

YOUTH A FORCE FOR DEVELOPMENT

World Scouting Report

2006



OUR VISION:
CREATING A BETTER WORLD

OUR MISSION:
EDUCATING YOUNG PEOPLE TO PLAY A CONSTRUCTIVE ROLE IN SOCIETY

Managing Editor: Eduardo Missoni, Secretary General, World Organization of the Scout Movement – **Editor in Chief:** Richard Amalvy, Director of Communications - **Principal writer:** Elise Jacqueson - **Principal contributors:** Rod Abson, Charles Ayiku, Dominique Bénard, Matthew Disare, Paola Cervo, Eugenio Garavini, John Geoghegan, Mateo Jover, Lydiah Kiburu, Sara Monajem, Gilbert Mussumba, Mathieu Pouret, Arturo Romboli, Luz Taray, Anna-Maria Vignuda, Vanessa Von der Mühl - **Design:** mondofragilis network – **Copy Editors:** Chantal Payot, Nicole Mindlin, Elena Lévy, Samantha Pijollet-Hall, Blanche-Marie Servas - **Translation:** Translatus – **Graphics Research and cover:** Victor Ortega - **Printing:** naturaprint, France.

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MESSAGE FROM THE CHAIRMAN



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A TRADITION OF SOCIAL INNOVATION

*By Herman C.S. Hui
Chairman
World Scout Committee*

You are holding the first edition of the World Scouting Report. This publication is an initiative of the Secretary General and has been encouraged for two reasons:

TO OPEN DEBATE

Wherever we are on this planet, major trends contribute to transforming our ways of life and affect young people in particular. As Scouting is an international youth movement, it has a duty to observe the social, political and economic changes that influence these global trends. Through doing so, it can enrich the debate that will enable it to respond better to the needs and aspirations of young people through local and global action. The debate is open within the Movement, as it prepares to celebrate its 100th anniversary. It also needs to do so with all of the partners who work with Scouting in order to offer a better educational proposal to young people. We are thus happy to pay tribute in this publication, to representatives of the United Nations system with whom we have developed new projects of benefit to young people around the world.

TO KEEP OUR CAPACITY FOR INNOVATION ALIVE

It is because Scouting's founder had an alternative vision of education that he had the success that we will be celebrating in 2007. This proposal was based on an innovative method that opened the way to an original way of life that has become the trademark of the Scout Movement, wherever it exists. Remaining faithful to Lord Baden-Powell's intuition, means retaining the tradition of educational and social innovation. However, there can be no innovation without a critical appraisal of the work carried out, based on analysis, debate and openness. This report explores questions and answers. It also describes the everyday work that Scouts carry out in unexpected fields of action. It shows that the Movement's mission is carried high by the millions of volunteers who are the heartbeat of Scouting's ideals. The stories that you will read are a tribute to the freely offered work that they carry out. These stories are a reflection of their commitment.

I would like to thank everyone involved in this publication. Perhaps it will inspire similar research at a national level. Happy reading, happy reflection and happy debating!

HERMAN HUI

CHAIRMAN OF THE WORLD SCOUT COMMITTEE



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INTRODUCTION



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THE PROMISE OF A BETTER WORLD

By Dr. Eduardo Missoni
Secretary General
World Organization of the Scout Movement

"I say to you: look wide, beyond the immediate stones in your path; see what that path is leading to, and go ahead with good cheer. You will find others on the same path as you, possibly not so well equipped; give them a helping hand as you go."

Baden-Powell (Headquarters' Gazette, 1923)

In his last message, Lord Baden-Powell clearly defined the mission that Scouts need to follow: *"Try to leave the world a better place than you found it."* This invitation resounds strongly in the ears of those who consider the establishment of fair and sustainable human development as important.

CREATING A DESIRE TO UNDERSTAND

This first edition of the World Scouting Report was written in order to understand the problems that young people face in today's world, and to create a desire for debate so as to find answers to them. Development needs actors who are aware that this is a permanent challenge. Scouting's contribution to meeting this challenge is to educate young people, male and female, of each generation entrusted to it so that they can become responsible and committed citizens.

Through analyzing the issues affecting youth, by thinking ahead as to how to provide appropriate educational proposals and by discussing these openly with its partners, Scouting seeks to define a fair alternative. Its success lies in its capacity to translate young people's needs into ever-changing political and socio-economic scenarios, as its primary concern is to adapt to local and national realities. This is why it invites young people to play an active role in responding to the issues within their communities, where the impact is likely to be greatest. By offering young people a framework to analyse issues, the Scout Movement can help them to open their minds.

SHARING HOPE

Scouting offers an original framework in which young people in search of ideals, and who need to develop the life skills that will enable them to face the future, can seek self-fulfilment. It also has the tools needed to do so: know-how, networks and partners.

Let us look wide and lengthen the paths that link us together. On the road of humanity, Scouts can be bearers of hope by sharing this vision of a better world.

DR. EDUARDO MISSONI

SECRETARY GENERAL



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INTRODUCTION

YOUNG PEOPLE: A FORCE FOR DEVELOPMENT

How many generations of young people have heard political leaders say that they were the future? How many young people have hoped to see a decline in poverty and the settlement of conflicts? How many of them are convinced that their environment is safe? Many of them think that the future is today rather than tomorrow, and they hope that decisions will be taken to change their everyday lives. Amongst them, there are some who believe that globalisation provides a great opportunity to access information from all over the world, and that it has created new opportunities for exchanges. However, there are also those who doubt that it will bring them the economic and social improvements they hope for, and those who feel that its effects are unjust.

The countries that signed the Millennium Declaration pledged to invest in young people. Eveline Herfkens is the Coordinator of the United Nations Millennium Campaign and is the main guest in the first part of this report. She encourages young people to be a force for development and knows that the Scout Movement supports the United Nations' efforts. She believes that creating the right conditions for development, preserving the environment, understanding the effects of globalisation, reducing poverty and educating for peace, are all challenges that Scouts can meet.

DEVELOPMENT AND THE ENVIRONMENT

THE WELL-BEING OF PEOPLE COMES FIRST

If young people are convinced that we can build a better world, it is also vital that they understand what has to change and that they find the alternatives needed to achieve real development.

The question of happiness and - how to achieve it - has always been at the heart of mankind's thoughts. Every culture has developed its own idea of happiness, reflecting its global view of the world. In the Sanskrit text of Brhadaranyaka Upanishad, Maitreyi, who is thinking about the fortune she is about to inherit, she asks her husband Yajnavalkya: "If the whole world were mine, if all the riches in the world belonged to me, would I be happy for ever or would my happiness be prevented by other things in spite of the fact that I owned the whole world?" On Yajnavalkya's answer that this would certainly not be the case given that her life would certainly be more comfortable but not happier, Maitreyi concludes: "So of what use to me is this thing which will not make me happy, immortal and content for ever?"

WHAT ARE WE SEEKING?

Immortality aside, happiness may perhaps be the result of the complete fulfilment of a human being originating from a balance between material, spiritual, environmental and social factors. In the same way, this balance depends not only on the efforts made by the individual, which certainly plays a fundamental role, but also on a society as a whole and the values that it places at the very heart of its development. Since the second half of the last century, the general direction has been for economics to prevail over other factors and economic growth has quickly become synonymous with development. Almost everywhere in the world, candidates from opposing political parties focus on who will ensure the greatest growth in the gross national product (GNP). As this indicator represents the total market value of the goods and services produced by a nation's economy over a given period of time, it does not take into account the quality of these goods and services, or the social or environmental impact of producing them. However, there is a moral and social difference according to whether a nation's economy develops through the sale of arms or food. And even in terms of food, we could ask if this food is good or bad for our health. Lastly, the environmental impact of the production cycle of goods is not always taken into account.



THE EVOLUTION OF THE CONCEPT OF DEVELOPMENT

Still espousing the economic approach, the concept of sustainable development first appeared in 1987 in the "Brundtland Report, *Our Common Future*", by the United Nations Commission on Environment and Development¹. This report defined it as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs".

In other words, an approach favouring sustainable development would ensure that production and consumption models were compatible with a respect for the environment and concerns for justice.

Even though the report recognised certain limitations to this concept, they were not absolute – they were primarily constraints linked to the status quo of the period in terms of technology and social organisation, and to the ability of the biosphere to withstand the effects of human activity. There was still total

1. World Commission on Environment and Development (WCED). *Our Common Future*. London: Oxford University Press, 1987. P.434

DEVELOPMENT IN REVERSE

In 1960 the income of the richest 20% of the world's population was thirty times higher than the income of the poorest 20% of the world's population; in 1990, it was sixty times higher² and it was seventy-four times in 1997.³

confidence in the ability of future technological progress and improvements in social organisation to *"pave the way towards a new era of economic growth"*.⁴

In June 1992, the concept of sustainable development was established according to twenty-seven principles at the Rio Conference on Environment and Development.⁵

FROM ONE INTERNATIONAL CONFERENCE TO ANOTHER

While insisting on the fact that *"an increase in national production is absolutely necessary"*, in 1990, the United Nations Development Programme determined that the fundamental objective of development should be the creation of an environment that would allow individuals to enjoy a long, healthy and creative life. The concept of *"human development"* was introduced as the *"process, which gives people a wider choice"*.⁶

In 1995, the social dimension was strengthened with the adoption of the Copenhagen Declaration. It acknowledged *"the significance of social development and human well-being for all"* and noted that *"our societies must respond more effectively to the material and spiritual needs of individuals, their families and the communities in which they live"*. Similarly, in Beijing in September 1995, the governments taking part in the Fourth World Conference on Women, expressed their resolve *"to advance the goals of equality, development and peace for all women in the interest of all humanity"*.⁷

In September 2002, the Second Earth Summit, held in Johannesburg ten years after the Rio summit, resulted in the drafting of the Johannesburg Declaration. It dealt with several topics considered to be of major concern: the problem of access to water (a source of potential conflict), energy projects and the delay in implementing renewable energy

strategies, biodiversity and health (as many populations were particularly exposed to malaria and HIV/AIDS). An action plan was drawn up, noting the delay in implementing Agenda 21. It recommended a major change in methods of production and consumption based in particular on an analysis of the product life cycle. Points 5 and 11 of the Johannesburg Declaration signed by the heads of state specified: *"We assume a collective responsibility to advance and strengthen the interdependent and mutually reinforcing pillars of sustainable development — economic development, social development and environmental protection — at the local, national, regional and global levels."* The declaration continued, *"We recognise that poverty eradication, changing consumption and production patterns and protecting and managing the natural resource base for economic and social development are overarching objectives of, and essential requirements for sustainable development."*⁸



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TECHNOLOGICAL PROGRESS IS NOT ENOUGH

In 1987, the United Nations Commission on Environment and Development expressed the view that technological

progress could alleviate the lack of resources and raw materials and remedy the production of waste and the pollution of the environment. However, at the Johannesburg summit, the international community had to recognise that: *"The global environment continues to suffer. Loss of biodiversity continues, fish stocks continue to be depleted, desertification claims more and more fertile land, the adverse effects of climate change are already evident, natural disasters are more frequent and more devastating, and developing countries more vulnerable, and air, water and marine pollution continue to rob millions of a decent life."*

Technological progress has effectively increased the economic and environmental efficiency of production cycles (more production at lower prices and less consumption of non-renewable resources), but with this constant urge to be forever consuming and producing more, the end result is an increase - rather than a decrease - in the use of non-renewable resources and the production of waste.

For example, it was believed that thanks to developments in information technology and communications, the use of paper would be systematically reduced. However, technological progress has also enabled the masses to print their documents at an increasingly lower cost. The outcome: consumption of paper has increased significantly.⁹

Let us take the automobile industry as another example. Regarded as a true symbol in terms of social status, the car is an important factor in terms of pollution. New models use less fuel but their number and use has escalated so much that ultimately their effects on the environment are worse than before. As a result, gas emissions have increased fourfold over the past fifty years. It was thought that progress would reduce social inequality, eradicate hunger, etc. In fact, the world has witnessed even greater disparities, new injustices, the growth of crises and new conflicts throughout the world, whilst many natural resources are being exhausted.



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A WORLDWIDE CAUSE

Having recognised this failure, in 2000, the 191 member countries of the UN made a commitment to achieve the Millennium Development Goals by 2015. The main aim of these goals is to reduce extreme poverty and hunger¹⁰, to ensure a sustainable environment and to improve

the conditions of millions of people living in poor countries. The Millennium Campaign reports that a billion human beings live on less than one dollar a day.¹¹ If those who live on less than two dollars a day are included, the number of poor people has reached 3 billion

(almost half the world's population). Still, this data does not give any information about the real number of poor people.

Yet the poverty indicators are known: people who are not able to provide for their essential needs such as a comfortable shelter, adequate clothing or sufficient food. Finally, there are other factors- some material, others not- that are generally recognised as essential in order to live with dignity.

Ensuring a stable environment entails making intelligent use of natural resources and protecting complex ecosystems on which the survival of mankind depends.¹² According to the Millennium Campaign report, this goal cannot be achieved with the current patterns of consumption and use of resources. Land is deteriorating, species are disappearing and climates are changing. The poorest populations

BRAZIL

Citizens in the favelas

Brazilian Scouts explored the human aspect of sustainable development by trying to improve the living conditions of people in the favelas (shanty-towns) of São Paulo. The União Escoteiros do Brasil (the Brazilian Scouts Association) joined with the São Paulo Society for the Development of Scouting to build a sport, cultural and leisure centre. This type of community centre offers excellent opportunities to develop socio-educational activities for young people in the area. As a result, even if people live in the favelas, they can feel a little more like citizens and have a little more dignity.

2. UNDP. World Human Development Report, New York: UNDP, 1992.

3. UNDP. World Human Development Report, New York: UNDP, 1999.

4. Op. cit. 1

5. This conference was the 1st Earth Summit and included the participation of 173 countries.

6. UNDP. Human Development Report. New York: UNDP Publishing, 1990 & 2005.

7. United Nations. "Fourth World Conference on Women: Beijing Declaration." Division for the advancement of women – Department of Economic and Social Affairs. <http://www.un.org/womenwatch/daw/beijing/platform/declar.htm>. 1995

8. Agora 21. "Johannesburg Summit Action Plan." Sommet Mondial sur le Développement Durable. www.sommetjohannesburg.org 2005

9. Hetemäki, Lauri and Nilsson, Sten (editors). "Information Technology and the Forest Sector" in IUFRO Task Force Report. Vienna: IUFRO-IIASA-Metla, 2005, p. 235

10. Millennium Goal No. 1.

11. United Nations. Millennium Development Goals – 2005 Report. New York: United Nations, 2005.

12. Millennium Development Goal No. 7.

THE MISSION OF SCOUTING

Scouting has a clear implication for development:

- To involve young people throughout their formative years in a non-formal educational process
- To use a specific method that makes each individual the principal agent of his or her own development as a self-reliant, supportive, responsible and committed person.

are directly affected by these phenomena because their livelihoods often depend on resources provided by their environment. The challenge is therefore to integrate the principles of environmental awareness into national policies and programmes and to reverse the trend towards the depletion of environmental resources.

However, can this be achieved without a profound rethink of the dominant development model and our everyday choices? Can there be a future with a system based on exponential growth in the production of goods in which resources and the ecosystem's ability to absorb waste are limited?

It has to be admitted that today's society tends to function in terms of a concept of development that runs counter to the principle of sustainability. Consumption - or more precisely, over-consumption - is essential to the working order of a society that measures its performance by its economic growth, and therefore by its production and sale of goods and services. It has to constantly invent new needs to maintain a consumer-based system. Intrusive advertising creates artificial needs, thus stimulating ever greater - and more indiscriminate - consumption.

Is it not true to say that supermarkets and shopping centres have become the new temples of our civilisation?



YOUNG PEOPLE: AN IDEAL TARGET

Young people are an important target everywhere in the world and are paying a high price for it. This is true, for example, of the global food market within which children and adolescents are the most exposed – and increasingly in poor countries, too – to excessive consumption of sugars and fats in food and to sugary drinks. This is contributing to the obesity epidemic¹³, which is gaining ground on a global scale. The same observation can also be applied to alcoholic drinks¹⁴ and tobacco¹⁵ with consequences that are just as dramatic.

In this model of society, individuals are recognised essentially by their possessions. 'To seem' is more important than 'to be.' The belief in affluence and success at any price leads to excessive competitiveness. The consequences are also excessive.

At the level of the individual, there is, for example, a deterioration of family bonds and human relations, increasing frustration, stress-related illnesses and depression, sometimes even to the point of committing suicide (and in particular, there is an alarming increase

throughout the world in the number of suicides amongst young people between 15 and 25 year of age).

At the collective level, the lure of riches leads to abuses such as the exploitation of children, prostitution, corruption, illegal trafficking of every kind, organised crime increasingly involving adolescents, etc. Are there no alternatives offering better ways of life?

THE SCOUT MOVEMENT: A MEMBER OF CIVIL SOCIETY

The World Organization of the Scout Movement (WOSM) has been recognised as an international non-governmental organisation (INGO) by the United Nations since 1947. It works in collaboration with other INGOs in many fields, such as education, youth policies, cooperation, development, and the promotion of peace, etc. Thanks to their presence throughout the world, 38 million Scouts and Guides share the same commitment, which involves a commitment¹⁶ at local, national and international levels, to organise and implement the networks needed to strengthen civil society.¹⁷

13. World Health Organization "Obesity and Overweight" World Health Organization. http://www.who.int/hpr/NPH/docs/gs_obesity.pdf. 2003

14. World Health Organization. "Global Status Report on Alcohol 2004." WHO Department of Health and Substance Abuse. http://www.who.int/substance_abuse/publications/global_status_report_2004_overview.pdf. 2004

15. World Health Organization. "About Youth and Tobacco." World Health Organization. <http://www.who.int/tobacco/research/youth/about/en/index.html>. 2005

16. World Association of Girl Guides and Girl Scouts (WAGGGS). "Projects." WAGGGS Website. <http://www.wagggsworld.org/en/projects>. 2006

17. Amalvy, Richard and Porcaro, Giuseppe. "Strengthening civil society" in Euro.scout.doc. No 3. Geneva: WOSM, 2004.

18. Sica, Mario (editor). "Footsteps of the Founder – The Baden-Powell quotations book." Edizioni scout. 3rd Edition. Rome: Nuova Fiordaliso. 2002. Quote No 271.

19. See Part 2, Chapter 1 "Education", pp 46-47.

20. Ibid. Quote No 39.

21. An ecological footprint is the amount of land and water a human population would need to provide the resources required to support itself, and to absorb its wastes, given prevailing technology. The term was first coined in 1996 by Canadian ecologist William Rees and Mathis Wackernagel.

THE VISION OF THE SCOUT MOVEMENT

"No one can claim to be educated who does not have the willingness and desire, as well as the intellectual ability, to contribute towards making the world a better place." This statement by Lord Baden-Powell, the founder of the Scout Movement, is a good example of the Movement's desire to change the world.

By virtue of its educational activities, the Scout Movement contributes towards strengthening civil society. It acts to bring about change and is involved in producing new ideas and approaches to development. In the opinion of its founder: *"Danger lies in the people becoming accustomed to having their minds made up for them without any exercise of their own judgment or conscience in the process."*¹⁸

The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world¹⁹ where people are self-fulfilled as individuals and play a constructive role in society. According to Scouting's values, a better world is a world in which peace is built on goodwill, without discrimination of any kind, where differences between people are viewed positively. Because of its international nature, the Scout Movement encourages interreligious and intercultural dialogue. It is a society guided by an absolute sense of justice based on the quality of human relationships, on cooperation rather than on competition, in which happiness is achieved by giving to others. A world in which the love of nature prevails, in which environmental awareness grows a little each day, in harmony with a simple lifestyle and respectful use of resources. It is a true utopia.

Scouts learn to respect nature when they take part in camp life, hikes, etc., in the great outdoors. There, they also discover that they can do lots of things for themselves that they thought themselves incapable of doing, spoiled by a society in which everything is ready to use. *"When you leave, leave nothing but your thanks and a good name"*²⁰ This is another of Baden-Powell's messages. For Scouts, there is no difference between camp life and everyday life. In a wider interpretation, the concept corresponds to a society in which citizens pay attention to their *"ecological footprint"*²¹.

For the Scout Movement, development is the result of linking two processes that lead to a change at individual and societal levels. It is first and foremost a process of education and training guided by the mission, which is to *"educate young people to play an active role in society"*.

The impact on society can be measured by the contribution each individual trained by the Scout Movement provides in several fields: economic, social, cultural, political and environmental.

The Scout Movement is, therefore, a nursery for agents of social change and development ■

SCOUTS AND THE ECONOMY

Article 9 of the Scout Law clearly states: *"A Scout is thrifty"*. This inspires a form of individual and collective behaviour that seeks simplicity in needs and means. But how can the appeal of consumption be resisted?

CANADA AND SOUTH AFRICA

Observing climate change

Climate change and its negative impact on the earth motivated Canadian Scouts and the South African Scout Association to develop, test and implement an innovative and highly adaptable programme dealing with environmental problems. Designed with the help of the Canadian International Development Agency and the Delphi group, the programme, which includes the introduction of a new badge, is being run for Cubs, Scouts and Venturers and focuses on energy conservation and adapting to the local effects of climate change.



MAIN GUEST

EVELINE HERFKENS

SECRETARY GENERAL'S EXECUTIVE COORDINATOR
FOR THE UNITED NATIONS MILLENNIUM CAMPAIGN

THE MILLENNIUM CAMPAIGN

How is the Millennium Campaign progressing? For instance, 2005 was a key year in terms of increasing access to education. But the goals weren't completely achieved. Can you tell us about some of the positive outcomes?

2005 was indeed a landmark year for the Millennium Campaign. The Campaign strongly supported the largest anti-poverty alliance in history, The Global Call to Action Against Poverty, comprised of over 600 national and international NGOs. The coalition mobilised over thirty million people in 2005 on three key days in 2005 to support an end to global poverty (G8, World Summit, WTO). From small villages in Kenya to the capitals of Europe, small children to senior citizens, millions demanded their governments take urgent action to save the lives of those living in extreme poverty. The Global Call to Action Against Poverty has shown that we can make a real difference when we all join our voices together because Governments are forced to listen!

At that point, what can you say about the implementation of the Millennium Campaign?

2005 also represented the first benchmark year for the Millennium Goals. Five years after

THE MILLENNIUM GOALS: 8 KEY DEVELOPMENT AREAS

189 Member States signed resolution 55/2 during the 55th session of the United Nations General Assembly ("The Millennium Summit"). Their joint Millennium Declaration recognised their duty "to all the world's people, especially the most vulnerable and, in particular, the children of the world, to whom the future belongs". The plan for the implementation of the UN Millennium Development Goals was adopted in September 2001.²² They are listed one by one but should not be regarded as problems to be resolved individually. On the contrary, they interact with each other, as the Millennium Goals are part of an overall action plan and include the idea of rethinking the meaning and direction of development.

1. Eradicate extreme poverty and hunger:

the level of world poverty is decreasing, especially in Asia. In contrast, millions of people have sunk into abject poverty in sub-Saharan Africa, a region where the poor are becoming ever poorer.

2. Achieve universal primary education:

five developing regions have almost achieved universal education. In sub-Saharan Africa, less than two-thirds of children go to primary school. Other regions, in particular Southern Asia and the Pacific, still have a long way to go, especially in implementing an education policy to keep children at school and offer them a decent education.

3. Promote gender equality and empower women:

the discrepancy between the sexes is gradually diminishing. But, in almost all developing regions, fewer women than men have jobs. And even when they find a job, it is insecure and badly paid. In addition, throughout the world, only 16% of women have been elected into parliaments.

4. Reduce child mortality:

the mortality rate of children under the age of five is decreasing, but the number of avoidable deaths is still 3,000 per day (i.e., one million per year). All that is needed is to expand existing low-cost programmes.

5. Improve maternal health:

more than half a million women die during pregnancy or childbirth. Progress is non-existent in those countries in which procreation is the most hazardous (sub-Saharan Africa).

6. Combat HIV/AIDS, malaria and other diseases:

AIDS is the main cause of premature death in sub-Saharan Africa. It is spreading at an alarming rate in the European countries of the Commonwealth of Independent States. As for malaria, 90% of the one million deaths per year from this disease are recorded in sub-Saharan Africa.

7. Ensure environmental sustainability:

in order to reverse the trend in the depletion of natural resources, the condition of poor people, whose livelihood is often linked to the resources of their environment, must be improved. Drinking water has become more accessible but half the world's population has neither toilets nor other sanitation facilities.

8. Develop a global partnership for development:

developing countries must make a considerable effort with a view not only to obtaining debt relief but also further opening for trade, technology transferral and improved employment opportunities for young people.

www.millenniumcampaign.org

www.millenniumcampaign.org/youth



the Goals were signed into effect, the world was forced to realise that because of countries not fulfilling their promises on the Goals, real people have suffered. Real countries were forced to pay more in debt than health care, real children went to bed hungry each night, and real women were deprived of an education because of their gender. At the World Summit in September 2005, Heads of State from around the world recommitted their countries towards achieving the Millennium Goals. We now have not just one, but two international promises to aid the lives of the 1.2 billion people living on less than one dollar a day.

What is the role of young people in the Millennium campaign? What can they do for their own development?

Without the help of young people, the Millennium Goals will simply never be achieved. The old cliché goes, "youth are the future," but they are not only the future they are also the present. They live in a world that has never experienced so much prosperity but you also live in a world of extreme inequality; a world where the decisions of a few,

influences the lives of many. There are 2.8 billion people under the age of 25, and in the developing world, youth comprises 70% of the population. If the youth of the world are not part of the development process, we will be ignoring the issues of half of the world's people. These Goals cannot be achieved with the bureaucrats arguing in the United Nations, they can only be achieved village-by-village, city-by-city and nation-by-nation. These are the people's Goals and the world needs young people to become a central part of this process.

After one year of collaboration with World Scouting, how is Scouting helping to achieve the MDG's? Why is World Scouting an important partner?

The Millennium Campaign has always viewed the World Organization of the Scout Movement as a valued partner in the global fight to achieve the Millennium Goals. With over 28 million Scouts in over 200 countries around the world, World Scouting represents a tremendous voice that can influence the hearts and minds of the people in every community and

22. United Nations. Millennium Development Goals – 2005 Report. New York: United Nations, 2005.

23. The "Youth of the World Campaign" was launched as part of the agreement signed between the WOSM and the Millennium Campaign in April 2005.

24. The Rover Scout section is the senior section in Scouting.

countries. But Scouting's voice is not only powerful in numbers but in actions as well. Scouts have always been involved in important community development projects, helping the lives of those less fortunate. However all the initiatives of the private sector; youth groups, NGOs churches etc., can never truly compensate for the lack of government action to live up to their promises. This is why we all have to raise our voices and demand governments do as they promised.

We know what should be done and we have the resources to do it. I am confident that when young people know what is really happening in the world, they won't sit back and wait for things to get better, they will take charge and make real changes.

Do you view the non-formal education system in the same way as formal education at school?

Non-formal education has certainly become an important supplement to formal education in providing skills and training to young people, but the availability of non-formal education cannot be an excuse for governments not to provide free basic education for everyone. Today fewer than six out of ten school-age children in sub-Saharan Africa have ever seen the inside of a classroom. The blame for this inexcusable situation lies with both rich and poor countries. Poor countries have to reallocate their resources to make basic education a fundamental right of each citizen, regardless of gender. Tuition fees for primary education must be eliminated and schools have to be built closer to rural areas. Rich countries are equally to blame. They should be more generous and live up to their promise of giving more and better aid, more debt relief, and more trade opportunities to the poorest countries. Rich countries also need to ensure their citizens are well informed about global issues. This is not just about yet another generation of poor children never seeing a classroom; it is also about another generation of young people growing up in rich countries not

knowing how their peers live in poorer countries, and how their own societies share responsibility for this problem.

