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The Interamerican Symposium  
on Diversity and Inclusion



# INCLUSION

# DIVERSITY

SPECIAL EDITION

BOLETÍN OFICIAL - OFFICIAL NEWSLETTER

## MUNDUS NOVUS



REGIÓN SCOUT INTERAMERICANA  
INTERAMERICAN SCOUT REGION



# SCOUTS®

Creating a Better world



SCOUTS®  
du Canada



**Raúl Sánchez Vaca**  
REGIONAL DIRECTOR  
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**T**he 40th. World Scout Conference, held in Slovenia in 2014, established the new strategy for Scouting. This strategy includes 6 priorities on which the Movement must place special emphasis during the next three year periods to ensure the achievement of Vision 2023:

By 2023, Scouting will be the world's leading educational youth movement, allowing 100 million young people become active citizens creating positive changes in their communities bases in their shared values.

One of them is called Diversity and Inclusion.

It was decided to include, among all others, because Scouting in their desire to reach more young people, must take into account the society it serves, is increasingly diverse and therefore must be inclusive in its educational proposal.

That is why the Youth Programme Area of the World Scout Bureau Interamerica Support Centre, Panama City., decided to conduct the first Symposium on Diversity and Inclusion in Scouting to address this interesting issue and above all, learn from those who already do something about it and have experience to share. Global organizations that have a presence in Panama City could convey their experiences and help us achieve better understand of the subject and especially to address it in the a better way.

People who are further away from what we call "civilization", in our rural and indigenous communities and people with disabilities are examples of groups that also deserve scouts and we need to include them all in our search for Creating a Better World



## THE INTERAMERICAN SYMPOSIUM ON DIVERSITY AND INCLUSIÓN

**F**rom the 18 to the 20th of September of 2015, the Interamerican Symposium on Diversity and Inclusión was held in the City of Knowledge. This was the first time that the Interamerican Scout Region had organized an event to discuss these important issues.

Attending the Symposium were 29 persons representing 17 - 22 National Scout were Organizations (NSOs), 1 member of the Interamerican Scout Committee, one representative of the European Scout Region and 5 members of the staff of the Regional Office. We also had the participation of 13 exhibitors from 10 organizations from different countries in the region as panelists during the symposium.

The participants were from the NSOs: Argentina, Aruba, Belize, Brazil, Canada, Colombia, Costa Rica, Curacao, Dominican Republic, Ecuador, El Salvador, Grenada, Honduras, Nicaragua, Panama, Peru and Venezuela.

During the Symposium the following topics were covered: From welfare to inclusion, a rights issue; Integration of inclusion as educational concepts, approaches and experiences; Development of resilience; The game as a strengthener of inclusion; Diversity, participation and quality of life; Latin American trends in formal education and leisure for people with disabilities and the socially vulnerable; Inclusive policies in Scouting - Experience of the European Region; NSOs experiences in inclusion and diversity; An international view - Policies, practices and experiences in America.

## FROM **WELFARE** TO INCLUSION: A MATTER OF RIGHTS



**Jorge Fernández**  
Catholic Migration  
Comision Foundation  
Argentina



**W**elfarism: Sees people as passive objects of the actions of others. It refers to a question of help. It occurs in a scenario where there are contradictions and clear needs, interests, etc. In Scouting we provide material aid within a framework of need or where conflict exists.

**Inclusion:** It is to see people as individuals with rights. This means ensuring the full enjoyment of rights. We have to remember that citizenship brings us to the full exercise of rights.

The challenges of today's world require the empowerment of people, so we need to rethink as humanity and as a Movement to understand the asymmetries in these times to combat them. We are a region at different stages of development and therefore the opportunities for children to be scouts are not the same. Scouting must be functional to the social and political system of the time.

In our region, the right to education is still pending issue and this is where Scouting can make a great contribution.

It is necessary to ask:  
Inclusive for what and for whom ?, how inclusive we are and want to be?

