

DIVERSITY AND INCLUSION IN THE INTERAMERICAN SCOUT REGION

Reference Guide for NSOs



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Diversity and Inclusion is one of the strategic priorities of the Three Year Plan 2014-2017 of the World Scout Committee¹. This strategic priority contributes significantly to achieving Vision 2023 of the World Organization of the Scout Movement (WOSM):

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

The *Triennial Plan 2014-2017* establishes that Scouting should reflect the societies in which it exists and is actively working to welcome all people without distinction. This diversity is not only reflected in the number of members but also in the methods and programs used by the Movement.

The contents presented below are the result of presentations, discussions and

contributions by the participants of the Inter-American Symposium on Inclusion and Diversity, held in September 2015 at the headquarters of the World Scout Bureau - Support Centre for Inter-America region in the City of Panama, coupled with the input and systematization made by the Diversity and Inclusion work group at regional level.

This document is one of the first answers to the purpose of the Symposium: “To establish the basis for the development of guidelines which adequately address issues of inclusion and diversity in Scouting”.

This guide is intended as an initial reference, a concrete tool for consultation and reflection for all National Scout Organizations of the Interamerican Region. It is not a manual or a cookbook; it is a set of proposals that invites us to become closer and act increasingly to have a broader, more inclusive, diverse Scout Movement for all.

The conceptual development of this document builds on *Diversity and Inclusion in the Interamerican Scout Region*² in which the principles and positions that the region assumes in relation to Diversity and Inclusion are defined.

¹ World Scout Bureau Inc. 2014 Triennial Plan 2014 -2017. World Scout Committee.

² World Scout Bureau - Support Centre for Inter-America. 2016. Diversity and Inclusion in the Interamerican Scout Region.

The contribution Scouting can make to society by addressing issues of diversity and inclusion is an important and concrete contribution, allowing them to participate actively in building a culture of peace through education, developing attitudes for coexistence, respect and recognition of differences and the values thereof, in an increasingly diverse and changing world.

The guidelines which follow try to meet the demand of the National Scout Organizations (NSOs) to have available resources so as to addressing the issue of Diversity and Inclusion.

This guide develops the theme of Diversity and Inclusion focusing on four central themes:

1. Institutional vision
2. Disability
3. Vulnerable contexts
4. Minority groups

In turn, each central theme has a section where there are a series of questions called **“To reflect together”**. Its purpose: a starting point; they are an invitation to think about the topic in question (disability, vulnerability, minorities), to come to face with previous knowledge and experiences, from our role as educators at any level of the OSN in which we serve.

Subsequently a number of specific tools are developed to facilitate diagnosis of our organization. The diagnosis is fundamental for the start of organizational planning processes that provides support to our educational programme.

The initial questions invite us to clarify, at a later date, the current situation, the view of the organization about these issues. Then a series of concepts linked to the themes unfold in each section, and a series of concrete recommendations for a better approach in the different institutional levels. The guidelines, as its name suggests, try to orientate and generate flexible and adaptable proposals to needs of case.

Finally, the **appendixes** are presented. In the appendix you will find support resources, illustrative examples, etc., that reference it developed in the guidelines.

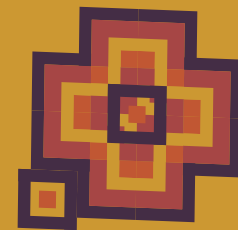
Whatever the actions that are carried out in Scouting, the NSO should consider people as subjects with rights, seeking to promote, protect, respect and ensure respect for them as the basis of human dignity.

It must be said that this Guide is not intended to exhaust the contents of each

INSTITUTIONAL VISION ON THE THEMES OF DIVERSITY AND INCLUSION



To reflect together



Rethink ourselves as a diverse and inclusive organization



- Is our National Scout Organization a real proposal to include development of children, youth and adults who have decided to be part of it?
- To respond to the challenges of our context the theme of diversity and inclusion is a priority for the governing bodies and decision-making of our National Scout Organization?
- Do international conventions and treaties signed by the country, as well as national laws related to human rights and diversity and inclusion are reflected in the regulations and other documents of the National Scout Organization?
- Does our National Scout Organization have managed to have an active and significant presence in territories and communities that have not traditionally been served?
- Does our National Scout Organization and statistics registration systems where they can observe visible participation of people with disabilities, minorities and vulnerable?
- Do we know if it has increased the participation of people with disabilities, minorities and vulnerable in our National Scout Organization?
- Do we recognize ourselves as an organization who provides the space for the inclusion of people in human mobility -migrants, displaced, refugees- that contribute to social integration?
- We guarantee that our volunteers have the necessary expertise to address the issue of diversity and inclusion?
- Have we established agreements and links with public and private organizations of persons with disabilities, minority groups and those who are vulnerable?
- Have we made the adjustments in our institutional structures, in our offer Youth Programme and volunteer management system to better serve people with disabilities, minorities and vulnerable?
- They have been allocated in our budget specific items to support people with disabilities, minorities and vulnerable?



