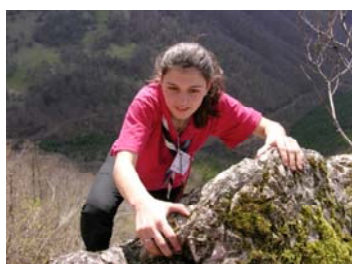


The Gender Toolkit



SCOUTS®
Creating a Better World

Youth programme



During the triennium 2004-07, WOSM - European Region placed a special emphasis on assisting NSOs in ensuring that their youth programmes correspond to the needs and aspirations of both girls and boys.

A major research project on gender education, organized in cooperation with the World Scout Bureau and the University of Oslo, was carried out by a specialized researcher and this toolbox is a direct outcome of the recommendations from that study.

The publication of the toolbox is the result of numerous leaders who participated in workshops at the 3rd (Slovenia) and the 4th (Luxembourg) European Scout Forums on Youth Programme and Adult Resources and the Gender Study Session in Geneva.

The tools have been compiled by the members of the Youth Programme Development Unit, under the coordination of Esa Kuusela (Finland).

Feed-back and comments have been received from the members of the European Youth Programme Network, the European Scout Committee and the executives of the World Scout Bureau – European Regional Office.

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Introduction

Nowadays most European national scout organisations are open to both boys and girls. The mere acceptance of boys and girls to the same association does not guarantee that the needs and aspirations of both are taken equally into account. Indeed it requires a thorough, full evaluation of the national youth programme to find out whether or not coeducation is applied in a balanced manner.

The aim of this toolbox is to help National Scout Organisations to evaluate their youth programme from the viewpoint of gender balance. The content of this toolbox is directed to the people who are responsible for the youth programme at national level. For further description of gender balance, please read the fact sheet “Gender Balance”.

The scope of this toolbox is the evaluation, from a gender perspective, of the existing youth programme. Evaluating the programme development process is not considered here. Instead the outcome of the gender balance evaluation could be seen as input to further programme development.

- 🌐 Tools to demonstrate gender issues for a group of leaders
- 🌐 Tools for evaluating the dissemination of the programme
- 🌐 Tools for evaluating the implementation of the programme

WOSM Strategy

Strategic Priority “Girls and Boys, Women and Men”

The aim of this strategic priority is to identify the support and tools required to help National Scout Organizations (NSOs) offer equality of opportunity to girls and boys, women and men at all levels in Scouting. This should offer new opportunities for everyone and, through an increase in youth membership and adult leadership, result in a more even balance in the male/female ratio in associations.

Does the Movement take the needs and aspirations of both girls and boys into account when designing the educational programmes?

Are adult leaders able to carefully observe and analyse what is really happening in the field?

Are they keen to improve their current practices to ensure that each individual girl and boy is given opportunities to develop him/herself fully?

Tool 1

"I think girls are more afraid of things. For instance, a boy leader, if he is leading a patrol, he sees a dark road and he keeps walking normally, with no problems..."
Paulo (14),
Portugal

*"We are strong, we are rough,
We are the ones with the quills
Sonny, you are just too blue,
Disgusting!"*
Patrol shout,
Denmark

The Status of Activities

This tool consists of an exercise that can be performed by a group of leaders in 30 minutes. The aim is to study possible gender imbalance in the hierarchy of different Scout-related activities.

Background

It could be hard to recognise that the aspirations of boys and girls have sometimes a different weight in Scouting. For example: it is not far-fetched to assume that sometimes leaders might think that "Scout activities" are something that actually motivate more boys than girls.

