

DIVERSITY
+ INCLUSION
in Scouting





Project by:
World Scout Bureau
European Regional Office
Avenue de la Porte de Hal, 38
1060 Brussels, Belgium
Tel: +32 2 538 73 61
europa@scout.org
www.scout.org/europe

In partnership with:
World Scout Bureau
Africa Regional Office
P.O. Box 63070
00200 City Square
Nairobi, Kenya
Tel: +254 20 387 71 23
africa@scout.org
www.scout.org/africa

**In partnership with the following
National Scout Organisations and
Associations:**
Association des Scouts du Burkina Faso
(Burkina Faso), Association des Scouts
de Burundi (Burundi), Fédération du
Scoutisme Tchadien (Chad), Ethiopia
Scout Association (Ethiopia), Suomen
Partiolaiset-Finlands Scouter (Finland),
Scouts et Guides de France (France),
Gambia Scout Association (Gambia),
Verband Christlicher Pfadinerinnen und
Pfadfinder (Germany), Associazione
Guide E Scout Cattolici Italiani (Italy),
Eclaireuses et Eclaireurs du Sénégal
(Senegal), Scouteria (Sweden), Mou-
vement Scout de Suisse (Switzerland),
Association des Scouts du Rwanda
(Rwanda), The Scout Association (UK).

COLLECTION OF IDEAS AND PERSPECTIVES OF THE PARTICIPANTS OF THE EURO-AFRICA UNGUVU PARTNERSHIP PROJECT



The UNGUVU Project

The Unguvu project was launched as a multilateral project to foster partnerships between African and European National Scout Organisations (NSOs), and to create tools to support them throughout the partnership process.

During the first Unguvu workshops in Senegal and Germany, the group focused on how to initiate, plan, manage, execute and evaluate partnerships between Africa and Europe. Subsequently, a handbook for partnerships between Africa-Europe and a training module were created.

From the 23rd to the 31st of March 2014, 28 Scouts from Burkina Faso, France, Ethiopia, Switzerland, Finland, Italy, Sweden, The UK, Chad, Rwanda, Germany, Burundi, Gambia and Senegal, met in Addis Ababa, Ethiopia, to discuss how diversity and inclusion are reflected in their respective associations and how Euro-Africa partnerships could tackle this issue. By focusing on a topic that is relevant to both regions, the participants were encouraged to rethink partnerships as a way to strengthen Scouting and its educational relevance to young people.

The core of the workshop was learning innovative and effective techniques and methodologies for working on diversity and inclusion. During the workshop an important space was provided for peer learning and exchanges on good practices amongst the associations.

In order to be able to share and support groups or individuals working in partnerships and focusing on the broad topic of diversity and inclusion. The ideas discussed during the workshop and the work done by participants, before, during and after the workshop were collected and this idea box was created. It is intended to serve as a collection of best practices for diversity and inclusion topics, identify potential challenges and ways to overcome them, especially through Africa-Europe partnerships.

This booklet represents the views, analyses and understanding of the participants of the Unguvu project. The initial intention of the workshop was merely to raise discussions within NSOs in the regions Africa and Europe with regards to the topic, diversity and inclusion; it should therefore not be

Content:

Africa - Europe partnership in Scouting 8

Diversity and inclusion in Scouting	9
Diversity	9
Inclusion	9
Minority	10
Disability	10

Inclusive Scouting 12

Image of Scouting within communities	13
Scouting for economically and socially disadvantaged groups	13
Reaching more people from all social classes	14
Support from other organisations	14
Inclusion of youth from different religious backgrounds	14
Communicating that Scouting is open to everyone	15
Striving for gender balance in Scouting	16
Removing barriers to integrate more girls	16
Providing interesting challenges for girls and young women	16
Enabling Scouting for youth from rural areas	17
Involving migrants in Scouting	18

Main challenges for diversity and inclusion: different but yet the same 20

Main groups identified by European NSOs	20
Main groups identified by African NSOs	22

Resources and Links 25



AFRICA-EUROPE PARTNERSHIP IN SCOUTING

According to the Marrakech Charter (2006, 1)¹, a partnership within Scouting is “the establishment of a voluntary and collaborative relationship to achieve mutual goals and experiences between two or more entities by exchanging and sharing what they have in an educational process or project. They have a common intention which they want to reach within a defined time frame”. In a partnership, two or more groups, organisations or associations work together, to achieve a common goal by sharing their knowledge, skills and resources. Partnerships can take many forms, from short-term to long-term partnerships, be bilateral or multilateral.

