

DIVERSITY AND INCLUSION IN THE INTERAMERICAN SCOUT REGION

Reference Guide for NSOs



SCOUTS®

Creating a Better World

INCLUSION OF PEOPLE WITH DISABILITIES IN SCOUTING



To reflect together



- What happens when we have a difficulty or problem that prevents us from fully develop?
- Who is a person with disabilities?
- What does it mean for each of us to be "normal" or "abnormal"?
- What are the limits of normality?
- How do we relate to people with disabilities?
- Is it possible the inclusion of persons with disabilities to Scouting?
- What's out position with the issue?
- What can we learn as a NSO from people with disabilities?
- What contributions we can make to people with disabilities in institutional life (Programme, training, administration)?





Who are the people with disabilities?

The Convention on the Rights of Persons with Disabilities states: "Persons with disabilities include those who have physical, mental, intellectual or sensory impairments (greater than six months) impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others"¹.

This means that people with disabilities are those with a condition (any deficiency or difficulty) and therefore may find limitations to develop daily activities. However, such conditions are also created and / or exacerbated by the social environment in which each person develops, so it is the collective responsibilities give effect to the modifications or adjustments necessary for the full participation of people with disabilities in all areas.

So when we think of the person with disabilities, we should not only focus on the deficiencies or limitations of the person (whether physical, sensory, social or intellectual) but the environment in which it operates, the barriers found, and the possibilities that the medium can provide for greater inclusion.

Scouting, as societies, has been changing its approach and practices throughout its history. Conducting a review of these prospects is possible to identify the on going effort to generate WOSM as a global Education Movement, a space of real

¹ Convention on the Rights of Persons with Disabilities.
<http://www.un.org/esa/socdev/enable/documents/tccconvs.pdf>

and permanent inclusion. One of the many points of references that you can take is to regard its approach in the 80s on "Scouting for All" in which a series of practical guidelines were given to achieve the purpose of inclusion.

Taking the document of the World Organization of the Scout Movement (WOSM) Guidelines: Scouting for people with *disability*², For Scouting, a disability is a condition that could make it difficult to access or for participation of a youth or an adult in certain activities. That is why it is important to differentiate the concepts of impairment and disability.

Deficiency is, according to the World Health Organization (WHO), any loss or abnormality, permanent or temporary, of a structural or psychological, physiological or anatomical function. It is including the existence or occurrence of an anomaly, defect or loss of a limb, organ or body structure or a defect in a functional system or mechanism of the body.

Deficiency represents an organic disorder, a functional limitation that is objectively manifested in daily life occurs. One can speak of physical, sensory, mental deficiencies. Sometimes the same person has simultaneously two or more deficiencies.

Disability It is defined by WHO as any restriction or limitation on the ability to perform an activity within the range that can be considered normal for anyone without disabilities. It can be temporary or permanent, reversible or irreversible. It is a functional limitation resulting from a deficiency, manifested in everyday life.

An important aspect to clarify is that disability is something people have. The person "is not" disabled, but "has" a disability. This means that the fact is this person presents a deficiency is not inevitably disabled, but there are other factors, which come from the deficiency and the environment, which can cause disabling conditions.

² World Scout Bureau. Educational Methods, Research and Development. 2010. Guidelines: Scouting for people with disabilities.





For this reason, today, we are redefining the term disabilities, in such as the mismatch between the person and their environment, rather than as a result of deficiency of people (as expressed in Article 1 of the Bill of Rights of Persons with Disabilities that was mentioned at the beginning of the paragraph).

Disabilities may be:

Sensory and communication: They include decreased, or total visual, hearing and speech disabilities. For example: blindness, visual impairment, loss of an eye, loss of vision in one eye, deafness, decreased hearing in one or both ears, specific language disorders (either expressive language and understanding), and so on.

Motor: It includes impairments and disabilities to walk, manipulate objects and coordinate movements (e.g. restrictions of different magnitude on the ability to move) and to use arms and hands, trunk or head support, as well as walking. Usually, these disabilities involve the assistance of another person or an instrument (wheelchair, walkers, etc.) or prosthesis to perform activities of daily life.

Mental: It includes cognitive decline and intellectual disability.

Cognitive decline refers to different levels of difficulty in performing one or more cognitive functions:

- **Language:** A particularly expressive and comprehensive level within the social context, whether verbal and nonverbal (gestures, intonation depending on the context, onomatopoeia, etc.);
- **Attention:** both sustained attention (what is commonly called “pay attention” to something or someone), joint or shared care (when two a book reading or watching a movie), as latent (when performing a task, but we are attentive to what happens around: sounds, people, movements, etc.);
- **Information processing:** difficulties in the way how to capture, process and provide an adequate response to the context;

- **Social cognition:** all the knowledge and knowledge in relation to bond with others, with daily tasks, etc.;
- **Executive functions³:** Difficulties of different degree (depending on each case) in self-management skills, cognitive flexibility, planning and organization. Lack of Theory of Mind (ability to put oneself in the other, realizing that they own emotions and thought).

