



**SCOUTS**<sup>®</sup>  
Creating a Better World

# **NSO Guide for developing a Diversity & Inclusion Strategy**





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October 2020

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# **NSO Guide for Developing a Diversity & Inclusion Strategy**

This resource supports National Scout Organizations in developing their Diversity and Inclusion Strategy. This was initially developed to support the Asia Pacific Workshop on Diversity and Inclusion held in the Philippines in June 2018. It has been funded as part of a regional initiative from the Messengers of Peace Project.



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# Introduction

This Diversity and Inclusion Handbook has been designed for the Scouting community of the Asia Pacific Scout Region. It is a valuable tool that recognises the rich diversity among the national scout organisations (NSOs) that make up the largest Scout Region of World Organisation of the Scout Movement. It offers insights into the Region, provides key definitions, and control measures to prevent discrimination in Scouting and encourage an inclusive approach. It has been developed to assist NSOs develop their own action plan.



## SCOUTING'S PURPOSE - what we do

The purpose of the Scout Movement is to contribute to the development of young people in achieving their full physical, intellectual, emotional, social and spiritual potentials as individuals, as responsible citizens and as members of their local, national and international communities.

## SCOUTING'S MISSION - why we exist

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 world where people are self-fulfilled as individuals and play a constructive role in society.

## VISION - where we want to go

By 2023 Scouting will be the world's leading educational youth movement, enabling 100 million young people to be active citizens creating positive change in their communities and in the world based on shared values.

## WOSM STRATEGIC PRIORITIES - how we will get there

- Educational Methods
- Youth Engagement
- Diversity & Inclusion
- Social Impact
- Communications & External Relations
- Governance and NSO support



# Diversity and Inclusion in Scouting

Scouting is an inclusive, values-based Movement and its membership is open to all young people and adults who accept our fundamental values. Respecting and valuing the diversity of the communities in which Scouting operates ensures that we maximise the potential of all young people and adults, by creating greater and better learning opportunities.

The World Organization of the Scout Movement (WOSM) continues its work towards ensuring that Scouting is open and accessible to all, better reflecting the composition of different communities and societies, and actively including all. Scouting should reflect the societies in which it exists and actively work to welcome all individuals without distinction. This diversity should not only be reflected in the membership, but also programmes Movement the methods and used

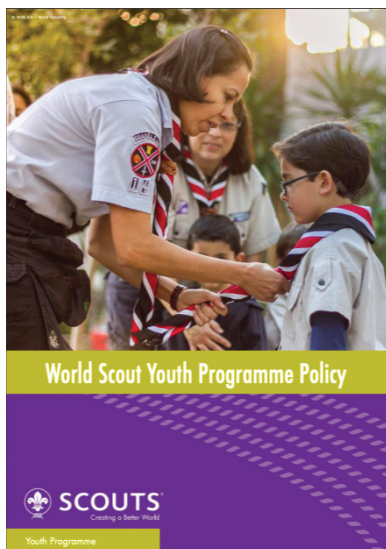
within the adult management systems and organisational structures to ensure they are inclusive and accessible to everyone. Our challenge is to develop and improve our programme and delivery approaches so that they are inclusive by design and not just by adaptation. We want to make Scouting more meaningful relevant by embracing everyone.

Recognising diversity in Scouting involves valuing and having regard for people who are different and using those differences to create cohesive and diverse local, national and global communities. These differences may be based on age, gender, ethnicity, race, socioeconomic status, philosophy, abilities and disabilities, language, religion, sexual orientation, geographical areas, experiences, health status and backgrounds.

Scouting should reflect the societies in which it exists and actively work to welcome all individuals without distinction. This diversity should not only be reflected in the membership, adult management systems and organisational structures to ensure they are inclusive and accessible to everyone. Our challenge is to develop and improve our programme and delivery approaches so that they are inclusive by design and not just by adaptation. We want to make Scouting more meaningful and relevant by embracing everyone.