A good partnership in Scouting is one that is focused on strengthening the educational proposal that our movement provides to young people. This can be achieved by different types of exchanges, such as youth exchanges or capacity building, for example joint trainings or the sharing of resources. It is important that all partners are considered equal and that they can benefit from the partnership.

Africa-Europe partnerships² are by their nature are a good tool to increase awareness among Scouts about diverse cultures and beliefs in the world. Building on our differences and strengths, Africa-Europe partnerships in Scouting have the opportunity to bring in new ideas on how to tackle the diversity and inclusion topic in Scouting.

Diversity and inclusion in Scouting

Through globalisation and increased mobility, our societies are becoming increasingly diverse. This demands Scouting to be prepared to cater for different needs, requirements and wishes to include diverse members.

In many countries, Scout organisations and other youth organisations are already expected by the general society to support inclusion efforts. The first step in creating an inclusive atmosphere is to reflect internally on being welcoming and having an open attitude.

In a diverse Scout group, the members have an excellent learning opportunity and develop an open mindset. They can grow personally as they learn to live with differences and accept other people's attitudes, viewpoints and ideas. They have the possibility to develop a network for future opportunities, contributing to the social and economic development of the society in general.

Of course, inclusion of minority groups can be challenging and may require the dedication of effort and money. To embrace diversity can also mean that it is necessary to rethink practices or adapt some activities, which would otherwise exclude potential members.

As a measure to ensure that the terms ‘Diversity’ and ‘Inclusion’ are understood in the same way, some loose definitions have been provided below. It is important not to dispute any other definitions based on these, they are here to simply offer direction.

Diversity

In short, diversity refers to groups of people who are different from each other. In general, this can relate to any dimension which can be used to differentiate between groups or people, such as their gender, age, socio-economic status, education, ethnicity, faith, or origin. As our societies become more and more diverse, it is important that Scouting reflects this and strives to represent the society within which it is based. While diverse groups can be more challenging to manage due to the differences between their members, they also offer different viewpoints and new ideas.

Inclusion

Inclusion is the involvement of people with different characteristics, within structures that enable their participation. For example, in Scouting integration could be the removal of barriers to participation for people who cannot afford mem-

bership fees or are hindered from reaching a certain location because of a physical disability.

Segregation, being the opposite of integration, refers to separation according to similarity. For example, Scout groups can be segregated according to faith, disability, gender or area of origin. While this enables more appropriate support to some groups, without having them missing out on Scouting activities, it may hinder a valuable exchange based on learning from the differences.

Minority

A minority group is a group that is defined by the fact that the members can be differentiated from the majority by a certain characteristic. Typical minority groups in societies are religious minorities, foreigners or people with disabilities. Minority groups often face distinct barriers that hinder them from integration in society; such barriers could be: language, belief and acceptance.

Disability

Disability refers to a mental or physical condition that impairs or restricts an individual. While some people with disabilities can participate in Scouting without hindrance, others might require additional

support and assistance. Some National Scout Organisations choose to include people with disabilities in regular groups, while others opt for segregated groups.





INCLUSIVE SCOUTING

As mentioned before, diversity and inclusion refers to heterogeneous groups where all members are a part of the group. An integrating society aims at facilitating mutual understanding and valuing the differences, using them as the source of strength in actions.

The base for these actions can be found in the values of Scouting: in fact according to them, individuals should be welcomed to the group as they are, and every Scout should treat another Scout as their friend. In an ideal situation, Scouting would accurately represent the society on a smaller scale, but we are not there yet. It seems we still have a long way to go to reach that ideal point, and the main challenges to get there vary among regions.

The National Scout Organisations are aware of the challenges and are working on them through different projects on how to make Scouting more accessible to everybody. In practice, this means self-critical evaluation of, for example, structural racism, educating leaders how to work with Scouts with special needs. Across the world there has been the recognition of the need to reshape the Scout Promise to be more inclusive.

Most national scouting projects are in cooperation with other (local) organisations, which helps to reach a wider population than can be introduced to Scouting.



INCLUSIVE SCOUTING

Image of Scouting within communities

Part of the problem in failing to reach all those who would possibly be interested in Scouting, is the society's lack of knowledge in society of what Scouting actually is. People do not know the whole variety of what Scouting activities include, or what they or their children could learn from it. In the worst case, the lack of knowledge leads to a negative picture of Scouting.

Surveys conducted among some NSOs have shown how the public image of Scouting is heavily focused upon the activities done outdoors. To update the public image of Scouting, the communication between the organisation and the community needs to be improved. This can be done through Young Spokes Person, involvement of the media, and through implementing activities that show all the dimensions of Scouting.