Being inclusive requires:

- Have a vision from the Scouting which promotes all rights.
- Understand that you learn when rights are exercised.
- The development of activities linked to educational objectives related to citizenship from the Youth Programme.
- Citizens need to understand the full exercise of rights. It is linked to the political, social and legal framework context.
- Become actively engaged in public spaces to be included.
- Review the educational objectives and the Educational Project with a rights approach.
- The revision of the system of training and volunteering. We must focus more on training adult volunteers in social and development issues we have in this changing world.
- Develop skills to face the "bullying", diversity, migration, etc.
- Getting involved in the global agenda. (Eg Millennium Development Goals, Sustainable Development). We cannot and should not be absent from involvement in these issues.
- Rethinking national structures to be recognized as agents of social change.
- Establish permanent links with other organizations.
- Moving from practices of temporary assistance to others that promote development.
- Taking away the image of the young as a passive recipient and move to the image of the young protagonist of the programme.
- View adults as support and active volunteers.

## PANEL OF EXPERTS: INTEGRATION EDUCATIONAL INCLUSION. CONCEPTS, APPROACHES AND EXPERIENCES.



**Xenia Mas de Vergara**  
Fundación Caminemos Juntos  
Panamá



**E**ducation: A socialization process where learning and knowledge are assimilated. It is a training designed to develop the intellectual, moral, spiritual, emotional, social and physical abilities of the individual.

**Disability:** Any deficiencies or difficulties preventing the development of daily and routine activities as other individuals, that are not complicated. They may be disorders in physical or mental capacities.

We may be similar but not identical. Therefore, our needs must be addressed and considered from a diverse and plural perspective. Reform must provide for inclusion as equality of opportunity: society as a whole must make the necessary reforms so that people with disabilities can access all services. We must consider that every time an adaptation is made for working with disabled people, the entire society benefits and life for everyone becomes easier.

The integration implies:

- Make decisions at the national level, political will.
- Make goals and actions as an organization in the face of diversity.
- Making changes and modifications in content, approaches, structures and strategies, with a common approach.
- Understand that each person has different needs. You have to study each case and make individual changes as necessary.
- Let there be consistency of terms and concepts and have no subjective data

**D**iversity should not be perceived as a problem but as a challenge and an opportunity to enrich the forms of teaching and learning.

It is not true that to have inclusive education we must first prepare the framework. That's an attitude block. Inclusion should be used as an opening at and then generate the conditions, otherwise a barrier is generated. The first is the presence of the person, then develop conditions.

You have to approach learning from the desire to ensure the highest level of achievement in all essential tasks set out in the curriculum and not settle for the basics. The idea of a more inclusive education has to do with everyone, but at the same time with those most vulnerable to the processes of discrimination, exclusion, marginalization and failure.



We as Scouts can help to create a more inclusive world.

Is not about the same rights, but the rights to have different rights.

Inclusion refers not only to education, but rather to the involvement of everyone at all levels and areas. To share with other people we are creating citizens who build a better world.

Children around the world are entitled to be part of the Scout Movement and the Movement is not just for those children who accept it. Importantly is the participation of those in certain areas that are economically deprived.

Some Challenges :

- For the year 2023 we should be included in Scouting at least 10 million children, adolescents and young people with a disabling condition.
- We must ask ourselves, In what social project do we want to advance?, What society do we want?
- Work to avoid re-victimization.
- We need a policy, education and curriculum for sustainability.
- A common framework of rights and duties.