In general, cognitive decline is related to symptoms as in different types of autism (including Asperger syndrome), attention disorders with or without hyperactivity, oppositional defiant disorders, among others.

Intellectual disability, cognitive decline has similar characteristics. However, in intellectual disabilities, intellectual functioning is below the midline, and this decline is the same in all cognitive areas of the person (talking about an IQ less than 70). In turn, these limitations in intellectual functioning and adaptive behaviour⁴ must appear before 18 years old.

³ Executive Functions (EF) are those functions that represent the cognitive skills required to control and regulate our thoughts, emotions and actions. Also those that allow future planning and organizing the thinking and actions, among other important functions. FAITH develop over time, being located in the prefrontal cortex. They can be divided into three broad categories of skills:

- **Self-control:** The ability to resist doing something tempting in order to do the right thing. This skill helps children to pay attention, to act less impulsively and stay focused on their work. They allow also organize a task, and even organize information from the outside differentiating it internal stimuli.
- **Working memory:** The ability to hold information in mind where it can be used. This skill is required to perform cognitive tasks such as interrelated topics, making mental calculations, and say what needs to be done in order of priority.
- **Cognitive flexibility:** It includes creative thinking and flexible adjustments to changes. This skill helps children to channel their imagination and creativity to solve problems.

⁴ Adaptive behaviors are a set of actions taken by each individual to adapt to the surrounding environment, so they will produce better exchanges, learning and ensure their survival.



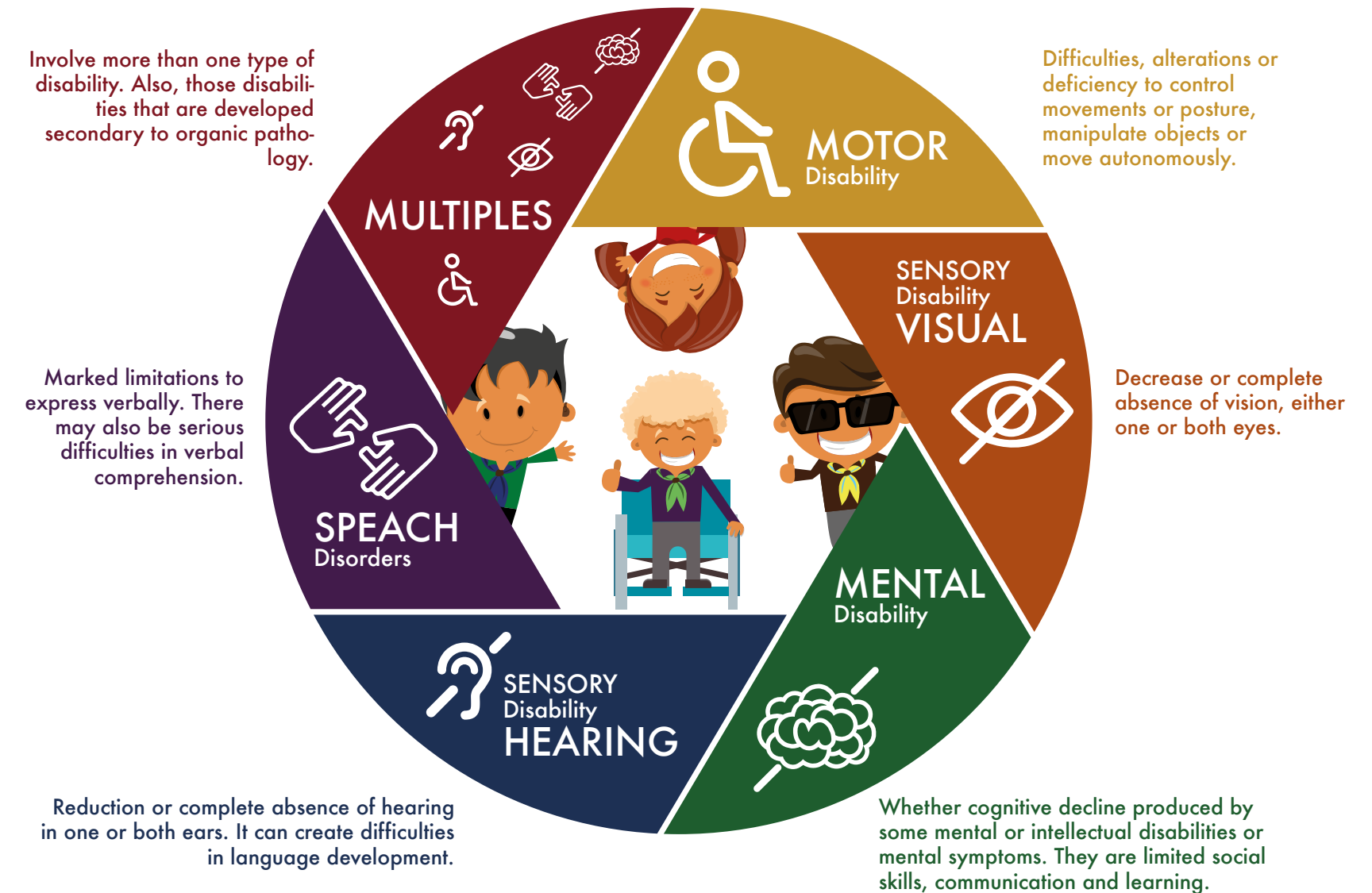
Cognitive skills, which are affected in Intellectual Disability, are:

- Communication skills,
- Self-care,
- Social skills,
- Security and autonomy,
- Access to formal educational according to chronological age,
- Motor skills,
- Adaptive behaviour (adaptation to the environment).