Scouting for economically and socially disadvantaged groups

Scouting is often seen as a middle-class hobby, and young people from lower social classes and income are often underrepresented. One reason for this is that Scouting is sometimes not perceived as a "cool" leisure activity, and parents often do not know about it.

The cost of camping equipment and Scouting gear should not be underestimated, and can present a barrier to join Scouts. Groups with more members from lower social classes are often less financially stable and could be supported by other groups.

Groups can attain more financial security by conducting auto-financing activities like selling cakes, cooking dinner for people, baby-sitting, helping with gardening as it is common in France and Italy. These activities are also an ideal learning ground for participants in order to develop leadership and project management skills. In several countries, such as France and Italy, groups are selling used equipment and uniforms to new members at cheap prices. This can be done by offering a platform for such transactions on the unit web page or newsletter, holding a second-hand sale after an activity. Some units also have reduced membership fees³ for siblings and the possibility to apply for reduced camp fees to lower financial pressure on economically disadvantaged families.

Reaching more people from all social classes

Often, it is difficult to integrate different social groups into a unit that is, for example, based in a middle

class district, because the journey to activities may be too long. Good promotion is vital, to show positive role models and to demonstrate that Scouting is open to everyone, regardless of their social background. To improve the public perception of Scouting, media promotion like on TV, radio and leaflets can be used to show how Scouting really is, as demonstrated by National Scout Organisations in UK and Ethiopia. Promotion activities can be conducted in towns to reach out to more people from different backgrounds, like the “Activité Scoute de Proximité”- activities of Scouts et Guides de France in France⁴.

To strengthen the understanding of what Scouting is and to gain trust, it is important to also communicate with the families of potential future members and invest in good relations with their parents. This also allows leaders to understand the situation of their participants and offer further support. If parents are involved more in the life of the group and get more familiar with Scouting, they are also encouraged to advocate and explain it to other families.

Support from other organisations

To get support for working with economically and socially disadvan-

taged youth, it can be beneficial to contact the social services for help and further contacts. Other sources of information and possible partners could be schools, which know the situation of the families and other youth organisations, which are also working on diversity and inclusion, or churches.

Inclusion of Youth from different religious backgrounds

Scouting is open to all religions, however some NSOs focus on specific religions and offer their members a spiritual development programme within that religion (for example the catholic Associazione Guide E Scout Cattolici Italiani in Italy). While some others are open to all faiths or neutral concerning faith and are not proposing a spiritual development linked to a faith (like Scouteria in Sweden).

While NSAs and NSOs of the former often organise religious activities for the whole group and work closely together with the local church, the latter often has to organise parallel activities catering for the needs of different religions in their group and balance different demands. In neutral NSAs and NSOs spiritual activities often avoid religious connections and encourage youth to think about what is right and wrong as well as their

role in life and society. For NSOs with fewer ties to religion, accommodating more religious people can pose different challenges. These can include special dietary requirements, prayer times and festive days, or the requirement for non co-educational groups.

To find out what could make Scouting more open for potential members with different religious background, it is important to identify the barriers preventing them from joining. These can vary, depending on the type and culture of the NSO and the local situation. This could be done by critically reviewing activities or asking for advice from churches or religious members. It can then be decided what should be changed or in which cases leaders should be sensitive to allow exceptions to make members feel comfortable.

Scouts et Guides de France, although being an association with a catholic background, gives the freedom to its local unit leaders to adapt the program to suit the members they have. As a result, leaders can exempt members from attending religious activities, offer an alternative program, or consider special requirements in the activities of their group. The UK Scout Association, on the other hand has started gender-separated units to suit the needs of some parents, which do not wish their children

to be part of a mixed group, and offers several variants of the Scout promise to ensure all youths from all religions feel welcome.

Communicating that Scouting is open to everyone

NSOs that are open to different religions are often perceived by the public to belong to one specific religion, which discourages youth from other religions to join.

This is especially the case if local churches sponsor the local Scout units, if they have quarters in church buildings or take part in church activities. Therefore it is important to be clear about this topic.

Even when an NSO decides to be focused on one religion only, cooperation, partnerships and joint activities can still be beneficial to expand the horizon of members and help them to understand their own faith, and the religious beliefs of other people, better.

