



SCOUTS
Creating a Better World

Guidelines for Diversity and Inclusion in Scouting





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Creating a Better World

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DIVERSITY AND INCLUSION
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Acknowledgement

This Scouting resource is influenced heavily by the UNESCO document, Diversity and Inclusion in Education, produced by Fast Track Initiative of the United Nations Girls Education Initiative (UNEGI) in April 2010. The UNEGI resource complements existing knowledge products from the Education for All Fast Track Initiative (EFA FTI) but focuses on disadvantaged children in society and their right to education. The development of this guide was spearheaded by the UN Girls' Education Initiative, the UNAIDS Inter-Agency Task Team on Education, the Global Task Force on Child Labour and EFA, the EFA Flagship on the Right to Education for Persons with Disabilities, and the EFA FTI Secretariat.

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DIVERSITY AND INCLUSION IN SCOUTING

Scouting is an inclusive, values-based Movement and its membership is open to all young people and adults who share the fundamental values of the Scout Movement. In line with Vision 2023 and the 2014-2017 and 2017-2020¹ Triennial Plans, we have been working towards ensuring that Scouting is truly open and accessible to all, better reflecting the composition of our communities and the different societies in countries where we exist.

In this process, we have put special focus on improving the diversity of our membership – both young people and adults, with a strong emphasis on inclusion which resonates with the other priorities of the World Organization of the Scout Movement (WOSM).

The concept of diversity encompasses recognising people as individuals, understanding that each one of us is unique, and respecting individual differences. Recognising diversity in Scouting involves valuing and having regard for everyone, and using those differences to create cohesive and diverse local, national, and global communities.

Diversity forms part of the principles and values of Scouting and is a core component of the key policies and guidelines of WOSM. Scouting strongly opposes all forms of prejudice and discrimination of any kind that could threaten a person's rights and freedoms, which are stated in the Universal Declaration of Human Rights and other UN global agreements.

Encouraging diversity and equality in Scouting enhances respect for others as well as an understanding of differences between us.

A key aspiration is that the membership of the Movement completely reflects the diversity of young people and adults within all national and local communities where Scout groups exist. Recognising and encouraging diversity within Scouting is important as it brings different and unique opinions, and thus strengthens the ability of the Scout Movement.



Inclusion implies valuing the diversity of individuals, giving equity of access and opportunities to all and having each person involved and participating in activities to the greatest extent possible.

The Scout Movement aims to be inclusive to all young people and adults. For young people, it is achieved through the Youth Programme, which creates the right learning environment where every young person can be involved as well as participate actively and develop the competencies needed to play an active role in their communities.

For adults in Scouting, it is reflected through their recruitment, training, support, and retention as well as giving equal access to opportunities and allowing the personal development of adults.

The Movement has grown internationally because of its ability to recognise and celebrate diversity, and to be inclusive of every young person and adult who supports Scouting throughout the world. It is essential to develop and improve national Youth Programmes and delivery methods so that they are inclusive by design, and not just by adaptation.

³Reference to Vision 2023 and Triennial Plan 2014-2017 and 2017-2020.



PURPOSE

These guidelines² have been designed primarily for the use of adult members in National Scout Organizations (NSOs) and National Scout Associations (NSAs) to guide them as they work with their national, district, and local communities towards increasing youth membership through addressing issues of diversity and inclusion.

This resource can be used to encourage dialogue and assist with the planning, development, or review phases with a number of stakeholders, including young people, adults in Scouting, parents, community leaders, and other governmental and non-governmental organisations (NGOs).

²These guidelines are strongly influenced by the UNESCO document, Diversity and Inclusion in Education, produced by Fast Track Initiative of the United Nations Girls Education Initiative (UNEGI) in April 2010. This valuable resource provided a comprehensive and evidence-based approach to providing equitable education.



USING THE GUIDELINES

These guidelines were developed to support Scout leaders at the national, district, or local levels, who work with other community members with the expertise of local youth groups, to identify and review specific interventions to promote opportunities for all young people to be able to join Scouting without discrimination on any grounds.

Who

The assessment of diversity and inclusion should be based on a participatory process and include a working group comprising young people, adults, and experts from other community organisations who represent groups of young people who may be marginalised or disadvantaged, and are not currently represented in our Scouting membership.