How to use

As preparation, a clean copy of the table "typical Scout activities" should be given to each participant. The introduction of the exercise could be as follows:

- Each participant should spend 10 minutes to fill (alone) the given table, starting from the first column.
- In the first column, write different typical Scout activities (for example, one could think about typical summer camp and what the Scouts do there).
- As a second phase, the participant should fill the other columns regarding the activity in the first column:
 - o In "*personal preference*" one should write whether he/she likes it – thus the possible choices here are high, average, and low.
 - o In "*status*" one should try to estimate is the overall status of this activity in his/her scouting culture high, average, or low.
 - o In "*frequency*" one should estimate how often this activity is performed (e.g. every day, once per summer camp, few times per year very seldom, etc.)
 - o In "*preferred by boys or girls*" one should write his/her personal opinion whether more the boys or the girls like this activity. The possible choices here are boys, girls, or both.
 - o In "*symbolic gender*" one should write whether in his/her culture the activity is associated to one of the genders. The possible choices are feminine, masculine or none.

After filling-in of the individual tables, results could be tabulated to a single table where one dimension is formed by answers to 2nd, 3rd, and 4th column and the other dimension by answers to 5th and 6th column (see the example of such a table). Totally six different tables could be produced, but it might be enough to produce one or two selected ones.

Activity	My preference	Frequency	Boys/girls preference	Status	Symbolic gender
Pioneering	High	On every camp	Both	High	Masculine
...					
...					
...					
...					



Interpretation of results

In the light of previous studies, the expected outcome is that answers in column 2, 3, and 4 are clearly correlated to the answer of columns 5 and 6. This is evident if the total number of cases in top-right and bottom-left corners is much larger than the cases in the other two corners (or vice versa).

Another thing to look for is if there is a difference between the answers of female and male leaders or if there is a difference on how “programme activities” and “maintenance activities” are situated in the final tables.

Note that it could be hard to fill the table objectively.

Hints

- You can also construct the list of possible activities beforehand or do it together with all the participants.
- An alternative way of using the tool is by splitting the group into two parts. After giving the same set of activities to both groups, the task of the first group is to fill the three first columns and the task of the second is to fill the last two. In this case it is not possible to evaluate the result individually, but the result could be more objective.
- It might be good to collect comments.

		Status / Personal Preference / Frequency		
		High	Average	Low
Gender	Girls			
	Both			
	Boys			

“You should learn to control yourself. If you know that you cry easily or are scared of something, I mean, of course it is OK to be scared, as long as you don’t go like ‘no, I don’t dare do this, eeech!’.”

Maria (15), Denmark

Tool 2

Areas of Personal Growth

This tool can also be used individually or as group work. If worked with a group, the group is first divided into two parts. The aim is to find out how leaders are prepared to support the educational objectives of each area of personal growth. It takes about one hour.

Background

In scouting the educational objectives can be divided into six areas of personal growth (physical, emotional, social, intellectual, spiritual, and character). They should all have equal weight, but it is not entirely clear how local leaders rate them or if they are able to support the development of each equally. This becomes a gender issue if the preferences and skills follow the traditional male and female virtues (e.g. in most societies physical ability is connected especially to male while emotional skills are thought to be female).

How to use

Give the following assignments to two groups.

Group 1: Based on (certain) programme material, consider the different areas of personal growth. Are they all equally important, or are there differences? How does the current programme material support them? What is your overall feeling about the handling of each area? Are the objectives presented clearly? Do some areas get more emphasis than others? Does the material help local level leaders to reach the objectives? Finally, identify a few activities proposed in the programme material related to each area of personal growth. Are they suitable for both genders? Do you think that boys and girls like them equally?

Group 2: Based on your own personal experience in implementing the Youth Programme, consider Scouting activities related to different areas of personal growth. Are there some areas where implementing high quality activities is, in general, hard? From your own experience, list a few activities for each area that have been a success when implemented. Were these activities more suitable for boys or girls? Can you remember whether the programme was liked?

Ask the group also to be critical of the current situation: Do the different areas of personal growth really have the same weight in programme materials or in the actual activities? Within each area of personal growth, is there a difference in whether activities, proposed in the material or those that are actually realised in the local unit, are more suitable for boys or for girls? To combine the result of the two groups, consider one area at a time and list activities proposed by the programme and those that have been successfully implemented. Is there a general difference? Are the proposed or implemented activities more suitable for boys or girls, or do they have a symbolic gender?

Interpretation of the outcomes

Most probably, gender related findings will be in the Physical and Emotional growth areas. While the first is often well covered the other could have much less emphasis, both in programme materials and in the actual activities happening in the local units.