Striving for gender balance in Scouting

While some countries have separate associations for female and male members, others have gender separated units or are fully co-educational. In many European NSOs, the membership base represents

both genders reasonably well, while in some African NSOs, the majority of the members are male, or the top leadership is more widely represented by male members. This could be the case because more barriers prevent girls from joining or continuing Scouting, or the programme appeals less to girls than to boys. Girls aged 15-18 are more likely to drop out because they do not feel challenged enough, they feel too 'adult' to participate, face cultural barriers to continue, or they feel inferior to male participants.

Removing barriers to integrate more girls

Members of NSOs in the Africa region report that parents often do not see the benefits of why their daughter should remain a Scout, or what she will learn from it. Therefore it is important to ensure progress and learning points for the participating female members and communicate them actively. Besides good relations to parents to keep them informed about their daughter's activities, units could organise a festival to showcase what work they do to the general public. This could be combined with a social project or be the final event for a certain project. Such events should not only focus on the benefit for the society, but also what the participants learned from the project.

Providing interesting challenges for girls and young women

If girls are less interested in the programme, steps should be taken to identify what could be improved or what other activities could be offered. While some activities might be considered less suitable for girls in certain cultures, in European NSOs it is common for both genders to have the same tasks and activities and are especially encouraged to try non-gender-typical activities.

Social projects should include what the learning points for the participants are, and assign more responsibility and opportunities to older, more experienced participants to keep them motivated. It is important to give young women goals to work towards and stay engaged in. Cultural exchange camps, training camps, international events and special activities for the older age groups can also be organised. European NSOs, such as Scouter-na (Sweden) report that less female Scouts are willing to take leadership positions for older groups. Mouvement Scout de Suisse (Switzerland) has a dual structure and fills important positions, starting from unit leader up to president of the associations whenever possible with a female and a male person, that share the responsibility. This

allows both genders to be represented on all levels and helps the association to educate and encourage members regardless of gender to take such positions.

Enabling Scouting for youth from rural areas

Scout units in rural areas are often not well connected to their NSO and have developed their own understanding of what Scouting is. New ideas and tools can take more time to be implemented. Often rural units also have less financial resources and face logistical problems, as their members are scattered over a big area and official training is often only offered in central locations.

Similar to units with many economically disadvantaged members, rural units can try to organise auto financing activities, as described before. Depending on the availability of land, units could also cultivate land to afford improvements to Scout activities or start breeding chickens. In order to make training more available, training for leaders should also be offered in rural areas or leaders could be supported to participate in centralised trainings. To reduce cost and time for participants to get to meetings, scout activities in rural areas could be less frequent, but longer, as

demonstrated by Germany's Verband Christlicher Pfadfinderinnen und Pfadfinder.

While Scouts in rural units may not constantly feel that they are part of an international organisation with millions of members in the world, they can still stay in contact with them. For example, they can participate in JOTA/JOTI or find pen pals from other countries and exchange letters or e-mails. They could also invite international participants to their camps to show them their local culture and engage them in their projects. Youth from other countries also interested in agriculture could participate in an exchange of young cultivators. With the development of technology and a more widespread availability of internet and mobile phone connection, information can be shared more easily and exchanges be fostered.

Involving migrants in Scouting

Issues and solutions mentioned for less represented groups can also apply to the migrant community. Depending on the country's culture, migrants sometimes tend to socialise mainly with people from their own culture. Migrant children are often expected to engage in typical hobbies, like studying the native language of their parents, attending additional religious education les-

son or learning traditional dancing or cooking.

NSOs should question their own structures and processes to identify if there are unconscious barriers, which hinder migrants in their societies from joining activities. Units and their leaders should also be prepared to accommodate people with different cultural background and be sensitised to any potential issues. This could happen, for example, through joint trainings with an NSO where the migrants come from.

Integration work often depends very much on the effort of local unit leaders; they should therefore receive resources to support them. The UK Scout Association has national advisors who can help leaders with questions or issues regarding integration, or there could be one expert per district like in Finland. To get people from different cultural backgrounds engaged in Scouting, it is helpful to have role models to show them that Scouting is for them too. They could be recruited by contacting people living in the country in the second generation, or organising joint activities with cultural or migrant associations. Local partnerships with other organisations who work with migrants can be very beneficial for a better understanding and more credibility in migrant communities.