Finally, intellectual disability is not a disease in itself, but is always secondary to another underlying condition. Such is the case of Down syndrome, Fragile X syndrome, etc. In turn, mental disabilities are classified into three types: mild, mental and severe (or deep). Depending on the degree of commitment, a person may express certain skills and difficulties. It is therefore extremely important to offer learning experiences that enable people with intellectual disabilities, enrich their interaction capabilities within context and strategies of autonomy and self-worth.

Multiples: They contain combinations of the restrictions described above, for example: intellectual disabilities and language disorders, visual and hearing impairment, amongst others. In this group disability is not considered in the above groups, as syndromes that involve more than one disability, disabilities caused by deficiencies in the heart, lungs, kidney, and chronic or degenerative advanced diseases that cause a disabling condition for example is invasive cancer, severe diabetes, and heart disease, among others.

DISABILITIES



Learning alongside people with disabilities

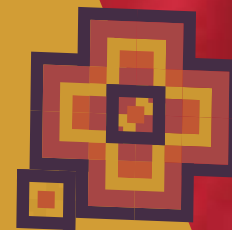
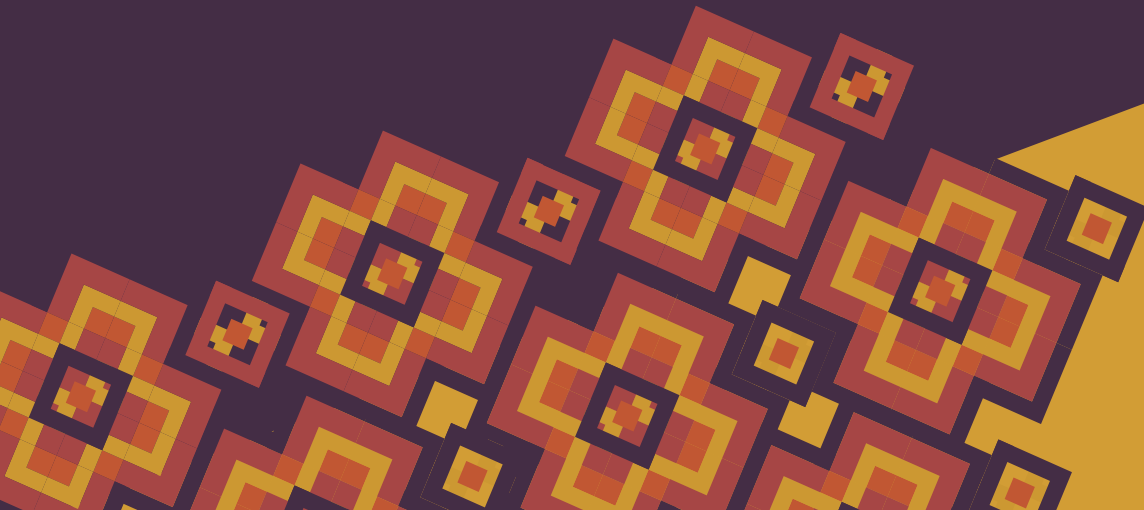
Today, many children, youth and adults with disabilities do not have enough opportunities in society to rediscover themselves and develop because of the lack of inclusive spaces, the way their parents, relatives and friends behave towards their disability or their situation, among others. Therefore, Scouting can play an active role in the processes of inclusion:

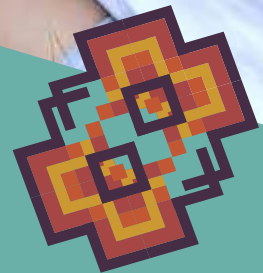
- Introducing and involving people with disabilities in their educational concept. In this way, we can offer countless opportunities to discover their abilities, strengths, to prove themselves with other members of the group and to enhance those capabilities. The development of different types of activities will be conducive to the development of new capabilities in people with disabilities.
- Involving parents or other reference persons (professionals, members of society, specialists in the field) in the engagement process, aimed at strengthening new frameworks of learning and understanding for volunteering NSOs and to develop new skills in the people with disabilities.
- Encouraging other group members to accept and help children and youth who have a disability throughout the development of the Youth Programme; this will increase their self-esteem and create an atmosphere of understanding, solidarity and positive coexistence in the group.
- Ensuring that adults with disabilities who are members of the organization play an active role within the group will allow them to improve self-confidence and self-esteem, providing turn new learning opportunities for children and youth of the scouts units.