Remember, we are the first generation in the history of the world than can finally put an end to extreme poverty; We need to ensure that we do not miss this opportunity.

When you signed the Memorandum of Understanding last year, you said, "Scouts are trying to make the impossible possible". What did you mean?

I made reference to the Scouting slogan "Making the Impossible Possible," and added that we are only asking to "make the possible, possible." These Millennium Goals are achievable; we have the promises of the highest levels of government and the know-how and resources to improve the lives of over a billion people who live on less than one dollar a day. We are not asking for the impossible, we are asking for a minimalist set of actions that governments promised-but are failing to deliver on ■



YOUNG PEOPLE AND THE MILLENNIUM CAMPAIGN

The World Organization of the Scout Movement offers two ways to become involved in the Millennium Campaign and help to achieve its goals.

The Youth of the World Campaign²³ developed with other organisations to educate and mobilise young people to carry out projects as part of the Millennium Campaign. It is targeted at young people aged between 15 and 26, both Scouts and non-Scouts, who wish to contribute towards building a better world.

The Scouts of the World Award, which concerns the Rover²⁴ Scout section. This award confirms a young person's capacity to become aware of global issues and to acquire the necessary experience and skills to become a citizen of the world.

The young people's activities are based on universal values such as freedom, tolerance, equality, a respect for nature, and shared responsibility.

This award is also open to non-Scouts aged between 18 and 22. It can be obtained once they have passed the following two stages:

- Scouts of the World Discovery: an adventure lasting several days, with an emphasis on the environment, development or peace;
- Scouts of the World Voluntary Service: taking part for at least two weeks in an ongoing project run by an organisation, or in developing a project with a group of friends.

FRANCE

SUSTAINABLE DEVELOPMENT AND SIMPLE LIVING

The Unionist Guides and Scouts of France (EEUdF), the Protestant branch of French Scouting, has always wanted to educate its members about ecological citizenship. Their action is based on a life philosophy called Simple Living, which offers to improve the quality of life by simplifying daily needs. Far from the tumult of a consumerist society, the EEUdF wants to create and build new forms of growth, and new models of relationships with other people and with nature.

According to the EEUdF, the duty of educational movements is to train children and young people to become actors for sustainable development. They believe that, through activities in the great outdoors, Scouting should be at the centre of a process of change, involving two educational challenges.

The first is to make young people and adults in the Movement aware of environmental protection. In concrete terms, this involves explaining concepts, issues and facts relating to the environment to campers so as to broaden their minds. The Scout Movement has many educational tools at its disposal to do so.

The second challenge relates to action. The goal is for young people to respect nature through their behaviour and, over and above respect, for them to take direct action that will improve the environment. This involves eco-friendly camp amenities and responsible behaviour in everyday life.

The EEUdF has just published *Ecolo Camp*, an educational guide for camp leaders. It is a compilation of best practices involving simple measures that have been encountered in the various regions of the Movement.



GLOBALISATION

GLOBAL, LOCAL OR GLOCAL?

Globalisation has changed human relationships significantly from an economic, social and cultural point of view. Whilst they hope for more on the social plane, young people worldwide are questioning the economic trends governing this phenomenon.

The latest “United Nations World Youth Report” clearly indicates that concern for a better world, a more equitable redistribution of wealth, decent living conditions for all and the preservation of the environment feature amongst the main concerns of young people worldwide.¹ This is the reason why young people are involved in alter- or anti-globalisation movements. The majority of these young people would like to make sure that they benefit from the positive fallout of globalisation and that they are considered as an essential driving force for change. Like all those who dream of a world in which human beings and the future of the planet would come before the economy, young people generally think that it is far more realistic - and above all, more effective - to change the system from within; in other words, to benefit from the opportunities offered by globalisation whilst being sheltered from the negative consequences² of a globalisation process driven by a purely economic view of society.

Because youth is not just synonymous with high-risk behaviour, drugs and violence, it calls upon intergovernmental organisations and governments to implement youth policies that take the challenges of development into account. This requires placing human beings and the environment at the heart of political decision-making and development at the service of mankind.

This is the direction that various international organisations and youth organisations such as the World Organization of the Scout Movement have taken, and they hope that it will be the line that all actors in world governance will follow. The various opportunities offered by globalisation must therefore be identified and then transformed into a positive and equitable force for people throughout the world. But how, and by whom?



LONG-STANDING ISSUES

Globalisation has an impact on the individual, on social groups, on local and regional communities both large and small, and on nations. But the opposite is also true: every individual can have an impact on globalisation in order to influence its direction in accordance with the values and principles of fraternity, solidarity and humanity, and to control it when it serves as a motive or pretext for violating moral principles, creating a policy of exclusion or making it possible for one category of people to seize total power.

1. United Nations “Chapter 1” World Youth Report 2005, New York: United Nations, 2005, p.13.

2. Ibid. p.11-12.

A POSITIVE ATTITUDE TOWARDS GLOBALISATION

Young people who are concerned about globalisation want to be involved in thinking about it. Certain political decision-making bodies understand this, such as the Council of Europe, which is taking this into account in its youth policies. Today, youth policies represent an important part of the Council of Europe's work. The Council invited four-hundred young representatives from youth organisations throughout Europe and other continents to Strasbourg from 6th to 8th May 2004 to consider the theme "Europe, youth and globalisation: How big is your world?" The report³ on this conference emphasises the fact that young people are calling into question certain models of society, as well as the fact that they want to live in a more sensitive and human world and to build new political commitments. Young people believe that Europe needs to return to a more realistic policy, supportive of change, which must come up with new rules of governance based on individual responsibility.

Although a relatively new term, this phenomenon has in fact existed for more than 2,000 years. The process of trade expansion can be traced back to antiquity. The Roman Empire expanded its trade not only throughout the Mediterranean Basin but also into the African interior and northern Europe. At various times in history, men believed that they understood and controlled the whole world as, for example, when Christopher Columbus "discovered" America and when the European empires divided up the countries that became their colonies at the end of the 19th century.⁴

More recently, the sociologist Marshall McLuhan used the expression "the global village" to "characterise the reach of electronic communications which have turned the world into a small community. This enables people in different parts of the world to follow events on television at the same time."⁵

Thus, the process of globalisation is not new but its pace has quickened considerably over the past twenty-five years. The change is spatial, temporal and cultural. Of course, a large number of social, economic and political activities have today outstripped traditional international politico-administrative borders by becoming transnational. Due to faster and cheaper methods of communication, distances have been greatly reduced, exchanges are faster and habits connected with "global" behaviours are established at the local level.

WHAT IS GLOCALISATION?

According to Roland Robertson, a sociologist at the University of Aberdeen in Scotland, "glocal" entails a more complex vision than "globalisation", a phenomenon which has until now been considered only in economic terms, leaving its social and cultural importance to one side. For this researcher, the concept of "glocalisation" has the benefit of restoring multi-dimensional reality to globalisation. At the same time, in his opinion, the mix of global and local should help to prevent the word "local" from only defining an identifying concept, the comfortable and safe "at home", compared with the chaos of modernity considered to be both diversifying and "homologous".

In this sense, "glocalisation" is a form of globalisation that sets itself limits, and that must adapt to local realities within which it is understood that action is required at global level to advance the "local" cause. The famous saying "think globally, act locally" can readily be applied to the Scout Movement, which is truly glocal. It recognises that it has a global responsibility whilst having the ability to act at a local level at the same time

THE GAP BETWEEN RICH AND POOR IS WIDENING

Although globalisation has given the majority of people the ability to recognise one another through certain common references such as brands, we do not all have the same lifestyles, which vary according to where we live or the social position that we enjoy. And despite this "progress", the gap between rich and poor is becoming more marked. The problem is not actually globalisation itself, which is regarded as a means of increasing exchanges between individuals and populations throughout the world as a result of scientific



and technological developments, but the social, cultural and environmental consequences of a phenomenon governed by its economic dimension and a limited number of actors.

Indeed, globalisation has been described from an economic point of view as being "the emergence of a global economy operating directly at international level and no longer at nation-state level, the convergence of markets on a worldwide scale, the emergence of global multinational firms (managerial staff, investments and research and development no longer national in nature)".⁶ Its main feature from a financial point of view is the "...establishment of a worldwide capital market". This process goes hand in hand with the expansion of a Western model of society that assimilates development and progress with the quest for economic growth at any price. The disparities are increasing, while human (and also biological) diversity is at stake.

THE GLOBAL DEVELOPMENT VILLAGE

The birth of the Global Development Village⁷ (GDV) in 1992 was an important innovation in the history of World Scout Jamborees. The GDV is organised as a real village with a central square. The Movement's partners put on workshops and exhibitions devoted to one of the topics for reflection (education, environment, health, human rights, etc.) in each of the village's main streets. The GDV is a space for activities whose goal is to make young people more aware of the problems of today's world, to invite them to discover how Scouts can help solve them and to learn concrete skills which can be used for this purpose within their own communities.

3. Council of Europe. Europe, Youth and globalisation: How big is your world? – Report 2004. Available at: www.coe.int/youth 2004

4. Cordelier, Serge (editor). Historical and Geopolitical Dictionary of the 20th Century, Paris, 2000. p.461

5. Giddens, Anthony. Sociology. 4th edition. Cambridge: Polity Press and Blackwell Publishers Ltd, 2001. p. 690.

6. Op. cit. 4.

7. The GDV was organised for the first time during the 17th World Scout Jamboree, Korea in August 1991.

8. Ritzer, George The Globalization of Nothing, California: Thousand Oaks, Pine Forge Press, 2004.

9. Op. cit. 1, pp 11-13.

10. According to the World Youth Report 2005, it is estimated that today there are 130 million illiterate young people in the labour market.

11. World Commission on the Social Dimension of globalisation. "Globalisation can and must change" in World of Work, Magazine of ILO. No. 50, March 2004.

TOWARDS A PROCESS OF GLOCALISATION

The world seems to have no other option but to accept this truth, even though re-examining this theory through different cultures, approaches and experiences could turn out to be fundamental to ensuring sustainable improvement in global living conditions. Even though it would be difficult to stop the process of globalisation, defending and promoting local cultures, with their specific characteristics and diverse approaches, could have a positive influence on globalisation, transforming it into a richer process of "glocalisation" (see boxed text). In addition to allowing several alternatives, this would enable a critical eye to be kept on social and cultural innovation whilst benefiting from the richness of diversity, rather than giving in to the current process of homogenisation.⁸

This represents a more "equitable" type of globalisation, based on better integration of many young people.⁹ In a global world, these young people have several advantages; they have grown up with new technologies and are highly mobile. It is up to governments to give them the chance to take advantage of the opportunities offered by globalisation by ensuring that they receive high-quality education and training. Unfortunately, many countries do not manage to

rise to this challenge.¹⁰ In a situation in which global, local and individual dimensions are inextricably linked, every change affects our daily lives.

The concerns of individuals can be summarised by several statements made by participants in seminars organised by the World Commission on the Social Dimension of globalisation.



There is "a growing feeling of insecurity not only amongst ordinary people but also in countries and entire regions"; "...there is no point in adopting a form of globalisation which reduces the price of a pair of children's shoes but puts the father out of work"; "...if globalisation is a

river, we must build dams to channel its effects".¹¹ These three reactions from countries in three different continents (Costa Rica, the Philippines and Poland) lead us to three issues, which more than ever before, require further reflection: vulnerability and instability leading to social disintegration, the contradictions in globalisation from an economic point of view, and the need for political responsibility at all levels.

UNITED KINGDOM

Better Global Awareness

In conjunction with the National Association of Young Farmers, the Scout Association of the United Kingdom launched the GAPP (Global Awareness Partnership Project), at the World Scout Jamboree in Chile in 1998. Supported by the Ministry of Education and Employment, this programme was intended to increase adolescents' global awareness and knowledge of international issues by dealing with subjects connected with the environment and globalisation using the dynamic of peer groups. Encouraging young people to play a more active role in decision-making and managing these types of projects has increased the success and development of educating young people about globalisation. This project and its method of implementation are now applied by other Scout Associations.

THE TECHNOLOGICAL GAP
AND OPEN SOURCES

As one of the first rights of access to information, the World Organization of the Scout Movement is trying to create alternative communication systems for those who cannot access electronic communication systems, in order to overcome the technological gap. Whether it is a matter of using ham radios in Africa, or of promoting alternative open source software, the key is to reduce inequalities related to media use from country to country and to lessen the effect of monopolies.

12. Jamboree: It is an Indian word which means "gathering of the tribes". Baden-Powell used this word to describe the international gathering of teenage Scouts, which takes place every four years.

13. The Promise: it is the individual commitment which each Scout expresses based on the terms of the Scout Law.

14. The Scout Movement celebrates its centenary in 2007. See "One hundred years of the Scout Movement: a springboard for the future." Part 3, Chapter 3.

15. See pp 46/47.

THE GLOBAL RESPONSIBILITY
OF THE SCOUT MOVEMENT

As a worldwide youth movement, Scouting has a responsibility to face the challenges of globalisation. For Scouting, this involves an educational and social commitment at both local and international levels. Invited by their founder to be citizens of the world, committed to do their utmost to "leave the world a better place than [they] found it", Scouts can be agents for change and development through their experience in the Movement. Understanding, promoting and developing local culture are part and parcel of Scout group activities, whilst sharing the ways in which those cultures are expressed - including food, ways of life, music and dancing - enrich the educational experience of every camp or international gathering.

The Jamboree,¹² an international gathering of young people, is the most impressive and exciting example of this coming-together of cultures. The Jamboree also provides a visual image of the "glocal" nature of the Scout Movement. Its unquestionable global and international dimension can clearly be seen through the immediate common understanding of symbols and practices that transcend any national, cultural, political or administrative limitations, which implies overcoming the language barrier in a creative manner. At the same time, we don't try to control the rich variety in colour and shape of

Scout uniforms and scarves, nor the customs of each national contingent...

The brotherhood connecting everyone who has made the Scout Promise¹³ has truly made it possible to overcome differences and tensions, even in times of conflict. The motto "One world, one promise", adopted on the eve of the Scout Movement entering its second century, which will begin in 2007,¹⁴ is a good reflection of the understanding that Scouts have of their

worldwide common commitment, and also of the responsibility of the Movement that overcomes borders by promoting universal citizenship based on a common code of ethics.

In the coming years, Scouting's credibility as a movement for non-formal education¹⁵

will depend on its ability to ensure the "graduation" of tens of thousands of young men and women each year, with the skills, knowledge and motivation to query dogmatic approaches, identify alternatives and play active roles, perhaps even run projects for social change at a local, national, international or global level, aimed at bringing about a more open and more just society that is peaceful, and respectful of nature ■



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BANGLADESH

A VILLAGE
GAINS ITS
ECONOMIC
AND SOCIAL
INDEPENDENCE

© WOSM/D.BENARD

Bahadurpur, in Bangladesh, is a good example of a village in which senior Scouts have achieved social and economic changes. They have done a lot for the community: built schools and roads, and reduced health hazards. So it is not surprising that the local population has given it a new name as a sign of gratitude: Rover Poly, which means the "senior Scout's village". The young people of the village have learnt how to assess the community's needs and how to transform and maintain a self-sufficient local economy and build houses with better sanitation.

In 1978, when the project first began, the senior Scouts realised that in order to make social and economic changes, they had to identify the areas which needed help most urgently and to work to improve them. These fields were teaching, sanitation, clean water, health care and diversification of income sources.

The village now has a population of 5,000, twice what it was twenty years ago. As a result of the involvement of the senior Scouts, who built schools and a college, the literacy rate is now 90%. Development of the village

infrastructure has enabled every house to have clean water, through building a well and installing uncontaminated pipes and waterproof latrines. The village is now more accessible following the construction of several roads.

TOGO

Fair trade

As part of a cooperation project, five senior French Scouts visited to Kpalimé, Togo, in 2005 to analyse and learn about how free trade was working. This had been set up by the local farmers' organisation, which wanted to use this dynamic to develop the region's economy. During their three-week stay, the measures necessary to optimize the system became clear. They were: to expand the markets for, and to increase the return on, the production of dried fruits from commodities such as pineapples, mangos and bananas. The income from fair trade has already enabled eleven schools to be built and tracks in several villages to be renovated.

POVERTY AND SOCIAL EXCLUSION

POVERTY HAS A TWOFOLD EFFECT ON YOUNG PEOPLE

The development of a billion children is compromised by poverty not only because of material forms of deprivation but also spiritual and emotional impoverishment. Moreover, conflicts and AIDS exacerbate poverty.

Young people represent almost half of the world's population¹. Unfortunately, in 2006, millions of children and adolescents continue to suffer the harmful effects of poverty. They grow up in conditions that are too unstable to provide them with adequate personal development. Poverty has a twofold effect on young people. As UNICEF stresses in its latest report², the forms of deprivation that children are experiencing are not only material but also non-material, in particular spiritual and emotional impoverishment.

The report lists the forms of deprivation endured by children living in poverty: "Children living in poverty experience deprivation of the material, spiritual and emotional resources needed to survive, develop and thrive, leaving them unable to enjoy their rights, achieve their full potential or participate as full and equal members of society." An empirical study by the University of Bristol and the London School of Economics carried out at UNICEF's request estimates the number of children suffering from at least one serious form of deprivation (food, water, education, etc.) to be more than one billion, and the number suffering at least two forms of deprivation to be seven-hundred million. (See boxed text: "Did You Know?")



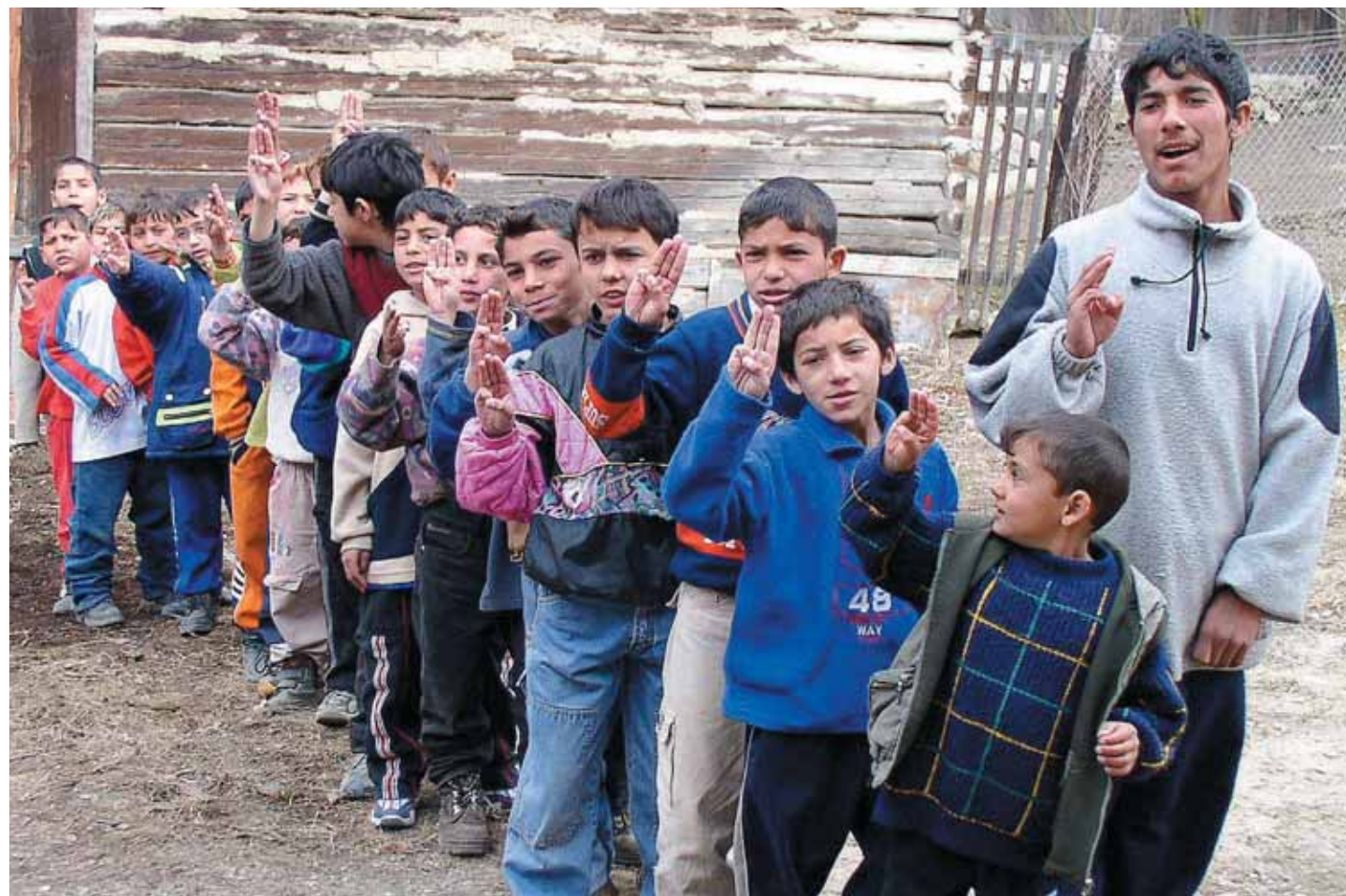
MALNUTRITION: THE EXTERNAL SIGN OF POVERTY

Deprivation includes lack of food. According to UNICEF³ once again, more than 16% of children in the developing world under the age of five suffer from acute malnutrition. In September 2000, the Millennium Summit established a number of development targets in the various categories of goals to be achieved by 2015. These included: halving the number of people living on an income of

1. The General Assembly of the United Nations defines "youth" as people aged between 15 and 24 years inclusive. All the United Nations youth statistics are based on this definition. Children are people who are less than 15 years old: 19.8% of the world's population is between the ages of 5-14 years, and 18% are between the ages of 15-24 years.

2. UNICEF. *The State of the World's Children 2005*, UNICEF, 2005

3. *Ibid*



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DID YOU KNOW?

- 218 million children work, 126 million of them in dangerous conditions.
- 11 million children die of hunger each year, and a child under the age of five dies every 3.6 seconds.
- 400 million children do not have access to safe water.
- 500 million children do not have access to sanitation facilities.

less than one dollar a day⁴; halving the number of people suffering from hunger; and reducing child mortality amongst under fives by two thirds. Judging by the progress recorded up to 2004, the target of reducing extreme poverty by half should be achieved overall, largely as a result of strong economic growth in India and China. On the other hand, despite its economic performance, Southern Asia will still account for 40% of malnutrition cases in 2015⁵. and China and India have a long way to go in significantly reducing infant mortality. The countries in sub-Saharan Africa lag dramatically behind in all three targets.

Concerning the consequences for children, economic growth - although spread more equitably - will not have much impact on reducing infant mortality on its own, as less than one fifth of the population in developing countries live in countries that are trying to achieve this goal directly⁶. Even though children may eventually benefit to a certain extent as a result of progress towards reaching these various targets, these factors alone are not enough to provide them with a childhood worthy of the title

AGGRAVATING FACTORS

Furthermore, despite the efforts of the international community, two factors are making poverty amongst young people worse: armed conflicts and AIDS. These two scourges are leading to an increase in the impoverishment of the family unit and to its eventual disappearance. The seizure of land during times of conflict or the inability of sick parent(s) to provide for their families is seriously compromising the healthy development of children. Children have to help their families and start work despite the fact that they are often not even ten years old. Their situation is even worse if they become orphans. They then become the most vulnerable group of the population. Left to fend for themselves, they become what are known as "street children", whose number is rising incessantly. UNICEF and the International Labour Organization (ILO) estimate that there are 120 million of these children, of whom half are in South America and 30 million in Asia⁷.

WORLD SCOUTING AND THE ILO WORK HAND IN HAND AGAINST CHILD LABOUR

Following the Memorandum of Understanding signed in December 2004 by WOSM and the International Programme on the Elimination of Child Labour (IPEC), several projects have begun, in particular in Kenya, El Salvador and Egypt. In addition, three new initiatives were launched in 2006: an education and awareness project relating to child labour for employers and parents; a Scout programme for children in Pakistan; and the implementation of the SCREAM programme in Zambia and Uganda. IPEC launched a new initiative: "SCREAM":⁸ Stop Child Labour. This programme focuses on education and social mobilization, with the aim of helping those responsible for education throughout the world to improve young people's understanding and awareness about children's rights. SCREAM primarily relies on the visual arts, literature and theatre. Scouts in Morocco, Yemen, Egypt, Jordan and Lebanon have been introduced to its methodology. Lastly on the 12th June 2006, the World Day Against Child Labour was jointly celebrated by Juan Somavia, Director-General of ILO and Eduardo Missoni, Secretary General of WOSM.



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4. This is the same as the definition of extreme poverty.

5. Infant mortality is not likely to be reduced by two thirds before 2045, i.e. 31 years late. UNDP: Human Development Report. New York: UNDP Publishing, 2005.

6. UNDP. Human Development Report. New York: UNDP Publishing, 2005.

7. Numbers provided by a joint study carried out by UNICEF and ILO.

8. SCREAM is the acronym for Supporting Children's Rights through Education, the Arts and the Media.

9. United Nations. "Adolescents and Young People" in United Nations Population Fund Report 2004. United Nations, 2004.

10. World Bank. Children and Youth, A framework for action. World Bank, 2005.

While these children are already greatly marginalised, handicapped orphans are the ones who suffer the most. Whether they live in the street or in an institution, these children are increasingly becoming victims of intolerance and exploitation by those on whom they are totally dependent.

INVESTING IN YOUNG PEOPLE TO REDUCE POVERTY

The term "*poverty*", therefore, does not relate to household income alone. The environment in which a young person develops is of paramount importance. This is why a United Nations report⁹ stresses the need to ensure the well being of adolescents in order to provide them with the resources and capabilities to build their lives. More than half of young people between ten and nineteen years old (1.3 billion) are poor. The World Bank, which has recently adopted a youth policy, sees supporting and counselling young people as a strategy to combat poverty¹⁰.

THE ROMANY PEOPLE

On the way to integration

In Slovakia, the Scout Movement is working to combat the social exclusion of Romany children. But although Romany Scouting in Slovakia has had some success, it has also encountered many problems and challenges, especially those associated with prejudice. Adapted to the reality of their community, the initiatives of Romany Scouts use every experience to develop as a strong and reliable force for young people. Transnational by nature, the Romany people are not bound by borders, a fact which the Romany youth participating in their first Jamboree were able to share in Serbia in July 2004. For them, this was an opportunity to teach others about their relatively little-known culture.



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The World Organization of the Scout Movement, which contributed towards the development of the World Bank's policy on youth, is convinced of the importance of departing from the traditional economic approach adopted by the main actors in the field of development. In WOSM's view, even if it is impossible to put an exact figure on the cost of inaction, which is when nothing is done to deal with social problems at government level, it can be presumed that the cost of social redress would certainly be greater than that of investing in prevention and education. According to the World

Bank, what is needed is real investment in the interests of children and society. This would give young people the opportunity to participate in an active life, and limits the costs of high-risk behaviours, a frequent consequence of poverty amongst young people.

The Scout Movement sees its social purpose as an answer to this approach and knows that it is able to respond with solutions that most closely match the needs of these communities at reduced cost thanks to the involvement of its volunteer members ■

HONG KONG

All my Scouts are in prison...