What

These guidelines will assist in the gathering and analysis of data on areas of diversity and inclusion within Scouting. The ten focus areas which have been identified are:


- A. Identifying barriers to increase diversity and inclusion
- B. Participation in the Youth Programme
- C. Strategies to promote diversity and inclusion
- D. Supporting Scout groups
- E. Involving adults in Scouting
- F. Parental and community participation
- G. Developing and implementing policies
- H. Institutional arrangements
- I. Accessing baseline data on participation
- J. Budget considerations

It is stressed that at any step of the cycle, reviewing and modifying actions can and should occur at regular intervals as well as at the end of the cycle.

The following three-step approach may be considered:

1  highlight key questions to investigate the current situation regarding diversity and inclusion

2  promote more detailed questions for a detailed assessment of each of the ten specific focus areas

3  suggest ways to prepare or revise the Scouting plan around themes of access, participation, and outcomes.

The outcomes of the process will support policy and strategy development based on evidence, including setting objectives, prioritising target populations, and selecting appropriate interventions. The working group can, at any time during the process of developing, revising, or appraising the Scout plan, decide to take their own approach.

How

The working group comprises Scouting personnel who work with representatives from the community selected according to their interest, areas of engagement, and capacity to assess and respond to issues of diversity and inclusion. The group should be chaired by a representative from Scouting and could include representatives from Scouting as well as from a local school, education departments, or community groups with representation in areas of diversity and inclusion.

It could be beneficial for the working group to strengthen dialogues on issues of equity and inclusion with the government by inviting government officials from the areas of education, social affairs, youth, family, health, labour, etc.

The working group needs to review these guidelines and consider adapting it to the local context as necessary. Initially, the group should discuss the work plan, time frame, scope, costs, responsibilities, and the division of tasks to complete this exercise.

HELP NEEDED:

If you need support in this area you should request for a service through the [WOSM Service Platform](#).

It is suggested that

- a workshop be held with all relevant partners to introduce the guidelines and the proposed use in the country to create a common understanding. This is an opportunity for Scouting to work with government and other community groups working with marginalised groups, to advise on data collection and identify strategies for inclusion.
- contact be made with all stakeholders at the national and local levels (Scout commissioners, leaders, government authorities, principals, social workers, local interest groups, representatives from the communities, etc.) through workshops, consultations, or questionnaires to collect information on target groups and identify their specific educational needs. Broad-based consultations will strengthen the process.
- Following the consultation process, the working group will collate and assess the data and present its findings in a formal report to the relevant national decision-making body along with recommended interventions.





A

IDENTIFYING BARRIERS TO INCREASE DIVERSITY AND INCLUSION



1 Key questions for investigating the current situation regarding diversity and inclusion

Identify and document barriers that prevent diversity and inclusion in Scouting

- What are the major factors affecting recruitment, membership, attendance, and participation (for three years or the progression to the next session) of potential youth members?
- Does the availability of trained adult leaders influence these factors?
- Does gender influence these factors? Has a gender analysis of the membership and sections been undertaken?
- Does this also consider adult leadership?

2 Guidance

It may be helpful to ask additional probing questions such as:

- Have barriers in relation to both the demand for and the supply of Scouting been analysed?
- If so, what were the results?
- How are attendance and drop-out rates monitored?
- What are the main causes of members dropping out of the programme?
- What are the main barriers to completion and progress to the next section?
- What are the underlying causes of unequal participation for each of the groups?



Assess the impact on Scouting for the following examples of barriers identified as impacting other groups

Social factors

- Poverty and financial barriers, including direct, indirect, and
- opportunity costs of schooling
- Gender
- Specific biases toward girls, children living with or affected by HIV, children with disabilities, ethnic minorities, etc.
- Lack of identification documents/ birth certificate
- Migration and mobility
- Prevalence of child labour in plantations, industries, or activities of the informal economy
- Health and nutritional status of children
- Conflict/war situations
- Languages spoken
- Resources and communication available in the relevant languages