- Generating outreach channels and spaces of experimentation, taking into account the necessary adjustments according to the target population (young or adult).



GOOD PRACTICES WHICH ENHANCE THE INCLUSION OF PEOPLE WITH DISABILITIES





Practices that favour inclusion are those aimed at strengthening inclusive areas, minimizing barriers and suggest scenarios that facilitate learning and participation.

These are collective-group and individual-singular practices. That is, commit the whole community: family, adult educators, volunteers, children, youth and other civil or governmental entities. In turn, each child or young person can present strengths and needs that are their own and that must be considered, although this is common regular praxis, it must be more so when developing and promoting inclusive methods of people with disabilities.

Firstly to understand that we are in a context where we receive children and young people who have ways of learning, bonding and interacting with distinctive characteristics. That is why it is important first meeting with the family and the child or young person to know and understand such characteristics, so as to be able to create the necessary conditions to minimize the barriers and strengthen those areas that facilitate accessibility to educational method.

In a second instance there is the need to discover the characteristics, strengths and tools necessary for active participation and full enjoyment of people with disabilities in the activities of the Movement; this is only achieved on the ground, through interaction and coexistence (sometimes progressive over time, according to the case) in the group's activities.

Having talked about the needs of the child and youth and reflected on the required measures, a decision must be made, for which the following questions will require answering:

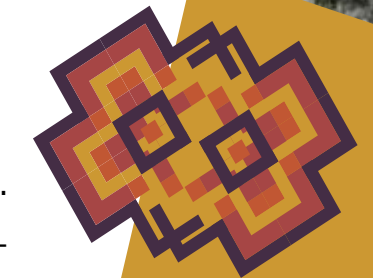
- Is our scout group in a position to propose a flexible and creative programme for this person?
- Can this volunteer with disabilities carry out this activity?
- Can the programme offered be balanced with the needs of the other scouts in the unit or group?

As you can see, it is not a decision to be taken only by leaders. It needs to be discussed with all members of the group and the people who will work with, or will engage with and accompany the new member in our unit, looking at the following points:

1. The meeting area is adapted and has the necessary security measures for this person? If not, is it possible to make the necessary adjustments or get the required equipment?
2. Does our team of leaders have the necessary skills to take on the challenge or at least have the conditions to prepare for it?
3. If we consider the team of leaders does not have the necessary skills or their number is not enough, are parents or responsible caregivers willing to be present and give the necessary support?
4. If you consider that the unit cannot really offer what the person with disabilities requires, maybe another scout group nearby is better equipped to receive them?

If we are **unable** to accommodate the person with disabilities, it is important:

- Communicate to the family the conclusions reached in the diagnostic process.
- Communicate to other members (youth and adults) in the unit why it is impossible for the group to welcome the child or youth with disabilities.
- Help the family if we know of another group is able to receive them.
- Let the relevant institutional bodies know of the decision.



If we are **able** to accommodate the person with disabilities in the unit, it is important:

- Communicate to the family the conclusions reached in the diagnostic process and generate agreements on participation and mutual cooperation.
- Communicate to the relevant institutional bodies of the decision to include the person with disabilities.
- Anticipate that all activities are accessible to the whole group, including people with disabilities.
- Flexible planning of activities, taking into account the different forms of communication (oral, gestural, visual), the quantity and quality of support, the need to anticipate and possible strategic alliances that facilitate accessibility.
- Assess possible architectural barriers for communication of space and resources.
- Involved in all process, where all possible, therapists or outside professionals who work with or are close to the person with disabilities.

Process of identifying the capacity to accommodate a person with disabilities

Initial diagnostic:
Interview the family (parents, mothers or those who are carers).
Evaluation with the team of leaders.
Evaluation of possible architectural modifications at meeting place.
Assess the need for possible alternative resources.
Working with the youth with the disability.



IF WE ARE NOT ABLE	IF WE ARE ABLE
Communication to the family and the other members of the Scout Group.	Communication to the family and the other members of the Scout Group.
Leave written reasons of the decision duly signed with the family.	Have duly signed written agreements with the family.
Let the management and supervision team know.	Let the child or youth with disabilities know entry process.
Get in touch with other scouts groups that can receive the child or young person.	Let the management and supervision team know.
	Have support networks and consult with: family, outside professionals, civil society entities.
	If possible, if any architectural modification of the area is necessary, do so before the arrival of new member.



A flexible and accessible proposal

The Scout method by which children and young people work together in teams where everyone has a role to play, is the ideal place for support, both for those who have a disability and those who do not. A willingness and cheerful attitude can also play an important role, creating an atmosphere of trust within the group, thus facilitating the inclusion and commitment of the person with disabilities.

It is the task of leaders after the institutional decision on the inclusion of persons with disabilities to move, to build a framework that will enable the equality and equity in access to the Youth Programme proposed by Scouting.