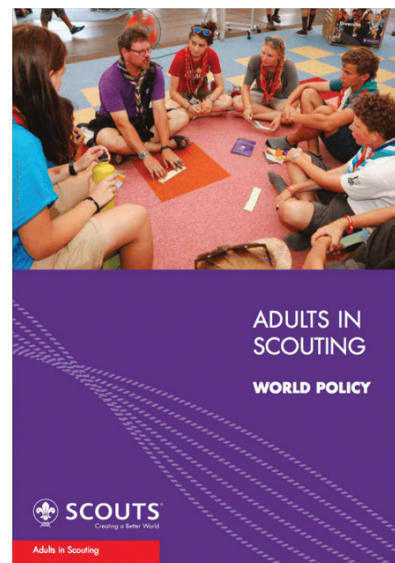
### **World Youth Programme Policy, 2015**

One of the principles of the Youth Programme is to “be open to all”. The Youth Programme should meet the needs of all young people and must be designed with the necessary flexibility to adapt to each society’s culture, society, economy, race, religious diversity and gender. It should also include people with disabilities.



### **World Adults in Scouting Policy, 2017**

The World Adults in Scouting Policy is underpinned by a clear set of values regarding the involvement of volunteers. Value 5 reinforces the need to be inclusive of all members, and to encourage, recognise and celebrate the diversity of its membership - adults and young people, and ensures that its membership reflects the composition of each of the local communities where Scouting operates. A special effort must be made to improve the diversity of adult leadership with a strong emphasis on inclusion (to offer Scouting to all segments of the society) in line with WOSM’s priorities. NSOs have a responsibility to identify and address any areas where their committees and other support structures do not reflect the composition of the local communities (e.g. different cultures, faiths and beliefs). It is only by doing this that Scouting will truly be available to all young people in each community.



# The Asia Pacific Scout Region



Scouting is a global youth Movement with over 50 million members worldwide, of which more than 30 million Scouts are part of the Asia-Pacific Region.

The Asia-Pacific Region is of vast proportions, stretching northward to Mongolia, southward to New Zealand, eastward to the island states of Oceania, and westward to Afghanistan. It also encompasses an enormous variation in climate and topography, from tropical to arctic, and from the Himalayas to coral reefs. The region also presents a great historical, cultural, and ethnic diversity as well as a variety of stages of political evolution and economic development.

The role of the Asia-Pacific Region is to support 29 member National Scout Organizations and several potential countries. The Asia-Pacific Scout Region Support Office of the World Scout Bureau of the World Organization of the Scout Movement (WOSM) is based in Makati City in the Philippines.

## National Scout Organisations of the Asia Pacific Region are:

1. Afghanistan National Scout Organization
2. Scouts Australia
3. Bangladesh Scouts
4. Bhutan Scouts Association
5. Persekutuan Pengakap Negara Brunei Darussalam
6. Cambodia Scouts
7. The General Association of the Scouts of China
8. Fiji Scouts Association
9. Scout Association of Hong Kong
10. The Bharat Scouts & Guides (India)
11. Gerakan Pramuka (Indonesia)
12. Scout Association of Japan
13. Kiribati Scout Association
14. Korea Scout Association
15. The Scout Association of Macau
16. Persekutuan Pengakap Malaysia
17. The Scout Association of Maldives
18. The Scout Association of Mongolia
19. Myanmar Scout
20. Nepal Scouts
21. Scouts New Zealand
22. Pakistan Boy Scouts Association
23. The Scout Association of Papua New Guinea
24. Boy Scouts of the Philippines
25. The Singapore Scout Association
26. Sri Lanka Scout Association
27. National Scout Organization of Thailand
28. União Nacional dos Escuteiros de Timor-Leste (UNE-TL)
29. Pathfinder Scouts Vietnam









# NSO Guide for Developing a Diversity and Inclusion Strategy

These guidelines have been developed by the Reaching out To All (ROTA) Workstream during 2014-2017 Triennium. These resources have been designed primarily for use by adult members in national scout organisations (NSOs) to guide as they work with their national, sub-national and local communities as well as people from different societies towards implementing strategies and approaches that enable scout organisations to become more diverse and inclusive. This resource can be used to encourage dialogue and assist with the planning, development

or review phases with a number of stakeholders, including youth members, parents, community leaders and other government and non-government organisations.

This guide has been developed to support the scouting leaders at the national, sub-national or local levels to work with other community members with 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 the gathering and analysis of data about areas of diversity and inclusion within Scouting.