Scouting factors

- Lack of Youth Programme materials
- Legal and policy barriers
- Lack of appropriate support for children with special needs
- Quality of adult leaders training
- Availability of adult leaders and supporters
- The size of Scout programmes
- Attrition rates of leaders and other volunteers
- Safety, violence, sexual harassment, or bullying
- Timing and duration of the meetings
- Periods when the weekend events and camps are organised

Infrastructural factors

- Lack of meeting venue, distance to Scout hall, etc.
- Limited transportation, lack of water, and poor sanitation
- Poor condition of Scout facilities
- Seasonal factors such as rains/floods
- Remoteness and lack of rural development

3 Preparing or revising your NSO/Scout Group plan

Consider strategies to address the barriers identified

Access – recruitment and membership

- What are the key barriers to recruitment and membership that need to be addressed?
- Are current policies and strategies working to increase membership in diverse groups, and include of all youth members?
- Which interventions show evidence of effectiveness?
- What changes are required in the current approach to recruitment and the growth of membership?
- Have these possible strategies been considered for some or all members:
 - o Abolition of membership fees
 - o Reducing hidden costs such as the cost of uniforms and activities
 - o Community support
 - o Support for getting youth members to join Scouting
 - o Addressing stigmatising attitudes in certain Scouts towards marginalised children
 - o Targeted adult leader recruitment within specific groups
 - o Making specific quality gear necessary for Scouting activities available at a low cost or no cost

Participation in the Youth Programme

- What are the key barriers to youth participation in the Youth Programme?
- Which areas need to be addressed?
- Are current requirements and strategies working to increase ongoing participation in diverse groups and inclusion of all youth members?
- Which interventions show evidence of effectiveness?
- Are all aspects of the Youth Programme culturally appropriate and sensitive to the needs of all?

- What changes should be made?
- What are the key factors that undermine the equitable delivery of the Youth Programme?
- Should changes be made to the national Youth Programme?
- To what extent does the institution have the capacity to develop a more inclusive Scouting and to attract a more diversified membership?
- Has consideration occurred of strategies to increase diversity and inclusion in Scouting such as:
 - o training of adult leaders and supporters as well as youth relating to inclusion
 - o improving Scout hall facilities
 - o providing clean drinking water and sanitation for
 - o boys and girls
 - o ensuring that the Youth Programme promotes inclusion
 - o targeted interventions for marginal populations and districts
 - o leader policy development to address workplace issues

Outcomes and impact

- Are objectives and targets being set to improve equity?
- Are these fully appropriate?
- What changes are required in the current approach to increase diversity and inclusion?
- What are the capacity building or strengthening measures needed in Scouting's management of programmes, activities, volunteers, and personnel? Consider including these measures in a capacity building plan



B

PARTICIPATION IN THE YOUTH PROGRAMME



1 Key questions for investigating the current situation regarding diversity and inclusion

Youth Programme quality and implementation

1. Does the content of the Youth Programme support diversity and inclusion at all age sections?
2. Is the Youth Programme being implemented as intended?
3. Are young people involved in the planning, doing, and reviewing of the Youth Programme?
4. Are there processes in place to help young people to access all aspects of the Youth Programme?
5. Are there any parts of the Youth Programme that exclude young people? How can this be addressed?

2 Guidance

It may be helpful to ask additional probing questions such as:

- Is the Youth Programme sensitive to gender, cultural identity, disabilities and other aspects of diversity? Review the Youth Programme to identify selected equity and inclusion issues such as gender and ethnic stereotyping.
- Are the images and terminology used in the communication of Scouting inclusive?
- How does the Youth Programme promote respect and human rights?
- Is the content of the Youth programme relevant to the current and future needs of all youth members?
- Does the Youth Programme allow variation to cater for local needs?



Assess the Youth Programme

- Consider if the current national Youth Programme meets the needs of all groups of young people in the community
- Does the Youth Programme include the following?
 - o Health and nutrition education
 - o Life skills education
 - o Leadership
 - o Peace and human rights education
 - o Gender and relationships education
 - o UN's Sustainable Development Goals
 - o Youth involvement in decision-making
- Do required materials address the needs of young people including those with disabilities, e.g. visual impairment?
- Is the Youth Programme sufficiently inclusive? Are any groups underrepresented or omitted? Does it reflect the community where Scout groups exist?
- How do other associated Scouting activities support diversity and inclusion?
- How are issues of diversity and inclusion addressed when planning national and other major events?
- Are opportunities for issues of diversity and inclusion to be included in award schemes and badges provided?
- How are the current and overall progress monitored?

