make the report more accessible. Recommendations from this audit have been used as the basis for Girlguiding's Diversity and inclusion strategic plan, available at www.girlguiding.org.uk.

For enquiries about Girlguiding's Diversity and inclusion strategic plan email inclusion@girlguiding.org.uk.