In 1986, Herman Hui, the current Chairman of the World Scout Committee, had the idea of providing young prisoners in Hong Kong with Scout uniforms, "to help them change their values and become citizens in their own right". By providing them, including those who didn't become Scouts, with the same clothes, the detainees started to feel like "brothers", which greatly improved the atmosphere in the prison. The young people were able to make contact with the outside world through group activities and orchestras organised by Herman Hui. In twenty years, 2,500 detainees have benefited from the contribution of Scouting's educational method.

EGYPT

ALI GETS A SECOND CHANCE



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When the Scouts met Ali he was 14 and living with his 80-year-old Grandmother in Alexandria, Egypt who could no longer cope on her own. His parents and brothers and sisters were living in a rural village a long way away so Ali hadn't seen them for more than one year...

A typical day for Ali begins at 4am when he walks half a kilometre to get the water for the day and a loaf of bread for his grandmother.

This must be done before he starts work at 6am at a metal shop on the other side of the district, taking him about 45 minutes by foot to get there.

Child labour laws in Egypt state that working children must be fed on arrival at work, but most employers don't comply. Unlike many of the other employers in the district, Ali's boss insists that his workers get a cup of milk and a piece of bread with meat stew, so in this instance, he is very lucky.

It was Mr Hassan, Ali's boss that was first approached by the Sea Scouts. He was shown a letter from the local mayor that outlined the needs of working children in the area, and explained ways in which he could help.

With the support of his employer, Ali and the other child workers were able to have a weekly schooling session on a Sunday from 9am to 4pm hours, where a variety of activities took place. The program offered social care, literacy classes, health care, cultural activities, music, technical skills, vocational training and Scouting activities. Likewise, employers like Mr Hassan were given a series of training events on topics like occupational health and safety.

More than 2,000 children have now received help from this program, which is successful because of the great volunteer-Sea Scouts in Alexandria. Not only do they work with the kids, but an element of their success is that they work with the workshop owners, encouraging them to recruit their workers and improve conditions for them.

EDUCATING FOR PEACE

TO CHANGE
THE WORLD

Although a universal pledge, peace is fragile and threatened in many of the poorest regions in the world. Education for peace is needed to advance personal and collective behaviours. And it is a long-term process.

"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed."¹ Consequently, promoting peace through education seems essential. All the more so nowadays, as every war involves young people. It is estimated that 300,000 child and young combatants are actively involved in armed conflicts.² Poverty, the growth in the small arms trade and the strong ideologies of war are all ways of enlisting young people in armed conflicts.

UNICEF defines education as being a "process of improving knowledge, skills, attitudes and the values needed to advance behaviour so that children, young people and adults can avoid conflicts and violence both openly and structurally; to settle conflicts peacefully; and to create conditions favouring peace, either on an inter-personal, inter-group, national or international basis".³



1. UNESCO. "Preamble: First Paragraph" in UNESCO Constitution. London: UNESCO, 1945.

2. UNESCO Working Party 3. "Learning to live together: promoting dialogue for peace and reconciliation". Report on Youth Forum of the 33rd session of the General Conference of UNESCO. 2005.

3. UNESCO. "Peace Education." UNICEF Website. http://www.unicef.org/french/girlseducation/index_focus_peace_education.html. 2006

4. UNESCO. "Peace is in our hands." UNESCO Website. http://www3.unesco.org/iycp/fr/sum_kits.htm. 2006

Also according to UNICEF, education for peace has a part to play in every society and is, out of necessity, a long-term process. At an international level, this is included within the framework of two major initiatives that were decided upon several years ago. Firstly, there is the International Decade for a Culture of Peace and Non-violence for the Children of the World (2001-2010), which was declared by the United Nations General Assembly, and is managed by UNESCO.⁴ Secondly, there is the Global Campaign for Peace Education, launched during

the May 1999 Hague Appeal for Peace Conference. This second initiative has two objectives: to raise public awareness and to obtain political support for, and including peace courses at all levels of education, including unconventional education, in every school around the world. But how can these goals reach the hundreds of millions of children who still do not have access to schools?

ACTING FOR A WORLD WITHOUT MINES

In 1997, a group of leaders from the Geneva Scout Association decided to take action to make a greater number of young people aware of the problems of anti-personnel mines. Supported by the World Scout Bureau, the project took on an international dimension. The initiative, "Together, We Can Take Action for a World Without Mines", was launched thanks to an agreement between Handicap International and World Scouting.⁵ An educational kit was produced and distributed to all national Scout associations. In this way, the Scout Movement has joined up with the many forces in the international community that are united in the "International Campaign to Ban Landmines"⁶, financed by the European Union.

5. A cooperation agreement was signed on 3rd January 1999 during the 19th World Scout Jamboree, Chile.

6. The Convention on mines was signed on 1st December 1997 and came into force on 1st March 1999.

7. Lord Baden-Powell. "Opening speech at the World Conference, Kandersteg," in Jamboree. World Organization of the Scout Movement, 1926.

8. World Scout Jamborees are gatherings of young people from around the world, taking place every four years. See part 2 Chapter 6. Boxed text "The explorers of the invisible".

9. The World Scout Moots are gatherings of Rovers and other young adult Scouts – aged between 18 and 25.

10. Lord Baden-Powell. "World Chief Scout's Broadcast to America - July 6, 1937", in Jamboree. WOSM, 1937.

11. World Organization of the Scout Movement. "Personal dimension: inner peace" in The Scout Movement and Peace. WOSM, 2002. P. 22.

12. See story p.35.



BADEN-POWELL, A SOLDIER TURNED PEACEMAKER

While Baden-Powell began public life as a soldier in the British colonial army, he ended it as a champion of peace. Surprised by the speed at which the Scout Movement spread internationally, and struck by the horror of the First World War, the founder of the Scout Movement expressed a universal desire: "All that we want in the world is peace, happiness and prosperity for all. And we can achieve it if all men become friends instead of rivals."¹⁰

PEACE: SCOUTING'S MAIN PREOCCUPATION

Peace will be celebrated on the occasion of Scouting's centenary in 2007, in particular through a large international campaign that is giving rise to peace initiatives and activities throughout the world, known as Gifts for Peace (see boxed text). This issue lies at the heart of Scouting's mission. Since it was first established, the question of peace and peace education has always been Scouting's main concern, and especially that of its founder, Lord Baden-Powell, who declared: "Peace can never be fully guaranteed by commercial interests, military alliances, general disarmament or bilateral treaties if the spirit of peace is not present in the hearts and desires of people. It is a matter of education."⁷ For World Scouting, the concept of peace has several dimensions.

The political dimension would seem to be the one most removed from Scouting. This however, is not the case. Ever since it was founded, the Scout Movement has created a feeling of brotherhood and

understanding that goes beyond national borders by adopting a peaceful lifestyle and by including a number of practices in the Scout method that encourage brotherly attitudes and constructive behaviour to resolve conflicts. World Scouting has taken hundreds of initiatives at all levels worldwide with the aim of promoting peace. Events that occur on a regular basis, such as World Scout Jamborees⁸ and World Scout Moots⁹ are some of the most important ones, as well as international exchanges between national Scout organisations or local groups, often in the form of twinning.

A SCHOOL FOR PEACEMAKERS

Using its educational method based on a team system, Scouting helps young people to develop peace through interpersonal relationships. This ability to establish constructive relationships with others is essential as a means of developing personality as well as for social development. In addition, the Scout Movement believes that by

helping young people to develop in a positive way, they can achieve a certain level of inner peace by voluntarily accepting a code of living and a system of values¹¹. In short, Scouting's entire educational philosophy tends to foster the development of outgoing, mature and well-balanced personalities.

Scouting plays an important role in helping to develop an understanding of intercultural relationships by helping young people understand their own culture and way of life, and that of other people. By doing so, it encourages respect and an appreciation of cultures and ways of life that are different to their own. In this respect, a project, entitled Amahoro Amani,¹² is worth mentioning. For more than ten years, the African sub-region of the Great Lakes underwent a long-lasting and severe crisis: the genocide in Rwanda, the Burundi civil war and the war in the Democratic Republic of Congo. In view of this situation, national Scout associations have become more involved in restoring peace since 1999 by including a special section in their educational programmes



THE MEDITERRANEAN AND THE MIDDLE EAST

The Peace Cruise

Imagine a three-master sailing in the Middle East with a crew of young people from all over the Mediterranean, Israelis and Palestinians, Turks and Cypriots. They are the Sailors for Peace, who took part in a unique project for young people aged between eighteen and twenty-five from youth movements of every type of political and religious persuasion that was organised by the World Organization of the Scout Movement in the summer of 1999. Between each stage of their two-week journey, twenty-four participants were given training in subjects such as peace education, conflict resolution, social understanding, intercultural learning, and the techniques of communication and negotiation. More than one-hundred young people took part in the programme, which was designed with the assistance of the North-South Centre of the Council of Europe and the Centre for Applied Studies in International Negotiations in Geneva. The European Union and UNESCO funded the project. Events promoting peace were held at every port of call in Egypt, Israel, near to Gaza, Cyprus, Turkey, and Greece. For more information see: www.peacecruise.com



GIFTS FOR PEACE¹³

All Scouts throughout the world will have the chance to participate in Scouting's centenary celebrations in 2007 through Gifts for Peace.

Gifts for Peace must meet real needs and make a contribution to changing the life of the community in the following fields: conflict management without violence, fighting prejudice and encouraging greater solidarity.

on peace and non-violence.

The concept of social participation, community involvement and duty towards others is deeply embedded in Scouting's ideals. It can be found in particular in the Scout Promise and Law and, since the Movement started, it has been epitomised by the famous "good deed", which serves as a reminder that all Scouts must help their companions and do their utmost to act in this way. Leading on from that, the Scout Movement contributes to peace when it involves young people in projects to eradicate hunger and reduce poverty, to fight illiteracy, to promote human rights, etc.

BEING AT ONE WITH NATURE

By making young people aware that they are responsible for their environment, the Scout Movement is involved in educating a generation of citizens who wish to adopt a way of life that is compatible with the protection of natural resources.



The peace cause has many facets and can be served in many ways. Some of them are impressive and others only rarely

make newspaper headlines. By working on the human being - the very root level - and by striving towards an ideal of fraternity and understanding, the Scout Movement plays a fundamental role in promoting peace at all levels. This role is undertaken in depth, by creating a feeling of fraternity and by providing a structure for young people who will be the citizens - and often the leaders - of tomorrow's world ■

13. See Part 3, Chapter 3 "Centenary".

14. Amahoro means 'peace' in Kirundi and Kinyarwanda, the languages of Burundi and Rwanda. Amani means 'peace' in Swahili, a language spoken in Northern and Southern Kivu (provinces of the Democratic Republic of Congo, bordering on Rwanda and Burundi).

15. Since 1996, the DSGL consists of the National Scout Associations of the Great Lakes sub-region.

16. Guides Association of Burundi, Scouts Association of Burundi, Guides Association of North Kivu, Scouts Association of North Kivu, Guides Association of Rwanda, Scouts Association of Rwanda, Scouts Association of South Kivu.

EL SALVADOR

Brigades against violence

The civil war and violence in El Salvador have resulted in an ever-growing number of young people joining gangs. The Scout Association of El Salvador thought that young people needed a better way to express themselves, and so developed the concept of "Solidarity Brigades". The young people were able to carry out activities based on the concept of "Brigades" at camps organised with the assistance of the Ministry of Education, in a positive environment, which emphasised integration, a team spirit, learning useful skills and community service. These camps became so popular that the concept was repeated in schools where young people formed their own "Brigades".

GREAT LAKES REGION

PROMOTING LASTING PEACE



The Great Lakes is a vast region in the heart of Africa linking Burundi, Rwanda and the Democratic Republic of Congo through a common past and future even though they have different traditions, languages and destinies. Amahoro Amani¹⁴ is a project targeted at young people from these three countries, and over the next two years, aims to help them play an essential role in re-establishing peace in the region.

The project, which began in December 2005, is the result of the initiative of the Dialogue of Scouts of the Great Lakes¹⁵, and is being carried out in collaboration between the seven Guide and Scout associations¹⁶ of the region, supported by WAGGGS and WOSM. As a result of all the experience that these young people will have, by 2007, 420 community mediators aged between fifteen and twenty-five will have been trained in how to take action in their communities to prevent, mediate, and resolve conflicts peacefully. Eventually, not less than 21,000 young people will have been trained as "peacemakers", through peer-to-peer training.

These community mediators will be called upon to organise awareness campaigns about peaceful cohabitation and rejection of ethnic prejudices through various activities such as plays, debates, cultural events and sports meetings, supported by a network of trainers throughout the territory.

The field experience gained by these community mediators will be evaluated during the Caravans of Peace, which is scheduled for July 2007 and during the international peace gathering, which will take place in Gitega (Burundi) from 30th July to 6th August 2007 as part of Scouting's centenary events. For the community mediators, these two events will provide an opportunity to share views about their activities and experiences over the previous two years. In addition, groups of foreign Guides and Scouts will be invited to share their intercultural experiences.



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INTRODUCTION

SCOUTING AS A SOCIAL FORCE

“What is the purpose of Scouting?” It offers alternative forms of leisure and it stems from an innovative educational method that is the foundation of its unity. However, like any undertaking that tries to provide solutions, Scouting has to address the issue of its social utility. It must therefore assess its educational practices from the point of view of the problems affecting young people today. Is it capable of meeting this challenge?

Education, health and safety, youth employment, equal opportunities for men and women, youth participation, and understanding the spiritual dimension are all subjects for which Scouting can provide original proposals. The Movement is also aware that subjects such as these require partners who can respond more effectively to the demands of young people and society. This is certainly true in the case of youth employment, a vital subject and the reason why Scouting has agreed to join forces with the Youth Employment Network under the auspices of the Secretary-General of the United Nations. Regina Monticone, the Network Coordinator, is the main guest in the second part of this report.

EDUCATION

A MULTIFACETED FUNDAMENTAL RIGHT

Although education is a priority for many states, it is still inaccessible to millions of children. To alleviate this inequality, youth organisations offer an alternative: non-formal education.

Education is a fundamental right inscribed in the Declaration of Human Rights. Despite this however, there are an estimated one hundred million children who are still not receiving any education.¹ Poverty, conflicts and AIDS are substantial curbs to access to Education for All (EFA), which is what the UN wants.² In this context, many children are excluded from the standard formal educational system. In the same way, informal education, guaranteed in principle by the family, is often compromised.

Non-formal education (see boxed story), promoted in particular by the Scout Movement, therefore appears to be an essential tool in developing countries. It enables disadvantaged populations to acquire knowledge and develop practical skills based on field experience. In industrialised countries, non-formal education is regarded more as a learning process that is complementary to basic education, conveying values, offering opportunities to gain life skills and promoting an entrepreneurial spirit.



1. The Education for All Global Monitoring Report 2005 puts the number of children not receiving education at 103.5 million. UNESCO. "Education for All Global Monitoring Report 2005" UNESCO Website. http://portal.unesco.org/education/en/ev.php-URL_ID=35939&URL_DO=DO_TOPIC&URL_SECTION=201.html 2006

2. During the Millennium Summit, in September 2000, the 191 member countries of the UN undertook the challenge to achieve the Millennium Development Goals by 2015 including the reduction of poverty, infant mortality, and access to education for all. For more details, <http://www.un.org/millenniumgoals/>

3. UNESCO. "Education for all: always tomorrow. 21st century talks" UNESCO Website. http://portal.unesco.org/education/en/ev.php-URL_ID=9019&URL_DO=DO_TOPIC&URL_SECTION=201.html 2002.

PRIMARY EDUCATION FOR ALL

Because education is a right, and one of the keys to economic and social development, Koïchiro Matsuura, Director-General of UNESCO believes, "pursuing the objective of education for all is an obligation for all states."³ The principles of Education for All were reaffirmed at the Dakar Summit.⁴ They form part of the framework of the Millennium Development Goals, which aim to provide access to primary education for all children throughout the world by 2015.



DID YOU KNOW?

- 103.5 million children do not go to school.
- 125 countries out of 180 have achieved parity.
- 82% of children who do not go to school live in rural areas. 75% of them have a mother who did not go to school herself.

Ten years before the deadline, the situation shows that this objective is being accomplished as forecast in several regions, namely Central and Eastern Europe, the CIS⁵, Latin America and the Caribbean. Eastern Asia and the Pacific have almost achieved it all already. On the other hand, the results recorded in sub-Saharan Africa seem inadequate. Furthermore, an analysis of the data collected shows that the lack of quality in educational systems (overcrowded classes, poorly qualified teachers, under-equipped classrooms) is detrimental to children in many regions of the world. In one third of the countries where data exists, less than 75% of pupils reach the fifth year of primary school.

The international community consequently has a crucial role to play in supporting EFA. It is estimated that an additional 5.6 billion dollars per year is needed to achieve the objective of universal primary education. Governments themselves must show evidence of voluntary commitment in order to change people's mentalities, as in the case of Kenya, which, as a result of abolishing primary school fees, has seen the number of pupils double.⁶

EDUCATION ACCORDING TO UNESCO

Formal education, i.e., a hierarchical, time-based education system, which goes from primary school up to university.

Informal education, i.e., the process by which every individual acquires attitudes, values, skills and knowledge from everyday experience under the influences of family, friends and acquaintances, the media and other factors that shape the social environment.

Non-formal education, i.e., educational activity organised outside the official system, intended for a well-defined audience and targeting specific educational objectives

4. In April 2000, more than 1100 delegates from 164 countries renewed their commitment to EFA at the World Education Forum in Dakar (Senegal). They adopted the Dakar Framework for Action, a document that defines the objectives of education for all and the strategies for achieving it.

5. The Community of Independent States (CIS) was created in December 1991 and consists of twelve of the fifteen former republics of the USSR.

6. UNICEF "Progress for children- gender parity in primary education." UNICEF, 2005.

7. Ibid

8. Out of the 180 countries for which data exists, 125 countries have already achieved gender parity at school (91 developing countries, 34 industrialised). UNICEF. "Gender Parity and Primary Education: Number 2, April 2005" UNICEF - Progress for Children. <http://www.unicef.org/progressforchildren/2005n2/gender.php>. 2005.

ELIMINATING THE DISPARITY BETWEEN GIRLS AND BOYS

Eliminating gender disparities and establishing equality in education are among the main challenges to be met. In November 2005, the Executive Director of UNICEF, Ann M. Veneman, declared: *"Education of children, especially girls, is the cornerstone of national progress, because it leads to greater economic productivity, reduced maternal and infant mortality, and a greater likelihood that the next generation of children will go to school"*. As a pilot of the United Nations Girls' Education Initiative, UNICEF has committed itself to closing the gap between girls and boys by 2015. In one of its recent reports⁷, UNICEF said that the number of children attending school had increased, in particular as a result of girls going to school. As Carol Bellamy, the former Executive Director, pointed out, *"education is more than just learning"*. In developing countries, the more educated a girl is, the more she will be protected against AIDS. However, three regions will not achieve parity by 2015:⁸ the Middle East/North Africa, Southern Asia and Western and Central Africa.

THE FAMILY: A FRAMEWORK WITH AN UNSTABLE OUTLINE

Besides school, a channel for formal education, the family is the medium for transmitting the knowledge, values and practices needed for a culture to survive. This is what is referred to as 'informal education', or the process by which every individual acquires attitudes, skills and knowledge from everyday experience, influenced by the family but also by friends and acquaintances, the media, and other factors that shape the social environment. The family should normally be the place where the child is protected from all forms of exploitation or abuse. In reality, in many parts of the world and particularly in developing countries,



poverty, conflicts and AIDS undermine the family's educational role. Furthermore, the way society is evolving has had serious consequences for children's education and they are suffering today from a striking lack of role models. Personal mobility has changed traditional ways of life. Family structures have changed to a great extent. Lastly, the consumer society arouses many aspirations, which are difficult for young people to achieve. The desire to own greatly outweighs the desire to be, and consequently causes a feeling of enormous frustration that families are not able to satisfy, primarily for economic reasons.

SENEGAL

Learning in a comfortable environment

Between 2000 and 2005, a group of French and Senegalese Scouts developed a project to help the village of Tobor, Senegal to renovate the old buildings of the town's university. They built new facilities, such as toilets and classrooms, so that a modern complex was ready for the start of the school year in 2003. The project also included an exchange programme that enabled the French and Senegalese Scouts to get to know each other's cultures. Cultural development is the basis of all international cooperation.

SUPPORTING THE TRANSITION FROM ADOLESCENCE TO ADULTHOOD

Helping young people in the transition from childhood to adulthood has always been at the heart of Scouting, as this is why it was created in the first place. Today, young people have expectations that traditional systems are no longer capable of meeting. Consequently, young people do not always find the support they need as they progress towards adulthood. The ability to respond to these needs is a key factor for the success of the Scout Movement. In some countries however, associations are having difficulty in doing so.

This strategic priority is intended to help national Scout organisations respond effectively to the needs of adolescents so as to increase the number of members and the reputation of the Movement as an organisation that can help young people in their transition to adulthood.

9. United Nations. "The global situation of young people" in Youth Report-2003. New York: UN, 2003.

10. The European Youth Forum has published two reports on the subject. Flessenkemper, Tobias. Building Bridges For Learning: The Recognition and Value of Non-Formal Education. Brussels: European Union, 1999. Available from: http://www.forumjeunesse.org/fr/our_work/citizenship/link2.pdf. It analyses the way in which youth organisations contribute to non-formal education. European Union General Assembly. Staying Alive: The non-formal learning domain in Europe. Brussels: European Union, 2000. Available from: http://www.youthforum.org/en/our_work/citizenship/link3.pdf. This report analyses the recognition of non-formal education.

11. The Alliance of managers of the six largest youth organisations consisting of: The World Alliance of Young Men's Christian Associations, the World Young Women's Christian Association, the World Association of Girl Guides and Girl Scouts, World Organization of the Scout Movement, the International Federation of the Red Cross and Red Crescent, and the active support of the International Award Association. This is referred to as The World Alliance of Youth Organizations.

THE EDUCATIONAL IMPACT OF SCOUTING

In 2003, the social research Institute, IARD Franco Brambilla, carried out a study¹³ of 1,200 Italian Scouts aged between 12 and 16 (girls and boys) who attended four national scout camps. They had to answer a series of questions intended to show the impact of the Scout Movement on young people in terms of values, behaviour, future projections, etc. As a result, it was discovered that 85.2% of them considered friendship to be the most important value while only 6% indicated that wealth was their priority. The next highest values were family (85%), followed by peace (79%). Furthermore, 57.3% thought that war was the most urgent problem to be settled in today's society, followed by world hunger with 54.1%. Scouting has therefore clearly made its mark. Lastly, it seems that this education system makes them feel optimistic and gives them confidence in themselves since almost 70% confirmed that they would make their dreams come true if they had the chance.

AN ALTERNATIVE PROPOSAL: NON-FORMAL EDUCATION

To alleviate this shortcoming (or worse, the total lack of formal and/or informal education in certain countries), non-formal education appears to be a solution and it is mainly represented by voluntary clubs and associations. At international level, it is considered to be a more flexible way of providing education and has a genuine educational training programme.⁹ The UN admits that this form of education lacks financial support and recognition. A working group on non-formal education was set up in 1996 at the UN to study the nature and impact of various forms of education available outside the school environment.

The European Youth Forum¹⁰ has a special interest in non-formal education.

According to the Forum, education is "a process that covers all aspects of life that take place in formal, informal or non-formal contexts".

A large part of its work is concerned in particular with promoting recognition of non-formal education in youth organisations. It wants non-formal education to have the same status as formal education with European institutions, the Member States of the European Union and the Council of Europe.



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THE ROLE OF YOUTH ORGANISATIONS

Like the European Youth Forum, youth organisations have been lobbying for more than ten years at global level to have the universal value of their mission recognised. In 1997, the six largest of these organisations¹¹, including the World Organization of the Scout Movement, published a document in the form of a declaration¹², which set out the nature of non-formal education. In this document, they show that regardless of the environment in which they live, all young people have the same basic needs, which are based on the need to learn how to deal with events, and to take charge of their own development to "become autonomous, supportive, responsible and committed".

At local level, i.e. as close as possible to community action, whether in the African bush or a problem area of a large western city, youth organisations provide a unique contribution to the lifelong learning process. They attach great importance to the commitment and responsibility of each individual

to his or her own self-development process. Often regarded as quaint or recreational, it is often forgotten that they have a political role, in the sense that their action is based on a response to a vacuum left by the authorities. This is why they want the principle of subsidiarity to be applied, as this enables the agent closest to the problem to provide the solution, as opposed to when a government official, far away from the problem, simply announces a political intention, without actually doing anything. To educate is a political act from the moment it originates from a vision of society.

These organisations therefore play a significant role from a social point of view, by acting as a substitute for the public authorities and by forging a link, but they also contribute from a cultural



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12. The World Alliance of Youth Organizations. The Education of Young People- a statement at the dawn of the 21st century. Geneva, 1997.

13. Brambilla, Franco. 80 voglia di... Bisogni, valori e sogni di adolescenti scout. Agesci: Institute IARD, 2003

14. World Alliance of Youth Organizations. National Youth Policies: Towards an autonomous, supportive, responsible and committed youth. Geneva, 1998. Available from <http://www.ymca.int/index.php?id=623>.

point of view, since they provide a source of culture through educational means. Lastly, although they offer alternative means, organisations in the non-formal education sector also play an economic role. It is an economic sector, carrying out real activities, often generating employment and consuming material and financial resources, which authorities agree to provide when they understand the benefit of this contribution.

NO EDUCATION WITHOUT PROPER YOUTH POLICIES

A leader in promoting non-formal education, both from the point of view of global advocacy and local action, the Scout Movement helps to bring youth organisations together on platforms advocating real youth policies so as to achieve long-lasting results for the benefit of young people.

For the Alliance of CEOs of the six largest youth organisations:¹⁴ "A national youth policy must spring from a sincere desire to meet the needs and aspirations of young people. To ensure that this is the case, it should be conceived with young

SOLOMON ISLANDS

Renovating a school for the hard of hearing

The Solomon Islands have experienced ethnic tension and civil war over the past few years, and this has caused a lot of suffering. A team of Australian Scouts helped with renovating a school, the only one in the country to accept students with hearing difficulties. It is an important institution in the capital, Honiara and is managed by the Red Cross. The Scouts not only improved facilities such as the toilets and the kitchen, but also installed a network of flat-screen computers. Education for all is one of the key objectives the Scout Movement has assigned itself.

SUGGESTIONS FOR YOUTH POLICIES

To help the wide variety of national and international agencies that are involved in youth development work, there is an advantage in using a common approach on how to determine the content of national youth policies. Here are some suggestions:

- Develop accountable partnerships with all the actors, especially youth networks, non-governmental youth institutions and organisations. Other non governmental organisations working with young women, particularly girls, young people, their families, governments, international agencies, educational institutions, civil society, the private sector and the media should also be involved, in order to create synergies to respond more effectively to young people's problems and potential, at both national and local levels;
- Improve access for young people. Through representatives in legislative bodies, in order to involve them more directly in the design, implementation, follow-up, monitoring and evaluation of youth activities and programmes, and to ensure their participation in developing them;
- Give priority to establishing communication channels with young people to let them have their say, at national, regional and international levels, and to give them the information they need to enable them to play an effective role and become leaders.

people and not simply for young people". To be worthwhile and credible, a youth policy must rely on the creative forces of young people if it is to be understood and supported by all young people, including those who do not belong to youth organisations. In other words, these policies should state how young people can contribute to the development of their societies and benefit from it.