3 Preparing or revising your NSO/Scout Group plan

Plan specific strategies to make changes in the curriculum to enhance diversity and inclusion

Interventions may include:

Access

- Programme revision (to address gender, disabilities, medical conditions, etc.)
- Materials available in appropriate formats

Participation

- Guidelines on local adaptation and flexibility of the national Youth Programme
- Resources and materials are available
- Instructional materials/visual aids are available in alternative formats
- Equipment for people with special needs
- Discussion groups on inclusivity where people can exchange ideas, challenges, best practices, etc.

Outcomes

- Adoption of standards for diversity and inclusion
- Consistency of approaches
- Local responses to young people's needs
- Improvement of the learning experiences for all
- Informed youth involved in decision-making and programme content



C

STRATEGIES TO PROMOTE DIVERSITY AND INCLUSION



1 Key questions for investigating the current situation regarding diversity and inclusion

Effectiveness of current interventions

1. What are the strategies that are currently in place to increase membership and participation of children and young people who are at risk of not joining and not completing at least three years?
2. Which of these strategies are working and need to be continued?
3. Which strategies are not yet working but need to be adjusted or strengthened?
4. Which of these strategies are not working and need to be revised?

2 Guidance

It may be helpful to ask additional probing questions such as:

- How effective are current strategies in increasing diversity and inclusion? Which strategies are working? Which strategies are not working well and need to be revised? What quantitative and qualitative evidence is available to assess the effectiveness of the strategies?
- What are the success rates of targeted interventions?
- Have any objective or target been set to increase diversity and inclusion? Are these appropriate?
- To what extent are the current strategies supported by clearly defined policy?

Complete a strategy analysis

Map and assess the current range of strategies/interventions aimed at promoting diversity and inclusion. How effective is the response to the problems identified in the situation assessment?



Current strategies may include:

Access

- Providing specific recruitment programmes and follow-up
- Implementing measures such as those to reduce or abolish fees
- Flexibility in the Scout calendar
- Scout hall construction and refurbishment
- Targeted interventions such as scholarships for girls and travel subsidy
- Incentives for leaders and other adults to volunteer

Participation

- Reviews of the Youth Programme, award scheme and badges, resources and guides to consider how gender, disability, and other issues relevant to equity, diversity, and inclusion are addressed
- Creation of an inclusive Youth programme
- Inclusion of locally relevant materials
- Increasing female participation in Scouting and in Scout leadership
- Educating leaders and adults on diversity issues and inclusive education

Outcomes

- Programme meets evolving needs of young people
- Greater community mobilisation/participation in Scouting

3 Preparing or revising your NSO/Scout Group plan

Consider new strategies which may include:

Access

- Abolishing membership fees
- Reduction or sponsorship of membership fees
- Hall construction and refurbishment
- Targeted interventions such as scholarships for specific groups of people
- Follow up on unexplained absenteeism beyond three meetings
- Undertaking exit interviews for those who leave

Participation

- Search for inspirations within and beyond Scouting in areas of the Youth Programme, textbooks, and other guides to consider how gender, disability, health issues, and other issues relevant to diversity and inclusion are addressed to eliminate bias
- Creation of an inclusive Youth Programme
- Ensure programmes reflect needs of the local area
- Leader and senior youth members trained on diversity issues, gender, and inclusive principles

Outcomes and impact

- Leader incentives in rural areas
- Increasing female participation in leadership and management
- Targeted leaders to be deployed to provide growth incentives for disadvantaged/remote Scout groups and their communities
- Raise community awareness on diversity issues
- Community mobilisation/participation in Scout programmes
- Positive Social Change
- Community Resilience



D

SUPPORTING SCOUT GROUPS



1 Key questions for investigating the current situation regarding diversity and inclusion

Group management

1. How are Scout groups managed to ensure that they are child and youth-friendly and safe?
2. How welcoming and safe are Scout groups for girls, children with disabilities, disadvantaged children, or young people from vulnerable settings?
3. How are leaders and other adults in Scouting involved in groups trained in issues related to diversity and inclusion? What ongoing support and supervision are they receiving?