### Ten focus areas are identified:

1. Accessing baseline data on participation
2. Identifying barriers to increase diversity and inclusion

3. Developing and implementing policies
4. Strategies that promote diversity and inclusion
5. Institutional arrangements
6. Supporting Scout Groups
7. Parental and Community Participation
8. Involving adults
9. Participation in the Youth Programme

### 10. 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.



For implementing these guidelines, a three-step approach is suggested.

- Step 1 (PLAN) highlights key questions to investigate the current situation regarding diversity and inclusion in a NSO
- Step 2 (DO) promotes more detailed questions for a detailed assessment of each of the ten specific focus areas
- Step 3 (ACT) suggests how to prepare or revise an NSO 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.

## HOW

The Working Group should comprise of Scouting personnel who work with other 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 or education departments, community groups with representation in areas of diversity and inclusion. It could be beneficial for the working group to strengthen the government dialogue on issues of equity and inclusion by inviting government officials from areas of Education, Social Affairs, Youth, Family, Health or 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 a work plan, timeframe, scope, costs, responsibilities, and division of tasks to complete this exercise.

It is suggested that

- a workshop be held with all relevant partners to introduce these 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 marginalized groups, to advise on data collection and identifying 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, and so on) through workshops, consultations, or questionnaires to assist collect information on target groups and identify their specific educational needs.

- 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.





# 1.

## ACCESSING BASELINE DATA ON PARTICIPATION

1. Key questions for investigating the current situation regarding 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 national, province/ district or local level).
2. Are there groups of potential youth members who are not accessing Scouting currently in your community?
  - Are both males and females represented in current membership appropriately?
  - 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:
  - Attendance at weekly meetings, attendance at camps, attendance at other events, specific training?
  - What are the completion rates to achieve the full progression/ "top award" for the section?
  - Are there clear differences among groups of youth members?

## 2. Guidance

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.

- Obtain baseline data (numbers of) members of each of the diverse groups of youths as well as adult volunteers. It is important to recognise that members of specific groups are more likely to join Scouting when there are adult volunteers from their “own” group.
- Use available Scout data on recruitment, retention, badges and awards, 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 and other NGOs on areas such as child labour; children with disabilities; girls’ education; street children; minorities; 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

Data should be presented and analysed for both national, district and local areas according to need. It is suggested 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 plan

Questions to consider

#### 1. Access- recruitment, 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, refugees etc.)?
- Are there any excluded groups that would benefit or already benefit 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?

## 2. Participation

- Are specific strategies required to extend the length of time any groups of excluded children and young people (e.g., girls, children with disability, ethnic minorities, refugees etc.) are involved in Scouting?
- Are there any current practices that disadvantage any groups that should be addressed (e.g. time of camps, major events)?
- Are there any practices within the Youth Programme that inhibits involvement of all youth members?

## 3. 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 information needed to inform on different groups of potential members?
- Is information available about the progression of youth members within the Youth Programme and about the awards achieved?
- Is there a need to develop additional technical capacity to address the needs of specific groups?



# 2.

## IDENTIFYING BARRIERS TO INCREASE DIVERSITY AND INCLUSION

### 1. Key questions about the current situation

1. What are the major factors affecting recruitment, membership, attendance, and participation (for three years or progression to the next session) by potential youth members?
2. Does the availability of trained adult leaders influence these factors?
3. Does gender influence these factors? Has a gender analysis of the membership and sections been undertaken?
4. 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?
- Has this occurred for each of the groups identified?
- If so, what were the results?
- How are attendance and drop-out rates monitored?
- What are the main causes of not continuing in the programme

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

#### ***Social factors***

- Poverty, and financial barriers, including direct, indirect, and opportunity costs of schooling
- Gender
- Specific biases e.g., toward girls, children living with or affected by HIV, children with disabilities, ethnic minorities
- Lack of identification documents/birth certificate
- Migration and mobility
- Prevalence of child labour on plantations, in industry, or the informal economy
- Health and nutritional status of children
- Conflict/ war situations

#### ***Scouting factors***

- Lack of youth programme materials
- Legal and policy barriers
- Lack of appropriate support for children with special needs

- What are the main barriers to completion and moving to the next section?
- What are the underlying causes of unequal participation for each of the groups?

- Quality of adult leaders training
- Availability of adult leaders and supporters
- The size of Scout programs
- Attrition rates of leaders and other volunteers
- Safety, violence, sexual harassment, bullying

#### ***Infrastructural factors***

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

### **3. Preparing or revising your NSO Plan**

Consider strategies to address the barriers identified.