PARTNERSHIP IDEAS

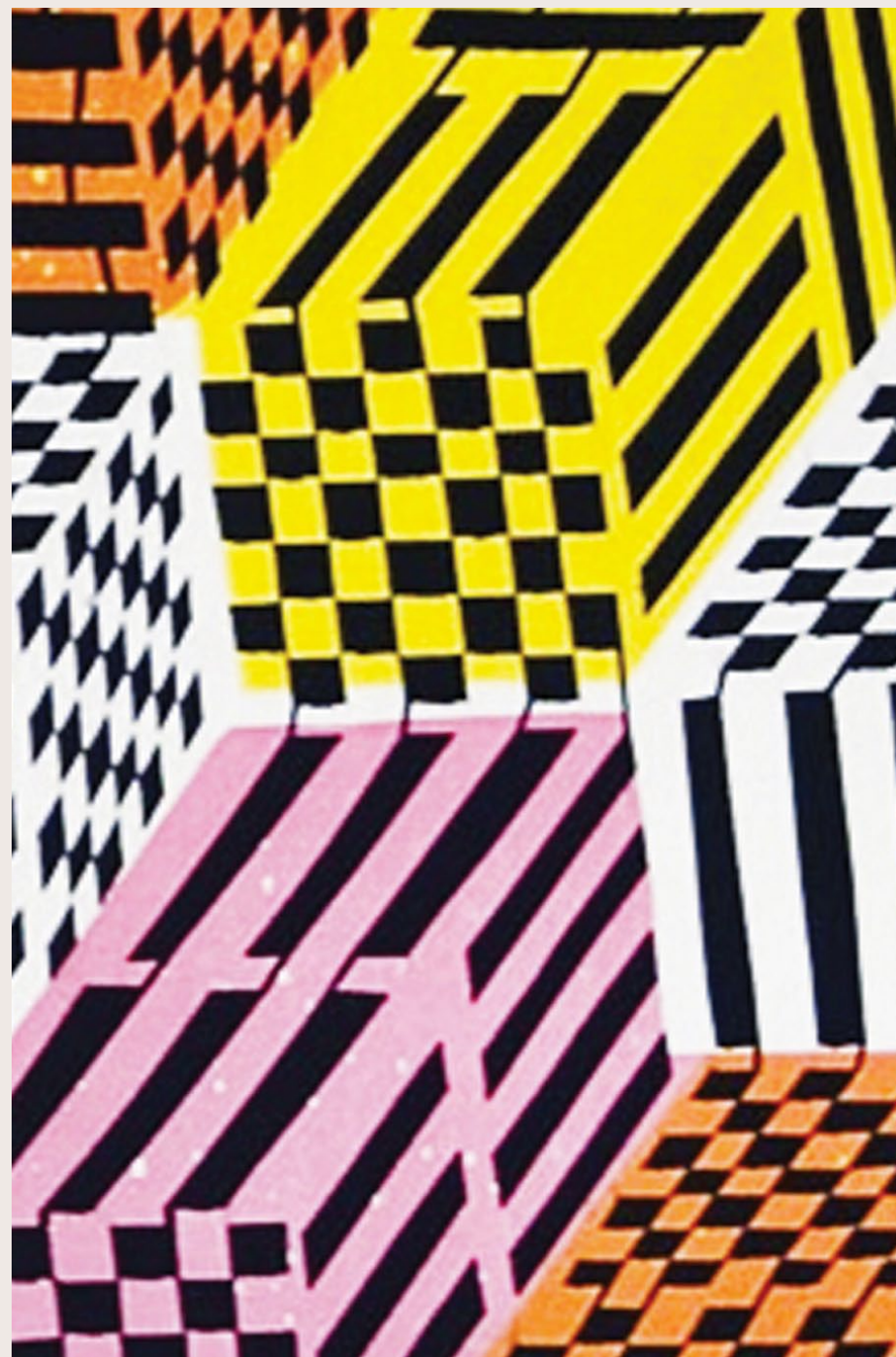
Scouts et Guides de France wants to include more Muslims in local groups or work together with them. The NSOs of Rwanda and Chad have experience on inclusion of other religions in a religious association.

Religiously neutral Scouteria wants to include more youth with religious background and create appealing activities for them. Association de Scouts du Rwanda, that includes several religions, has experience on this matter.

Associazione Guide E Scout Cattolici Italiani has a lot of experience and resources about spiritual activities for catholic members, an exchange or joint camp with the Ethiopia Scout Association, which includes many different religions, would be a good opportunity.

African NSOs could team up with a European NSO, like Scouts et Guides de France, as they have a very advanced methodology for the personal growth of Scouts (age group 14-17). They plan and realise their own projects with more challenging tasks as the group experience increases.

Associazione Guide E Scout Cattolici Italiani and Association des Scouts et Guides du Sénégal could team up to sensitise young people about immigrations and its challenges, to foster understanding and integration.