2 Guidance

It may be helpful to ask additional probing questions such as:

- How are Scout groups managed so that they are able to include vulnerable and disadvantaged members? Are current arrangements effective? What needs to be changed or improved?
- Is the management of Scout group an issue? What additional is required? What additional measures are required?
- Is bullying or prejudices evident? If so, how can these be prevented? Are there measures in place and working?
- Do Scout group improvement plans include attention to issues of encouraging diversity and inclusion?



Undertake an assessment of the current situation of all Scout groups

- What local support is provided to Scout groups to help them become more equitable and inclusive? How adequate is existing support to Scout groups?
- What gaps in support for promoting diversity and inclusion exist at the group level?
- How are local leaders and other adults involved in Scouting trained in diversity and inclusion issues?
- How are Scout groups monitored/supervised for their performance in promoting diversity and inclusion?

Current interventions to support the equitable and inclusive development of Scout groups could include:

- | | |
|--|--|
| • Grants to improve/maintain/adapt facilities | • Leader training |
| • Access to leaders with expertise in these areas | • Specialised resources as required |
| • Guidelines/handbooks on successful ways to manage Scout groups | • Materials and resources in text formats |
| • Training of leaders | • Adequate supply of teaching and learning materials |
| • Establishment of resource centres | • Financial support for membership fees/ transfers for |
| • Access to counselling and chaplaincy services | • vulnerable children/families |
| • Water, sanitation, and electricity | • Sponsorship from business/public foundations/NGOs |

3 Preparing or revising your NSO/Scout plan

Identify required school-level interventions

Examples may include

Access

- Financial support for vulnerable children/families
- Access to specialised resources
- Access to specialist leaders with expertise
- Grants to improve/maintain facilities
- Establishment of resource centres

Participation

- Training of young people and adults
- Counselling services provided by religious and community leaders
- Resources for children with disabilities
- Supply of teaching and learning materials
- Targeted interventions for specific Scout groups or locations in disadvantaged areas, e.g. urban slums, remote communities, and disaster-affected communities
- Access to guidelines/handbooks on Scout activities

Outcomes

- Youth participation in key activities
- Involvement in youth training and specific events
- Community support for Scout groups
- Increased numbers of inclusive activities
- Greater dialogue and understanding of needs of all young people



E

INVOLVING ADULTS IN SCOUTING



1 Key questions for investigating the current situation regarding diversity and inclusion

Leader and adults in Scouting issues

1. How are adults recruited and selected for their roles and do they come from all sectors of their community?
2. To what extent are reasonable accommodation made to support leaders and adults in Scouting?
3. To what extent are leaders and adults in Scouting inclusive and equitable in their practices?
4. How are leaders skilled and motivated to support diversity and inclusion in their Scout groups?

2 Guidance

It may be helpful to ask additional probing questions such as:

- Who becomes a leader and why? Assess recruitment methods and pathways.
- Is there equitable participation for all adults?
- What are the trends?
- Is leader and adult deployment a diversity issue?
- What disparities affect those people who are leaders, e.g., rural versus urban, trained versus untrained, professional, and volunteers?



Undertake an assessment

- Consider recruitment, deployment, and retention patterns
- Do all position descriptions reflect a commitment to diversity and inclusion?
- Assess the status of training undertaken by adults to promote diversity and inclusion. Consider this in terms of needs, processes, and outcomes.
- Identify and assess any specific training which leaders and other adults in Scouting receive in areas of:
 - o Gender
 - o Health
 - o Diversity and inclusion
 - o Disabilities
 - o Keeping Scouts safe from harm
- Are leaders encouraged to:
 - o Work together in teams
 - o Use the Scout Method
 - o Cooperate with parents
 - o Involve youth members in decision-making
 - o Cater to the needs of all members
 - o Align strategies, methodologies, and activities with the Sustainable Development Goals
 - o Ensure safe and welcoming environments
- What support do national and international commissioners and other supporters provide to leaders in working groups to improve inclusive practices?