A flexible and inclusive organization requires:

- Creating training programs for leaders, including workshops on the understanding of disability and diversity, skills development within the framework of personal differences, access to concrete examples of good practices as to generate ideas, among others.
- Provide for in situ support to enable the scout groups make changes (in the building or specific activities) as necessary. These supports can be from both inside the Scout Movement and external (civil associations, NGOs, government agencies).
- Establish a network of institutions, whether governmental or civil society¹ who work around the themes of disability. Manage to establish contacts that

¹ An example of these is Austim Speaks (Let's talk about Autism), an association of parents of people with autism and developmental disorders, whose mission is to spread, awareness, seek training, among others related to the topic of Autism practices. <http://tgd-padres.com.ar/> <http://autismspeaks.org/>.

will serve as support, both in the design of proposals, development activities as well as resources in the context of adult education teachers.

- Distribute information about life, needs and skills of people with disabilities.
- Have in the NSO a committee to provide expert advice on the development of the Scout Movement being more inclusive.

The role of families

Families, whatever their composition and shape, play a supportive role in the growth, maturation, development of social and learning skills since the person was born until they are placed in the social sphere. Therefore, it constitutes a very important part of the time to learn the historical references, needs and strengths of a person. In the case of people with disabilities there are families who can inform us about what kind of support is required, as also what are the persons skills, tastes (TV programs, food, music, sports, games) and preferences.

On the other hand, it is important to know what are the expectations that parents, mothers or other family members have in relation to Scouting; if they know the educational method. In turn, it is required to communicate clearly what are the distinctive features of the scout group of which they will be members (location, time, duties of members, the make up the group, type of activities, etc.). These first clarifications and agreements are fundamental so as to have a clear view, so as not to create high expectations that cannot be met.

It is necessary to create a climate of dialogue, cooperation and commitment with the families, informing when we have any problem or do not know how to deal with a situation. In turn, being a different educational method from formal education, it becomes a space where you can get important and useful infor-



mation for the development of the individual concerned and to enhance their personal autonomy and enhance social inclusion.

In short, we suggest:

- Conduct interviews that the group of leaders require with families.
- Clearly communicate the educational proposal of the Scout Movement, the scope and limitations thereof, as well as the features own group.
- Anticipating the types of activities, times, possible modifications or support that may be required to promote accessibility to educational activities.
- Being aware of the knowledge and expectations of families in relation to Scouting.
- Leave written record in the minutes of the agreements and commitments that are made with families.
- Maintain fluid communication with families, setting as a priority the full inclusion of persons with disabilities to Scouting.

The Stigma of overprotection

It is important to ensure the welfare of all members of the group, protecting their physical, mental and emotional integrity, ensuring that all involved are well informed of all matters relating to the protection of children and young people and the right of -children or adults- to privacy and dignity people, preserving their rights.

Often in the usual treatment of people with disabilities we shrink from or we get carried away by the perceived image or that built by media and by our pre-conceptions, as well as by the contributions of others and not from what results with our approach to disability.

One of the paradigms that we must break is overprotection. On the issue of disability, help is not the same as overprotective; help is to give the person the opportunity to function autonomously and accomplish the things they want.

Overprotection of people with disabilities is generated at the thought that they are not able to learn certain attitudes, skills, abilities and aims to provide what they can do for themselves and “take care” of the surrounding environment because that environment is often seen as threatening. This often generates greater limitations that disability itself, reaching levels that instead of enhancing capabilities, only emphasizes marginalization.

Our caring attitude usually is almost naturally directed to help the weakest; in this sense, we may be difficult to avoid overprotection, which becomes somewhat complicated, because you can reach when least expected without being aware of it; therefore, the person with disabilities should be allowed to explore their environment but with supervision. Ideally, someone to accompany them on this exploration so they can learn safely, stronger bonds is created and they end up controlling their environment. This way, you develop more confidence and better interaction with the world around them. The ideal is to protect not overprotect.

We must encourage the person with disabilities to investigate, discover and learn and, above all, speak clearly so that it relates to the their self-confident and they not feel left out.

Some considerations to avoid overprotection:

- Be natural, if we do not know what to do let the person with disabilities know.

- We have to be positive and always look at what the disabled person can do for himself or herself.
- Convey optimism.
- Be with them in a positive and natural way, serve as a means of approach to others and reduce the barriers that are set when generating links.
- Be attentive to promote the inclusion of all / as in the group.
- Be fair and inclusive means that all members have obligations and roles within the group. People with disabilities should have the same obligations as others, but adapted to them; before their misbehaviour should be treated like the rest.
- Removal barriers it is not the same as doing things for them; we favour autonomy and self-management.
- To live in a group everyone has to develop respect for others and learn how to behave in a group. There are people with disabilities who have not developed some social skills for group living; in this case, they may need support prior to joining the group.

Adults with disabilities in Scouting

For what function can adults with disabilities be incorporated into Scouting? can adults with disabilities interact with children and young people?, how do we create the conditions for a real and concrete inclusion of adults with disabilities, stressing their capacity as adults?