MAIN CHALLENGES: DIFFERENT BUT YET THE SAME

During the one-week workshop in Addis Ababa, the participants identified the main challenges of their NSOs concerning diversity and inclusion. While the main topics are similar themes across all countries, the details often differ between African and European countries. Nevertheless there are several similarities, where countries could benefit from each other's experiences.

Main groups identified by European NSOs

Socio – Economic

In most European countries, Scouting is typically seen as a middle-class recreational activity for citizens of the country. Members of lower social and economic classes often do not know about scouting or do not have a very favourable image of it. As many children join Scouts through friends and classmates, some social classes are difficult to reach. Many NSOs do not work together with social services or specifically target lower classes.

Especially for members with a lower socio-economic background, the initial cost for equipment can be rather high. Additionally, Scouting is - in several countries - perceived as a rather expensive hobby, particularly because of international camps.

MAIN CHALLENGES: DIFFERENT BUT YET THE SAME

During the one-week workshop in Addis Ababa, the participants identified the main challenges of their NSO concerning diversity and inclusion. While the main topics are similar themes across all countries, the details often differ between African and European countries. Nevertheless there are several similarities, where countries could benefit from each other's experiences.

Lack of volunteers

In poorer areas, people might need to work more to earn enough and neither have neither the time nor the interest to volunteer. Therefore, NSOs suffer from a lack of volunteer leaders and sometimes have issues to provide adequate leader training, especially in remote areas. In some NSOs, the role of adults is also not very well defined.

Religious groups

A part of European NSOs is directly connected to a religion, which discourages members of other religions to join, or is not desired (which restricts the possible membership base). If the NSO is open for youth from all faiths, this is often not widely known and people still assume religious influences and activities. This can also be the case if an NSO has no link to a religion, but the majority of the participants belong to one faith and activities follow their values and ideas. Special requirements can hinder religious minorities from joining, as some activities need to be adapted for them⁸.

People with disabilities

Most countries have established structures for people with disabilities to participate in Scout activities and camps, either in regular groups or separate groups for disabled people. Nevertheless, this requires trust building and information to convince disabled people and their relatives that Scouting is open for them too and capacity building within the leadership base to empower them to include people with disabilities into a group.

Migrants

Migrants often do not know that Scouting in their hosting country is open to them due to a lack of information, also Scouting can be perceived as uncool. Many groups also lack of role models to encourage migrants to join. Moreover many migrants also belong to religious minority groups or have less financial resources, so the costs of Scouting and religion can be a real challenge for them too. On the other hand, NSOs have to work on their own image and social norms to ensure that migrants feel welcome.

Main groups identified by African NSOs

Religious groups

NSOs whose values are based on a religion or are linked to a church, face difficulties to include less religious youth or young people from a different faith. On the other hand, many NSOs are open for all faiths and offer activities adapted to this situation.