3 Preparing or revising your NSO/Scout plan

Identify strategies to support leaders in groups to improve the quality of Youth Programmes

Access

- Do leader and adult recruitment practices need to be amended to include representation from all sectors of the community?

Participation

- Do adult and leader training programmes need to be revised to address equity and inclusion at:
 - o basic training level
 - o in-service training level
 - o Wood Badge training level
 - o ongoing training

Outcomes

- Consider any change needed in terms of providing support for leaders and other adults in Scouting
- Is any action required to boost the number of any specific gender of leaders?
- Are processes for deployment of adults in Scouting being implemented as per the Adults in Scouting policy?



F

PARENTAL AND COMMUNITY PARTICIPATION



1 Key questions for investigating the current situation of diversity and inclusion

Community participation

1. How are children, young people, parents, and communities involved and encouraged to promote diversity and inclusion?
2. To what extent is parental participation inclusive?
3. To what extent is community support provided to those in need?



2 Guidance

It may be helpful to ask additional probing questions such as:

- How are parents and community members of Scouts supporting the Scout group?
- Are parents encouraged to take an active part in running Scout groups?
- Has there been any planned community awareness raising about diversity and inclusion?
- Are parents, leaders, and communities made aware of relevant issues such as children with disabilities, child labour, health, and nutrition?
- Do groups or committees include children and adults from marginalised communities?
- Do co-curricular or extra-curricular activities promote diversity and inclusion?

Assess current status of parental and community involvement in Scout Groups

- Identify barriers to inclusive parental and community participation
- How effectively do groups or committees support diversity and inclusion in their Scout group?
- How effectively does the local Scout group work with community-based organisations and local NGOs to enable full participation in the Youth Programme?

3 Preparing or revising your NSO/Scout plan

Promote participation of youth members, parents, and the community

Access

- Are community groups and other NSOs encouraged to work with the local Scout group?
- Are meetings planned to encourage full attendance of all interested persons?
- Are young people/youth members trained to engage in local initiatives?

Participation

- What interventions are required to strengthen community participation in Scout activities?
- How can groups or committees be strengthened and have more representatives of disadvantaged families, e.g., through training and advocacy?
- What local knowledge and existing community practices can be used to strengthen participation?

Outcomes

- How will the involvement of youth members be monitored?
- How can the impact of this be measured?
- What is the impact of greater community involvement?



G

DEVELOPING AND IMPLEMENTING POLICIES



1 Key questions for investigating the current situation of diversity and inclusion

Community participation

1. What policies are currently in place in relation to diversity and inclusion?
2. How are policies disseminated and implemented?

2 Guidance

It may be helpful to ask additional probing questions such as:

- What are the main commitments of existing policies about diversity and inclusion?
- Are there mandatory and other enabling policies that support inclusion and allow local decision-making?



Undertake a policy analysis

1. Are there clearly defined legislation or education sector policies in your country about:

| | |
|---|---|
| <ul style="list-style-type: none"> o The right to education o Inclusive education o Gender and education o Children affected by significant medical condition o Children with disabilities o Education and child labour o Minorities and the language of instruction | <ul style="list-style-type: none"> o Early Childhood Care and Education (ECCE) and vulnerable and disadvantaged children o Children from extremely poor households o School health and nutrition o School safety, sexual harassment, and violence o Teacher/staff codes of conduct o Religious and Faith freedoms |
|---|---|
2. When were these policies approved/revised? Given Scouting is identified as a non-formal educational movement, are these applied to Scouting?
3. Are there any gap in the policy provision?
4. How do policies reflect international commitments, e.g. UN conventions on child rights, gender, disabilities, and child labour?
5. What mechanisms are in place within Scouting to ensure that policies are fully implemented as intended? Are the policies equitable?
6. Describe how Scout policies are disseminated and to whom. Are policies available and communicated by Scouting personnel and at the community level?
7. How is the Scout policy implementation reviewed and how often?
8. 8. Are the policies working? If not, what needs to be done?

3 Preparing or revising your NSO/Scout plan

Identify where new policies are required or existing policies need to be better disseminated

Access

- What were the main findings of the review exercise on policies?
- Are there any significant gaps in policy formulation, dissemination, or implementation?
- Is there a need for an overall policy on diversity and inclusion or to address gaps in existing policies?