A national youth policy must have a transversal coordination role and give direction to all the policies that affect young people and their development as citizens, whether directly or indirectly. To do this, it should be a state policy and not simply that of a government; it should reflect a consistent, coordinated approach across all sectors, whether interdisciplinary, inter-ministerial or multi-departmental; it should be the result of a national consensus between various parties based on broad consultation, involving young people in particular; lastly, it should be designed as a strategic long-term instrument and not based on short term political expediency.

For the Scout Movement and its allies: "There can be differences of opinion about the type of society one would like to build, but we should agree on the qualities of the individuals it is made up of. These personal qualities should be developed in the context of a complete education system, covering school, family and civil society at one and the same time. It is this holistic vision that the Scout Movement is working towards, while bearing in mind that it is acting in addition to the forms of education carried out by families and school."



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KENYA

PETER'S NEW LIFE



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Growing up in the streets of Nairobi was a constant struggle for young Peter Kariuki, who never knew where his next meal was coming from, nor the luxury of clean clothes and education. Then, one day in 1993, a chance meeting with Scouts changed his life forever. While they were wandering around the streets of Nairobi, Peter and his friends were invited to share a meal in a nearby primary school and very soon a special bond developed between the two groups.

Peter was able to enrol in part of the Extension Programme of the Kenya Scouts Association. This helped Peter to go to the Muthurwa primary school as a student, and then to the Kiriani secondary school where he finished his studies in 2003. Thanks to Scouting, Peter learnt, and taught others, that the cycle of poverty can be broken. He even created his own Scout group at secondary school. It was this initiative that saw him become involved in a charity organisation called "Moving Mountains", where he works with young street children and their families. In addition, Peter has helped to set up an orphanage in the district of Siaya.

Peter attributes everything he has achieved to meeting Scouts all that time ago. He encourages every child he meets, in particular those he meets at "Moving Mountains", to join Scouting. He subscribes to the idea of helping disadvantaged children because he undertook to do so in the Scout Promise. When he is asked how he is able to manage all his commitments, Peter says that he always remembers what he learned in Scouting about time management. He is now the manager of a tour operator company called AfriCampus, which organises safaris and employs nine people full-time and several workers part-time. They, too, benefited from the Extension Programme.

The city of Nairobi has over 60,000 street children and up to now, the Kenya Scouts have enrolled more than 1,200 Scouts in the Extension Programme. Thirteen years on, Peter claims that Scouting saved his life, and that all the opportunities he has had so far, would not have been possible without it. He adds: "Scouting's Extension Programme is a good example of the Movement's true spirit"

THE FEATURES OF NON-FORMAL EDUCATION

The concept	What is it?	What do Scouts do?
VOLUNTARY	Young people join of their own free will, which strengthens their commitment and has a positive influence on shaping their character.	The voluntary nature of joining Scouting can be clearly seen through the Scout Promise. When a young person discovers the values (which are summarised in the Scout Law) that Scouting proposes through taking part in a Scout group for a few months, he or she is invited to “ <i>make the promise</i> ”, i.e. to express his or her wish to “ <i>do one’s best</i> ” to live according to the values of the Scout Law.
LEARNING BY DOING	Non-formal education enables practical experience to be gained in fields related to young people’s interests. Learning derives from experience and not only from a theoretical explanation. For example, the development of interpersonal skills comes from direct experience of life with other people.	In Scouting, young people do not learn from lessons in theory but through activities and projects they choose themselves with the help of adult leaders. There are many different activities tailored to each age group: games, exploration, hikes and camps in the countryside, building or renovating things , community service, international get-togethers, artistic expression, etc. They are intended to provide overall development through affecting every dimension of the individual: physical, intellectual, social, emotional, spiritual, self-reliance and character building.
PROGRESSIVE PROGRAMMES	The young people can gauge their own development in a flexible manner without being obliged to stick to a rigid programme. One starts, carries out, and finishes the stages in the programme when he or she is mentally and emotionally ready to do so.	The progressive nature of Scouting’s educational programme is guaranteed in several ways. On the one hand, Scouting is made up of several age groups, generally including: Cubs (late childhood, from 8 to 11), Scouts (early adolescence, from 11 to 15), Venture Scouts (late adolescence, from 15 to 18) and Rovers (young adults from 17 to 22). This breakdown by age group enables Scouting’s educational objectives and activities to be adapted to the features of each stage of development from childhood to adulthood. On the other hand, young people are invited to assess their development needs for themselves and to set their own personal educational objectives, with the help of adult leaders. They achieve these through their Scouting activities, guided by a system of personal progression involving a number of stages, and the opportunity to work towards specialist awards.
PEER GROUPS	Young people naturally want to become part of a group. Non-formal educational organisations use this natural inclination for educational purposes. A group of friends is an ideal framework in which each individual can, in association with others, prepare and carry out projects, take responsibility, establish relationships and play a particular role.	The peer group, in other words, the small team of young people of the same age group, is the basic unit in the Scout Movement. The small group of selected friends is typically the kind of group that children, and above all, adolescents, look for spontaneously: “ <i>Scouting puts the young people into groups of the same type as themselves, which is their natural organisation...</i> ”. The team of young people can develop activities autonomously, within reach of the capabilities of each age group. Each team is led by a more experienced young person who acts as a mentor and mediator, supported by adult leaders. This is a peer-to-peer form of education, developed systematically by the Scout Movement
YOUTH-ADULT RELATIONSHIPS	A real partnership is established between the young people and the adults, who learn from each other. There are very few places where such a relationship can develop in a non-authoritarian manner.	Baden-Powell insisted that the Scout leader should not be either a schoolteacher, or a clergyman, or an officer, or a tutor, but a “big brother” (or big sister), who is able to get on well with young people and speak their language. The Scout leader is not in charge; he or she offers advice and guides. While being the guarantor of Scouting’s values mission and educational objectives, he or she helps young people to take responsibility and take part in decision-making. Above all, Scouting is a system of self-education in an intergenerational framework.
INITIATIVE AND RESPONSIBILITY	Educational organisations enable young people to acquire leadership qualities without having to grow up first. As a result, they gain experience in making decisions and exercising democratic power at an early age.	In Scouting, a group of young people is organised and functions like a small democracy with its “ <i>local communities</i> ” (small autonomous teams that enable young people to share projects and responsibilities), its “ <i>government</i> ” (the Council of team leaders, which plans and organises the group’s activities), its “Parliament”, the assembly of all the young people, which assesses how well the group is working, selects its activities and determines its common rules.
A VALUE SYSTEM	All organisations express a value system on which are based, and which corresponds to their ethic. They enable young people to gradually develop a value system to guide them through life.	In Scouting, the “ <i>Scout Law</i> ” is the group’s fundamental law. It offers a set of values that are always expressed positively in a language appropriate for each age group: to be trustworthy, virtuous and loyal; to respect every individual and show solidarity; to protect nature and living things; to have a positive attitude in regards to life’s ups and downs; to respect work; to use resources wisely and to do one’s best; to have self-respect. There are no prohibitions in this law. From the start, Baden-Powell was quite insistent on this point: “ <i>Young people are not governed by prohibitions but guided by positive instructions. The Scout law was drawn up as a guide to how they should act and not as an instrument to suppress their failings</i> ”. By using the Scout Law as a reference, young people, guided by adult leaders, are called upon to evaluate the life of the group and to give themselves common rules so as to advance together. This is how a dynamic is built, to gradually help each individual progress towards moral autonomy.



HEALTH AND SAFETY

TWO MAJOR EDUCATIONAL ISSUES

Adolescence is a period when changes of a physical, emotional and social nature take place, and it can lead to risk-taking behaviour. It is therefore essential to inform young people about these risks and to facilitate risk prevention and access to care.

Every year, millions of children are victims of exploitation, sexual abuse and violence. They are removed from their homes, abandoned by parents too sick or too poor to look after them, forcibly enrolled in armies, advertised in catalogues and sold as sex workers or mistreated within their own families: children are victims of abuse that seriously affect their physical, moral and emotional development. These children may end up committing suicide (and a high suicide rate has been recorded amongst victims of sexual exploitation). The issue of risk-taking behaviour is very broad because it touches upon a variety of problems.

YOUNG PEOPLE'S SEXUAL BEHAVIOUR

First of all, let us look at the issues related to young people's sexual behaviour. Although it is very often regarded as a taboo, this issue must be explored in the same terms as the founder himself tackled it when he wrote about "sexual hygiene", in his book "Scouting for Boys": "This cannot be ignored in boys' education, even less so in the case of girls. There is a wall of prejudices and false prudery

GIRL GUIDES ASK SEVEN ESSENTIAL QUESTIONS

This document was compiled on the basis of a survey on the health of adolescent girls carried out by the World Association of Girl Guides and Girl Scouts (WAGGGS).³

Let’s fight AIDS

Nearly one quarter of the girls surveyed say that they know someone living with the AIDS virus. Girl Guides and Girl Scouts can earn the AIDS badge by undertaking activities in three areas: fighting fear, shame and injustice; prevention through change in behaviour; and care and support for people living with HIV and AIDS. WAGGGS is building a strong partnership with UNAIDS to have an even greater impact on preventing HIV and AIDS among young people.

Making healthy food choices

89% of girls surveyed believe that young people are told how to keep healthy but 54% responded by saying that people chose not to eat healthy food. WAGGGS works closely with the UN Food and Agriculture Organization (FAO). This survey has shown that girls want the World Association of Girl Guides and Girl Scouts to continue to provide advice on a healthy diet.

Preventing teenage pregnancy

80% of girls surveyed believe that teenage pregnancy is an issue in their country. 42% of girls and young women want the World Association to launch its own sex education programme, and 39% of those surveyed want to work on this issue at community level. The World Association of Girl Guides and Girl Scouts is therefore invited to continue promoting access to education and information about sexual and reproductive health.

It is important to talk about sex

One third of girls surveyed confirmed that their parents first told them about sex. However, 38% said that girls receive no sex education at all in their countries. 85% of those surveyed say they would feel more comfortable talking to girls their own age. Peer education is an important part of Girl Guiding and Girl Scouting, giving girls and young women the space and the opportunity to make sensible choices and to develop their own values.

Let’s talk about the danger of drugs

Over half the girls surveyed believe that young women do not understand the dangers of drug addiction. They therefore request that the VWorld Association of Girl Guides and Girl Scouts takes a stand on drugs, and educates young women about the dangers of drug addiction. WAGGGS works closely with the UN Office on Drugs and Crime.

Banning smoking in public places

83% of the girls surveyed worldwide believe that smoking should be banned in all public places. The World Association of Girl Guides and Girl Scouts must therefore try to influence governments and businesses at all levels, using these survey findings to bring in laws banning smoking in public places.

Discover your potential

82% of girls surveyed feel under pressure to look and dress in a certain way. 36% of girls began caring about how they looked before the age of 12. Friends were listed as the biggest influence (39%) on the way young women choose to look. That is why the World Association of Girl Guides and Girl Scouts must continue to help them develop self-confidence and self-esteem.



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in exonerating parents and the public... It is above all the duty of the parents to take care of this issue; but many of them retreat instead of performing their duty and even invent excuses. Such negligence almost equates to crime”. Ignorance is an aggravating factor in the case of problems related to sexuality. It is therefore clear that information targeted at young people must be disseminated more widely and address their questions and problems.

In most parts of the world, young people reach puberty earlier and get married later than they used to. Sexual intercourse before marriage is on the increase.¹ Teenage pregnancies are decreasing in many countries. However, they remain a major preoccupation due to the risks to the mother-to-be when pregnant at an early age. In developing countries, one woman in three gives birth before the age of twenty.²

Many young girls are not in a position to refuse to have sexual intercourse, whether protected or not. Violence, socio-cultural norms, and precarious living conditions unfortunately turn sexual intercourse into a tradable currency. A survey⁴ carried out in 2005 by the World Association of Girl Guides and Girl Scouts (WAGGGS) raises seven questions to be addressed as a priority concerning the health of adolescents and the action to be taken in this respect. In particular, two of those questions underline the importance of daring to talk about sex and of taking preventive measures against early pregnancies (see boxed story).

1. United Nations. United Nations Population Report 2004. Available from: www.unfpa.org. United Nations, 2004

2. 15-19-year olds give birth to 17 million children out of the 131 million born each year. Source: UNAIDS. Pregnancy is a major cause of death amongst girls aged 15-19 years.

3. WAGGGS. “Seven key messages and Actions Points” in Adolescent Health Survey. <http://www.wagggsworld.org/fr/resources/documents/84>. 2005

4. 37% of Girl Guides and Girl Scouts believe that it is very important that their leaders address this issue. WAGGGS. “Adolescent Health Survey.” WAGGGS Website. <http://www.wagggsworld.org/fr/resources/documents/84>. WAGGGS, 2005

5. Op. cit.3

6. UNAIDS. 4th World Report on the global AIDS epidemic 2004. UNAIDS Available from: www.unaids.org/bangkok2004 UNAIDS, 2004

7. United Nations. World Youth Report 2005, New York: United Nations, 2005

8. http://www.unicef.org/publications/index_4447.html.

9. Op. cit.7

10. AIDS 2006 – XVI International AIDS Conference – 13-18 August 2006 - <http://www.aids2006.org/>

11. Télévision Suisse Romande (TSR). “Sida et tuberculose: lutte à mener de front” TSR Website. <http://www.tsr.ch/tsr/index.html?siteSect=200003&sid=6983608>. 2006

12. Opus cit.10

AIDS: THE DAMAGE OF UNPROTECTED SEX

In such a context, the difficulty in refusing to have sexual intercourse partly explains the very rapid propagation of AIDS. AIDS is increasingly affecting young people and especially girls. The 15-24 age bracket constitutes half of the number of new infections worldwide.⁶ In total, the number of young people infected by the virus is estimated to be more than ten million, of whom 6.2 million are in sub-Saharan Africa and 2.2 million in Asia⁷. The infection rate in girls is higher for several reasons: biological factors, early marriage, gender inequality, sexual violence and socio-cultural norms. Moreover, orphans, sex workers, street children, young homosexuals and drug addicts constitute the most vulnerable slice of the population facing the illness.

Lack of information is a major obstacle in fighting the virus. Young people are consistently unaware of the most important facts about it. For example, in the Ukraine, 39% of adolescents have never heard about it or think that it is caught through some supernatural intervention.⁸ As a rule, in developed countries, there has been a certain laxity concerning protection during sexual intercourse since the introduction of tri-therapies, which do not cure, but which are perceived as “reassuring”. Once the virus has been contracted, access to antiviral treatments remains limited. The World Health Organization (WHO)



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believes that nine people in ten needing emergency treatment do not receive it. And this is in spite of the world movement in favour of widening access to treatment, and the fall in the price of the medicines.⁹

On the subject of medicines, during the 16th International AIDS Conference, held in Toronto from 13th-18th August 2006,¹⁰ over forty-five organisations asked for a moratorium on the bilateral free trade agreements, which, in their view, are damaging to the production of affordable generic medicines against AIDS.¹¹ According to the Joint United Nations Programme on HIV/AIDS (UNAIDS), an estimated 39 million people throughout the world were living with AIDS at the end of 2005, mostly in developing countries. And out of the 6.8 million infected people living in low-to-medium income countries and who are in need of antiretroviral

medicines, only 24% of them (1.6 million in total) have access to treatment.¹²

The work of youth organisations is vital in preventing and fighting against sexually transmitted diseases. They try to provide guidance to young people so that they adopt responsible

sexual behaviour, by using different approaches according to their own culture, beliefs and family traditions (sexual abstinence, faithfulness, use of condoms, etc.). As a partner in the fight against AIDS, WOSM produced a training manual in collaboration with the International Federation of Red Cross and Red Crescent Societies to be used by young Scout

BRAZIL

Clean teeth for all!

A recent survey showed that, in Brazil, thirty million people have lost their teeth because they were too poor to maintain good oral hygiene. In light of this, the Brazilian Scouts have launched a national campaign to improve basic dental care. In order to fight the alienation affecting several of these poor families due to the fact that they had no access to dental care, the Scouts identified the communities in need, and provided them with structured information on inexpensive basic dental care.



STI PREVENTION AT SCOUTING EVENTS

For nearly 15 years the policy of the World Organization of the Scout Movement - which is the authority responsible for the World Scout Jamboree – has been to hand out free condoms in the health centres set up for the event, to all participants that may request them.

The fight against AIDS and the resurgence of sexually transmitted illnesses (STIs) prompted WOSM to work closely with UNAIDS, UNICEF, WHO and UNFPA to set up educational programmes that, on the one hand, contribute to the emotional and sexual education of young people by integrating the emotional development of young people - whether boys or girls – and, on the other hand, through the prevention of risks linked to sexually transmitted illnesses (see story). The presence of the Scout Movement in many countries affected by STIs has naturally led national Scout organisations to include this problem into their educational programmes.

leaders.¹³ WOSM also takes part in many programmes concerned with the fight against the pandemic in collaboration with UN agencies. It is also responsible for such initiatives as the Pan-African Youth Forum on AIDS, held in Senegal in 2004 (see boxed story). The purpose of this forum was to encourage the participants to develop and implement coordinated or joint national youth AIDS prevention plans in their respective countries.

NEPAL AND INDIA

Eradicating leprosy

The World Health Organization identified Nepal and India as being two of the five countries in the world where leprosy is seriously endemic. Today, Scouts and Guides are not only working non-stop to eliminate leprosy but also to fight prejudice against lepers. The Scouts and Guides undergo intensive training related to leprosy awareness and eradication. The most inspiring feature of this project is that they go to patients' homes and wash them, which establishes a certain trust and credibility between the Scouts, the lepers and the villagers.

DID YOU KNOW?

- Pregnancy is major cause of death among girls aged 15-19.
- One young person becomes infected with AIDS every 14 seconds.
- 10 million young people are affected by AIDS (UNAIDS 2004).
- 57,000 children are victims of crime each year (WHO).
- Between 200,000 and 350,000 children are soldiers.
- 40 million young people under the age of 15 are abused.
- 1.2 million children are the victims of child trafficking.
- 5.7 million children are the victims of child slavery.

13. League of Red Cross and Red Crescent Societies, World Organization of the Scout Movement. "Working with young people" in AIDS training manual. Geneva, 1990.

14. UNICEF. "Drugs." UNICEF Website. www.unicef.org UNICEF, 2005.

15. Opus cit. 7

ALCOHOL AND SYNTHETIC DRUGS ON THE RISE

In many countries young people are beginning to consume tobacco and alcohol at earlier ages.¹⁴ What is new in Europe is that alcohol consumption amongst young women is catching up and it is has nearly reached the same level as their male counterparts. The problem is that the early use of alcohol and tobacco is associated with a greater likelihood of both dependence and injury. Data is scarce regarding developing countries, however, an increase in alcohol consumption has been noted in Latin America, particularly amongst young women. Alcohol and drugs have contributed to a rise in mortality and to

the risk of infection by the AIDS virus in young children. In Central Asia and in Eastern Europe, 25% of intravenous-drug addicts are under the age of twenty. Most of them are sex workers.

The consumption of synthetic drugs such as amphetamines and ecstasy is clearly on the rise, whereas the consumption of cannabis - the most common drug – has been dropping since 2003. The recommendations of the World Youth Report 2005 are as follows: programmes and policies must take into account and address the underlying factors that cause young people to initiate drug abuse; they must promote a healthier lifestyle; and increase restrictions on the sale of tobacco and alcohol.

WORLD HEALTH ORGANIZATION/UNICEF

Young people talking to young people

Having a real impact on young people with regard to prevention and health is not an easy task. That is why 240 young leaders from Egypt, Jordan, Lebanon and the Sultanate of Oman have been trained to educate their peers on sensitive topics such as the AIDS virus, drug abuse and injury. This project saw the light of day thanks to the establishment of a strategic alliance with the World Health Organization (WHO). Some individual projects had already been set up in the past few years thanks to partnerships with UN agencies such as UNICEF, UNESCO and UNHCR.

In Oman, the Ministry of Health has opted for a solution of peer-to-peer AIDS education. It has entrusted this mission to the National Organisation for Scouts and Guides. Today, thousands of young Scouts and Guides are expanding their health knowledge through computer programmes and question-and-answer sessions. This programme is supported by UNICEF, which is in charge of the media coverage.

The goal is that these young people can then spread the word among their peers and make prevention as efficient-a-tool as possible. The UNICEF Representative in Oman, June Kunugi, says: "Young people usually respond better to messages from their peers rather than from adults and are therefore more likely to let themselves be convinced of the necessity to protect themselves". For her part, Marwa Munsoor, aged 15, recognises the value of an open dialogue on AIDS. "Every citizen should be informed about this virus and especially us, young people, because we are the future."

This programme is aimed at developing healthy habits and basic communication skills in young people and at making them aware of the importance of looking after themselves. It is easily implemented in schools, clubs and colleges, and it does not require many resources and/or preparation.

16. Sica, Mario (editor). "Footsteps of the Founder – The Baden-Powell quotations book." Edizioni scout. 3rd Edition. Rome: Niova Fiordaliso. 2001.



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SCOUTING'S CONTRIBUTION TO PUBLIC HEALTH

Scouting does not specialise in health problems. However, as the Movement is fully aware that its involvement with young people enables it to lead prevention and educational campaigns, it has naturally teamed up with national and international agencies that work in the health field. The work varies according to the social reality. Most national Scout associations include disabled children among their members, and they have created specific programmes for children in difficult situations, such as the programme for street children in Kenya and Uganda. The Scout Movement leads immunisation campaigns against polio on a national scale, as is the case in Angola where it is working in collaboration with UNICEF. In over a dozen countries, and in partnership with the Leprosy Relief Organization (AHM), Scouts took the lead and went searching for, and helped those whose bodies have been mutilated by this scourge. On World Leprosy Day, in 2004, the former Director-General of the World Health Organization, J.Wong Lee, publicly congratulated the Movement for its work.

The importance of non-formal education in contributing to public health is paramount, particularly for all young people that have no access to formal education. Public health has always been of great importance to Scouting. As its founder,

who made numerous recommendations on how to look after one's health, declared: *"Health and health development are as much an integral part of education as formal education, scientific or technical breakthroughs."*¹⁶ In fact, *"duty to self"* and the development of healthy habits is an integral part of Scouting's fundamental principles and, regardless of the specific projects in any given community, these two concepts represent the most important contribution of Scouting to the maintenance of public health.

By interacting with his/her family, every Scout who is aware of health issues triggers off a powerful snowball effect. As a result, the introduction of health promotion in activities - even in leisure - is on the increase. This work is recognised as one of the most important measures for the prevention of diseases whose transmission is strongly influenced by individual and collective behaviour, as is the case in the consumption of illegal drugs and tobacco, or in alcohol abuse ■

AFRICA

Youth AIDS Prevention Forum

Creating a synergy between youth organisations and specialized bodies in order to be better equipped to fight AIDS in Africa, was the challenge of the Pan-African Youth Forum called "AIDS: A Question of Education", that took place in Dakar, in March 2004, at the invitation of the President of the Republic of Senegal, Abdoulaye Wade. The event involved close to 220 young members from the largest global youth organisations represented in Africa, and experts from forty-five African countries in order to devise national plans to fight AIDS together in their respective countries.

In order to ensure the most efficient involvement, a three-stage approach was established.

1. A preparation phase in order to create a partnership with national and international organisations with the aim of developing a common action plan.
2. The strengthening of the alliance between the different partners through the Forum itself
3. A follow-up phase in order to implement the action plan with the technical and financial support of the partners: UNAIDS, UNESCO, UNICEF, WHO, UNFPA, Francophonie, CNLS (national councils fighting AIDS) and the World Bank.

The participants themselves devised, refined and developed the joint contribution of their organisations to the national plan to fight AIDS for their respective countries. United by the same ideal of voluntary social engagement and community spirit, they were ideally placed to transmit a convincing message to their peers regarding the fight against AIDS.

INDONESIA

TSUNAMI: EVERY SCOUT'S DUTY



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As Edi Darmadi, a 19-year old engineering student and a member of his university's Rover Scout group, was watching the consequences of the earthquake and the tsunami on television with horror, he knew that he had to do something. He put on his uniform, climbed on his motorcycle and headed straight to the local Scout office.

As soon as he reached the main door, Edi was astonished to see so many Rover Scouts offering their services as volunteers. He saw Firman and Apriadi, his friends from the Bogor Scout Troop. The Indonesian Scout and Guides Movement was in the process of setting up an emergency camp to relieve the Indonesian Red Cross at Banda Aceh.

Edi began his training. This consisted of a mixture of exhausting physical training, health and vaccine checks, training in health care, and disaster relief.

On 3rd January, as Edi was stepping out of a military vehicle at the small airport of Banda Aceh, Agustamin welcomed him with a handshake and a warm smile. "Thank you

for coming to help my people!" "They're my people too!" said Edi. Agustamin smiled again. "Follow me, all of you!" The first fifty Scout volunteers followed Agustamin with their bicycles and their rucksacks and joined the scout camp that was five miles away.

"You'll be working in the temporary camp set up close to the TV station. Four hundred homeless people have taken shelter there. We need you to organise meals and show people how to put up the tents." The authorities were so impressed with the Scouts' organisational efficiency – and the respect they earned from the homeless people in the camps - that they asked the Scouts to join a larger camp and manage the stocking and distribution of food and medicine that was arriving in chaotic plane-loads.

After two weeks' service in Aceh, Edi resumed his life in Djakarta. "These experiences will stay with me all my life. I am proud of what we achieved in Aceh. Our team really made a difference to the lives of the people there... ..and to our own lives."



CHILD PROTECTION

GUARANTEEING A SAFE ENVIRONMENT

Like any other organisation that deals with children, the Scout Movement has had to devise measures that guarantee the prevention of threats to children, and to define sanctions against those violating children’s integrity. Society’s growing awareness of the need to protect children against abuse had caused the Movement to vote on a specific resolution during its 36th World Conference. This resolution urges national Scout associations to adopt and implement policies and procedures aimed at protecting its youngest members.

For most national Scout associations that have already introduced such a policy concerning the protection of children, this requires adequate training of the adult unit leaders and sufficient knowledge of children’s rights. Some national Scout associations have published their own card for the benefit of unit leaders, which is included in their volunteer’s contracts. This card, which can be kept in one’s wallet, stipulates what one can or cannot do with respect to children. Boy Scouts of America has published an online

SIX CATEGORIES OF CHILDREN TO BE PROTECTED

UNICEF has defined six categories of children whose protection is a priority:

- Victims of slavery or forced labour: according to the International Labour Organization (ILO)¹⁷, 218 million children are engaged in child labour, of which 126 million are in hazardous conditions. Approximately 2.5 million of them live in industrialised countries and in those with emerging economies.
- Children without parental care: children separated from their families due to armed conflicts or who have been orphaned by AIDS, find themselves at a higher risk of all forms of abuse as well as being totally deprived of emotional support.
- Victims of child trafficking: for their organs, the sale of young girls listed in catalogues, etc. Estimated number: 1.2 million.
- Child victims of sexual exploitation (estimated number: 1 million): sexual abuse is fuelled by local demand and often by the very people who are closest to the children. Governments and communities are reluctant to intervene in such cases.¹⁸
- Child soldiers (estimated number: 300,000) who may be as young as 8 years old.
- The victims of corporal punishment who can be found in rich countries as well as in poor countries. In the United Kingdom, babies under one year of age run four times the risk of being killed by their parents than any other age group.