The foregoing and other questions arise when thinking about the inclusion of adults with disabilities, especially in cases where people with disabilities have

experienced the educational programme as youth and as adults today continue within the Movement.

While there are no complete answers to these questions, we need to think beyond the type of disability, we are talking about adults. That is, people with abilities to decide on what they want to do and where they want to be. They are people with ability to identify their strengths and limitations. People who should express their decision to adhere voluntarily to Scouting and understand what it involves to volunteer as leaders in direct contact with children and young people or management roles within the organization.

And as is usually done with other adults, they should also know:

- The functions expected of them.
- Needs of the work involved (which are not always related to encourage the educational programme).
- The agreements and commitments (in relation to the method and training system).
- In what management areas they can collaborate in.

We must remember that the different management levels and functions can be valid spaces for adults with disabilities to volunteer in, especially for those adults who because of their functional abilities cannot work in educational programme activities²

It is important to consider the development of input or tools that can be included in training and the education of adults with disabilities who voluntarily adhere to Scouting. Contemplating the functional needs of adults in order to promote better learning conditions and exchange with other adults (alternative communication systems-for people with hearing loss or communication disorders orally, braille writing and adapted reading material, etc.)

² Such is the case of those adults with intellectual, emotional or severe motor disability.



The recommendations described in this document apply to all members with disabilities who are or will be part of the Scout Movement; that is to say the same goes for active participants in the programme and adult volunteers.

An important aspect in working with adults, as with children and young people, is to achieve understanding as to the commitment (scope) that they perform when they adhere voluntarily to the Promise and Law and Fundamental Principles of the Scout Movement. This can be a great tool to promote positive attitudes and new learning skills.

Experiences

In more than 100 years of history in our region we have developed different experiences, we will share just a few of the most recent to describe the most important ones.

"For the Scouts of Nicaragua it is our first camping experience with youth with disabilities. At the beginning we had our doubts but today we realize that there are no differences, barriers are put up by ourselves. We have a lot of interest and willingness to work with young people with disabilities. "

PAOLA-SCOUTS OF NICARAGUA

Argentina: National Youth Programme Policy. Annex: Scouting with the people with disabilities.. Adopted in 2011, the purpose of this policy is to encourage the inclusion of children and youth with disabilities to be active participants of the Youth Programme, outlining actions at the national, regional and group level.

Nicaragua: Through participation as camp animators for young people with disabilities, several activities related to the game, participation, leadership and teamwork are implemented. The Scouts of Nicaragua organize these meetings with other civil organizations in society and government.

Costa Rica: The National Scout Organization generates training programs for adult leaders in charge of a group of interdisciplinary professionals. In turn, they generated their own material related to the inclusion of persons with disabilities to Scouting.

Ecuador: With the formation of adult volunteers, we are encouraging welcoming people with disabilities to group life. It is established that the Scout method contributes to effective inclusion and a number of useful tips for dealing with people with disabilities.

http://www.scoutsecuador.org/site/sites/default/files/biblioteca/Manual_DirigenteFinalNelVill_2015.pdf

Photo: Isabelle Dufresne-Lienert



INCLUSION OF PERSONS IN VULNERABLE SITUATIONS



Photo: Escoteiros do Brasil

To reflect together

- How to identify a person who is in a vulnerable situation?
- Do we realize that we are all vulnerable? Is there any vulnerability which is most relevant within our context and to which we should pay special attention?
- Has the NSO identified activities in different situations and contexts, which they promote that, can be classified as assistentialist?
 - Are adults offered the skills so as to differentiate between

activities that strengthen and develop capacities for including those that generate dependency on assistance for people in vulnerable situations?

- Can the NSO identify the limits and difficulties in the development of the Youth Programme in complex (social, political, economic, etc.) contexts for the inclusion of vulnerable people?
- Does the NSO have a number of strategic alliances that contribute to complement the actions of Scouting for those who by their vulnerability require additional support?
- Does the NSO have a strategy to develop Scouting in areas in which people are vulnerable?
- Does the NSO generate a significant number of actions, which, within activities of the Youth Programme to improve the lives of

people in vulnerable situations, generating a positive impact on the community?

- Does the NSO have a current analysis of the social, economic, political and cultural contexts in which people are vulnerable and from they're to an institutional approach?
- Do the values promoted by the NSO contribute to children and young people who may be sensitive to the problems being experienced or where people are vulnerable?
- Do our training systems contribute to understand the context of vulnerability and develop skills to carry out the Youth Program alongside people who are vulnerable?





Photo: Escoteiros do Brasil

Who are the people in vulnerable situations?