Women and girls

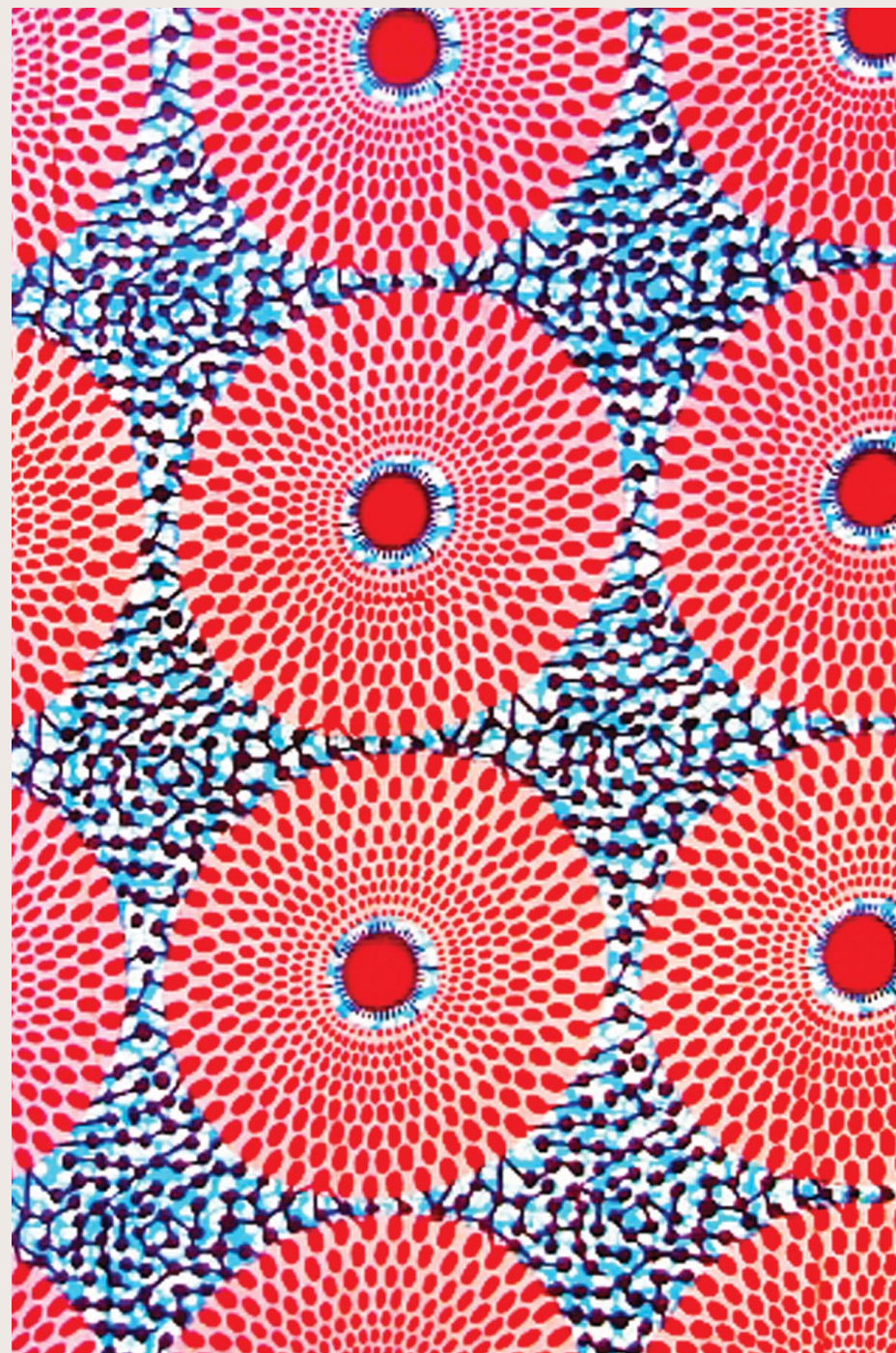
In some countries, prejudices against girls hinder them from participating or social values demand that they stay at home and help. This is especially the case for older girls. If good communication does not convince the parents about what skills their daughters will develop through Scouting and how these will help her, they will be less likely to let them participate.

Accessibility for people with disabilities

In many countries, prejudice against people with disabilities hinders them from joining Scouting. Additionally, many leaders lack training to accommodate people with disabilities in their group and it is not communicated well enough that people with disabilities are actually able to participate in Scouting activities, or what structures are put in place for them in order to join.

People living in rural areas

Many countries have issues with their rural areas to ensure the financing of groups and provide adequate training for leaders. It can be challenging to facilitate communication to the NSO due to bad infrastructure. Additionally, participants are often geographically dispersed, which makes coordination of activities more difficult. In some areas, illiteracy is another factor which impedes young people to participate.



NOTES:

- ¹ The Marrakesh Charter Box from the Unguvu I Handbook [p.7].
- ² "The Africa-Europe Partnership Handbook" - the brochure created in the first Unguvu workshop describes the different steps in the partnership lifecycle and possible challenges and how to overcome them. [Find it at: http://oldsite.scout.org/en/information_events/library/partnerships/the_africa_europe_partnership_handbook].
- ³ Adapted membership fee by Scouts et Guides de France: since 2014, after a one year experimentation, the membership fee is adapted to the annual income of the family. [More details at: <http://www.sgdfr.fr/actualites-chefs-cadres/toute-l-actualites-chefs-cadres/les-actualites/1631-un-nouveau-systeme-de-cotisation-pour-la-rentree>].
- ⁴ "Activité Scoute de Proximité (ASP)": ASP are scout activities which take place in public locations like parks or playgrounds where families go with their children to play. While one leader invites the kids to participate in the activity, another leader explains Scouting to their parents and answers all their questions. In this way it is possible to target underrepresented neighbourhoods and reach out to families which did not know Scouting before. [Link video in French: <https://www.youtube.com/watch?v=FuJMLwROMYs> - Link French booklet: http://www.laboutiquedescoutisme.com/product_info.php/cPath/631/products_id/15110].
- ⁵ The Association de Scouts du Burkina Faso organised a training for catholic chaplains in 2012 to explain the Scout aims and methods to the.. At the end, they learnt how to integrate Scouts with other religious backgrounds in catholic Scout groups. This training was organised in partnership with Scout et Guides de France. Two French guests and 15 Burkinabe priests were present.