#### **1. Access- recruitment, membership**

- What are the key barriers to recruitment and membership?
- Are current policies and strategies working to increase membership in diverse groups, and inclusion of all youth members?
- Which interventions show evidence of effectiveness?
- What changes are required in the current approach to recruitment and increasing membership?
- Have these possible strategies been considered for some or all members:
  - Abolition /sponsorship of membership fees
  - Reducing hidden costs such as uniforms and costs of activities
  - Seek community support
  - Support for getting youth members to the Scout program
  - Addressing stigmatizing attitudes in Scouts toward marginalized children



Targeted adult leader recruitment within specific groups

## 2. Participation in the Youth Programme

- What are the key barriers to youth participation in the Youth programme?
- What areas need to be addressed?
- Are current requirements and strategies working to increase on going 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?
- Are National Youth Programme changes required?
- Does the institution have the capacity to address issues of a diverse membership that is inclusive?
- Has consideration occurred of strategies such as:
  - Training of adult leaders, supporters and youth about inclusion Improving scout hall facilities
  - Providing clean drinking water and sanitation for boys and girls Ensuring that the Youth programme promotes inclusion
  - Targeted interventions for marginal populations and districts
  - 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 increasing diversity and inclusion?
- What capacity building or strengthening measures are needed in Scouting's management?
- Consider including these measures in a capacity building plan.

# 3.

## DEVELOPING AND IMPLEMENTING POLICIES

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

Provide and maintain an enabling environment

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

Are there clearly defined legislation or education sector policies in your country about groups such as:

- The right to education
- Inclusive education
- Gender and education
- Children living with or affected by HIV, and HIV in the workplace
- Children with disabilities
- Education and child labour
- Minorities and the language of instruction
- Early childhood care and education (ECCE) and vulnerable and disadvantaged children
- Children from extremely poor households
- School health and nutrition
- School safety, sexual harassment, and violence
- HIV workplace policy
- Teacher/staff codes of conduct

When were these policies approved/revised? Given Scouting is identified as a non-formal educative movement, are these applied to Scouting?

Are there any gaps in the policy provision?

How do policies reflect international commitments e.g., UN conventions on child rights, gender, disability, and child labour?

What mechanisms are in place within Scouting to ensure that policies are fully implemented as intended? Are the policies equitable?

Describe how Scout policies are disseminated and to whom.

Are policies available and communicated at Scouts and within the community level?

How is Scout policy implementation reviewed? How often?  
Are the policies working? If not, what needs to be done?

### 3. Preparing or revising your NSO Plan

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

#### 1. Access- recruitment, membership

- 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?

#### 2. Participation in the Youth Programme

- 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 youth

#### 3. Outcomes and Impact

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

# 4.

## STRATEGIES THAT PROMOTE DIVERSITY AND INCLUSION

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

Consider the effectiveness of current interventions

1. What strategies are currently in place to increase membership and participation for 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 cease?

### 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 strategies?

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 programs and follow up
- Implementing measures such as reducing or abolishing fees
- Flexibility in the Scout calendar
- Scout hall construction and refurbishment
- Targeted interventions such as scholarships for girls, travel subsidy

- What are the success rates of targeted interventions?
- Have any objectives or targets been set to increase diversity and inclusion? Are these appropriate?
- To what extent are the current strategies supported by clearly defined policy?

- Incentives for leaders and other adults to volunteer.

#### Participation

- Reviews of the Youth Programme personal progression scheme and badges, resources and guides to consider how gender, disability, HIV, 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 scout leadership
- Leader and Adults in Scouting education on diversity issues and inclusive education

#### Outcomes

- Programme meets needs of young person
- Greater community mobilization/participation in Scouting

### 3. Preparing or revising your NSO 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 that leave



### Participation

- Reviews of the curriculum, textbooks, and teachers' guides to consider how gender, disability, HIV, and other issues relevant to diversity and inclusion are addressed and to eliminate bias
- Creation of an inclusive Youth Programme
- Ensure programs reflect needs of 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 assist grow incentives for disadvantaged/remote Scout Groups communities
- Community awareness raising on diversity issues
- Community mobilization/ participation in scout program



# 5.

## INSTITUTIONAL ARRANGEMENTS

(Beyond local group and up to and including national levels)

### 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?

### 2. Guidance

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

- Has any capacity assessment of the NSA or NSO been undertaken regarding diversity and inclusion?