Participation

- Policy development on the education of girls/boys, children with disabilities, ethnic minorities, children affected by HIV, children disadvantaged by poverty, remoteness, etc.
- Policy development about adult leaders and other adults in Scouting able to support these young people

Outcomes and Impact

- Extent of policy dissemination
- Training and awareness raising on policies for all involved
- Monitoring policy implementation



INSTITUTIONAL ARRANGEMENTS (NSO/NSA LEVEL)



1 Key questions for investigating the current situation of diversity and inclusion

Capacity issues

1. What are the institutional arrangements to promote diversity and inclusion?
2. How are issues of diversity such as age, gender, ethnicity, race, socioeconomic status, philosophy, abilities and disabilities, language, religion, sexual orientation, geographical areas, experiences, or viewpoints addressed at the institutional level?
3. How is participation and inclusion within Scouting monitored?
4. What processes are in place to ensure inclusive practices occur at all national and other major youth events? Are these effective? Can they be improved?

2 Guidance

It may be helpful to ask additional probing questions such as:

- Has any capacity assessment of the NSA or NSO been undertaken with regard to diversity and inclusion?
- What support services are available to support Scouting in these areas, e.g. welfare, health links, and child safety?
- What training is available to national leaders and senior personnel on diversity and inclusion issues? Consider private as well as public providers.



Undertake a capacity assessment

- This should assess the effectiveness of current institutional arrangements to address diversity and inclusion issues at local, district, and national levels.
- Map those areas responsible for ensuring diversity and inclusion. How is this reflected in terms of reference/mandates? How is progress in diversity and inclusion reported to the national body?
- Identify any critical gap in capacity to address diversity and inclusion, including in institutional arrangements and technical areas (gender, disability, ethnicity, health, etc.).
- Who is responsible for managing diversity and inclusion strategies at central and other levels?
- Assess current institutional arrangements for monitoring diversity and inclusion. Where do these exist? Are they effective?
- Assess how effectively children/young people, parents, and communities (particularly representatives of excluded groups) are involved in monitoring and evaluation
- Consider how diversity and inclusion issues are included in education statistics. What indicators are used? How adequate are they? How is equity included in monitoring and evaluation of the sector?

3 Preparing or revising your NSO/Scout plan

Strengthen institutional arrangements

- What institutional strengths and weaknesses were identified in the stock-taking exercise?
- What kind of institutional strengthening is required at central and other levels of Scouting?
- What kind of strengthening is required in planning and management? How will this be delivered?
- What additional measures will have to be taken to strengthen monitoring of diversity and inclusion at all levels (national, district, or local group)?
- Have key indicators to monitor diversity and inclusion over the planned period been selected? Examples of targets or indicators are:
 - o Equal access to membership in Scouting for children and young people regardless of background
 - o Equality in the Scouting process for all children, regardless of background
 - o Equality in all levels of participation regardless of background
 - o Increase in Scout membership and attainment by target groups
 - o Increase in number of targeted children receiving Scouting
 - o Percentage of leaders and other adults in Scouting trained in diversity and inclusion



ACCESSING BASELINE DATA ON PARTICIPATION



1 Key questions for investigating the current situation of diversity and inclusion

Identify the attendance by different groups of potential youth members in the community

1. What are the different groups of young people who make up the community? This could be at the national, province/district, or local level.
2. Are there groups of potential youth members who are not accessing Scouting in your community currently?
 - o Are both males and females represented appropriately in the current membership?
 - o Are all groups who comprise the local community able to actively participate in your programme?
3. What does the data indicate about children who do not complete at least three years of Scouting (or progress to the next section)?
4. Identify to what extent youth members from all groups are involved in the Youth Programme
 - o Attendance at weekly meetings, attendance at camps, attendance at other events, or specific training courses
 - o What are the completion rates to achieve full progression/"top award" for the section?
 - o Are there clear differences among groups of youth members?