Vulnerability is one of the many features that the human being has, so there is no one who can be considered invulnerable, it is necessary to emphasize that, in one way or another, we are all vulnerable. The Economic Commission for Latin America (ECLA) states that the vulnerability is the result of exposure to risks, coupled with the inability to face and the inability to actively adapt to its consequences. It also notes that the notion of social vulnerability is related to socially vulnerable groups, whose identification is due to different criteria: the existence of some contextual factor that makes them more likely to face adverse circumstances for social integration and personal development (groups “at-risk”) the exercise of behaviours that involve greater exposure to harmful events, or the presence of a shared basic attribute (age, sex or ethnicity) that are supposed risks or causes them to common problems¹.

The above can be summarized as follows:

“Vulnerability = exposure to risks + inability to confront + inability to adapt actively”²

However, depending on our resilience to what we have to face, everyone is vulnerable in varying degrees. Everyone is characterized by the relationship

¹ Economic Commission for Latin America. 2002. Sociodemographic vulnerability: old and new risks for communities, households and individuals. Separate. Electronic document LC / W.3

² Idem.

between the physical and mental state and specific conditions of their environment. The result of this relationship then determines the environment in which this person, which can be favourable, unfavourable or barely adequate.

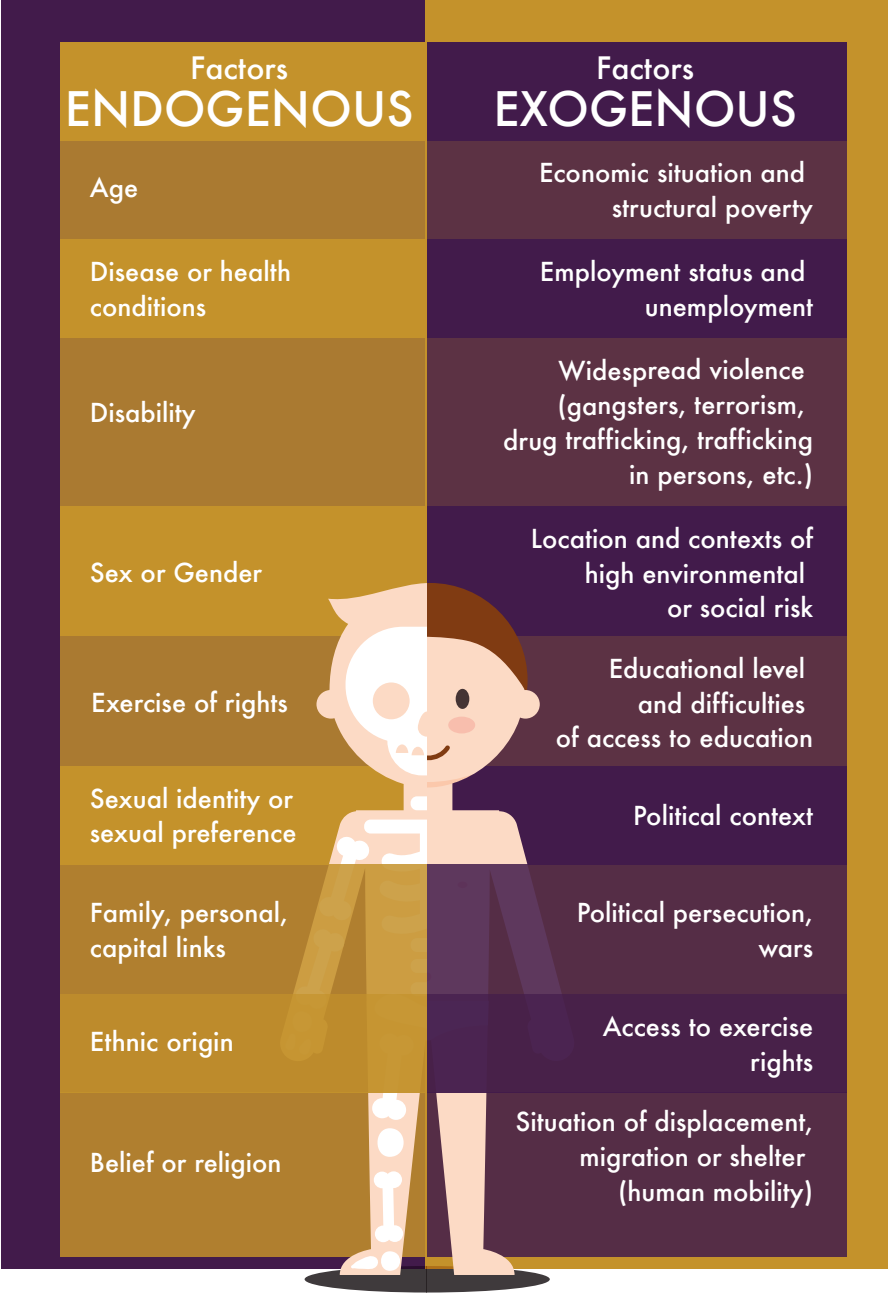
Whoever is in a situation and in a safe context reflects positive exchanges between themselves and their environment. Consequently, when someone comes across a vulnerable situation, facing negative exchanges, affecting their physical, emotional and / or mental well being, hindering their development and social interaction, besides damaging their capacity to adapt to the environment. Clear examples of this are the events that generate disasters or catastrophes, since the consequences they generate will depend on our ability to cope with such situations.