Institutional positioning

Inclusion of a greater number of people with disabilities, minorities and vulnerable contexts.

The **institutional positioning** means adopting a clear and understandable position for all audiences with whom we are linked (external, public and internal). These issues require an explicit position and are contained in the institutional documents, be in agreement with the fundamental principles of the Movement, regulations and resolutions of WOSM and be made visible in the everyday actions of the NSO.

- Are there any agreements by the decision-making bodies of the National Scout Organization (National Council, National Assembly) that encourage and ensure the full participation of people with disabilities from minority groups and those who are vulnerable?

Yes

No

- ◆ In which Associative documents we can find this reference?

- ◆ Is its implementation up to date?

- Do the normative documents of the National Scout Organization explicitly include guidelines that allow real inclusion of people with disabilities from vulnerable groups and minority groups?

- ◆ Name the normative documents which include these guidelines:

The number of members of the National Scout Organization is not the only indicator of the scope of our educational proposal in the national context. It requires **active participation** also in those territories and communities in which NSOs have yet been unable to produce a real impact.

- Is the willingness to reach out to areas and communities that traditionally have not been looked after been reflected in plans and concrete actions, and sustained that respond to their needs by allocating the necessary resources for its implementation?

- ◆ Indicate the actions taken on this issue over the last year:

Currently on a global level on the issue of **human mobility**, it makes it necessary for organizations to establish response actions to meet this emerging trend¹, creating spaces of containment, promotion and protection, but also foster and strengthen resilience processes and local integration.

¹ 2015 According to UNHCR there are about 65 million displaced persons and refugees worldwide.



- Are there institutional strategies and policies in our NSO for possible inclusion of people who are in situations of human mobility -migrants, displaced, refugees-?

Yes

No

- ◇ In which Associative documents we can find this reference?

- ◇ What have been the experiences over the last year?

Taking a stance on the issue of diversity and inclusion involves not only commitment but also taking responsibility for **training adult volunteers** of the organization so that they have the skills necessary to address these issues effectively.

- Do adult's volunteers in the NSO have training options to acquire the skills to understand and address the diversity and develop processes of inclusion?

- ◇ Report training spaces that are currently in place to acquire these skills

The work for diversity and inclusion is directly linked to the **promotion, protection and defence of human rights**. This implies that the National Scout Organization must act concretely in the public and social sectors through various means to strengthen citizenship as an expression of full exercise of the rights of all.

- Does the National Scout Organization have an active presence² in the areas of debate and the defence of human rights and does it integrate this vision into their rules, procedures and daily practice?

Yes

No

- ◇ What areas has the NSO participated in the last three years?

² Referring to the Vision 2023 "By the year 2023 Scouting is the world leader in educational youth movement, allowing 100 million young people to be active citizens, creating positive change in their communities and the world on the basis of shared values. " This active presence can relate to statements and public positions through campaigns, actions and publications. Also possible agreements with civil society organizations and NGOs active in the promotion and defense of rights.





It is not enough to speak of rights if people do not have the opportunity to exercise them, so it is necessary to promote and enable areas that allow the **full exercise of rights**. When the exercises of rights are guaranteed in the National Scout Organization, we are promoting that people (young and adults) can live and enforce them outside of the NSO. This vision should be a fundamental part of our proposal, contributing significantly to the fulfilment of the Mission.

- Has the NSO expanded areas of opportunity for participation and exercise of the rights of its members, creating the necessary conditions within a context of diversity and inclusion?
 - ◇ Indicate the areas of participation generated in the last three years

*The Mission of Scouting invites us to have **an active and participatory role in building citizenship** through the full exercise of the rights for the common good and this should be reflected in the dialogue and reflection on the socio-political and socioeconomic context in which it is part of the National Scout Organization.*

- Is the educational emphasis of NSO focused on strengthening the citizenship of its members, responding to the different political, social and economic and legislative context in which it is immersed?