- Undertake a capacity assessment
- This should assess the effectiveness of current institutional arrangements to address diversity and inclusion issues at: central, and local district levels?
- Map those areas responsible for ensuring diversity and inclusion. How is this reflected in their terms of reference/mandates? How is progress in diversity and inclusion reported to the national body?
- Identify any critical gaps in capacity to address diversity and inclusion, including in institutional arrangements and technical areas (gender, disability, ethnicity, HIV, etc.).
- Who is responsible for managing diversity and inclusion strategies at central and other levels?

- How diverse is the group of national leaders/Scouting personnel? Is there a policy to improve diversity on national level?

- What support services are available to support scouting in these areas e.g. welfare, health links, child safety?

- What training is available to national leaders and senior personnel on these issues? Consider private and public providers.

- Assess current institutional arrangements for monitoring diversity and inclusion. Where they exist, their effectiveness?
- 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 for the sector?
- Outline links exist with community groups that support diversity and inclusion

## 2. Guidance

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

- How are scout groups managed so that they can include vulnerable and disadvantaged members? Are current arrangements effective? What needs to be changed or improved?

### Strengthen institutional arrangements

- What institutional strengths and weaknesses were identified in the stock-taking exercise?
- What institutional strengthening is required at central and other levels of Scouting?
- What 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, local group)?
- Have key indicators to monitor diversity and inclusion over the plan period been selected?

- Is Scout group management an issue? What additional support can be provided? What additional measures are required?

- Is bullying, 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?

Examples of targets or indicators are:

- Equal access to and membership in Scouting of children and youth regardless of background
- Equality in the Scouting process by all children, regardless of background
- Equality in participation levels regardless of background
- Increase in Scout membership and attainment by target groups
- Increase in number of targeted children receiving Scouting
- Percentage of leaders and other adults in Scouting trained in diversity and inclusion

# 6.

## SUPPORT TO SCOUT GROUPS

### 1. Key questions for investigating the current situation of 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 those youth from vulnerable settings?
3. How are leaders and other adults in Scouting involved in groups trained in diversity and inclusion issues? What ongoing support and supervision do they receive?

## 2. Guidance

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

- How are scout groups managed so that they can include vulnerable and disadvantaged members? Are current arrangements effective? What needs to be changed or improved?
- Is scout group management an issue? What additional support can be provided? What additional measures are required?
- Is bullying, 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 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?
- How diverse is the group of local leaders and other adults involved in Scouting?

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

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

### 3. Preparing or revising your 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 youth and adults
- Chaplaincy and counselling services
- 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, disaster- affected communities, etc.
- Access to Guidelines/handbooks on scout activities

Outcomes

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

# 7.

## PARENTAL AND COMMUNITY PARTICIPATION

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

#### Community participation

1. How are children, youth members, 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 scout parents and communities involved in 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?

#### Assess current status of parental and community involvement in Scout Groups

- Identify barriers to inclusive parental and community participation.
- Consider how Scout Groups enable the participation of youth in their full youth programme, including district and national and international activities.
- How effectively do Group Committees support diversity and inclusion in their scout group?
- Are young people encouraged to participate as fully as possible in local group initiatives
- How effectively does the local scout group work with community-based organizations and local NGOs to enable full participation in the Youth Programme.

- Are parents, leaders and communities made aware of relevant issues such as children with disabilities, HIV, child labour, health and nutrition etc.?

- Do Group Committees include children and adults from marginalized communities?

- Are youth in need encouraged to attend events and activities outside the local group

- Are activities occurring which, promotes co- curricular or extra-curricular activities which promote diversity and inclusion?

Assess current status of parental and community involvement in Scout Groups

- Identify barriers to inclusive parental and community participation.
- Consider how Scout Groups enable the participation of youth in their full youth programme, including district and national and international activities.
- How effectively do Group Committees support diversity and inclusion in their scout group?
- Are young people encouraged to participate as fully as possible in local group initiatives
- How effectively does the local scout group work with community- based organizations and local NGOs to enable full participation in the Youth Programme.