The concept of vulnerability to which we refer does not refer only to what we traditionally associate with areas of poverty or economic exclusion. Often understood to be similar to concepts of vulnerability and poverty, however, “although people living in poverty are often among the most vulnerable, not all vulnerable people are in a situation of poverty”³, But also integration issues, exclusions or vulnerabilities related to gender, ethnicity, age; that is to say different factors linked in with social inequities that put those involved in vulnerable situations, and therefore are limited not only to access to basic conditions of livelihood, housing, health, food, education and welfare but also school / employment, leisure and free time, the capacity of participation, access to information and opportunities.

Therefore, one can say that people in vulnerable situations are those who, because of their characteristics (endogenous) and its relation to the context (exogenous) may have a greater impact with regard to it in relation to others, presenting thus a higher rate of the rest of the subjects victimization. It is noteworthy that all people are vulnerable and all rights are also subject, born equal in dignity and rights beyond our origin and condition.

Several factors have identified that create situations of vulnerability among these:

³ Caroline ON Moser. 1998. The Asset Vulnerability Framework: Reassessing Urban Poverty Reduction Strategies. Washington, USA.



Developing Scouting in territories and areas of greater vulnerability

As a starting point, diagnostic process of the environment

Within the diagnostic process, we need to establish a first instance will be a “meeting”. This first approach will be aimed at mutual understanding:

- On behalf of the Movement, the reality surrounding it;
- Of behalf the vulnerable community getting to know Scouting, its method, institutional and organization methodology.
- People in vulnerable situation: about their possibilities, abilities and interests and their possible relationship with the Scout Movement.

In a second instance, we can call “building”, where the different parties will determine the benefits they can bring to the educational proposal of the Movement and to the community as well, what aspects are necessary to adapt, what needs to be covered and what are the resources, among others.

Within this “building” stage, each group or scout district may obtain the necessary information from those involved or even generate their own information, so as to define together with the community and community organizations sectors where developing the Youth Programme is a priority. It is ideal that this process takes place in the vicinity of their meeting place.

It is desirable that in the first two stages, the approach to the vulnerable communities is developed in the framework of a proposal to support and work together. We require to understand the type of activities offered by Scouting and



educational opportunities that can be employed, particularly those expressing the active and transformative solidarity, creating links between people, assisting in the development of social networking in the Community framework. It is important to understand that we should not wait for someone to ask for our help, but offer it to the communities that have been identified, in a joint construction of local agendas and in this framework contribute to reduce lack of balance between the two.

The diagnostic process can be concluded once we reconstruct the action to be taken:

- What will be the community in which we will develop the Youth Programme?
- Who are those involved.
- What are the strengths and difficulties (identification of limitations)?
- What aspects of the Youth Programme must be adapted
- What are the agreements and frameworks (flexibility in the task)?

It is essential that the work process contributes to learning of coexistence: the treatment received by each person who comes in contact to our NSO (as it is when the NSO contacts first) will be critical to generating inclusive proposals, whether to add people in vulnerable situations and contexts, and to develop a sense of inclusion and promote the development of our Mission.

Recovering popular and community knowledge is a valuable contribution when forming an inclusive NSO, in this regard, taking into consideration the opinion and experiences of membership found in the most vulnerable areas / contexts and / or those who have overcome situations of vulnerability can make a big difference in the development of our inclusion strategies. This will allow empowerment, provide a sense of belonging and acceptance to those who have gone through an episode of vulnerability and make others sensitive generating an opening: adult-youth and youth-youth confidence. The latter can contribute

to the generate a greater capacity to resilience in young people and provide effective care to adult.

It is worth noting that when we talk about communities in contexts of vulnerability we not only refer to certain geographical areas defined as a territory, but we refer to communities that may be related to minority groups (communities of African descent, migrant communities and refugee communities native peoples, amongst others), communities, that can be rural or urban, or communities of specific sectors of a territory.

Facilitating opportunities for critical reflection for the causes of vulnerabilities and their consequences, such as social and economic, political phenomena in communities, contribute that since childhood young people become aware and become useful citizens to their communities, thereby fulfilling the mission of Scouting.

Values of cooperation, solidarity, citizenship and the acquisition of new knowledge, skills and competences are for those who work in vulnerability communities contexts which can make them visible to both people of these communities and for children and young people involved activities Youth Programme.

Vulnerabilities can be a starting point to work on improving the community and, from there, build a better world. An example of this can be involvement in disaster risk management, promoting resilient communities, working both on disaster preparedness and recovery processes in the territories where they have occurred.

Other examples of vulnerable contexts are people in situations of human mobility, IDPs, migrants and refugees who have much to contribute to our communities, therefore the added value of their knowledge, skills, professions as well as their own cultural contributions to our communities. This implies a great challenge for Scouting as a fraternal space that contributes to the process of local integration.





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