17. International Labour Organization. “2006 ILO Report.” ILO Website. <http://www.ilo.org/public/english/index.htm> 2006

18. UNICEF. “Facts and Figures: Child Protection.” UNICEF Website. www.unicef.org/french/media. 2006.

youth protection-training tool. It also offers a booklet to parents, explaining to them what the term “*abuse*” means, how to detect psychological signs in children who are victims of abuse, and especially how to help children avoid abuse and talk about it.

Awareness of this issue has risen significantly within Scouting in Africa, a region also affected by conflicts that increase the risk of abuse. The Asia-Pacific Region includes a module on the topic as part of its risk management training.

Following a recommendation voted by the 2001 European Conference of Scouts and Guides, the European Region has

created training and awareness tools to support its member associations in implementing youth protection measures. The 2001 recommendation stipulated that child protection must be an integral part of youth organisations’ policies. The training kit included a reminder that young people have rights, that their welfare and their full development are paramount, and that a policy guaranteeing this welfare and protecting them from abuse must be adopted at national level■

UNITED NATIONS

Study on violence against children

What sort of violence are children subjected to throughout the world? How does violence affect children? What can be done to prevent violence? All these questions will be addressed by the report for the United Nations study on violence against children that will be published in October 2006, and to which WOSM contributed. WOSM was part of the group assigned to the drafting of this report and to an educational version aimed at children. The goal of the United Nations study is to help governments and organisations working with children and parents to better understand and fight this phenomenon.

YOUTH EMPLOYMENT

AN ALTERNATIVE PLACE FOR TRAINING

Unemployment, lack of training, or inadequate training. Millions of young people suffer from it. Youth organisations offer them the ability to acquire skills that are not acquired at school or in training centres.

According to the International Labour Organization (ILO), 88 million young men and women are unemployed. This represents 47% of the 186 million unemployed people throughout the world.

The organisation also estimates that 59% of young people aged between fifteen and seventeen perform dangerous work. Women are the most disadvantaged. Generally speaking, young people often have poorly paid short-term jobs with few prospects. The question of youth employment is one of the major issues of our times. The international community is well aware of it since it has made it a specific objective of the Millennium Campaign.¹

According to ILO, to be faced with a generation without any hope of finding stable employment is a heavy responsibility for society to bear. The lack of hope encourages the emergence of risky behaviour such as violence. ILO emphasises that if an individual's first job does not offer decent working conditions, it may have negative repercussions on the rest of that individual's professional and personal life.

It is a question of looking for assets that will enable young people to find employment. Organisations in the non-formal education sector realise this and have an appropriate answer: to alleviate the lack of experience and acquire skills that cannot be acquired at school or in training centres. This means developing greater employability.



DIALOGUE THROUGH A GLOBAL NETWORK

Like the World Bank, the United Nations is convinced that the earlier an investment is made in young people, the more the results will be positive and long lasting. However, to reap what has been sown, employment opportunities have to exist in the first place. The United Nations joined forces with the World Bank and ILO to find solutions by creating the Youth Employment

1. Millennium objective n°8: To develop a partnership for development. Point 16: In collaboration with the developing countries, "to formulate and apply strategies which give young people throughout the world a real chance to find decent, useful work."

SCOUTING: THE FIRST SCHOOL OF MANAGEMENT

"Scouting, the school for training leaders", is the title that was on the cover of one of the most important Swiss economic magazines, Bilanz, last year. This is what also drives entrepreneurs to support the movement, such as Klaus Jacobs, the head of Adecco, the world's leading temporary employment agency. Through his foundation, Klaus Jacobs is financing a major leadership-training project in Africa. The business world recognises the added value of Scouting experience, including values such as trust, loyalty and integrity, in the CVs of future leaders. They also recognise the specific skills acquired through the Scout method. The prestigious Bocconi University Management School of Milan, in partnership with WOSM, has decided to describe the skills acquired through Scouting during an interactive course on basic management values. This experimental course, which will take place in October 2006, was developed to observe similar experiences in the environment of voluntary organisations. It should result in a mechanism for validating skills. This experiment is similar to the recommendations of the European Union on lifelong training.

Network (read the interview with our main guest, Regina Monticone), at the initiative of the UN Secretary-General, Kofi Annan. The International Labour Office, which is part of the International Labour Organization, is in charge of the network secretariat in Geneva. This brings together industrialists, representatives of civil society and decision-makers who consider this question at global, national and local levels. The ILO Office relies on youth organisations for support. Two United Nations resolutions help to justify this involvement. Collaboration with youth organisations is essential because it not only enables young people to participate, but it also guarantees credibility with civil society, in particular with trade unions and student unions. Among the youth organisations that are stakeholders is the World Organization of the Scout Movement.²

The network enables young people to be consulted and to be directly involved in the design and establishment of measures to stimulate employment. Consultation with young people is regarded as an essential tool of the network. The network offers technical support and strategic advice through close collaboration with world youth organisations. With the support of the ILO Office, it has encouraged the development of national action plans in a group of seventeen countries³ that are committed to taking action in this field. One project led by Scouts is currently being carried out in Egypt. Its purpose is to inform the country's youth organisations about the possibilities of increasing young people's involvement in national action plans aimed at increasing employment and employability.



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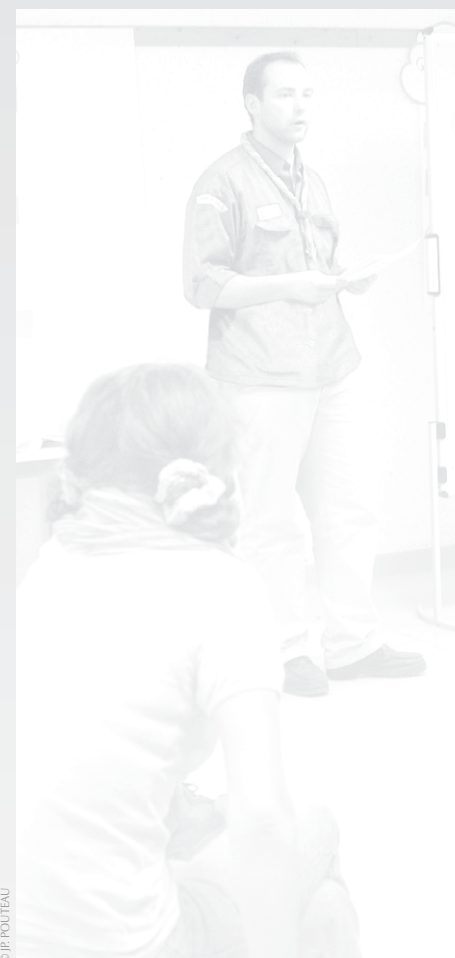
EMPLOYABILITY: AN OUTCOME OF SCOUTING KNOW-HOW

With the Scout Movement, there is the unrecognised element of advocacy, whose purpose is to negotiate and secure policies favouring youth, but there is also action at local level. How can young people be given experience so that they find work when they leave school? The work involves programmes intended to improve the employability of young people by preparing them for entry into the world of work. It is one of the outcomes of the Scout Movement's educational practices. Scouting's educational system helps young people to develop interpersonal skills and know-how that are very much in demand in the workplace and indispensable to start up and run new enterprises. These essential qualities include leadership,

commitment, participation, adaptability, initiative, a sense of responsibility and self-confidence. Scouting also provides good communication skills, organisational skills, skills in mediating and creating a team spirit. It is up to the young

person to highlight this experience on their curriculum vitae in a suitable manner.

However, while employability is a contributing factor, it is not enough. Young people's skills must match employers' requirements and the reality of the market. This depends on how dynamic the economy is. If there are no opportunities for young people, the effort to gain formal or non-formal training is to no avail. In this case, one has to revert to personal initiative. The qualities acquired through Scouting and the resulting increased employability are assets that make it possible to change the direction of one's professional career.



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FRANCE

HOW CAN SKILLS AND EXPERIENCE BE FORMALLY RECOGNISED?

Scoutisme Français (the French Scout organisation) is officially recognised by the nation's Ministry of Youth and Sports. Its adult leader training courses (the equivalent of the Wood Badge) are officially recognised by the State. The ministry awards trainees an official certificate of competency as a group leader, which opens the doors to every holiday camp and leisure centre in France. This certificate has enabled many young people in France to get their first job. As a result of the growing demand for certificates of professional qualifications by their members, the Scouts and Guides of France (one of the associations within the national organisation) realised there was a need to start work on providing official recognition of skills and experience. This is a phenomenon that has won over the universities, which are opening their doors to professionals without specific qualifications who want to validate their practical experience by improving their theoretical knowledge. For the Scouts and Guides of France, it is a matter of thinking more widely about how to develop the skills acquired in the Scout Movement to sustain the commitment of their leaders.



2. The World Organization of the Scout Movement plays an active part in the Youth Employment Network. It is represented on the advisory body, which was set up in Geneva, 2003.

3. Azerbaijan, Brazil, Democratic Republic of Congo, Ecuador, Egypt, Indonesia, Iran, Jamaica, Mali, Namibia, Nigeria, Rwanda, Senegal, Sri Lanka, Syria, Uganda, United Kingdom.

DID YOU KNOW?

- 88 million young people are unemployed. (Source ILO)
- The unemployment rate of young women is 20% higher than that of young men in more than a quarter of industrialised countries.
- In South Africa, half the young people are unemployed.

UNITED STATES

Lessons for life

The Venturing Program (14-20 year olds) of the Boys Scouts of America (BSA) has been making rapid progress in the past few years because young people find it very attractive. It is based on the notion that people learn and live an experience, but must also be able to pass it on. Activities are developed around six skill areas: citizenship, leadership, fitness, social relationships, outdoor activities and services. Useful lessons for life are passed on, such as team working, setting a budget, managing money, managing a plan, gaining confidence. Equipped for life in this way, the American Venturers are able to directly influence their environment.



© R. MONTICONE

MAIN GUEST

REGINA MONTICONE

YOUTH EMPLOYMENT NETWORK
(YEN) SECRETARY

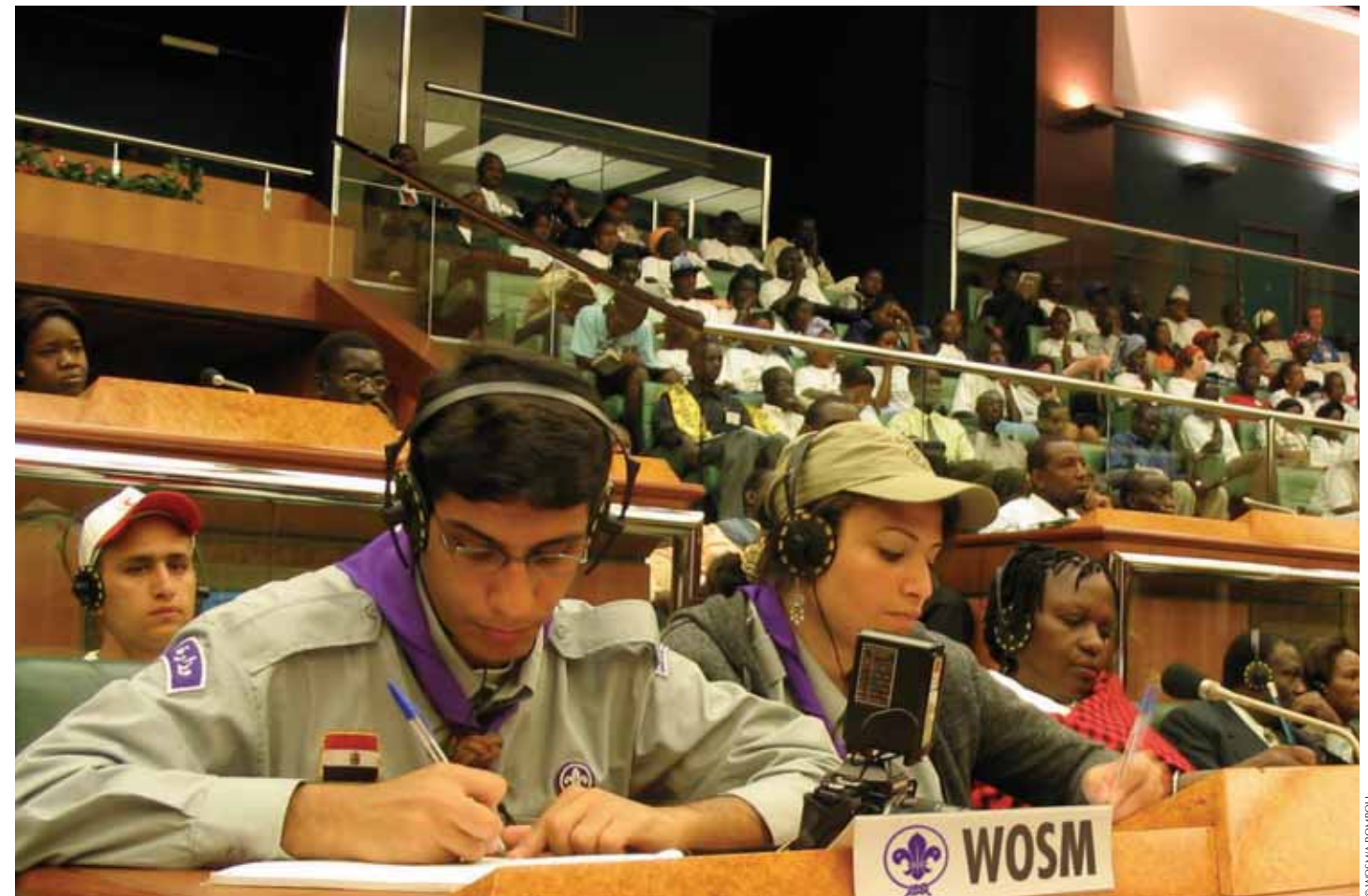
THE YOUTH EMPLOYMENT ISSUE IS CRUCIAL!

It is now six years since the Youth Employment Network was created. How has it evolved and how seriously is the initiative being taken?

More and more governments are taking an interest in the Network. Since June 2005, the number of countries who have stepped forward to be Lead Countries and commit to developing National Action Plans on youth employment has doubled. Today we have nineteen Lead Countries, including Georgia and Turkey, which have just joined. Soon we expect to have twenty as we have received a number of further expressions of interest.

Moreover, developed countries - such as the UK, which is already a Lead Country - are paying increasing attention to the issue. They see a growing number of young people entering the job market and realise that the shortage of jobs is not just an issue affecting developing countries. Until now, they have provided political and financial support. We are now also working with them to share their experiences on youth employment with the rest of the world.

Today, the employment issue is crucial as not only is it directly linked to the broader poverty agenda, but it is also a concern for countries' internal security. Unemployment



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and lack of opportunity can encourage young people to become involved in socially dangerous behaviours.

What is the role of the Lead countries?

They develop national action plans and share them with other countries. The process then becomes a collective one. Groups of countries get together by region, as in Africa where countries have realised that the effects of the employment challenge do not stop at their borders.

One of the basic principles behind the Network is that it involves young people in the thinking process through the Youth Consultative Group. What exactly is this Group's mandate and how much influence does it have within the Network?

The Youth Consultative Group – or YCG for short – plays a role at the legal, political and operational levels. Thirteen youth organisations each contributed representatives to the YCG. The Group does indeed have influence as a result of two UN resolutions⁴ calling for the active participation of young people in

formulating national action plans. Each year the YCG meets with a High-Level Panel of experts and practitioners to give its opinion on what the priorities and general thrust of YEN should be, from a youth perspective. It also supports youth participation in developing the national plans. Ideally, young people should play a major role in this process. But, initially, the aim is to put in place national mechanisms that at least gives youth more space and voice in the policy making process. Let us not forget that a lot of countries are not accustomed to letting young people play such an important role. It is quite a challenge, but the process has started.

What specific contribution is World Scouting making to the Network?

WOSM is an important partner as it has had a worldwide impact for a long time. It has also been represented in the annual meetings of YEN since its inception. More specifically, Scouting conveys an essential message through its non-formal education system, which values life skills. It therefore offers a way of increasing young people's employability, and that is one of the

4. The United Nations General Assembly Resolution A/RES/57/165 on the 'promotion of youth employment' and Resolution A/RES/58/133 on 'policies and programmes to mobilise young people' invite countries to prepare youth employment action plans with the participation of young people.



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major challenges of our times. We all ask ourselves how we can help young people to gain experience so that they can find work when they leave school. In general, young people today in many countries are leaving formal education either under qualified or with qualifications which do not match the needs of the labour market.. Youth organisations can help bridge that gap through work at the international, regional and local levels.

What joint projects is the Network carrying out with Scouts?

At the global level, the World Scout Bureau, through a staff member working with YEN, has carried out a global stocktaking of Scout related employment projects. These projects were submitted to the World Bank to form part of a “global inventory” of youth employment initiatives, shortly to be published in the framework of YEN.

At the national level, a cooperation project is taking place in Egypt, based on earlier work in Uganda. It is the result of close cooperation between ourselves, the German Technical Cooperation Agency

5. The German Technical Cooperation Agency (GTZ) is a body that promotes economic and social development throughout the world on behalf of the German federal government.

The Network offers hope in a tough job market. Is there reason to be optimistic?

Yes, if you look at the large amount of initiatives that are underway. For example, the World Bank supports work to encourage youth employment. It is about to publish a global inventory of best practices including around ninety programmes developed by youth organisations. This is a step towards recognising young people as agents of their own development. Furthermore WOSM is a key youth partner in the World Bank's, ‘Youth, Development and Peace’ process, where they, along with other youth organisations have been inputting youth perspectives into the drafting of the Bank's World Development Report 2007, which will focus on youth. Also the Bank and the GTZ have started a cooperation project focussing on the capacity building of youth groups, which WOSM will be involved in.

Furthermore, we are trying to lessen the negative effects of globalisation by inviting the private sector to recognise and assume its responsibility to society. For instance, we are working with business leaders in developing countries to provide greater support to youth employment through training and skills and also through assistance to young people wanting to set themselves up in business. Cooperation activities are now taking place in Egypt and also are planned through the new YEN/UN Office for West Africa (UNOWA) Youth Employment Unit to be set up shortly in Dakar, Senegal. Through these activities companies will help local economic development by giving people a better chance of finding new work and thus strengthen the quality of the local labour market in the long run.

In this regard YEN is also engaging with the Trade Union movement to see what support they can offer young workers, who in many countries are increasingly employed in temporary and precarious work. In the framework of YEN, trade unions at the global, regional and national levels are represented in the YCC, alongside the Scouts, and are initiating awareness-raising campaigns to alert young workers to their rights and to assist them in voicing them. ■



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MEN AND WOMEN

GENDER EQUALITY: A CRUCIAL CHALLENGE

Gender discrimination and prejudice are obstacles to the development of young girls and their involvement in society. In spite of the progress made in the past decades, equal opportunity remains a hot topic.

As long as their fundamental rights are denied, girls will not enjoy the same conditions of human development as their male counterparts. Considered as essential to the progress of humankind, gender equality is at the heart of achieving the Millennium Development Goals.¹ A specific objective is that, in future, girls and young women should be able take on responsibilities within their families and their communities. This concern was already at the heart of debates in United Nations international conferences in the 1990s. It has also been the case during the recent follow-up meetings of "Beijing + 5" where world leaders reasserted that, without education for girls, the goal of gender equality would never be reached and that national and economic development would thus be curbed.²



1. Millennium Development Goal N°3

2. 189 participating countries and 2,100 non-governmental organisations. United Nations. "Fourth World Conference on Women: Beijing Declaration." Division for the advancement of women – Department of Economic and Social Affairs. <http://www.un.org/womenwatch/daw/beijing/platform/declar.htm>. 1995.

3. Global Campaign for Education. Missing the Mark: A school report on rich countries' contribution to universal primary education by 2015. Brussels: GCFE, 2005 Available from: <http://www.campaignforeducation.org/schoolreport>

POVERTY IS THE MAIN OBSTACLE

Poverty is one of the main obstacles to equal opportunities. In developing countries, girls are expected to stay at home to do housework and look after young children. Many families living in poverty must choose between sending their sons or daughters to school. Boys are given priority as they will be in a position to earn a better living later in life. As a result, it is difficult for girls to enjoy the right to basic education. UNICEF has therefore pledged to eliminate all

gender disparity in primary and secondary education, as well as at all others levels of education by 2015. It is the prerequisite for the full involvement of women in social, political and economic life. However, the international community failed to reach its goal with regard to access for all to primary education by 2005. Indeed, over 60 million young girls still do not attend school.³

A CALL TO ACTION IN FAVOUR OF YOUNG WOMEN

In 1999, an alliance of those in charge of six largest youth organisations, which includes the World Association of Girl Guides and Girl Scouts, joined forces in favour of women by publishing a declaration entitled “*Young girls and women in the 21st century, a call for action*”. This document does not limit itself to taking a stand in relation to the need to develop a youth policy aiming to achieve gender equality in society. It also proposes solutions. First of all, it stresses the extent to which the situation of women in the world still remains objectionable. It is therefore necessary to “demarginalise” women in the cultural, social, political and economic fields. However, we still have a long way to go. Secondly, youth organisations make recommendations. But whom are they addressing? ‘All those that have influence?’ Or ‘those who take part in the development of youth policies?’ And they do not miss their targets because they not only address governments but also non-governmental organisations, investors, donors, employers and people responsible for education. It is then an opportunity for them to express themselves and comment on improvements to be made with regard to formal education as well as on the advantages that non-formal education offers for the development of women.



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POLITICAL WILL IS NOT YIELDING SIGNIFICANT RESULTS

Changing the status quo requires a strong, long-term political will. Thus, beyond education, gender inequalities must also be addressed in the areas of pay, protection and legal rights. At the Beijing Conference on Women in 1995, governments agreed on the fact that “special measures must be taken so that young women acquire the necessary expertise for active and effective involvement at all levels of management in the social, cultural, political and economic fields. It will be crucial for the international community to show evidence of a new involvement for the future, i.e. by inspiring a new generation of women and men to work together for a more just society. This new generation of leaders must accept and promote a world in which every child will be safe from injustice, oppression and inequality and free to develop his/her own potential. The principle of equality between women and men must therefore be integrated into the socialisation process”.⁴

The youth policies that youth organisations are urging governments to implement, play an essential coordinated part in paying particular attention to the role of women and to their needs⁵ (see boxed story).

INTEGRATING GENDER SPECIFICITIES

Integrating gender specificities is essential to achieve equality. What exactly does this involve? It implies assessing the implications of policies and programmes for women and men, while taking into consideration their different roles, needs and prospects, in such a way that inequalities are not perpetuated and both genders can benefit from these policies and programmes. The integration of gender specificities also means that it is necessary to examine how the dynamics of relationships between genders influence decisions within families and communities. It is particularly important to know if girls will be sent to school and if women will have an influence on the manner in which domestic resources are spent.⁶

ElN 2004, the General Assembly of the European Youth Forum declared “youth organisations had a significant role to play in the development of young people for them to become independent, attentive, responsible and committed in a truly egalitarian society (...). It is imperative that gender issues be well understood in order to better take into account the needs of women”.⁷ This implies a better understanding of gender specificities and a reduction in gender prejudice, an approach that could take the form of a real intercultural training exercise between people of both genders. This is because inequality is powerfully entrenched culturally, and male chauvinism stereotypes reflect a projection of representations and social models that are often conformist

HOW IS THIS IMPLEMENTED WITHIN SCOUTING?

As a society comprising people of both genders, the priority of the Scout Movement is:

- To enable girls and boys to develop to their full potential while respecting individual differences and without limiting themselves to their traditional gender role
- To make women and men capable of cooperating on an equal footing, while sharing responsibilities at all levels of the associations

The aim of this strategic priority is to identify the necessary support and tools required to help national Scout organisations apply equal opportunities for girls and boys, and for women and men at all levels.

THE GENDER ISSUE IN SCOUTING

In 2001, WOSM commissioned Professor Harriet Bjerrum Nielsen of the Centre for Women’s Studies and Gender Research at Oslo University, Norway, to conduct a research project within the framework of the “Policy on Girls and Boys, Women and Men within the Scout Movement” adopted in 1999, by the World Scout Conference in Durban.

The project was conceived in two parts. The intention of the first part was to contribute to a better understanding of gender practices in Scouting, while the second part is devoted to suggestions as to how to redress the balance in terms of gender issues.

This research took two years to complete and the report by Professor Harriet Bjerrum Nielsen, “One of the Boys, Doing Gender in Scouting” was published in October 2002. This report is available on WOSM’S site⁸ and over 20,000 people have downloaded it. This level of interest proves that it is relatively important to do more to address the issue of gender equality in Scouting and to help Scout leaders to deal with it better. Furthermore, the Department of Education, Research and Development of the World Scout Bureau is working on the development of materials based on the findings of this research in order to provide Scout unit leaders with clear guidelines to apply gender equality in practice.

The policy on equal opportunities for both genders that led to this study was the first time in Scouting’s history that a clear stance on this issue had been provided. Indeed, it considers that men and women are individuals who must be respected in the same manner. It commits the Scout Movement to contribute to the education of young people, females and males, as equals and on the basis of each individual’s needs and aspirations; to apply the principles of equal opportunities and partnership between males and females; and to reach, in societies where mixed gender relationships are the norm, a situation where gender equality is a reality in terms of Scouting’s educational programme, adult resources, management, etc., at all levels.■

MOROCCO

Emancipation requires thought

The Hassania Scout Association Morocco has created pilot projects aiming to increase women’s involvement in Moroccan social life. On May 26, 2006, the national Scouting day in Morocco, the role of females within the Movement was highlighted. Although girls only represent 30% of the 10,000 members, they are very active. They organise meetings and chair debates on social issues and current events. In doing so, they emphasise women’s contribution to the development of society. By reflecting and learning to be autonomous and to take on responsibilities within the Movement, Moroccan Girl Scouts are contributing to the emancipation of women in their country.

However, the presence of females in Scouting in Morocco remains low. “I am sorry that there are fewer girls than boys in the Movement, particularly because of parents’ reluctance to see their daughters taking part in excursions”, says Iman, a young member of the Hassania Scout Association in Morocco. “Moreover, unless they come from a Scouting family, young women generally do not take on responsibilities in the Movement”, explains Samir, who is in charge of the Rabat district.

Mohamed Saad Kilito, head of the Hassania Scout Association in Morocco, explains that until the end of French colonial rule, Scouting was essentially a male occupation. It was only after independence that girls began to join Scouting, an educational movement that tries above all to give equal opportunities to girls and boys alike.

4. UNICEF. “Voices of Youth.” UNICEF Website. <http://www.unicef.org/voy>. 2006.

5. World Alliance of Youth Organizations. *Young girls and women in the twentieth century, a Call for Action*. Geneva, 1999.

6. UNFPA. “Chapter 2” in *State of World Population 2005*. New York: UNFPA, 2005.

7. European Union. “What do young people understand by cooperation and development” in *European Youth Forum General Assembly Report*. Madrid: EU, 11-13 November 2004.

8. Bjerrum-Nielsen, Harriet. *One of the Boys, Doing Gender in Scouting*. Geneva: WOSM, 2002. Available from: <http://www.scout.org/wsrc/ll/gender.shtml>.



© WOMAN WORLD SCOUTING

WOMEN WITH RESPONSIBILITIES IN SCOUTING

Two questions were put to women who have various responsibilities within the Movement in their respective countries or at an international level.

Do you think that it is more difficult for a woman than for a man to be given responsibilities in the Scout Movement? What is your experience in this respect?"