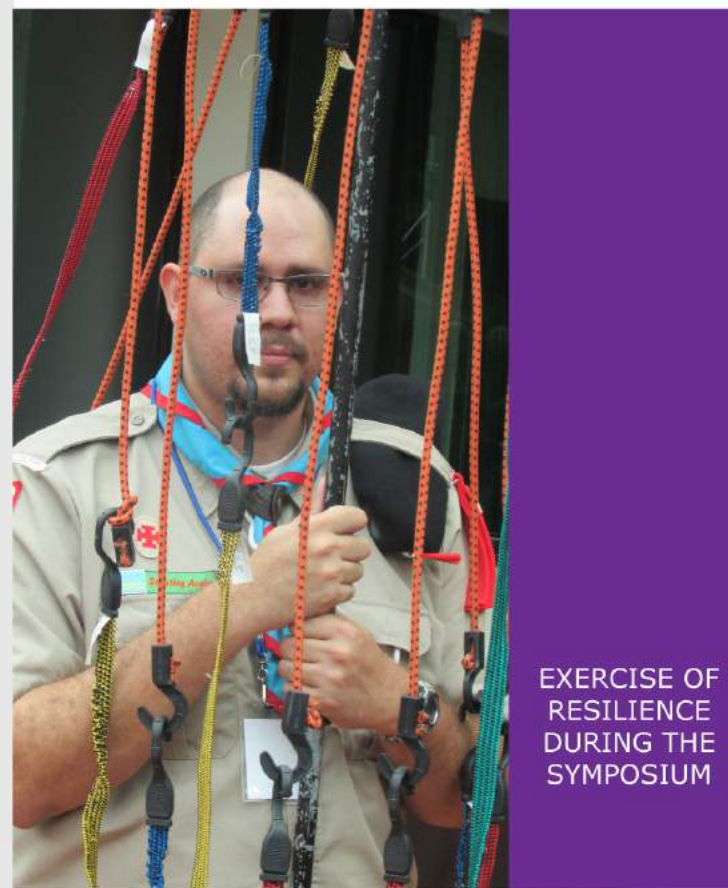
Manuel Campos L.  
Inclusión Panamá  
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Fabiano Franz y  
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World Vision  
Latin American & Caribbean Regional Office



## RESILIENCE DEVELOPMENT.



EXERCISE OF  
RESILIENCE  
DURING THE  
SYMPOSIUM

**R**esilience: The ability of humans to survive and overcome though they have been exposed to adverse events.

Some Resilient practices are:

- Disaster risk reduction and violence.
- Sustainable livelihoods.
- Adaptation to climate change.
- Prospects for social inclusion.

We require promoting safe spaces through educational activities and games to help overcome the trauma in vulnerable situations.

**G**ame conveys culture, is spontaneous and is gradually developing. It also drives the motion to approach and to bond one to the other. Game facilitates the beginning of the meeting and the opening of who I am, because it allows the other to look like me.

It is important to understand that if you are not happy in the game is not a game. Creativity give us permission to enrich the act of playing. The game always promises and transform realities.

We need to understand the great value of playing in traumatic situations and vulnerability. Playing prepares us for life because we can exercise, because nobody judges us, the game is a playful impulse that motivates us to go on living.

What does the game gives? Expectations, face fears, dynamism, elimination of stereotypes. The game needs to be encouraged, although it is sometimes blocked if there is reluctance on the part of players.

Inclusive logical thinking. Game Tips.

- Empathy, be sensitive, use our emotional intelligence.
- Ensure accessibility.
- No burocracy in the game.
- Do not force adjustments.
- Include prospects for inclusion and no extension.
- Understand that the game is for everyone.
- Be clear about the intent of the game.
- Encourage reflection of what you learn in the game only when necessary.
- Peovide space for reflection only in games that deserve to point out or emphasize. Games is intended that the reflection per se is made.
- When someone is induced to do something and there own creativity it is an activity, not a game. When nothing comes out of my self, is not a game, it is a scheduled activity.
- The ability to play develops playing and not all activities are games.
- Develop an inclusive look, leave prejudices aside.

To Generate inclusive game requires:

- Organization of the game and space.
- Suitable materials.
- Take into account the individual pace of development.

- Establish support configurations; perhaps initially required accompaniments so that it can reach the game equally. The support configuration need not be permanent.
- Review and reflect on the discursive.
- Reinvent games, games add other things that already exist.
- Use cooperative games.
- Include sensory games.
- Understand that art and game conduct to expression.
- Include social and cultural context.
- Include technology.