Yes No

- ◇ Have you assessed the impact of the educational emphasis on NSO members regarding the strengthening of citizenship?

The actual inclusion is manifested in the empowerment of people; for this, the National Scout Organization should encourage and strengthen processes that contribute to the development, overcoming the practices that solve the problem temporarily but do not create permanent capabilities in people. It is therefore the evaluation and continuous reflection on our actions, which allow you to gradually adjust local interventions to achieve empowerment.

- Has the National Scout Organization identified the type of actions that promotes empowerment when faced with these developments?

Yes No

- ◇ Does the NSO have a record of actions taken to promote empowerment in which you can identify this situation?



- ◇ How do we communicate the actions we have identified?

Achieve full inclusion is a challenge for all organizations, which should be reflected in every area of institutional activities. Achieving inclusion is a process that requires investment in skills, resources and time, so that which is achieved is practical inclusion. This leads to dismiss excuses such as “we are not prepared, we do not have the resources, we have experts”, etc. and start acting with an inclusive thinking.

- Have you identified the reasons that limit the inclusion of persons with disabilities, vulnerable or minority groups in the NSO?

Yes

No

- ◇ Does the NSO have a diagnostic document on this subject?

- Have actions or inclusive experiences generated by the NSO been documented?³

Sí

No

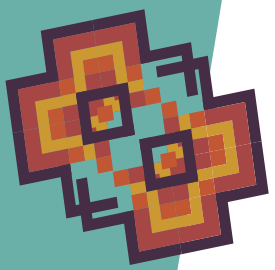
- ◇ Show the whereabouts in which these actions have been documented over the past three years.

Diagnosis process

To define the scope of the proposed inclusion in the National Scout Organization, as a real option of development for children, youth and adults who are part of it, it is required that quantitative and qualitative data be available and that they reflect the actual context in which it is placed.

We emphasize the importance of **diagnosis** as a fundamental start of the organizational planning processes to support our educational mission resources. The level of self-criticism with which the diagnosis is developed favour the process of

³ Monitor, document and follow up on those good practices and experiences that are framed from the perspective of inclusion and diversity constitute fundamental tasks in this process of review of implementation of the Educational Programme and Institutional dynamics. When actions are documented, not only are providing frameworks and inputs into the National Scout Organization can also be socialized with other Scout Organizations in the Region and other Civil Organizations (local and / or regional). It should be clarified that each NSO chooses how to register and socialize such practices, according to their own institutional dynamics, needs and context.



identifying the current level, then, define a continuous improvement processes. The NSO shall, during the diagnostic process, define:

- For and why they want to be inclusive and for whom.
 - The current level of inclusion and the desired level in the medium term.
 - The social project in which it wishes to be a participant and builder and in which it wants to advance.
 - The level preparation for inclusion that currently exists the OSN.
 - The institutional role and level of responsibility in building resilient communities that they want to become part of.
- Has the National Scout Organization established diagnostic mechanisms that show the situation in which it is located with respect to the theme of diversity and inclusion?

Yes No

◇ Mentioning diagnostic mechanisms used in the last three years

- Has the National Scout Organization established mechanisms for self-assessment of rules, ideas, practices, resources and institutional capabilities to enhance inclusive practices?

Yes No

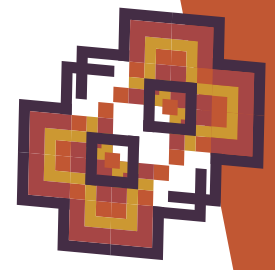
- ◇ What are the main conclusions reached in these processes?
- ◇ Does their implementation up to date?

Supporting infrastructure

Given the complexity of the context in which the National Scout Organization and the ways in which society deals with the issues, it is essential to create links and partnerships with government agencies and organizations that not only provide knowledge, but also provide the ability to generate develops sharing networks, program implementation and development. Also, this complexity makes it necessary to involve those external to our organization that contributes objectively and evaluate inclusive practices of NSO.

- Has the National Scout Organization established strategic alliances to generate knowledge, ability and willingness to work with the theme of diversity and inclusion?

Yes No





◇ Show alliances that have been established over the last three years.

■ Is there an institutional mechanism by which NSO reviews their educational and organizational practices to see if they are inclusive or not?

◇ Indicate the main conclusions reached by this mechanism.