Therese Bermingham : Certainly from my perspective I haven't experienced any gender based bias. I have been a Scout since I was a teen and in Ireland there is no problem. Whether women want to take on responsibility is another issue. In some ways, I think women are a bit more circumspect in their life circumstances i.e. on the home front- in my experience women are a bit more cautious when taking on roles at an international or national level because of the time such responsibilities require be spent away from home and one's family.

Tamara Shukakidze : If we are talking about Georgia and its culture and traditions, responsibilities have been given more often to boys than to girls. This has often caused a feeling of disappointment amongst the girl Scouts and they felt that there was not enough equality. However, trends within Scouting have changed in the past few years.

Rania Taher :: I believe that a person, whether a woman or man, who knows his/her responsibilities can have more opportunities ... By being the person that you really are, and if you are happy to be yourself, everybody will respect you and you will get what you are striving for...

How can Scouting achieve real equality of opportunities when it comes to the involvement of boys and girls, and women and men?

Therese Bermingham : To me, parity is about mutual respect between genders, and is one of the key roles of Scouting. This is achieved through Scouting's programmes and activities, which encourage boys and girls, women and men to operate with mutual respect between genders. To recognise differences and respect differences and respect what each gender can bring to a situation. Respect between genders can really be extended through Scouting because it creates opportunities for the meeting of minds, especially internationally.

Ana-Elisa Piubello : The only way is to continue encouraging Scout leaders to give equal opportunities to boys and girls, and to women and men. At the moment, I can say that it is not only a question of women or men but also of involving young people in the decision-making processes.

Mari Nakano : When I was of Scout age, I always wanted to take part in the activities reserved for boys. My daughter joined Scouting because she wanted to follow in her brothers' footsteps. What is important is to listen to what boys and girls want and to encourage them to make decisions on matters that concern them. One of our priorities is: "To involve young people in the decision-making process". In order to achieve gender equality, I think that it is necessary to constantly campaign and to network. These are two essential means.

WHO ARE THEY?



IRELAND

THERESE BERMINGHAM

50 years old, Taxation Consultant
Vice-Chairman of the World
Scout Committee



GEORGIA

TAMARA SHUKAKIDZE

26 years old, project manager
at Care International



EGYPT

RANIA TAHER

28 years old, studying history of art



ARGENTINA

ANA-ELISA PIUBELLO

53 years old, teacher
Member of the World Scout Committee



JAPON

MARI NAKANO

51 years old, translator



YOUTH INVOLVEMENT

AN ASSET FOR SOCIETY

Involvement is a process aimed at enabling young people to play an active role in the decisions that affect them. It opens up possibilities of involvement in transforming their communities.

Adults involved in youth organisations, governments and public opinion are all beginning to view young people as useful members of society. "...A lot of people think that young people should now be treated as citizens (as opposed to future citizens) and that they should be involved in decisions taken that affect the communities and societies in which they live."¹ Youth involvement is accepted to a greater extent when we see that decisions taken without the involvement of young people do not address their real needs and interests. Voluntary organisations can work for youth involvement in two different ways: Internally, by ensuring that young people's points of view are heard and that they are involved in the decision-making process and planning within the organisation itself. Outside the organisation, by helping young people they work with in taking part in public decisions and by addressing young people's problems in the community.



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1. National Council for Voluntary Youth Services.

2. To date, only two countries have not signed the Convention: Somalia and the United States of America.

A RIGHT AND AN ADVANTAGE FOR YOUNG PEOPLE

Involvement is a fundamental right for everybody, whatever their age. For young people, this right is guaranteed by the 'United Nations Convention on the Rights of the Child', with 191 signatory countries to date.² Article 12 of the Convention states: "Parties shall assure that the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child."

REAL INVOLVEMENT

In meaningful involvement, young people:

- Have the possibility of developing their capacity for self-reliance;
- Make responsible choices in relation to their time management;
- Take part, as group members, in decisions that influence the programme's general initiative;
- Have the possibility of acquiring skills as group leaders and of taking on roles as leaders in planning activities and projects;
- Have the opportunity to “give in return” by providing their own contributions to the programme, for the benefit of other young people or the community as a whole;
- Acquire a feeling of belonging.

AN ASSET FOR SOCIETY

The involvement of citizens is an essential part of democracy. This includes youth involvement, particularly to respond to concerns over traditional political processes. By involving young people in planning and management, we ensure the relevance and effectiveness of services offered to them, because ideas will be based around their own lives and their own reality.

We often recognise that young people have the ability to bring fresh perspectives that enable us to review traditional operating methods. A Swiss company, Brainstore Ltd., offers methods to companies and associations for developing “new ideas with a competitive edge”. When this company organises seminars for organisations, it places teenagers among groups of experts because of their ability to develop innovative points of view and more original ideas. Brainstore Ltd. Says: “Our initiatives work significantly better thanks to teenagers’ contributions...”.

Youth involvement is possible when adults view them as not merely following on in their footsteps but also as going further to improve society. It is by being involved in the decision-making process that young people can discover the benefits of working with other people to achieve shared objectives, of listening to other people and paying attention to other people’s opinions to gain a consensus, of sharing skills and working efforts in a team, in order to collectively share success rather than seeking self-promotion. These values are essential to build a more tolerant and interdependent society: “As opposed to young people who passively accept their lot, those who participate are more inclined to critical thinking and to reacting actively to life events. As opposed to young people who do not see themselves as belonging to a group, those who participate are involved

in roles that contribute to collective action and can make a difference”³.

For meaningful involvement, adults act as mentors and facilitators in order to develop young people’s skills and truly share their power with young people. This means opening up possibilities for them to resolve problems, to take decisions, plan and establish objectives. A study on teachers shows that when they rely on traditional methods aimed at instructing the entire class, they speak for more than two-thirds of the lesson. More than 70% of this time is given over to discipline, lecturing, giving instructions and asking questions. When a more participatory teaching method is used, centred around the students, the teacher’s speaking time is reduced to 25%, and 75% of the lesson is devoted to congratulating, encouraging ideas, following-up, enabling communication between students and giving them support. The learning process is therefore much more encouraging and supportive.

Although the positive effects of youth involvement in the decision-making processes within society are well known, there are a number of obstacles that still block the way to the real involvement of young people in various social organisations. These obstacles are societal and organisational.

CULTURAL NORMS AND MENTAL MODELS

Some parents fear losing “control” over their children if they get more self-assurance and self-confidence after developing new skills and gaining a feeling of personal success. According to traditional mental models, young people need to be protected and directed; they are brought up to stay relatively passive, not to question adult authority and not to stand up for their rights. These mental models display a lack of confidence among adults in young people’s abilities. Sometimes, young people who have been taught and have acquired skills, are rejected by the community due to generally shared convictions that young people’s opinions and abilities must be subordinate to those of adults.

GENDER, POVERTY AND HANDICAPS

In many societies across the world, and even in the most developed countries, we give less respect to girls and offer them fewer opportunities than we do to boys. The environment in which young people live can be an obstacle to active involvement, particularly for those going through crises – drug addiction, violence in the home, psychological problems caused by stress from their environment or from arguments. These young people need help in order to be able to actively participate.

Young people suffering from a physical or mental handicap are often deprived of the option to participate. They are excluded from activities and from the possibility of assuming responsibilities due to prejudices over their skills and abilities. We often prohibit these young people from participating under the pretext of protecting them from danger or stress.

SOCIETY

In many cultures, class differences prevent young people from poor families from cooperating and sharing responsibilities with those from wealthier backgrounds. Poverty is a major obstacle to the development of young people’s involvement due to the heavy responsibilities on children forced to contribute to their family’s income, making them unable to go to school or to stay in school.

INSTITUTIONAL OBSTACLES

Many educational and youth organisations only pay lip service to youth involvement. When implementing programmes, it is usually adults who manage, and therefore adults who have the last word as to the extent of the delegation of authority and responsibility given to young people. These obstacles are often deeply entrenched and put a stop to any development of youth involvement. “Community development and youth involvement can pave the way to the development of civil society. It is a great chance that is lost. It is particularly important that all young people get the chance to learn and to participate in initiatives that affect their lives”⁴

BOLIVIA

Promotion of human rights

In response to human rights violations, Scouts in Bolivia drew up a manifesto for peace and human rights and took part in educational events aimed at promoting a fairer and more equal society. The project motivated young people to take the initiative to encourage greater respect for human rights in their country. The Scouts also educated other young people, encouraging their cooperation in a flexible and dynamic way. After a trial project was created, the programme was successfully applied in schools.

CAMEROON

Taking initiative

Scouts in Yaoundé, Cameroon, were unhappy about the fact that young people in their country always seemed to be left out of the decision-making process – particularly in relation to development issues. They therefore set up a peer-to-peer programme for local young people. The Scouts organised conferences about the acquisition of skills and educational workshops alongside other organisations, and the success of these workshops inspired four secondary schools to adopt the programme.

YOUTH INVOLVEMENT IN THE SCOUT MOVEMENT

“TO BE A SCOUT IS TO CHANGE THE WORLD”

The main criterion for judging the quality of Scouting at national level could be to assess the number of young adults who leave the Movement each year with the motivation and the skills to be active members of society.

The aim of Scouting is to educate young people to play an active role in society. Therefore, we cannot reduce youth involvement in Scouting to merely internal roles. “To be Scout is to change the world” could be a motto for young people. With this in mind, the older age section – aimed at young adults aged between eighteen and twenty-two – plays a crucial role in Scouting. It ensures that young people about to leave the Movement have the motivation and the skills needed to become active, responsible and effective citizens. But to reach this stage, we need determined political will, as expressed in 2003 at the World Scout Conference in Thessaloniki, Greece: it designated youth involvement as the number one strategic priority. Since then, the World Organization of the Scout Movement has launched major innovations in three main areas: educational programmes, the Movement’s bodies and community involvement.

UPDATING THE EDUCATIONAL PROGRAMME

For several years, a new approach for youth education has come to light throughout World Scouting. It is known as the “Renewed Approach to Programme” (RAP).⁵ This aims to include youth involvement at the heart of Scouting’s educational process. This is not a new idea. It lies at the centre of the original ideas of Scouting’s founder, Lord Baden-Powell. But over time, some people may have forgotten about it to some extent. RAP emphasises youth involvement at three key levels in the programme: (1) the identification and assessment of educational objectives; (2) the team system, a tool for involvement and preparation for citizenship; (3) the Promise and the Law, and a commitment to shared values.

PERSONAL EDUCATIONAL OBJECTIVES

In “Aids to Scoutmastership”, B.P. wrote: “the secret to a healthy education is to make every student able to learn by himself instead of instructing him by channelling knowledge using a stereotype model”. RAP puts forward a series of progressive educational objectives from the cadet age section (Cub Scouts) to the older one (Venture Scouts) in each Scouting growth field: physical development, intellectual development or creativity, emotional development, social development, spiritual development and character development. This series of objectives are made available to young people as a guide that enables them, with the help of their peers and adult leaders, to assess their development and to set themselves personal educational objectives.

THE WORLD SCOUT YOUTH FORUM

The World Scout Youth forum is an educational event, addressing members of the eldest Scout section in each national Scout association. It takes place just before the World Conference, thus enabling young people to participate in the forum and to be members of a delegation from their national organisation to the World Conference. The Forum programme enables young people to learn about democratic procedures (debates, the establishment of resolutions and voting) by taking part in the decision-making process, and encourages young people to “share their ideas and their experiences about real problems affecting young people in different parts of the world; to call for votes to strengthen national youth policies and to prepare young people for global citizenship; and to contribute to the emergence of new ideas that will enrich the educational programmes aimed at young people over 16”. The recommendations voted by the Forum are then presented by youth advisors to the World Scout Committee so that they can be studied and implemented, with a report being made to the World Scout Conference.

YOUTH ADVISORS TO THE WORLD SCOUT COMMITTEE

In 2005, the Forum elected six “Youth Advisors” who, alongside the six chairmen of the Youth regional networks or forums, are directly associated with the work of the World Scout Committee. A permanent “ScoutPost” forum has been created on the Internet, enabling young members of the World Forum and regional networks or forums to carry on their dialogue between meetings of the World Forum and to contribute to the Youth Advisors’ work. We expect this participatory system to enable the World Committee to directly involved young people in its work, and to remain connected with a large network of young people from different regions, in order to better know and understand the aspirations of new generations.

5. For more information about RAP projects please see:

World Scout Bureau. Toolbox Handouts – Renewed Approach to Programme. Geneva: WOSM, 2005.

World Scout Bureau. The Green Island. Geneva: WOSM, 2005.

Both texts are available at: www.scout.org and Score International <http://www.worldscoutshop.org>.

6. World Scout Bureau. Toolbox Handouts – Youth Involvement, self reliance of young people. Geneva: WOSM, 2005.

YOUNG PROJECT MANAGERS FOR THE WORLD SCOUT BUREAU

Over the past three years, the World Bureau has introduced a system of young managing partners, which consists of recruiting qualified young men and women of under the age of thirty, from national Scout organisations to current project management positions, while “seniors” play a supporting role for them. Known as Project Managers, they bring renewed dynamism to the World Scout Bureau in fields as varied as external relations, the preparation of world events, educational methods, publications, etc. Some Project Managers have been promoted to the position of Unit Manager, with an extended contract.

A SET OF INSTITUTIONS FOR YOUNG PEOPLE

The second key element of RAP is the vision of a system of teams. Far from solely being a working system in small groups, as is so often the case, the team system is a real system for youth involvement in decision-making through a set of institutions:

- Teams: small groups of peers where young people can easily share roles and responsibilities, express their interests and live in friendship;
- The Unit Assembly: a legislative body that groups together all Scouts to make major decisions related to activities, assessing the life of the group and deciding on shared rules;
- The Unit Council, an executive body, which gathers together team leaders and adult leaders to plan and organise activities and shared team life.

As Baden-Powell recommended, this approach is a true team system, with a real cooperative spirit and a definite and effective tool for citizenship training.

COMMITMENT TO VALUES

The third key element of the RAP is to once again stress the Scout Promise and Law as specific assessment tools for the group, and identifiers of life values. The Scout unit regularly assesses the activities and quality of life within the group by referring to the Scout Law. Scouts decide on shared rules amongst themselves, aiming to improve the life of the group and to apply the values that they have discovered. Therefore, with the help of their peers and adult leaders, each Scout learns, little by little, to personally commit him or herself and to develop moral self-reliance. A new educational tool, the “Programme Cycle”, is available to adult leaders to help them involve young people in the educational process: personal progress assessment, team and unit life assessment, identification of educational priorities for the coming weeks, choice of activities, planning and organisation of activities, etc.⁶

INSTITUTIONAL LEVEL

The World Conference adopted a resolution on youth involvement in 2002, urging each national Scout association to ensure the equitable representation of young men and women under thirty years old in the national decision-making bodies and in the regional and world conference delegations, then inviting each national association to outline the efforts undertaken and the progress made on this issue in its annual report to the World Scout Bureau.

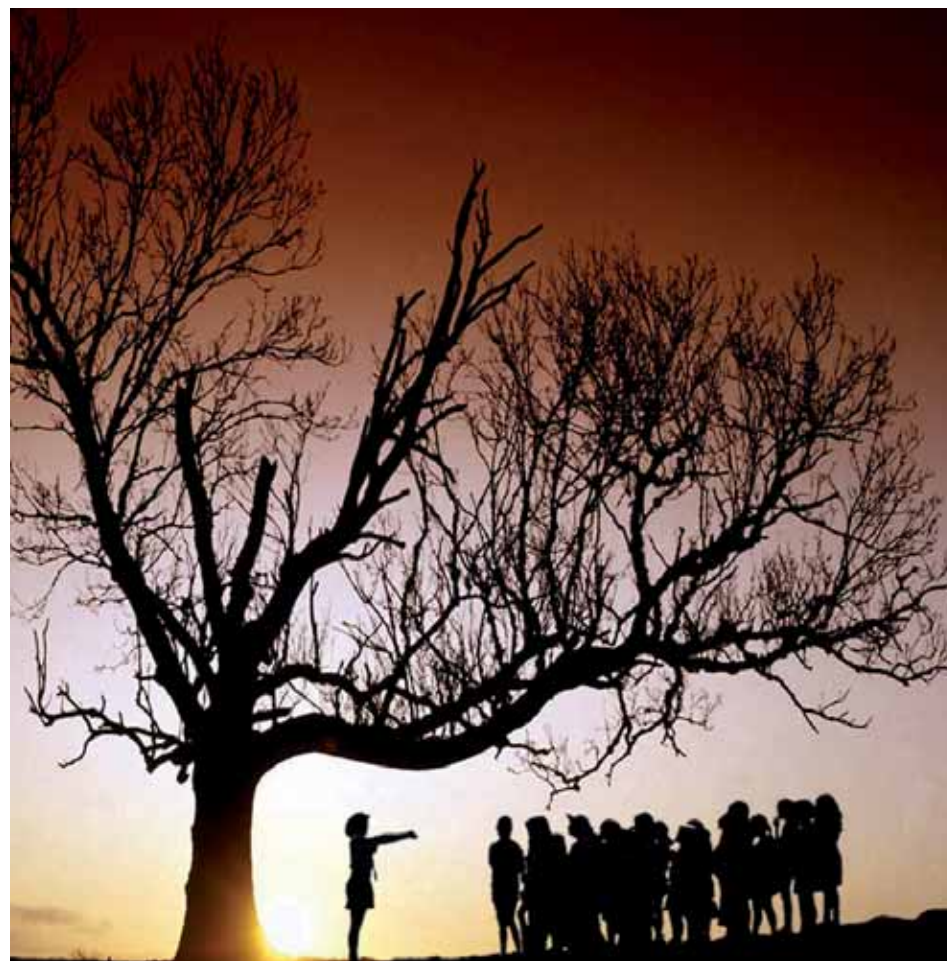
The same resolution requested the World Scout Committee to give priority, if equal competence permitted, to young men and women over the oldest people in nominations for technical committees and working groups in the World Organization of the Scout Movement, and requested regions apply the same principle.

To introduce this resolution, the World Committee and the World Scout Bureau have developed three key aspects: the new format of the World Scout Youth Forum, youth advisors to the World Committee, and the system of young project managers at the World Scout Bureau (see boxes).

SPIRITUAL DEVELOPMENT

GIVING MEANING TO LIFE

Scouting considers that physical, intellectual, social, emotional and spiritual development, as well as character building, is what shapes an individual. It is a holistic approach that helps give life meaning and provides protection against being recruited by sects.



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WHAT IS SPIRITUAL DEVELOPMENT?

Spiritual development is clearly distinct from religious education. The terms “developing faith”, “religious education” and “spiritual development” each have a different meaning. However, they are very often used interchangeably.

Development of faith is the development of a belief in a god. Religious education “involves an individual gradually subscribing to a set of ideas about values, beliefs and practices in the context of an organised religion.”¹ Spiritual development “is concerned with a general search for transcendental meaning which may be as simple as a young child’s questions about how the world evolved, or as complex as a theologian’s metaphysical analysis”.²

Adults do not know how to deal with the question of spiritual development. This stems from the fact that, for many years, the Scout Movement used to delegate responsibility for spiritual education to the religious denominations it was associated with. The ministers of these associated denominations were responsible for educating the Scouts,

SCOUTING AND SPIRITUAL DEVELOPMENT

The Scout Movement offers young people an approach to spiritual development covering five stages:

- To experience spirituality through Scout activities, for which nature offers innumerable opportunities;
- To take the time to discover and express the meaning of life;
- To know who you are in relation to your spiritual heritage;
- To take on international and personal commitments;
- To strive for an attitude of openness and respect.

1. Thompson, R.A & Randall, B. “A standard for living adequate for children’s spiritual development” in A.B Andrews & N.Kaufman, (Eds). Implementing the U.N Convention on the Rights of the Child. 1999.

2. Ibid.

3. See Part 2, Chapter 5 “Youth involvement.”



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each according to his or her own religion. The religious part of the Scout programme was provided as an addition to Scout activities. With the new Programme approach,³ the Scout Movement wishes to return to its original role, which consists of showing how recreational and educational activities can, in themselves, guide young people in their spiritual development.

Young people today are faced with three major challenges in this area: the danger of losing any kind of spiritual dimension; the danger of being recruited by various sects, who take advantage of the lack of a spiritual dimension which many people feel, in order to manipulate them; the danger of religious fundamentalism, which is a trend in several religions, and a reaction against secularism. The religious denominations associated with WOSM reflect on all these questions.

A PLACE FOR INTER-RELIGIOUS DIALOGUE

The first inter-religious World Scout Symposium was held in Spain at the end of November 2003, with 115 unit leaders from thirty-three countries and representatives of twelve religions or denominations. The theme was “*Learning to Live Together: Tolerance and Solidarity*”. This subject expressed the Scout Movement’s unease in the face of an extremely worrying combination of trends – the increase in violence, intolerance and extremism. The Scout Movement shares the world’s major religions’ desire to build a world based on brotherhood and love, and to see an end to all the temptations of domination and hatred in community life. For their part, the various religions call upon their faithful to work for peace and justice throughout the world. It was natural, therefore, that the second symposium which took place in May 2006 in Taiwan, in the temple of Fo Guang Shan, should be concerned with the theme “*Together for Harmony and Peace*” ■

WORLD SCOUT JAMBOREE

Exploring the invisible

The World Scout Jamboree is an exceptional event because it brings together thousands of young people from all over the world every four years. In Thailand, 2003, the World Scout Bureau gave all the participants the option of using a small book entitled “Exploring the invisible” to accompany them on their spiritual quest. They took this booklet with them when they visited the multi-confessional area, where they were able to learn about the religions and spiritual movements that are part of the diversity found in the Scout Movement.

PARTNERSHIPS AND ALLIANCES

COOPERATING TO BE EFFECTIVE

Scouts know that in an interdependent world, problems can only be overcome through cooperation. To fulfil their mission, their partnerships are established according to very precise agreements.

Baden-Powell said: "...goodwill and co-operation are the watchword of our Movement".¹ On the subject of Scouts and Guides, the Founder clearly indicated that they "should work together like a ship's crew".² In the development field, the idea of cooperation has gradually evolved into that of a partnership in which the specification of the reciprocal rights and duties of the partners and the establishment of clear objectives that are beneficial to both parties have become necessary conditions for the relationship between rich and poor countries.³ Later on, the approach was extended to a relationship that brought together "the resources, energy and commitment of institutions and individuals to the government at all levels, in the private sector, in non-governmental organisations, in industrialised and developing countries and in international organisations".⁴

The promise to develop "strong partnerships with the private sector and with civil society organisations in the pursuit of development and poverty eradication" was expressed in the Millennium Declaration adopted by the United Nations General Assembly in September 2000. Setting up a global partnership for development is the eighth Millennium goal.



1. Sica, Mario (editor). "Footsteps of the Founder – The Baden-Powell quotations book." Centenary edition. Rome: Niova Fiordaliso. 2006. Quote No 553.

2. Sica, Mario (editor). "Footsteps of the Founder – The Baden-Powell quotations book." Edizioni scout. 3rd Edition. Rome: Niova Fiordaliso. 2002. Quote No 608.

3. Pearson, LB. "Partners in development" in Report of the Commission on International Development. London: Commission on International Development, 1969.

4. Development Assistance Committee (DAC). Shaping the 21st Century: The Contribution of Development Co-operation. Paris: OECD, 1996.

5. United Nations. World Youth Report 2005, New York: United Nations, 2005.

YOUNG PEOPLE: A FORCE FOR ACTION

Young people everywhere are an important element in civil society organisations engaged in influencing or acting at a local and global level. Networking between individuals, groups and associations (which may be organised to a greater or lesser extent) and self-governing bodies are a growing phenomenon made possible by new technology. Young people play a fundamental role in the development

of these new forms of activism, often fashioned in more or less structured international alliances.⁵ They are also a fundamental component of many existing partnerships among local groups throughout the world. They also assume important roles as part of international institutions' cooperation initiatives, whether as unpaid volunteers or staff.

UNITED NATIONS

The ambassadors of the Scout Movement

To maintain contact with international organisations, the World Scout Bureau coordinates a team of twenty-five specially trained young volunteers (mostly under 30 years old) who are accredited as representatives of the World Organization of the Scout Movement to the United Nations system.

The World Scout Bureau has published “*Scouting and the United Nations: A Guide for National Scout Organisations*” to help national Scout associations better understand how the United Nations system works, to identify the opportunities created by the partnership at global level and to facilitate their collaboration with local United Nations offices.⁹

THE MARRAKECH CHARTER

For a social force such as the Scout Movement, achieving the desired impact also means joining forces. When the World Scout Conference adopted the Marrakech Charter in 1996, the idea of partnership was in the process of being established within World Scouting in the form of the following idea: “...men and women are capable of acting in partnership for a world without borders, in the name of justice, solidarity and peace”. Among the criteria relating to building partnerships between Scout associations and other local, national or international governmental or non-governmental organisations, the Charter, which was revised in 2005, specified the policies of “equality, autonomy, reciprocity and fraternity”. A true partnership can only be built within groups and organisations that share the same ideals and goals. This is clearly the case for partnerships created within the Scout Movement, but it was not necessarily clear for relationships with groups outside the Movement. The question of interaction with non-Scout actors was discussed in 2005 during the World Scout Seminar on Partnership – “Marrakech +10” – held in Bangalore, India. The World Scout Conference in Tunisia adopted the revised version of this Charter in the same year.⁶ The new document specifies that “the term partnership is often used conventionally, but inappropriately, to describe an interaction or a collaboration which is structured to a greater or lesser extent”

and classifies the possible interactions with the other actors in the private sector (whether for-profit or not) and in the public sector (institutions and local and national authorities, and intergovernmental organisations at various levels): “Depending on the characteristics of this external identity and on the type and level of its involvement, the quality of the interaction can vary from purely financial or material support to a real partnership based on a common vision and similar values as well as on wholly shared processes for decision-making, implementation and evaluation.”



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In the specific case of collaboration between Scout associations and the public sector at a national or international level, the aim of the partnerships is to encourage the participation of Scouts in collective consultations to develop youth policies.

Since 1947, when WOSM was granted consultative status by the Economic and Social Council, the relationship with the United Nations has become a priority. It is for this reason in particular that memoranda of understanding were signed and that WOSM collaborates with several United Nations programmes, funds and specialised institutions, including the World Bank.

6. World Organization of the Scout Movement. “Conference Document 11: Partnerships, from Marrakech to Bangalore.” WOSM Website. http://www.scout.org/wse/conf05docs/confdoc11_e.pdf. 2005

7. UNDESA. *Making Commitments Matter: a Toolkit for young people to evaluate national youth policy*. United Nations, 2005 P. 5

8. International Coordination Meeting of Youth Organizations.

9. World Scout Bureau. *Scouting and the United Nations: A Guide for National Scout Organisations*. Geneva: WOSM, 2005.

A SPECIAL RELATIONSHIP WITH THE UNITED NATIONS

In 1995, on the 10th anniversary of International Youth Day, the United Nations strengthened its commitment to young people by focusing the response of the international community on the challenges that young people would have to face between then and the coming millennium. It did this by adopting an international strategy – the World Programme for Action for Youth to the Year 2000 and Beyond (WPAY) – to deal with young people’s problems more effectively and to enhance their potential for social participation. This programme encourages governments to take more responsibility for young people’s aspirations and to reverse the trend that sees youth as a problem, and turn them into a resource for the future.⁷ The World Scout Movement has supported the programme by playing an active role during the United Nations General Assembly and in its various commissions.