What techincal, pedagogical and practical decisions should we encourage our NSOs to strengthen inthinking od an inclusive game?

- Promote opportunities for our adult training about the game.
- Establish partnerships with organizations and professionals playing in the field.
- Using original games (traditional) and of other countries.
- Promote opportunities for exchange with people and non scouts scouts to share different thoughts, different customs etc.
- Obtain and systematize good practices of Scout groups that have been open to children and youth with disabilities or other cultures, vulnerable or any other condition that may be considered special or different within our organization and share with to instrumentalize educators.
- Review our educational goals, educational project and policies to see if they respond to an inclusive vision.
- Understand that the game works holistically with the other components of the Scout Method.



## GAME AS STRENGTHENING OF INCLUSION

Vanina Figule  
Regional Colaborator  
Argentina



## DIVERSITY: PARTICIPATION AND QUALITY OF LIFE

**S**tigma: Cause discredit to the honour and reputation, generate notoriety and the idea that someone is inferior.

Discrimination: is implementing actions motivated by a stigma. Discrimination may be, by act or omission, subtly or overtly hostile, direct or indirect, intentional or unintentional.

Stigma causes: Lack of information, misconceptions, fears, moral judgments.

Effects of the stigmata:

- Being sent home, housing, work or organization.
- Leaving school due to pressure from peers or parents.
- Depression, suicide, alcoholism, use of toxic substances.

The normal or not normal does not exist, what does exist is diversity.

Inclusion can be achieved through conversation, through trial and error. Prevention must go hand in hand with inclusion.

Prevention can not be discriminatory. Scouting should be the spokesman of inclusion and awareness through prevention. One of the actions that can be implemented immediately is the use of inclusive language.

To use inclusive language:

- We must destroy the myths and taboos and use a proactive and constructive language that encourages not accept and reject.
- We must be non-judgmental toward others, promote openness towards respect for diversity, different life choices.
- Replace discriminatory words to promote a subliminal message of inclusion through the correct language.
- The human rights perspective must be paramount in our organization.
- We require promoting education on sexual and reproductive health.
- We must support access to people and promote good treatment.



Team members keeping a pleasant conversation with the specialist

Rita Banús  
Aid For AIDS  
Panamá



## PANEL OF EXPERTS: LATIN AMERICAN TRENDS IN FORMAL EDUCATION AND LEISURE FOR PEOPLE WITH DISABILITIES AND SOCIAL VULNERABILITY

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Mexico Scout Association,  
A.C.,  
México



Nini Guerrero  
Jesuit Service for Refugees  
Ecuador



### Inclusion of people in human mobility

**S**ocial change seeks to transform individually or collectively- injustices re inclusive opportunities. Scouting can be that space, as an incentive for children and adolescents in mobility, to express, develop and approach the new culture in which they are beginning to live from a field of peers, without leaving their customs for the sake of acceptance.

Scouting allows children and adolescent to relate to their own learning process and develop their multiple identities. The Movement needs to encourage all nationalities existing in a territory to join; To do this, one must know the neighborhood or schools where scouts groups operate so that children can access them.

What is important is the recognition, considering the difference as positive. We require understanding that is almost innate in humans to reject it for fear that different practices may change my culture or destabilize me, so defense mechanisms are generated.

Within groups you have to think and talk how the diversity can give us more wealth, show the good and the not so good, create spaces for dialogue, put it on the table and provide the opportunity for something positive to emerge.

### Scout Experience Project

**Y**ou cannot tell a child who may become someone in life, if you don't give him us the necessary tools. Peer education is not to solve the problems of young people, but to show the way to the community for the support that they are given, offering each other mutual support and learning through the development of leadership.

The economic situation is an obstacle, it is a big challenge and a concern but we have learned also that if they teach their way, they will learn and understand how to address the economic needs. NSOs can integrate vulnerable communities through managing resources.