2 Guidance

It may be helpful to ask additional probing questions such as:

- Does the current membership of Scouting reflect the diversity of students in schools?
- Are different genders represented?
- Is data on attendance available?
- What are the main patterns of attendance?
- Are there groups of youth members who are excluded from enrolling, attending, and completing Scouting? You may like to consider the factors considered by UNESCO such as gender, ethnicity, disability, migration, HIV, urban/rural locations, child labour, or poverty.
- Does the data available on the recognition of progression (e.g. award schemes and badges) according to age sections of young people reflect the diversity of the membership?
- Are there areas where membership, participation, and progression to the next section of Scouting is comparatively low?
- Do young people need to be encouraged to attend Scout events and activities outside the local Scout group?

Distil baseline data on membership, participation in the national Youth Programme, and completion of at least three years (which could mean progression to the next age range section of Scouting)

- Review national/local data regarding school attendance by age and gender for each local area
- Use available Scout data on recruitment, retention, award schemes and badges, progression to the next section. Key sources of data could include Scout census, group, and section records.
- Other potential sources of information could be survey data available from government, UNESCO, and other NGOs on areas such as:
 - o Children affected by significant medical condition, e.g. HIV
 - o Child labour
 - o Children with disabilities
 - o Girls education
 - o Street children
 - o Minorities
 - o Migrant families

Analysis of data should identify:

- Children and young people currently excluded from Scouting
- Children and young people most at risk of not joining, attending, or completing a section
- Attrition and dropout rates
- Key trends and patterns
- Information gaps

Data should be presented and analysed for both national and district levels, and local areas according to need. It would be helpful if all data was analysed by age, gender, rural/urban, and by smaller geographic areas.

3 Preparing or revising your NSO/Scout plan

Questions to consider

Access – recruitment and membership

- Are specific strategies required to address the situation of any groups of excluded children and young people, e.g. girls, children with disability, ethnic minorities, and refugees?
- Are there any excluded groups that would benefit or have already benefited from targeted support that need to be increased?
- Are there gaps in Scouting's data in relation to membership and equitable access?
- What changes are required to our current approach to increase diversity and inclusion?

Participation

- Are specific strategies required to extend the length of time of any group of excluded children and young people (e.g. girls, children with disability, ethnic minorities, and refugees) are involved in Scouting?
- Are there any current practices that disadvantage any group that should be addressed, e.g. time of camps and major events?
- Are there any practices within the Youth Programme that inhibits involvement of all youth members?
- Consider how Scout groups enable the participation of youth in their full Youth Programme, including district and national and international activities
- Are young people encouraged to participate as fully as possible in local group initiatives?

Outcomes and Impact

- What changes are required to our current practices in programming and the progressive system of badges to increase participation and inclusion?
- Does the membership system provide the information needed to inform on different groups of potential members?
- Is information available about the progression of youth members within the Youth Programme and also about the awards achieved?
- Is there a need to develop additional technical capacity to address the needs of specific groups (e.g. children with disabilities)?



J BUDGET CONSIDERATIONS



1 Key questions for investigating the current situation of diversity and inclusion

Cost of different diversity and inclusion interventions

1. What information is available on the costs of specific interventions aimed at addressing diversity and inclusion?
2. Are strategies being costed out?
3. Are they cost-effective and sustainable?

2 Guidance

It may be helpful to ask additional probing questions such as:

- What information is available on unit costs?
- Is analysis of each area of diversity within the budget possible, e.g. gender participation and disabilities?
- Is there a budget for capacity building in relation to diversity and inclusion?
- Do current budget allocations support diversity and inclusion?



Review the cost of the strategies being used

- Assess whether the strategies are cost effective and sustainable. Analysis should cover factors such as the costs of sustaining small Scout groups in rural areas, providing resources in minority languages, increasing leader numbers, necessary adaptations for children with disabilities, etc.
- Is information on costs available in specific budget lines (e.g. grants to Scout groups, financial support, leader and other adult training, and youth participation)?
- Have expenses been implemented as planned? If not, why not?
- Have the additional costs of including children currently not in Scouts been accounted and budgeted for?
- What funding gaps exist?
- What additional financial resources are required?

3 Preparing or revising your NSO/Scout plan

Assess how the budget reflects specific priorities

- What were the main findings of the stock-taking exercise?
- Do current interventions use funds efficiently?
- What are the projected resource needs?
- What additional financial resources are required to support identified priority interventions?



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