It is doing the same with the Youth Consultative Group of the Youth Employment Network. This relationship is covered in the chapter on youth employment, and explains why WOSM has become a member of the Youth Consultative Group of the Youth Employment Network created by the United Nations, the World Bank, and the International Labour Organization (ILO). This initiative also shows how Scouts participate in the development of youth policies.

A GLOBAL ADVOCACY TASK

WOSM contributes to strengthening the youth sector in international civil society by joining with other international youth organisations and other non-governmental organisations dealing with youth issues and by giving advice on suitable policies relevant to it.

This was done, for example, during the campaign for the recognition of non-formal education organised by the Alliance of Youth Organizations. This group consists of the CEOs of the seven largest youth organisations: the World Association of Girl Guides and Girl Scouts, the World Alliance of Young Men’s Christian Associations, the World Young Women’s Christian Association, the International Federation of the Red Cross and Red Crescent, the International Award Association and the World Organization of the Scout Movement (WOSM).

The World Organization of the Scout Movement is one of the leading organisations in the International Coordination Meeting of Youth Organizations (ICMYO⁸). ICMYO is a network of democratic and non-governmental youth organisations and of regional continental platforms. Its main objectives are to strengthen collaboration between youth organisations at regional and global level and to coordinate the policy decisions taken in the global youth policy process, primarily in the United Nations system.

There is also collaboration with specialist foundations, such as the Jacobs Foundation (see boxed story), which are betting on the Scout Movement’s ability to increase the

WORLD BANK

Leading the way in creating youth policies

When WOSM decided to collaborate with the World Bank in March 2003, it endeavoured to ensure that this would be a useful exercise and would bring about change in a criticised system. The challenge was directed at the President himself, James Wolfensohn, who was given the opportunity by World Scouting to meet a panel of representatives of the largest youth organisations: to establish a youth policy that did not yet exist. The meeting was held in Athens. The president’s enthusiasm accelerated the process with the support of the unit responsible for the matter in Washington. The Dialogue with Civil Society, based at the European Vice-President’s headquarters in Paris, organised a series of meetings with youth organisations on the theme of “Youth, Development and Peace”. Inspired by this experience, James Wolfensohn met with the participants in September 2004 in Sarajevo. He decided to give a policy framework before he left the World Bank to stabilise the initiative. World Scouting has contributed to developing all stages of this youth policy, which has existed since May 2005.

THE RED CROSS MOVEMENT

Raid Cross: a play on humanitarian law

WOSM and the International Committee of the Red Cross (ICRC) launched an external role-play game called “Raid Cross” in September 2005 aimed at heightening Scouts’ awareness of the norms and principles of international humanitarian law. Since the mission of the Scout Movement is to contribute to building lasting peace, it is clearly important to be associated with the International Movement of the Red Cross and Red Crescent, so as to remember “even wars have limits”. These limits are set by the Geneva Conventions, which define international humanitarian law.



James Wolfensohn, former President of the World Bank meeting Scouts in South Africa.

number of leaders in Africa. The Jacobs Foundation has provided support for the publication of this report. The Bocconi University of Milan is the first academic institution to show interest in Scouting's method of management training and has signed a promising partnership agreement with regard to validating experience.

JOINING FORCES ON AN ETHICAL BASIS

Lastly, with regard to interacting with non-Scout actors, the Marrakech Charter also recommends adopting an ethical code and specific operational criteria. This is particularly the case in terms of interaction with the private sector: evidence that each of the partners demonstrates the same level of social responsibility will safeguard Scouting's values and mission. This is intended to eliminate abusive use of Scouting's values, or inappropriate associations with Scouting's image. For the partner, a shared ethical approach offers additional guarantees about the quality of its association with the Scout Movement. It is, above all, a guarantee of trust and credibility. Sound collaboration with the business sector is an exciting challenge for the Scout Movement today and establishes its status as an agent of social change.■

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10. Today, 10% of the staff are associated with Scouting

11. Jacobs Foundation. Annual Report 2005. Jacobs Foundation, 2005. Pp 42-46.

ITALY

Investing in ethical financial solutions

Banca Etica is the first ethical financial institution in Italy. It was created in 1999, based on MAGs, (self-managed mutual associations) and the result of collaboration between twenty-one non-profit organisations that merged to raise the funds needed to establish a truly popular bank. The Association of Catholic Guides and Scouts of Italy (AGESCI), who was one of its founding members, has a very specific educational objective: to make both Scouts and adult leaders more aware of how to be responsible citizens, use resources more sparingly and take greater care of the environment.

AGESCI has made a remarkable contribution to the development of the project, paying particular attention to the cultural and social aspects of the bank. Today, a large number of AGESCI leaders who supported and spread the values of ethical finance are to be found working in the bank.¹⁰ AGESCI benefits from the services of the bank at both local and national levels: it has several bank accounts, access to credit to carry out various projects and a membership card assigned to the Association. This is a real credit card that enables part of the commission charged on transactions to be assigned to a non-profit organisation. Lastly, as a founding member, AGESCI can nominate a candidate to the Ethical Committee.

JACOBS FOUNDATION

DEVELOPING LEADERSHIP IN AFRICAN ASSOCIATIONS



Klaus J. Jacobs, a famous businessman who set up the Jacobs Foundation, has had a keen interest in the Scout Movement for many years and has supported some of its projects. He is a member of the World Scout Foundation and is convinced that the Movement can help young people play an active role in building their own futures and in training young leaders capable of taking part in the development and social, cultural and economic progress of their country. This is why, in 2004, the German-born patron agreed to finance the first phase of a pilot project to strengthen youth leadership in Africa, amounting to one million dollars over three years. As a result, the Africa Scout Region was able to launch its project entitled, "Training Young Leaders to Ensure the Future of Africa", in six countries: Burundi, Ethiopia, Gambia, Mauritius, Niger and South Africa. The objective is an ambitious one, but if it is achieved the project will be extended between now and 2007 to Angola, Rwanda and the Seychelles, and then to Cameroon, Mozambique and Tanzania.



The results of the first phase must be satisfactory for this to happen. The Jacobs Foundation has appointed an external organisation, the Human Sciences Research Council (HSRC), to proceed with a scientific evaluation. The conclusions of the report, which are expected by the end of 2006, will determine the Foundation's decision as to whether or not it will proceed with financing the whole project over a ten-year period.

The HSRC will evaluate the level attained by the participants on the training programme and determine if their knowledge and leadership skills have improved. So far, the Jacobs Foundation report has already provided a summary of the significant progress recorded in the six pilot countries.¹¹



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INTRODUCTION

SCOUTING TODAY

How is Scouting organised? What is its geographic and demographic breakdown? Why is it still banned in some countries? How can a movement that is one-hundred years old still be in a position to meet the challenges of our times? It has adapted its growth and development strategy by defining a clear vision and is undertaking a review of its governance at international level. It also intends to play a role in renewing global governance. By doing so, it will be able to face the challenges of the twenty-first century, while retaining both its original insight and its capacity to innovate, which is its trademark.

In 2007, 28 million Scouts will celebrate Scouting's centenary. They are preparing for this event by organising Gifts for Peace, which they will start offering at sunrise on 1st August 2007, following the time zones from East to West throughout the world. As they follow the sun, they will be hoping to carry along with them all those who believe that it really is possible to build a better world.

GEOGRAPHY, DEMOGRAPHICS, GOVERNANCE

AN ORGANISATION FOR THE 21st CENTURY

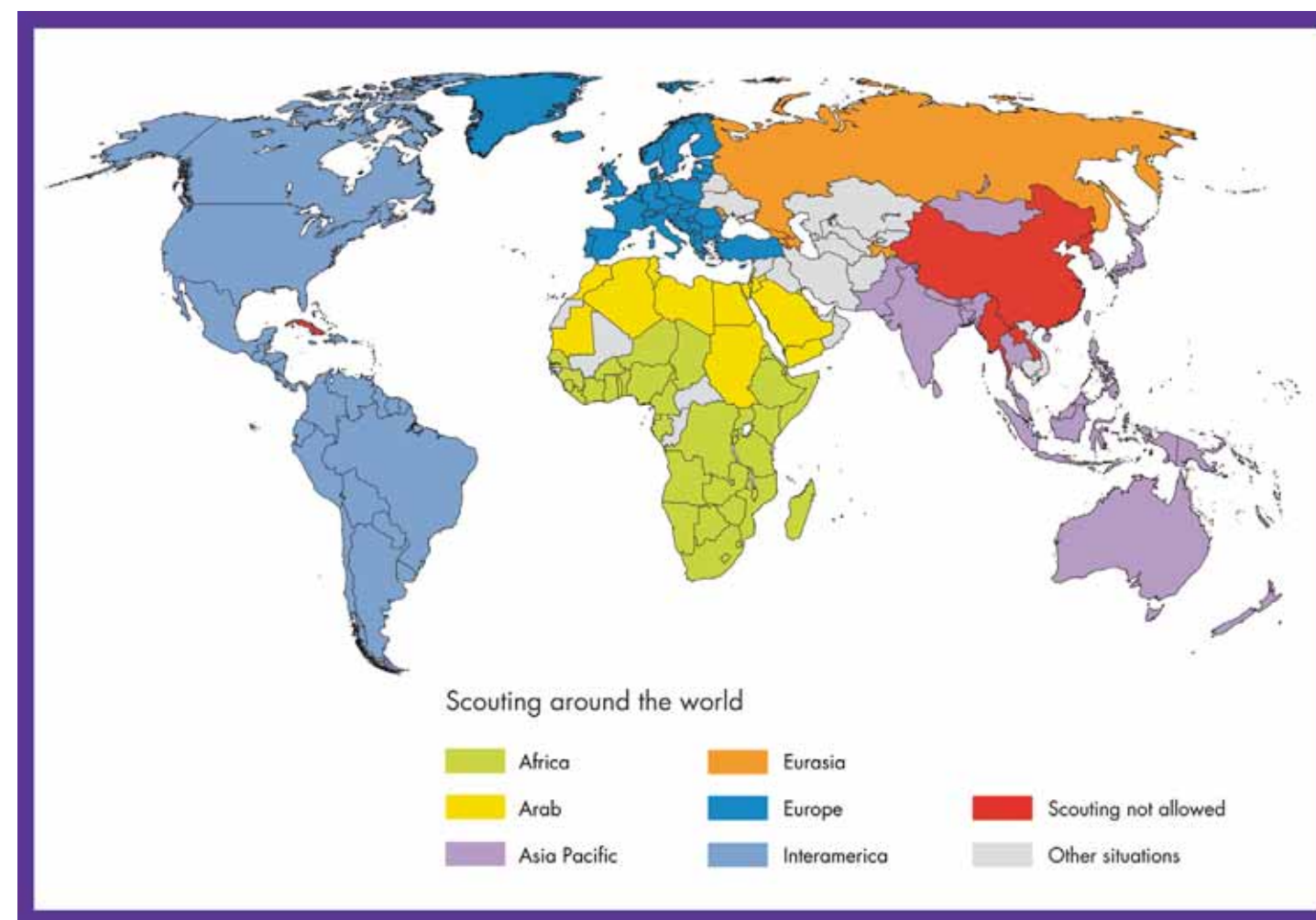
With only a few months left before its centenary, the Scout Movement knows the challenges it faces to maintain its status as the leading global youth movement. These are: to analyse its membership, to decide on its brand strategy and to review the way it is governed. It is already adapting its management to today's realities.

Scouting is a movement by its very nature. In the true sense of the term 'movement,' it spread, first throughout the United Kingdom, and then quickly throughout the British Empire via boys who were captivated by the call to adventure issued by General Baden-Powell, the hero of Mafeking, who had retired at the early age of fifty. He transferred a method of involving young people and giving them responsibility to the civil sector, having refined it through his experience as an army junior officer in contact with young recruits. Having returned to Great Britain as a hero, he was struck by the failure in the country's education system. Wanting to do something about it, he then launched his vision with the support of a bold publisher, who distributed elements of the visionary general's method in serial form through bookstalls. These pamphlets later became the cult book *"Scouting for Boys"*.

Baden-Powell was a keen observer and he developed his theory through experimentation. He tested his method at the first Scout camp on Brownsea Island, to which some twenty young people from varying backgrounds were invited in July-August 1907. At the time, when the flag was first raised, he had no idea that he was starting a fashion for camping and adventure in the great outdoors.

THE GEOPOLITICS OF THE SCOUT MOVEMENT

The Scout Movement is a global movement, or almost, because there are still a few countries where it is banned.¹ These single-party states are the last in existence that prefer having their young people recruited into their party's youth sections. The fact that most dictatorships and totalitarian regimes ban Scouting shows the extent to which there is a direct link between the Scout Movement and democracy. It was only after the fall of the Berlin Wall that the Movement was revived in the old Soviet bloc countries, and it is only since the fall of Saddam Hussein's regime (whose Baath party youth wing had replaced Scouting) that it is gradually being revived in Iraq. Even so, its coverage is enormous: it exists in about 215 countries and territories. The idea of territories is important because it refers to overseas territories and autonomous territories such as those managed by the Palestinian Authority.



1. List of countries where the Scout Movement is banned at present: People's Republic of China, North Korea, Cuba, Laos, and Myanmar.

2. Halam, Habibul. *Brave of Heart. Bangladesh: Academic Press & Publishers Library, 2006. (Member of the World Scout Committee.)*

Gauthé, Jean-Jacques "The Scout Movement and nationalism in Europe and its colonies", in *Scouting, a movement for education in the 20th century, international dimensions*. Montpellier: University of Paul Valéry.

You only have to walk up and down the paths at a World Scout Jamboree (an event held every four years that brings together adolescents in Scouting from around the world) to realise that Scouting is multicultural. Every geographical area and almost every language and religion are represented at the Jamboree. A true sociological melting pot, Scouting reflects socio-cultural realities with an astonishing clarity, which enables it to act at the most local level. This is because it respects cultures and identities, because its work is rooted within indigenous community development, and because Scouting is a social force that can produce leaders. Scouting loves paradoxes: it was created by a former British army general who had trained leaders of independence movements in countries that were seeking to throw off the colonial yoke between the 1930s and 1970s. Clear examples of this are Tunisia, Algeria and Bangladesh.²

Scouting also likes oxymorons, such as *"it is traditional and modern"*, which gives a good idea of its taste for the avant-garde and its need to be deeply rooted. It is in this spirit of modernity and tradition that it will celebrate its hundredth anniversary in 2007. But it is also from the point of view of tradition and modernity – an old rhetorical argument – that it is beginning to face the challenge of reviewing its governance.

ONE MOVEMENT, ONE ORGANISATION

In 1922, the representatives of the accredited National Scout Associations met in Paris to create the International Scout Conference. From that moment on, there was one umbrella organisation to coordinate and serve the Movement. But first of all let us go back to the beginning: the Movement.

Since 1907, it has been an educational youth movement, assisted by adult volunteers. The concept of voluntary work is important to explain the role of Scout leaders. For Baden-Powell, Scouting is not military training – which is targeted at the group – and the Scout leader is not an officer, but rather an older brother. The Constitution defines

3. General consultative status for category 1 was granted in 1998.

the non-partisan and multi-confessional nature of the Movement, with a reminder that it is open to all without distinction, regardless of origin, social conditions or belief in accordance with the aims, principles and methods designed by its founder.

The World Organization of the Scout Movement (WOSM) is an international non-governmental non-profit organisation. It operates through a network of local groups supported by National Scout Organisations that must be recognised by WOSM before they can become members of it. WOSM represents the Movement at international level. It has had consultative status on the UN Economic and Social Council since 1947³ and its head office is in Geneva. The World Scout Bureau is WOSM's secretariat and its legal representative. It consists of six regions (see pages 98 and 99 for the list of National Scout Organisations and regional offices).

There are historical reasons behind the creation of the World Association of Girl Guides and Girl Scouts (WAGGGS), whose head office is in London. At the beginning of the adventure, and for socio-educational reasons, girls and boys were separated in Scouting as they were at school. Girl Guiding was “invented” in 1910 as the female branch, as a way of adapting Scouting for girls. The Scout Movement is open

28 MILLION SCOUTS WORLDWIDE

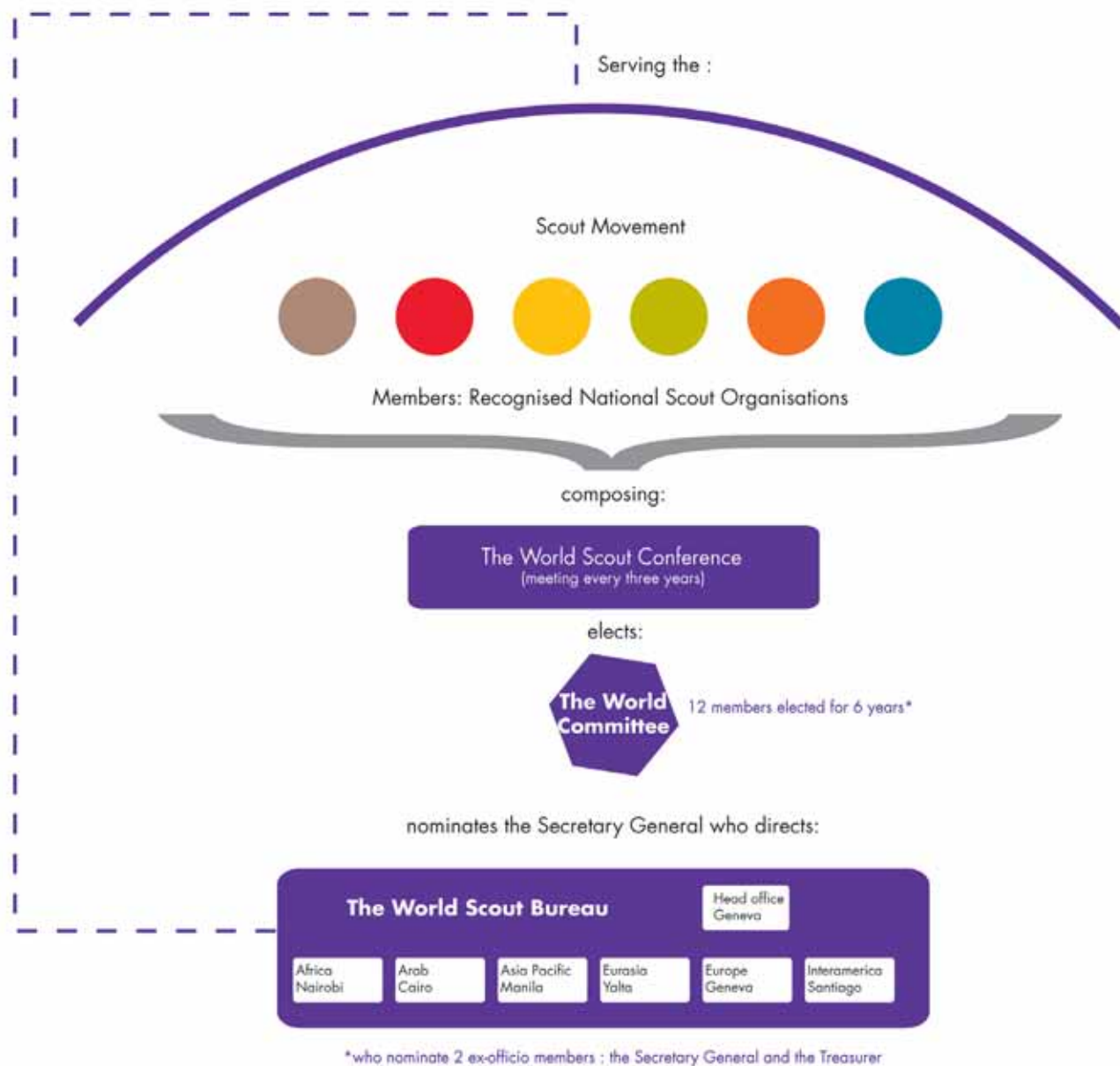
According to the latest count, there are more than 28 million members in 155 national organisations (or 215 countries and territories) grouped into six continental regions that are a reflection of WOSM'S socio-cultural reality. The regional breakdown of membership (in thousands) is: Africa 791, Arab countries 250, Asia-Pacific 18,290 Eurasia 26, Europe 1,500 The Americas 6,400. The 10 million members of the World Association of Girl Guides and Girl Scouts can be added to this list because they have the same Law and the same Promise.

to girls in most national Scout organisations as a result of a change in mentality and changing societies, and as a result of co-education or desegregation. In other words, it is possible to for boys and girls to be Scouts, but only girls are Guides. Nevertheless, there are some exceptions that confirm the historical similarities between Scouts and Guides. There are national organisations that belong to both WOSM and WAGGGS, thereby serving both boys and girls. WAGGGS could therefore refute the idea that there is only one organisation that represents the Scout Movement. Even though WAGGGS deals specifically with girls and has an essentially female leadership, it has at least five fundamental points in common: the same founder, the same Law, the same Promise, the same Method and the same vision: to build a better world. The question remains open as to whether the two world organisations will complete the merger as some national associations have done, for example, the Scouts and Guides of France is the latest to have merged successfully (in 2004).

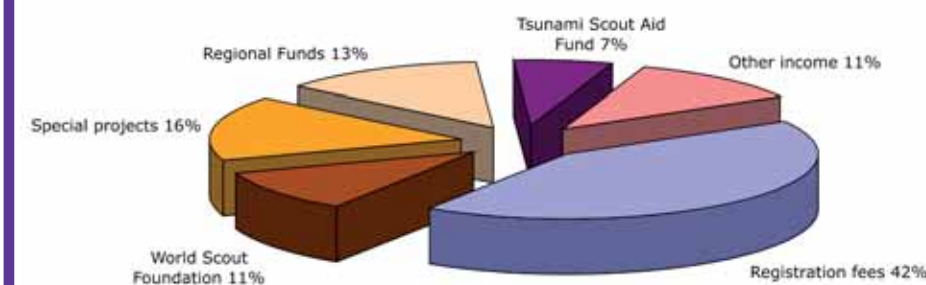
FINANCES: INDEPENDENT AND ETHICAL

WOSM's financial resources come primarily from the contributions of the member organisations and from the World Scout Foundation, a separate legal entity whose head office is also in Geneva. The Foundation's income comes from private donors and Scout patrons, former Scouts or friends of Scouting (see page 93). Whereas the Foundation focuses its initiatives in searching for funds to increase capital (the interest from which finances WOSM's operational budget), the World Scout Bureau focuses its search for funds to finance projects in subject fields or geographic areas that enable it to address identified populations in the form of development activities and, sometimes, humanitarian emergency aid. The search for funds also affects the operating budget. What is essential is financial independence in which a major source of income is self-generated and in which the rest is raised by tapping external resources that are balanced in origin and based on a well-established code of ethics.

The World Organization of the Scout Movement



World Scout Bureau Consolidated income - Year 2004-2005



KNOWING MORE ABOUT BADEN-POWELL

Baden-Powell wrote so much, that one can read about his thoughts on the profound nature of the Scout Movement. He wrote manuals about his method of educating young people and training adult leaders, as well as exciting tales about his adventures, most of which were enhanced with his own drawings.

Two works, to be put in their historical context, are extremely useful to understand his vision: "Scouting for Boys" for a young audience, and "Aids to Scoutmastership", for leaders. There is also a collection of quotations "Footsteps of the founder", put together by Mario Sica. These works are available from the World Scout Shop: www.worldscoutshop.org

There is an excellent biography "Baden-Powell", written by Tim Jeal, Hutchinson, London.

WHAT IS THE POINT OF SCOUTING?

The important resource today is young people. A membership analysis shows that the numbers of individual members in countries fluctuate in accordance with whether or not society understands Scouting's social role. In short, where it can demonstrate its social usefulness, membership is higher. This is true for the majority of developing countries (Asia, Africa), and in the industrialised countries where what Scouting proposes is different from what its direct competitors offer (Portugal, Belgium). This observation has led the Movement to consider how it can be more successful in reaching the young people attracted by the adventure that Scouting offers. This is why WOSM is launching a new brand communication strategy in October 2006, which aims to reposition the Scout Movement socially before the centenary year. But communications and marketing will not be enough to stem the loss in membership in industrialised countries. Because of this, the Movement is working at the same time to restructure its educational programmes and activities to make them more attractive and to ensure that they achieve their goal. The greatest success of Scouting is not the number of young people who join its ranks, but rather the number of young people it returns to society after a course of training that terminates with the end of adolescence. The challenge is therefore not only to reach children and adolescents, but also to keep them for long enough to provide them with the skills that will make them active and responsible citizens, ready to play their part in the life of their community. This is the point of Scouting. ■

POINT OF VIEW



PHILIPPE DA COSTA

VICE-CHAIRMAN OF THE WORLD SCOUT COMMITTEE

STEERING TOWARDS UNITY

The World Scout Committee has defined five guidelines for reviewing its governance, which you presented at the past World Scout Conference.

Openness, Participation, Responsibility, Effectiveness, Coherence are the five principles used to analyse our governance. Each of these principles is essential if a more democratic approach is to be established.

Can you tell us the details?

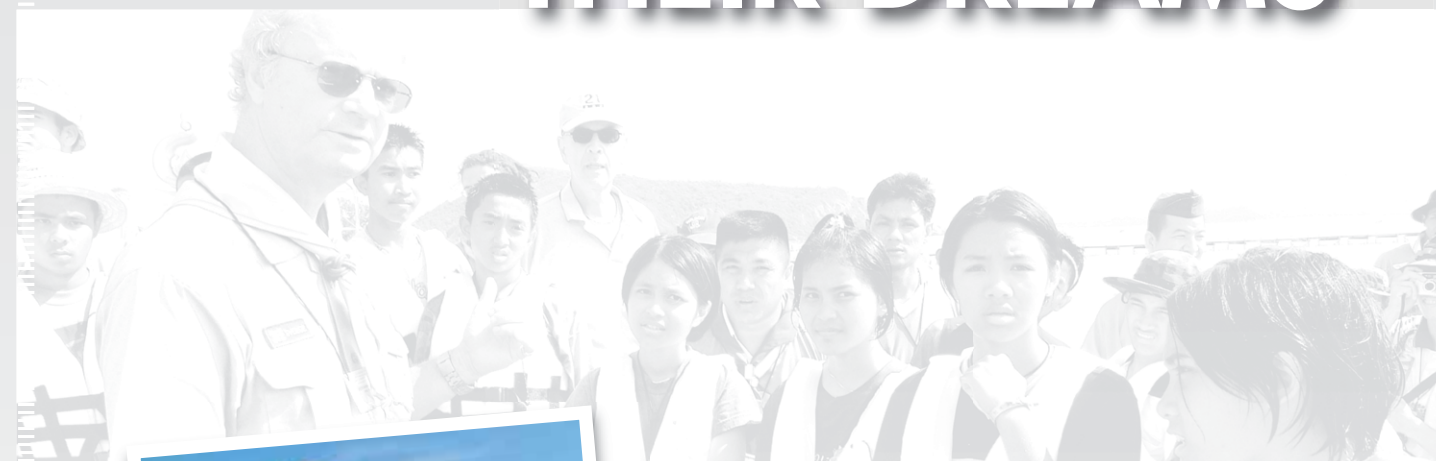
The organisation needs to function in a more transparent way. This is what we mean by openness. Participation relies on adopting an approach that calls for everyone's contribution. Participation also requires making an effort to educate people so that each individual is aware of the challenges. But there is also a need for greater clarity and more responsibility to be taken by everyone who is taking part in producing and implementing policies at whatever level. Effectiveness needs policies that produce the required results, starting with clear objectives and an assessment of their future impact. It also requires decisions to be taken at the most appropriate level. Lastly, coherence relies on synchronising the policies that have been implemented with the actions that have been undertaken. The spectrum of tasks has become broader: reaching out to new members will create greater diversity, and the challenges to be met are not constrained by geography. We must guarantee the unity of the Movement in a complex and diverse system

This is an immense task, how are you going to carry out this review?