"You know, the boys are quite nice, but they are also so stupid. They just have this image of you until you do something."
Maria (15),
Denmark

"I still remember one girl who asked why there was no TV in the tents"
Hugo (13), Portugal

Tool 3

Evaluating the Materials

This tool is intended to help the evaluation of the gender balance of existing programme materials.

Background

If a National Scout Organisation is open to both boys and girls it generates certain requirements for the dissemination of youth programme. First of all, there has to be readily available introductions on how to organise co-education: Co-education does not mean just that boys and girls are put together, but requires that the forms of Scouting takes account of the special needs of both genders and also makes sure that resources are divided evenly between them. Another matter is that the programme itself has to be suitable for both genders, meaning that the educational objectives should take account of the different needs and development of boys and girls, and that among the proposed activities there are subjects and methods that interest equally both genders. Finally, it is important that the non-verbal image the programme materials provide is in line with the ideas described in the text.

How to use this tool

To get through the process described in this tool, one needs the most important programme material to hand and a few hours of time. It is recommended to do the evaluation process alone, but due to the subjective nature of the evaluation, it might be a good idea to let several people do the same evaluation and discuss the outcome together.

Before starting the actual evaluation, one should decide what the essential pieces of the programme material are. The essential materials are those that the local level leaders use during the basic training or use constantly while working with the Scouts. The most important programme material could for example be the leader's handbook, but could also include other materials. On the other hand, it is important to exclude all material that is not really widely in active use. It might be reasonable to restrict the evaluation to the material of one age section at a time.

To evaluate the gender balance of certain programme material, at least the following points should be considered:

How the material supports coeducation	Without promoting any particular way of organising co-education, it is surely important to instruct the local leaders about that. One should evaluate the programme material to find out how easily the information is available and if it is really covering all the issues of coeducation.
How well the factual description of activities is balanced	The programme material should take account of the different needs and aspirations of girls and boys. While discussing about educational objectives, it might be necessary to discuss the difference between the development of boys and girls. There should be enough activities that interest both boys and girls.
Is the non-verbal message of the material balanced?	The overall image of the programme material should also give an impression that Scouting is equally suitable for both genders. This means how often boys and girls are referred to in the examples and how they appear in the illustrations. It could be that the appearance of one sex is much more frequent than the other or that one sex is described in more active tasks or that the description reflects the traditional division of labour.

To do the actual evaluation, the following form might be helpful. One should consider it tentatively and it might be necessary to change it to better correspond with the structure of the material.

"If the boys stopped having these images about these perfect bodies... I mean, Scouting isn't about that, it isn't about that at all! It is about becoming friends, it is not about becoming sweet-hearts. That is really not the reason for joining."
Maria (15),
Denmark

"If five nice girls joined our patrol ... Can you imagine what a mess?"
Karol (14) Slovakia

I. Support for co-education:

Availability of co-education support

Is co-education handled in the primary support material for the age-section? (e.g. the leader's handbook for the age-section)	Y ☐ N ☐
How many pages are dedicated to co-education? (__out of __)	
Is co-education mentioned in a table of contents?	Y ☐ N ☐
Is co-education mentioned in the index?	Y ☐ N ☐
Are there any cross references to co-education (e.g. when patrol system is described)?	Y ☐ N ☐

Organising co-education

Does the material describe the NSO's recommendation on how co-education should be organised at local level? (If NSO does not have a recommendation, the answer is no)	Y ☐ N ☐
Does the material describe how girls' and boys' development differs in the age-section?	Y ☐ N ☐
Does the material describe how aspirations of boys and girls differ?	Y ☐ N ☐
Does the material tell how the difference between boys and girls should be taken into account in education?	Y ☐ N ☐
Does the material describe how the patrol system should be organised taking the co-educational aspect? (e.g. are there recommendations related to mixed-sex patrols?)	Y ☐ N ☐
Are there examples of how to provide for co-education?	Y ☐ N ☐