In the integration process the real problem is the adults who find it hard to leave the complex. We must recognize the added value that adults receive: personal and human growth, value what you have, understand the value of sharing, managing emotions, handling emergencies, confront fears. A professional level of work is needed in the development of coaching, not to be an interfering adult. Adults who have participated in the project management obtained learning about true human rights.

Regarding the inclusion paradigm shifts are generated. Scouting can go beyond what we usually think, because it uses such a complete system that can be used in all areas.

Do activities where the young can learn what is right and where you can understand what you can get with your effort.



# Inclusion and autistic spectrum.

Alejandra Albacete  
IPA  
Argentina



**W**hen one approaches the topic of inclusion and diversity it must be done from a broad perspective to all minorities and all contexts. Understand that differences should enhance and enrich learning experiences.

When we talk about inclusion it means that there are groups, people and contexts that are excluded. One can identify children who have been excluded for various reasons. In view of this we must ask whether our current educational programme includes minorities. Scout values are an ideal method to intervene actively and concretely towards a more inclusive society framework.

When we diversify our educational proposal we are sowing the seeds for the children who attend the groups to learn the value of differences, to be more receptive and aware that it is in our hands that we possess an attitude of tolerance and inclusion. The meetings of children with and without disabilities create a situation of tolerance and understanding for the differences.

The decision of the families to bring their children to the Scout groups responds to the wide range of activities on offer, these experiences that encourage and expand its capabilities.

Adults who accompany these activities must rethink the things we propose. We need to realize if we are to generate proposals accessible to all the guys, we need to work and establish strategies of socialization. It is important to note that when you work with children with disabilities is important to network with other adults working on these issues. It is very important to understand how we, as adults, work as mediators in the exchange with parents.

The playful proposals cooperatives are effective to work with everyone. Each child will have a unique way to deploy and will have certain difficulties. In working with children with disabilities, we have to have communication with the family, proposing adjustment periods, and understand that sometimes the child must be accompanied by an adult.

It is necessary to assess the appropriateness or otherwise of the space inside the scout group for certain children. We should not be afraid to open the door to everyone, but not feel bad or guilty to question the relevance of Scouting for certain children. Our educational proposal has some conditions for its implementation, so at least the children should be able to communicate in some way. If we have a child who has serious limitations to communicate we need to rethink whether we are an option for this child. Even, oneself can become the guide of the family to see other proposals that are better aligned with that particular child. If a child can not join the proposed activity that we propose in the group and is on one side, we are not helping.

We as leaders must create tools to outline the proposals more tailored to the unique and group needs.

Networking is essential.

Work in an interdisciplinary way.

It is unthinkable without including work with other actors.

# INCLUSIVE EXPERIENCES IN SCOUTING: EXPERIENCE OF THE EUROPEAN REGION.

**S**couting is itself a sign of diversity. The image of diversity is very important and we must clarify very well if it is something that one offers. Diversity is intrinsic to our mission and vision for 2023 invites us to reach everyone.

A scout neckerchief is not estimated their abilities, not their gender, no matter what color, culture or language. In a programme for diversity, members must have an approach to society where the scout group is.

We see diversity as a potential for development, to learn from each other. It is those who are the members, regardless of their age, race or other characteristics.

A National Scout Association is part of a worldwide educational youth movement; values that support and inspire the work are contained in the Scout Law and Promise. The NSO must be committed to extend Scouting, its purpose and methodology to all sectors of society. Diversity and inclusion will not be attained overnight.