Each of these principles is important in itself. We cannot work on them in isolation. An independent governance review task force has been created to make proposals to the World Committee. We will come back with the results at the World Scout Conference in 2008.

THE WORLD SCOUT FOUNDATION

HELPING YOUNG PEOPLE TO REALISE THEIR DREAMS



© WOSM/ INOSTROZA

A small group of friends of Scouting, established the World Scout Foundation over twenty five years ago. Among these friends was His Majesty the King of Sweden, an active former Scout. The Foundation is now supported by over 1,800 friends of Scouting, called "Baden Powell Fellows", who provide financial support and their good name

to the cause of young people throughout the world. The Foundation now works as a totally independent, not-for-profit institution, incorporated under Swiss law, and is based in Switzerland.

Baden-Powell Fellows work closely with His Majesty the King of Sweden to support the development of Scouting in their own countries and in the poorest regions of the world.

Since its inception, the Foundation has built an endowment, valued at over fifty five million Swiss Francs. It has made grants of over thirty million francs to World Scouting – this

means that the World Scout Bureau Head Office receives between 27% and 29% of its annual operational budget from the World Scout Foundation. In addition, the Foundation has contributed millions in the form of project and programme funding over the years.

Most of the resources of the Foundation are raised from personal contributions of Baden Powell Fellows themselves, but increasingly, the Foundation has received grants from governments, corporations and other foundations.

The World Scout Foundation – helping young people to realise their dreams!

www.scout.org/foundation

STRATEGY FOR SCOUTING

A VISION FOR THE FUTURE

Faced with the failures and successes of the past, the Strategy for Scouting was born of the desire to renew the Movement. It is based on seven priorities that must be carried out in accordance with the Movement's vision.

A PROCESS BUILT OVER TIME

- 1999: Start of the renewal process with the adoption of the mission statement by the World Scout Conference in Durban;
- 2002: A vision for the Scout Movement was adopted by the World Scout Conference in Thessaloniki;
- 2003: Materials and tools were developed to assist with planning and all aspects of strategy;
- 2004: The members of the World Scout Committee met representatives of each national Scout association to discuss applying the strategy at national level;
- 2005: A full report on all the progress achieved was presented to the World Scout Conference in Tunisia in September and the projects for the centenary were discussed;
- 2006: The emphasis is on implementing the strategy while the Scout organisations finalise their programme for the centenary;
- 2007: The centenary will be an important milestone because it will provide an opportunity to measure what progress has been achieved;
- 2008: The impact of the strategy will be measured in the lives of young people and their communities.

Scouting's first century of existence has been a success story. Today, it is one of the few organisations that is truly global, and that has succeeded in adapting itself to every cultural and economic environment. But, in order to renew itself, every movement must redefine its goals and declare what action it envisages taking for the future. For members of World Scouting, 2007, the centenary year, is the time for everyone to be looking in the same direction. This key moment, which is one of great enthusiasm, is centred around the following question: what social impact does the Scout Movement want to have in this coming century?¹

A NECESSARY CHANGE

The goal of the Strategy is to carry out Scouting's mission. Based on the values expressed in the Scout Promise and Law, this consists of contributing towards educating young people to take part in building a better world, populated by people who are self-fulfilled and ready to play a constructive role in society.

However, a decline has been observed in the number of members in industrialised countries because both society and the expectations of young people have changed. The Scout Movement must itself adapt to change. This is why the Movement has produced a strategy² consisting of seven priorities to be carried out in three distinct areas: young people, adults, structures and systems (see boxed story). The Strategy expresses a vision for the Scout Movement and defines the anticipated outcomes. Lastly, it identifies the support WOSM must provide to national Scout organisations in order to carry out the mission.

LOOKING AHEAD

No strategy is possible without a shared vision of the future. This is vital in order to focus the effort of acquiring new knowledge and provide the energy needed to overcome difficulties. Its importance also stems from the fact that it represents a powerful emotional factor, which promotes commitment.

Therefore, the Scout Movement can be seen as:

- an influential educational movement based on values, supporting young people to develop their individual potential to the full;
- capable of attracting an ever-growing number of young people of both sexes from around the world, as well as men and women from all cultures who wish to contribute to the development of society by working with young people;
- A dynamic and innovative movement with adequate resources, with simple structures and democratic decision-making processes in which organisation, management and communication are effective at all levels.

1. See Part 3, Chapter 3, "Centenary" ..

2. The Strategy was adopted by the World Scout Conference in Thessaloniki in 2003.

THE STRATEGIC PRIORITIES

The Strategy involves seven points based on the needs of national Scout organisations. These are: promoting the participation of young people in the Movement, supporting them more during the transition from adolescence to adulthood, opening up the Movement to all segments of society, enlarging the support base of adults by motivating volunteers, becoming a flexible, innovative and participatory organisation and affirming the identity of the Scout Movement by strengthening communications, partnerships and resources. The objective is for each national organisation to develop its own strategy after having identified two or three priorities and for it to share its experiences with the others. It is the responsibility of WOSM and the World Scout Bureau to assist the national organisations by giving them the tools to implement their strategy and measure their progress (workshops, kit, website)■

1/ Participation of young people – revitalising the Scout method

The Scout method makes young people the main agent of their own development. It is also this aspect that makes Scouting particularly attractive to young people. However, the Scout method is not always applied in full. Young people are not always properly prepared for gradually taking responsibility and playing an active role.

This strategic priority is intended to support national Scout organisations in revitalising this fundamental aspect of the Movement in order to maintain its appeal and its ability to carry out its mission.

2/ Adolescents – supporting the transition to adulthood

Helping young people in the transition from childhood to adulthood has always been at the heart of Scouting, as this is why it was created in the first place. Today, young people have expectations that traditional systems are no longer capable of meeting. Consequently, they do not always find the support they need as they progress towards adulthood. The ability to respond to these needs is a key factor for the success of the Scout Movement. In some countries, however, associations are having difficulty in doing so.

This strategic priority is intended to help national Scout organisations respond effectively to the needs of adolescents so as to increase the number of members and the reputation of the Movement as an organisation that can help young people in their transition to adulthood

3/ Girls and boys, women and men – respecting differences, promoting equality and sharing responsibilities

As society is made up of people of both sexes, the Scout Movement's point is:

- to enable girls and boys to develop to their full potential in accordance with their individual differences and without being restricted to traditional gender roles;
- to make men and women capable of cooperating on an equal footing, by sharing leadership roles at all levels of Associations.

Until now, the Movement has done little to take

the needs and expectations of girls and women into account, even though they have been members of the Movement for a long time.

This strategic priority is therefore intended to identify the support and the tools needed to help national Scout organisations offer equal opportunities to girls and boys, and to women and men, at all levels of the Scout Movement, and thus create a better gender balance.

4/ Reaching out – breaking down barriers and opening up to all segments of society

Concentrating on a target audience limits the Movement's potential to contribute to building a better world. The Scout Movement must ensure that its education is accessible to everyone who wishes to adhere to Scouting's principles, especially as certain external aspects of the Movement can sometimes prove to be deterrents for potential members.

This strategic priority is intended to help national Scout organisations to identify needs in those sectors of society in which the Movement does not yet have a presence. The result is expected to be an increase in the number of members and a growing impact on society.

5/ Volunteers in the Scout Movement – developing new approaches to enlarge the adult support base

In many countries, a new concept of voluntary work is needed if adults willing to share their experience, knowledge and values with young people are to be attracted and retained. This should also take into account both the need for personal commitment and the need to be recognised within the community for action taken, without excluding being paid for this work.

This strategic priority is intended to redefine the concept of voluntary work/unpaid work and help national Scout organisations to recruit and retain new categories of adult leaders.

6/ An organisation for the 21st century – becoming a flexible, lean, innovative and participatory organisation

To achieve its mission, the Scout Movement must act in a strategic manner. Undertaking such a process presupposes reassessing the way the Movement is organised. However, in

many countries, organisations work with heavy and outdated methods that do not foster either rapid decision-making or broad participation. The organisation cannot, therefore, anticipate changes in society.

This strategic priority is intended to help both national Scout organisations and WOSM to review their structures and management processes so that they can detect the changing needs of society and respond to them more effectively.

7/ Scouting's – developing communications, partnerships and resources

These three inter-related fields – communications, partnerships and resources play a crucial role in the success of the Scout Movement. Effective communication is necessary at all levels to interest new members and motivate professional leaders to obtain the financial resources the Movement needs. This must be planned and targeted. The Scout Movement also needs to work in partnership with other organisations to achieve better results. In order to do so, it must have a better public image. Lastly, the Scout Movement must explore all avenues in the search for funds through good communication.

This strategic priority is intended to strengthen communications, partnerships and re-sources at all levels since these are vital elements for the success of the Movement's mission.

ONE HUNDRED YEARS OF SCOUTING

A SPRINGBOARD
FOR THE FUTURE

In 2007, Scouting will celebrate its centenary. This is an opportunity to reach out to others, to unite all its members around a common identity and ideal of peace, and to benefit from global visibility.

Through its 100th anniversary celebrations, World Scouting wants to show what it represents today and above all, what it will provide tomorrow. Past and future results are assets that foster recognition of the Scout Movement as an indispensable actor in creating a better world. Therefore, while it is important for everyone who has made their Scout Promise to remember Scouting's values and traditions, today, the priority is to prepare projects for the future.

MORE THAN JUST A YEAR OF CELEBRATION

At the same time, the centenary is the opportunity for the Scout Movement to push forward with its strategy, which was born of the desire to ensure a high level of unity and greater coherence. The goal is also to make the Scout Movement accessible to more young people, in more countries, and to achieve greater recognition of the social force that this great educational movement represents.

GIFTS FOR PEACE: PROOF OF SCOUTING'S SOCIAL IMPACT

The centenary involves a major project, known as Gifts for Peace. It started in 2005 and all national Scout organisations are working on it.

The concept is: that Scouts throughout the world will make a contribution towards peace to mark Scouting's 100th anniversary.¹ Peace education has always been a fundamental part of Scouting and it seeks to promote peace throughout the world through a culture of peace. Scouting's educational system plays a very important role in this respect through encouraging personal development and the ideals of brotherhood and human understanding.

Gifts for Peace must meet real needs and make a contribution to changing the life of the community. At the same time, they integrate the 2007 celebrations into the Strategy for Scouting.² Gifts are being developed in the following areas: managing conflicts without violence, fighting against prejudice and encouraging greater solidarity.

Finally, Gifts for Peace will enable 28 million young people to take part in a tremendous adventure, a common project that will have worldwide impact. Such a dimension can only increase the feeling of a shared identity and prove what young people are capable of achieving.



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1. This project was decided upon by the 36th World Scout Conference in Thessaloniki.

2. World Scout Bureau. "Linking the Strategy and Gifts for Peace." 2007-One World One Promise: ScoutPAX. http://worldnet.scout.org/scoutpax/en/2/2_introduction_en. 2006

3. This first Scout camp brought together twenty-two young people from different places and social backgrounds from 1st-9th August, 1907 on Brownsea Island, situated south of London. The UK Scout Association. "Open your eyes to Brownsea Island". Brownsea Island Website. <http://www.world.scouting2007.org/english/brownsea/index.php>. 2006

4. The 21st World Scout Jamboree will take place from 27th July-8th August, 2007 at Hylands Park, Chelmsford, United Kingdom.

5. See Part 3, Chapter 2, "Strategy."

SCOUTING'S SUNRISE

On Wednesday, 1st August 2007, exactly one-hundred years after the Movement's founder, Lord Baden-Powell, organised the first experimental Scout camp, two Scouts from every country will gather on Brownsea Island.³ On this day, the sunrise will mark the dawn of a new century for Scouting throughout the world. Scouts from all the member countries of WOSM will celebrate Scouting's centenary. In addition to presenting the Gifts for Peace in their respective countries, each Scout group will prepare a good deed to promote Scouting's image to a wider public. This day provides an opportunity to show all those who do not belong to the Scout movement what it actually is. At the same time, the 21st Jamboree will be held at Hylands Park in the United Kingdom, where more than 40,000 participants will gather.⁴ Thanks to modern technology (Internet, ham radio, television), Scouts from around the world will be able to celebrate this day together through links that will enable them to see or hear about what others have produced.

2007 AND THE STRATEGY FOR SCOUTING

Within the framework of the Strategy for Scouting⁵, the centenary provides the opportunity to give a strong impetus to the development of young people through Gifts for Peace because they involve young people directly in the decision-making process. In addition, as it is a tool to develop national programmes, 2007 also acts as a benchmark in the work on the Strategy for Scouting. Five years after its adoption, it will be possible to measure the results and strengthen the process of involving national Scout organisations. The implementation of each of the seven priorities in the Strategy will be evaluated through the various projects connected with the centenary such as Gifts for Peace, Scouting's Sunrise and the 21st World Scout Jamboree.■



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LIST OF THE NATIONAL SCOUT ORGANISATIONS AND REGIONAL OFFICES

Please find below, the National Scout Organisations of the World Organization of the Scout Movement listed by region, and country (as of 1st September 2006). Some National Organisations may be a Federation of recognised National Associations.

Each region is supported by a Regional Office, as indicated at the end of each list.

AFRICA REGION

Angola Associação de Escuteiros de Angola - **Benin** Scoutisme Béninois - **Botswana** The Botswana Scouts Association - **Burkina Faso** Fédération Burkinabé du Scoutisme, Les Scouts du Burkina Faso, Les Eclaireurs du Burkina Faso - **Burundi** Association des Scouts du Burundi - **Cameroon** Les Scouts du Cameroun / Boy Scouts of Cameroon - **Cape Verde** Associação dos Escuteiros de Cabo Verde - **Chad** Fédération du Scoutisme Tchadien, Eclaireurs du Tchad, Scouts du Tchad - **Comoros** Wezombeli - **Congo** Fédération des Scouts du Congo - **Côte d'Ivoire** Fédération Ivoirienne du Scoutisme, Les Eclaireurs Laïcs de Côte d'Ivoire, Les Eclaireurs Unionistes de Côte d'Ivoire, Les Scouts Catholiques de Côte d'Ivoire - **Ethiopia** Ethiopia Scout Association - **Gabon** Fédération Gabonaise du Scoutisme, Eclaireuses-Eclaireurs du Gabon, Eclaireurs et Eclaireuses Unionistes du Gabon, Scouts et Guides Catholiques du Gabon - **Gambia** The Gambia Scout Association - **Ghana** The Ghana Scout Association - **Guinea** Scouts de Guinée - **Kenya** The Kenya Scouts Association - **Lesotho** Lesotho Scouts Association - **Liberia** Boy Scouts of Liberia - **Madagascar** Firaisan'ny Skotisma eto Madagasikara, Kiadin'í Madagasikara, Tily Eto Madagasikara, Antilin'í Madagasikara - **Malawi** Scout Association of Malawi - **Mauritius** The Mauritius Scout Association - **Mozambique** Liga dos Escuteiros de Moçambique - **Namibia** Scouts of Namibia - **Niger** Association des Scouts du Niger - **Nigeria** Boy Scouts of Nigeria - **Rwanda** Association des Scouts du Rwanda - **Senegal** Confédération Sénégalaise du Scoutisme, Les Scouts du Sénégal, Eclaireurs du Sénégal - **Seychelles** Seychelles Scout Association - **Sierra Leone** Sierra Leone Scouts Association - **South Africa** South African Scout Association - **Swaziland** Swaziland Boy Scouts Association - **Tanzania** Tanzania Scouts Association - **Togo** Association Scoute du Togo - **Uganda** The Uganda Scouts Association - **Zambia** Zambia Scouts Association - **Zimbabwe** Boy Scouts Association of Zimbabwe

Africa Regional Office

1. Main Office (Nairobi)

P.O. Box 63070
City Square
Nairobi
00200
Kenya
Phone: (+254 20) 387 71 23
or (+254 20) 387 34 36
Fax: (+254 20) 387 83 42
E-mail: afrscout@africa.scout.org
Web: www.scout.org/africa

2. Operations Centre (Dakar)

B.P. 2495
Dakar R.P.
Senegal
Phone: (+221) 821 19 87
Fax: (+221) 822 88 73
E-mail: cod@africa.scout.org
Web: www.scout.org/africa

3. Operations Centre (Cape Town)

P.O. Box 1906
Cape Town
8000
South Africa
Phone: (+27 21) 683 39 10
Fax: (+27 21) 683 37 16
E-mail: wadams@africa.scout.org
Web: www.scout.org/africa

ARAB REGION

Algeria Scouts Musulmans Algériens - **Bahrain** Boy Scouts of Bahrain - **Egypt** Egyptian Scout Federation - **Jordan** The Jordanian Association for Boy Scouts and Girl Guides - **Kuwait** Kuwait Boy Scouts Association - **Lebanon** Fédération du Scoutisme Libanais - **Libyan** Arab Jamahiriya Public Scout and Girl Guide Movement - **Mauritania** Association des Scouts et Guides de Mauritanie - **Morocco** Fédération Nationale du Scoutisme Marocain - **Oman** The National Organization for Scouts and Guides - **Palestinian** Authority Palestinian Scout Association - **Qatar** Qatar Boy Scouts Association - **Saudi Arabia** Saudi Arabian Boy Scouts Association - **Sudan** Sudan Boy Scouts Association - **Tunisia** Les Scouts Tunisiens - **United Arab Emirates** Emirates Scout Association - **Yemen** Yemen Scout Association

Arab Regional Office

P.O. Box 1384
Cairo
Egypt
Phone: (+20 2) 263 30 11
Fax: (+20 2) 263 33 14
E-mail: wosmo@arab.scout.org
Web: www.scout.org/arab

ASIA-PACIFIC REGION

Australia The Scout Association of Australia - **Bangladesh** Bangladesh Scouts - **Bhutan** Bhutan Scout Association - **Brunei** Darussalam Persekutuan Pengakap Negara Brunei Darussalam - **China** The General Association of the Scouts of China (Scouts of China) - **Fiji** Fiji Scouts Association - **Hong Kong** The Scout Association of Hong Kong - **India** The Bharat Scouts and Guides - **Indonesia** Gerakan Pramuka - **Japan** Scout Association of Japan - **Kiribati** Kiribati Scout Association - **Korea** Korea Scout Association - **Malaysia** Persekutuan Pengakap Malaysia - **Maldives** The Scout Association of Maldives - **Mongolia** The Scout Association of Mongolia - **Nepal** Nepal Scouts - **New Zealand** Scouting New Zealand **Pakistan** Pakistan Boy Scouts Association - **Papua New Guinea** The Scout Association of Papua New Guinea - **Philippines** Boy Scouts of the Philippines - **Singapore** The Singapore Scout Association - **Sri Lanka** Sri Lanka Scout Association - **Thailand** National Scout Organization of Thailand

Asia-Pacific Regional Office

P.O. Box 4050
MCPO 1280
Makati City
Metro Manila
Philippines
Phone.: (+63 2) 818 09 84 & 817 16 75
or (+63 2) 760 07 19 & 760 07 20
Fax: (+63 2) 819 00 93 & 401 39 84
E-mail: wsb@worldnet.scout.org
Web: www.scout.org/asiapacific

EURASIA REGION

Armenia Hayastani Azgayin Scautakan Sharjum Kazmakerputiun - **Azerbaijan** Azərbaycan Skautilar Assosiasiyası - **Georgia** sakartvelos skauturi modzraobis organizatsia - **Moldova** Organizatia Nationala A Scoutilor Din Moldova - **Russian** Federation Russian Association of Scouts/Navigators - **Tajikistan** Ittihodi Scouthoi Tochikiston Assosiatsia Skautov Tadjikistana

Eurasia Regional Office

1. Main Office (Yalta-Gurzuf)

Box 26
Yalta-Gurzuf
98646
Ukraine
Phone: (+380 654) 36 39 40
Fax: (+380 654) 36 35 53 & 36 30 64
E-mail: yalta@eurasia.scout.org
Web: www.scout.org/eurasia

2. Moscow annex

P.O. Box 33
Moscow
109180
RUSSIA
Phone: (+7 495) 238 68 09
Fax: (+7 495) 238 68 09
E-mail: moscow@eurasia.scout.org
Web: www.scout.org/eurasia

EUROPEAN REGION

Albania Beselidhja Scout Albania - **Austria** Pfadfinder und Pfadfinderinnen Österreichs - **Belgium** Guidisme et Scoutisme en Belgique, Les Scouts - Fédération Catholique des Scouts Baden-Powell de Belgique, Vlaams Verbond van Katholieke Scouts en Meisjesjgidsen, Scouts et Guides Pluralistes de Belgique, Federatie voor Open Scoutisme - **Bosnia and Herzegovina** The Council of Scout Associations in Bosnia and Herzegovina, Scout Association of Federation Bosnia and Herzegovina, Scout Association of Republica Srpska - **Bulgaria** Organizatsia Na Bulgarskite Skauty - **Croatia** Savez izvidaca Hrvatske - **Cyprus** Cyprus Scouts Association - **Czech Republic** Junák - svaz skautu a skautek CR - **Denmark** Fællesrådet for Danmarks Drengespejdere, Det Danske Spejderkorps, KFUM - Spejderne i Danmark, Danske Baptisters Spejderkorps, Foroya Skótarád, Groenlands Spejderkorps - **Estonia** Eesti Skautide Ühing - **Finland** The Guides and Scouts of Finland - **France** Scoutisme Français, Les Eclaireuses et Eclaireurs de France, Les Eclaireuses et Eclaireurs Israélites de France, Eclaireuses et Eclaireurs Unionistes de France, Scouts et Guides de France, Scouts Musulmans de France - **Germany** Ring deutscher Pfadfinderverbände, Bund der Pfadfinderinnen und Pfadfinder, Deutsche Pfadfinderschafft Sankt Georg, Verband Christlicher Pfadfinderinnen und Pfadfinder - **Greece** Soma Hellinon Proskopon - **Hungary** Magyar Cserkészszövetség - **Iceland** Bandalag Íslenskra Skáta - **Ireland** Scouting Ireland - **Israel** Hitachdut Hatsofim Ve Hatsofot Be Israel, The Hebrew Scout Association, The Arab School Scout Association, The Druze Scouts Association, The Israeli Catholic Scouts Association, The Orthodox Scout Association, The Israeli Arab Scouts Association - **Italy** Federazione Italiana dello Scautismo, Associazione Guide e Scouts Cattolici Italiani, Corpo Nazionale Giovani Esploratori ed Esploratrici Italiani - **Latvia** Latvijas Skautu un Gaidu centrālā organizācija - **Liechtenstein** Pfadfinder und Pfadfinderinnen Liechtensteins - **Lithuania** Lietuvos Skautija - **Luxembourg** Luxembourg Boy Scouts Association, Lëtzebuurger Guiden a Scouten, Fédération Nationale des Eclaireurs et Eclaireuses du Luxembourg - **Macedonia** Sojuz na Izvidnici na Makedonija - **Malta** The Scout Association of Malta - **Monaco** Association des Guides et Scouts de Monaco - **Netherlands** Scouting Nederland - **Norway** The Guides and Scouts of Norway, The Norwegian Guide and Scout Association, YWCA-YMCA Guides and Scouts of Norway - **Poland** Związek Harcerstwa Polskiego - **Portugal** Federação Escutista de Portugal, Associação dos Escoteiros de Portugal, Corpo Nacional de Escutas - **Romania** Cercetasii României - **San Marino** Associazione Guide e Esploratori Cattolici Sammarinesi - **Serbia and Montenegro** Scout Association of Serbia and Montenegro - **Slovakia** Slovensky

skauting - **Slovenia** Zveza tabornikov Slovenije - **Spain** Federación de Escultismo en España, ASDE-Scouts de España, Federació Catalana d'Escoltisme i Guiatge, Movimiento Scout Católico - **Sweden** Svenska Scoutrådet, Frälsningsarméns Scoutförbund, KFUK-KFUMs scoutförbund, Nykterhetsrörelsens Scoutförbund, SMU-scout, Svenska Scoutförbundet - **Switzerland** Mouvement Scout de Suisse - **Turkey** Türkiye İzcilik Federasyonu - **United Kingdom** The Scout Association

European Regional Office

1. Geneva

Rue Henri-Christiné 5
P.O. Box 327
1211 Geneva 4 Plainpalais
Switzerland
Phone: (+ 41 22) 705 11 00
Fax: (+ 41 22) 705 11 09
E-mail: eurobureau@euro.scout.org
Web: www.scout.org/europe

2. Brussels

World Scout Bureau
Avenue Porte de Hal, 38
1060 Brussels
Belgium
Phone: (+ 32 2) 534 33 15
Fax: (+ 32 2) 534 16 54
E-mail: eurobureau@euro.scout.org
Web: www.scout.org/europe

3. Beograd

Cvijiceva 85/13
11000 Beograd
Republic of Serbia
Phone: (+ 381 11) 275 93 04
Fax: (+381 11) 275 41 75
E-mail: eurobureau@euro.scout.org
Web: www.scout.org/europe

INTERAMERICAN REGION

Argentina Scouts de Argentina - **Bahamas** The Scout Association of The Bahamas - **Barbados** Barbados Boy Scouts Association - Belize The Scout Association of Belize - **Bolivia** Asociación de Scouts de Bolivia - **Brazil** União dos Escoteiros do Brasil - **Canada** Scouts Canada, Association des Scouts du Canada - **Chile** Asociación de Guías y Scouts de Chile - **Colombia** Asociación Scouts de Colombia - **Costa Rica** Asociación de Guías y Scouts de Costa Rica - **Dominica** The Scout Association of Dominica - **Dominican Republic** Asociación de Scouts Dominicanos - **Ecuador** Asociación de Scouts del Ecuador - **El Salvador** Asociación de Scouts de El Salvador - **Grenada** The Scout Association of Grenada - **Guatemala** Asociación de Scouts de Guatemala - **Guyana** The Scout Association of Guyana - **Haiti** Scouts d'Haïti - **Honduras** Asociación de Scouts de Honduras - **Jamaica** The Scout Association of Jamaica - **Mexico** Asociación de Scouts de México, A.C. - **Nicaragua** Asociación de Scouts de Nicaragua - **Panama** Asociación Nacional de Scouts de Panamá - **Paraguay** Asociación de Scouts del Paraguay - **Peru** Asociación de Scouts del Perú - **Saint Lucia** The St. Lucia Scout Association - **Saint Vincent and the Grenadines** The Scout Association of St. Vincent and the Grenadines - **Suriname** Boy Scouts van Suriname - **Trinidad and Tobago** The Scout Association of Trinidad and Tobago - **United States** Boy Scouts of America - **Uruguay** Movimiento Scout del Uruguay - **Venezuela** Asociación de Scouts de Venezuela

Interamerican Regional Office

Avenida Ricardo Lyon 1085
Providencia
6650426 Santiago
Chile
Phone: (+56 2) 225 75 61 & 209 49 44
Fax: (+56 2) 225 65 51
E-mail: wscoutinteramerica.scout.org
Web: www.scout.org/interamerica



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Head office:
Rue du PréJérôme 5
CH - 1205 Genève

Tel: + 41 22 705 10 10
Fax: + 41 22 705 10 20
worldbureau@world.scout.org
www.scout.org