Resources and Links:

'Social Inclusion and Young People: Breaking Down the Barriers' - Council of Europe
www.coe.int/youth

'No Barriers, No Borders' - Salto-Youth Inclusion Resource Centre
www.SALTO-YOUTH.net/inclusion/

'Making Waves: Creating More Impact with Your Youth Projects' - Salto-Youth Resource Centre - www.SALTO-YOUTH.net/MakingWaves/

'Social Inclusion T-KIT' - Council of Europe and European Commission Training-Youth
www.training-youth.net

'The Marrakech Charter' [Bangalore Revised Edition] - World Organisation of Scout Movement (WOSM) - http://scout.org/en/about_scouting/partners/marrakech

'Guidelines on Partnership' - WOSM European Region & WAGGGS Europe Region
http://scout.org/en/information_events/library/partnerships/guidelines_on_partnership

'Global Action Theme Toolkit: How to Develop and Implement Projects on the Millennium Development Goals' - World Association Girl Guides and Girl Scouts (WAGGGS)
<http://europe.wagggsworld.org/en/grab/21932/1/gattoolkit-europe-e.pdf>

'International Community Development Expeditions Briefing Pack' - The Scout Association, UK - <http://www.scoutbase.org.uk/library/hqdocs/facts/pdfs/bp260009.pdf>

'Project Management' - The Scout Association, UK
<http://www.scoutbase.org.uk/library/hqdocs/facts/pdfs/fs310603.pdf>

'CNE I-Doc Parcerias (Partnerships)' / available in English and Portuguese - Corpo Nacional de Escutas, Portugal - http://www.internacional.cne-escutismo.pt/RecursosInternacionais/I_doc/tabid/2359/Default.aspxTraps

'What to Avoid in a Partnership' - World Organisation of Scout Movement (WOSM)
<http://scout.org/en/content/download/2361/24319/file/Traps.pdf>

'Let's Do a Scout Project' - World Organisation of Scout Movement (WOSM)
http://scout.org/en/information_events/library/youth_programme/let_do_a_scout_project

'Methods and Techniques Used in Intercultural Youth Projects' - Life Foundation/Salto-Youth
<http://www.salto-youth.net/tools/toolbox/tool/methods-and-techniques-used-in-intercultural-youth-projects.358/>

Euro.Scout.Doc 'Impact Assessment' - World Organisation of Scout Movement (WOSM)
http://scout.org/en/information_events/library/social_impact/would_they_notice_if_we_weren_t_here_the_value_of_impact_assessment_in_scouting

European Commission Youth in Action Programme
http://eacea.ec.europa.eu/youth/index_en.php

The Africa Union-Youth - <http://africa-youth.org/index.html>
United Nations Development Programme - <http://www.undp.org>

North South Center - <http://www.coe.int/t/dg4/nscentre/>

Acting with Scouts for a Better World - <http://www.astm.ch>



PARTICIPANTS OF THE UNGUVU II WORKSHOP IN ETHIOPIA, 2014



Unguvu Participants:

Providence Abijuru, David Asdion,
Aino Asikainen, Lena Badjie, Adama Beyai,
Silvia Bobba, Nina Boecker, Marianne
Demaegdt, Papa Diagne, El Hadj Amadou
Fall, Francesco Ferrari, Alain Gotngar,
Jean Hakizimana, Nicole Heppler, Etienne
Herbout, Pierre Kaboré, Julius Kramer,
Fanny Linnros, Legma Nadège, Jean Claude
Ndayishimiye, Alida Niyongere, Nandesh
Patel, Ramona Pulli, Selina Rausch,
Mirjam Schmid, Eyob Tessema,
Luke Thornton

Unguvu Coordinating Team:

Henock Amberbir Mekonnen, Shambel
Pawlos, Wayne Davis, Ledet Solomon,
Thibaut Bambara, Christopher Dunn,
Marguerite Potard, Mary Waweru,
Josephine Zana

External Experts:

Bruno António, Guillaume Cailleaux

Graphic Design:

Luisa Fontanazza

Supported by:

This project has been funded with support
from the European Commission. This publica-
tion [communication] reflects the views only
of the author, and the Commission cannot be
held responsible for any use which may be
made of the information contained therein.



Education and Culture DG

'Youth in Action' Programme

*Reproduction is authorised to National Scout
Organisations and Associations which are
members of the World Organization of the
Scout Movement. Credit for the source must
be given.*

© 2014