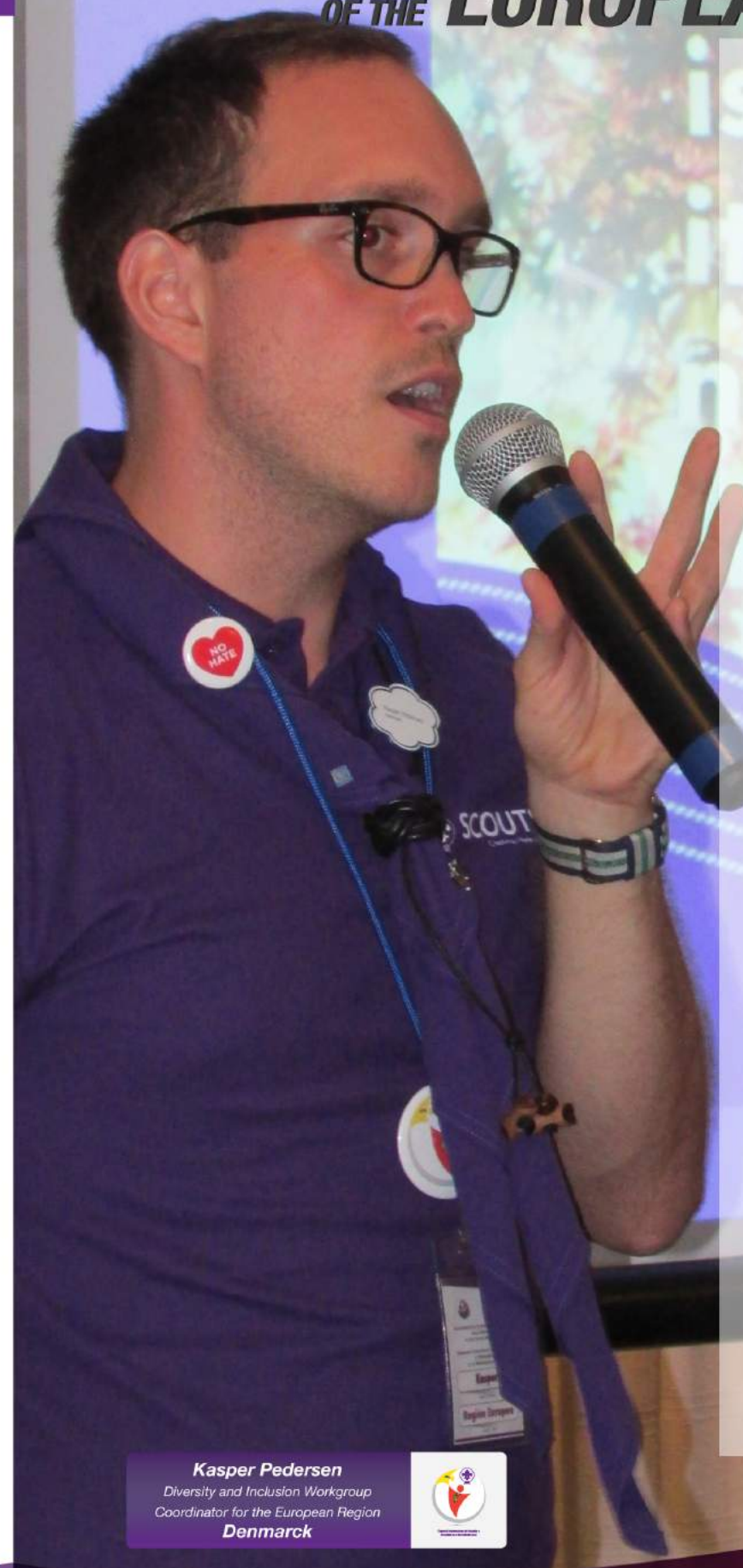
It is of utmost importance to promote opportunities for sharing practices of inclusion to address the issue in all contexts.

We encourage exchange channels for support and information.

It is important to learn from other youth organizations who are not scouts, who are already involved in attention to diversity and how they do to diversify.

Scouting should reach urban and rural communities and the difficulties of doing so are not impossible.

It is good to create a library of good stories and to systematize good practices.



Kasper Pedersen  
Diversity and Inclusion Workgroup  
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## NSOs EXPERIENCES IN INCLUSION AND DIVERSITY.