### 3. Preparing or revising your 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 Group Committees be strengthened and have more representatives of disadvantaged families, e.g., through training, advocacy, etc.?
- What interventions are required to strengthen the participation of youth members in the affairs of the scout group?
- What local knowledge and existing community practices can be used to strengthen participation?

#### Outcomes and Impact

- How will the involvement of youth members be monitored?
- How can the impact of this be measured?



# 8.

## INVOLVING ADULTS

### 1. Key questions for investigating the current situation of 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 parts of their community?
2. To what extent are leaders and adults in Scouting inclusive and equitable in their practices?
3. 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 by women and men as leaders, who reflect the diversity of the local community?

Undertake an assessment

- Consider recruitment, deployment, and retention patterns.
- Do all position descriptions reflect a commitment of diversity and inclusion
- Assess the status of training undertaken by adults to promote inclusion and diversity. 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 such as:
  - Gender
  - HIV
  - diversity and inclusion
  - Disability
  - Sexual harassment

- 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?
- What percentage of leaders are male? Female?

- Are leaders encouraged to:
  - Work together in teams
  - Use the scout method
  - Cooperate with parents
  - Involve youth members in decision making
  - Cater to the needs of all members
  - Ensure safe and welcoming environments
- What support do Commissioners and other supporters provide to leaders working in groups to improve inclusive practices?

### 3. Preparing or revising your scout plan

Identify strategies to support leaders in groups to improve quality youth programs

#### 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 programs need to be revised to address equity and inclusion at:
  - Basic training level
  - In-service training level
  - Wood Badge training level
  - Continued on-going training?

## Outcomes

- Consider any changes needed in 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 AIS policy

# 9.

## PARTICIPATION IN THE YOUTH PROGRAMME

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

#### Youth Programme quality and implementation

1. Does the content of the Youth Programme support diversity and inclusion at each level?
2. Is the Youth programme being implemented as intended?
3. Are young people being involved in the planning, doing and reviewing of their programme?
4. Are there processes in place to assist the young people 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, and other aspects of diversity? Review the youth programme to identify selected equity and inclusion issues such as gender and ethnic stereotyping.
- How does the curriculum promote tolerance and human rights?
- Is the content of the Youth programme relevant to the needs and future of all youth members?
- Does the Youth programme allow variation for local needs?
- How are special needs addressed?

### Assess the Youth Programme

- Consider if the current national provided Youth Programme meets the needs of all groups of young people in the community?
- Does the Youth Programme include areas such as:
  - Health and nutrition education
  - HIV prevention education
  - Life skills education
  - Leadership
  - Human rights education
  - Gender and relationships education
  - Visions/goals of economic and social development
  - Youth involvement in decision making
- Do required materials address the needs of youth members including those with disabilities, e.g., visual impairment?
- Is the Youth Programme sufficiently inclusive? Are any groups underrepresented or omitted?
- 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 scheme and badges provided
- How is progress and overall progress monitored?

### 3. Preparing or revising your scout plan

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

Interventions may include:

#### Access

- Curriculum revision (e.g., to address gender, HIV, etc.)
- Materials available in appropriate formats

#### Participation

- Guidelines on local adaptation and flexibility of the national Youth programme
- Resources supporting areas are available
- Supplementary materials are available
- Instructional materials/visual aids in alternative formats
- Equipment for scouts with special needs

#### Outcomes and Impact

- Adoption of standards for diversity and inclusion
- Consistency of approaches
- Local responses to youth needs
- Improvements in instructional processes
- Informed youth involved in decisions and programme content

# 10.

## 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 about the costs of specific interventions aimed at addressing diversity and inclusion?
2. Are strategies being costed?
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, disability?
- Is there a budget for capacity building in relation to diversity and inclusion?

Review the costs of the strategies being used

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

- Do current budget allocations support diversity and inclusion?

- What funding gaps exist?
- What additional financial resources are required?

### 3. Preparing or revising your 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?

# Acknowledgement

These guidelines were developed by the Reaching out to All (ROTA) Workstream during the 2014-2018 Triennium. Mr Peter Blatch, Member of the World Scout Committee, compiled the contents of this handbook as guide for action planning of National Scout Organizations in the Asia-Pacific Region.

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 UNEG 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 Labor and EFA, the EFA Flagship on the Right to Education for Persons with Disabilities, and the EFA FTI Secretariat.



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October 2020

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