II. Balance of the described youth programme

Educational objectives

When the educational objectives are presented, are the possible different needs of boys and girls discussed?	Y ☐ N ☐
Do the educational objectives take into account the different development characteristics of boys and girls?	Y ☐ N ☐
Does emotional development, often considered as feminine, get the same weight as physical development, often considered as masculine?	Y ☐ N ☐

<i>Proposed activities</i>	
According to your judgement, are the activities equally interesting for boys and girls?	Y ☐ N ☐
Is there indication in the programme material, whether certain activities are interesting for boys or girls?	Y ☐ N ☐
How many activities are clearly more interesting for a typical boy than for a typical girl?	-----
How many proposed activities are clearly more interesting for a typical girl than for a typical boy?	-----
Considering activities highlighted by examples or pictures, how many are more interesting for boys?	-----
Considering activities highlighted by examples or pictures, how many are more interesting for girls?	-----
Is there an equal amount of activities that are suitable for boys and for girls?	Y ☐ N ☐
Are there any guidelines as to which means of implementation are more suitable for boys and which for girls?	Y ☐ N ☐

III. Non-verbal message

<i>Examples</i>	
Counting the examples in the material, how many references to boys could be found ___ and how many references for girls ___?	-----
How many times boys do appear in the illustrations of the material?	-----
How many times is the boy doing something active?	-----
If there are illustrations of particular importance (e.g. cover picture, in badges etc.), what is the number of boys in these illustrations?	-----
How many appearances of girls are in the illustrations and pictures of the material?	-----
How many times is the girl in the figure doing something active?	-----
If there are figures of particular importance (e.g. cover picture, in badges etc.), what is the number of girls in these illustrations?	-----
Considering all illustrations, are activities of boys and girls following traditional male and female tasks?	Y ☐ N ☐
Are girls more often than boys pictured as doing supportive or maintenance tasks (like cooking)?	Y ☐ N ☐

Use Existing Statistical Data



The intention of this tool is to give some ideas on how to use the data that the NSOs already have from the activity of the local groups, to get information about the gender balance of the implementation of youth programme.

Background

NSOs have already a lot of information about the activities of local units. The original purpose of such data is probably something different, but some of it could also help in getting a clearer picture about the gender balance of the programme. In general, statistical data is often good to show general imbalances but it is much harder to find reasons for the apparent imbalances.

How to use

First task is to find out what is the useful statistical data your association is collecting. This could include for example: **membership data, annual activity reports or badge sales statistics.**

There might be others too. In order to be helpful, the data has to be readily available without too much additional work and it has to be able to show difference between genders either directly or indirectly.

The second phase is to find out the relevant questions whose answers could be taken from the data. It might be possible to find out differences in how boys and girls join or leave the movement or see differences in their activity. On the other hand it could be instructive to try to find out if the statistical data is corroborating the gender issues mentioned in the fact sheet.

Some examples of data that might be available and some examples of questions that they might answer:

Membership statistics

- What is the ratio between male and female in the organisation?
- Is the gender ratio the same in all age sections, or are there significant differences?
- Is there a difference among the new members (gender-wise)? Is there some typical age to join and is this different for boys and for girls?
- Is there a difference in the average time the boys and girls stay in the movement? (I.e. what is the ratio between the number of all members and the number of new members?)
- What is the ratio between male and female leaders? How about leaders in the different age sections?

Activity report of local groups

- Is there a difference in the activity of boys troops and patrols and girls troops and patrols
- Do the girl- and boy-patrols differ in size and do they have the same amount of recourses to use?
- Are certain activities more strongly related to one gender than the other?

Badge sale statistics

- Among the badges that have fixed requirements, is there a correlation between the sales figures and whether the content of the badge is more related to male or female activities?

There are surely people in each association who are familiar with reading statistics as well as those who have collected the statistical data. Discussing with them is crucial.



"Some girls are too sentimental. Someone says something and they are offended. They cry a lot. A boy needs to be careful what he says when he speaks with a girl..."
Maros (13),
Slovakia

Gender Balance Fact-sheet

Introduction

As every Cub Scout knows, the Scout movement started as a boys-only movement. Since then the trend has been towards a situation where girls and boys can participate in Scouting equally. Currently the situation in the European Region is such that a large number of national associations is open to both genders.