### SPAIN



I

ts focus has been on the generation of materials that help the monitor (adult volunteers), awareness campaigns and a support national team.

G

ood practices in camping with youngsters with some disability. Scouting will be more inclusive when the heart and conscience work together.

### NICARAGUA



### BRAZIL



A

mazon Scouting is a border area with Colombia and Peru, which can only be reached by air and river. They live as an indigenous community of some 50,000 people who were marginalized and abandoned.

A first step is to accept that we must change the way of thinking and speaking to communicate better and be welcome in indigenous communities. To start contacting communities make contact with the foundation that protects these indigenous communities. In general, young people do not use uniform, only the scarf.

T

he association began providing a national workshop of special needs, initially optional and then was mandatory, based on the book's "Include the Youth Members with Disabilities". People providing the course are all specialists in the subject and have a support network. The course is recognized by the civil service in Costa Rica. The association has a number of documents that guide inclusive practices.

### COSTA RICA



## INTERNACIONAL VIEW. POLICIES, PROJECTS AND EXPERIENCES IN AMERICAS.

P

ublic Policies :

- It involves everything the state does.
- Through a process of political participation and continually modified.
- They are the result of pressure from society actors, NGOs, political parties, etc.
- Involve action plans and programmes which are state intervention.
- Arise because they come on the agenda of someone or something that has the power to make decisions.
- A policy needs to have an implementation date and be subject to evaluation.
- There are actors who can make contributions but are not responsible for them, the State is solely responsible.

Some considerations on development:

Latin America has the best average development, but has serious problems due to lack of information (eg. Teen pregnancy). It has to know the situation of the country to act.

Education is creating inequalities (the characteristics of such different public schools to private, and create an inequality). There is a great school fragmentation.

Young people excluded from the labour market indicates a social risk, often only manage to access an alternative education and cannot meet the expectations of the labor supply and demand.

We must fight for quality education. The defense of human rights is an active, not passive position.

Currently, which young people live depends on the opportunities they will have to develop.

Human rights require protection as well as performance guarantees for a fair return. Interaction is the key.

Organizations need:

- Self-criticism.
- An ethics committee, external and independent. Given the bias is better to have an instrument to avoid it.
- Assessment tools.
- Actively involved.



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# PLENARY FOR REFLECT AROUND THE SYMPOSIUM



Symposium participants  
Inclusion in Diversity  
Scout movement  
Panamá



**N**ow is the moment in which Scouting must review its adaptability to change. However, are we prepared to give or not to give this type of inclusions?

Inclusion is a huge challenge in the preparation. We encourage inclusion require but we need to go on preparing the way, realizing that we do not have experts in all areas. Our adults need knowledge, skills and disposition.

Inclusion is not an option but a reality. We either include or cease to exist; We must overcome the fear of doing new things and be more creative.

Inclusion has worked since the beginning of the Movement. BP adapted its proposal to reach all children. The methodology of Scouting leads to inclusion, but institutional arrangement is needed to achieve it. This provision is not just available to a group of adults, is an arrangement of political-institutional character. For example, there are organizations that are currently regulated by statutes of exclusion.

Inclusive education can serve as a lever to improve our organization.

We are afraid of what we have not even seen. How long our fear will lead to see no more than what is common? Scouting should experience, become aware and sensitized.

Some actions to take:

- We should open social groups in vulnerable places, share the experiences on how it was and what can be done.
- Approaching people with experience in community development issues, gender, etc.
- Use a common language accessible to all.
- Use a systemic view.
- Work for equal opportunities, learn how to work so that everyone can access the same opportunities.
- Understand when not to say no to participation. It is an issue that we cannot put aside.
- Analyze what is the responsibility of our organizations in building resilient communities. The topic in which we can contribute is prevention.

## GALLERY PICTURES



Thanks to all  
participants and  
panelists for attending  
this symposium

# GALLERY PICTURES



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