The 35th World Scout Conference (South Africa, 1999) declared the world organisation's commitment

- to the fulfilment of its educational purpose: to contribute to the education of young people, females and males, as equals and on the basis of the needs and aspirations of each individual,
- to the principles of equal opportunities and equal partnership,
- to reach, in societies where mixed gender relations are the norm, a situation where gender equality is a reality in terms of youth programme, adult resources, management and all other aspects of the Movement at all its levels.

This declaration requests national organisations that are open to both girls and boys – like most of the European associations are - to take account of co-education in the development, *delivery and the implementation* of the youth programme.

Gender Balance in European Scouting

In order to start the evaluation of the gender balance in the European Region, five Scout troops in four different countries were studied in 2001 using the general gender research framework². The aim of the study was to map out different ways the gender balance is not reached in European Scouting.

In general, the gender balance is considered to be inside two different ideas: a complementary of genders and equality of genders.

- **Complementary of genders** means that women and men are fundamentally different and complement each others. The ideal situation is where the different needs of both are *recognized*.
- On the other hand, the **equality of genders** means that both genders have an equal importance and value. When fully realised, the equality means that resources are evenly *distributed* between genders.

Within these two frameworks the question of gender balance can be set in the following way: are the differences of males and females fully recognised and are they taken into account with the same emphasis? And are the resources distributed evenly between men and women?

"The boys arrive and they want to do something simple. The girls don't. They impose their little opinion – no, I have to do this, and this, and this."
Hugo (13), Portugal

Study Findings

The following versions from the ideal gender balance were observed:

Imbalance in the male and female way of Scouting.

The traditional male roles define the norm in Scouting and the feminine way of Scouting is not recognised or defined. Among the young people the boys can be assumed to be 'better Scouts' than girls or the girls believe that they have to work harder to get the same acknowledgement as boys. Leaders communicate more with boys and consider working with boys to be more rewarding or challenging than working with girls. Additionally, the performance of girls is often underrated and they are given less opportunities to get leader positions than boys.

Imbalance of educational objectives

Certain dimensions of personal growth get more attention than others. Apparently the dimensions closer to traditional 'male virtues' get a higher status (like physical or intellectual) compared to those closer to traditional female virtues (like emotional).

Gender imbalance in activities

Scouting activities that are related to male traits or resemble closer the aspirations of boys gets a higher status (are considered by leaders more important, more resources are used to carry them out, etc.).

Support of traditional gender tasks

In mixed groups or patrols the division of labour obeys the traditional gender borders. This is maintained both by leaders and by the young people themselves. Spectacular, 'high profile' tasks are typically given to boys while boring, invisible, tasks are given to girls. If there are several activities to choose from, boys usually make their choice first and girls choose the ones that are left.

Co-education benefits are assumed to be asymmetric

Girls are supposed to benefit from co-education since it opens them to a possibility to participate in 'boyish' activities. Meanwhile the activities that are related more to the aspirations of girls are left to occasions where girls are alone. Boys' benefit from co-education is sometimes assumed to be restricted to the balancing effect the girls have in the mixed group.

Different symbolic values of genders

In the language used in Scouting the words related to male have more positive connotations than their female counterparts e.g. consider 'boyish' vs. 'girlish'. For a boy being called 'a girl' is an insult while if a girl is called 'a boy' it has a positive connotation.

Due to the nature of the study, these findings are mostly related to the local implementation of the programme. Their dependency on the design or the development and delivery of the youth programme is not always clear. The universality of the findings or their relevance to a certain National Scout Organisation is not clear either. The study merely points out possible problems. The evaluation of the youth programme is clearly a task of each National Scout Organisation. This should include the evaluation of the programme design, its delivery and implementation.

¹http://www.scout.org/wse/conf99docs/ConfDoc09_E.pdf

²<http://www.scout.org/wsrc/II/docs/gender/GenderReport01.pdf>



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