Continuous improvement process

Situations involving people with disabilities, minority and vulnerable groups generated in today's world should not be seen as obstacles, but as **an opportunity for development and growth** for individuals and for membership of a

NSO. Daily practice allows us to identify needs and interests that require new forms of intervention and management, which demand innovative resources.

■ Has the National Scout Organization established mechanisms that allow it to identify and record institutional learning generated in the areas of dialogue, to share with everyone involved good practices and learning experiences?

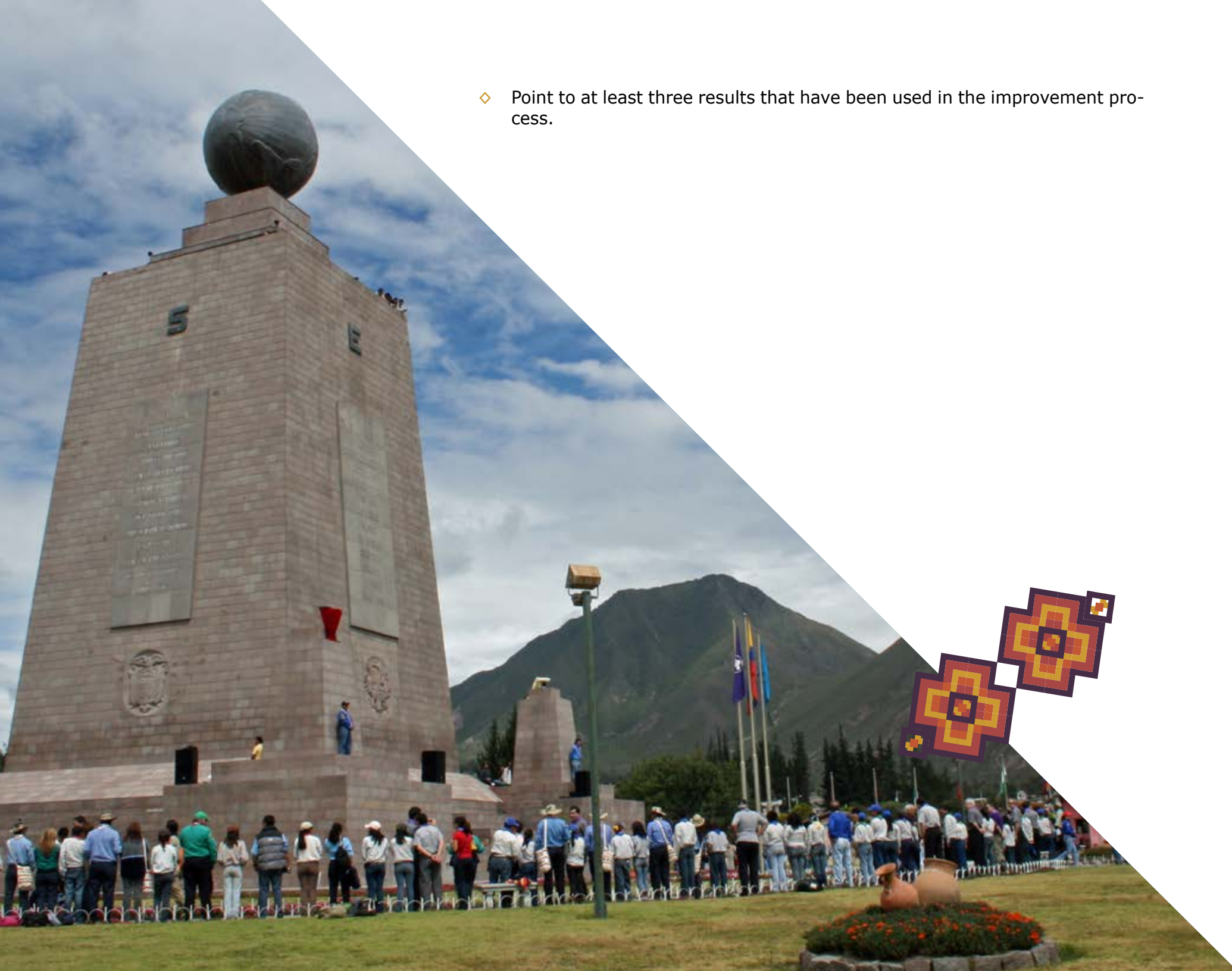
◇ Mentioning the mechanisms used and the lessons learned

■ Are the results obtained used as inputs in the feedback processes to improve inclusive practices that are carried out in the NSO?

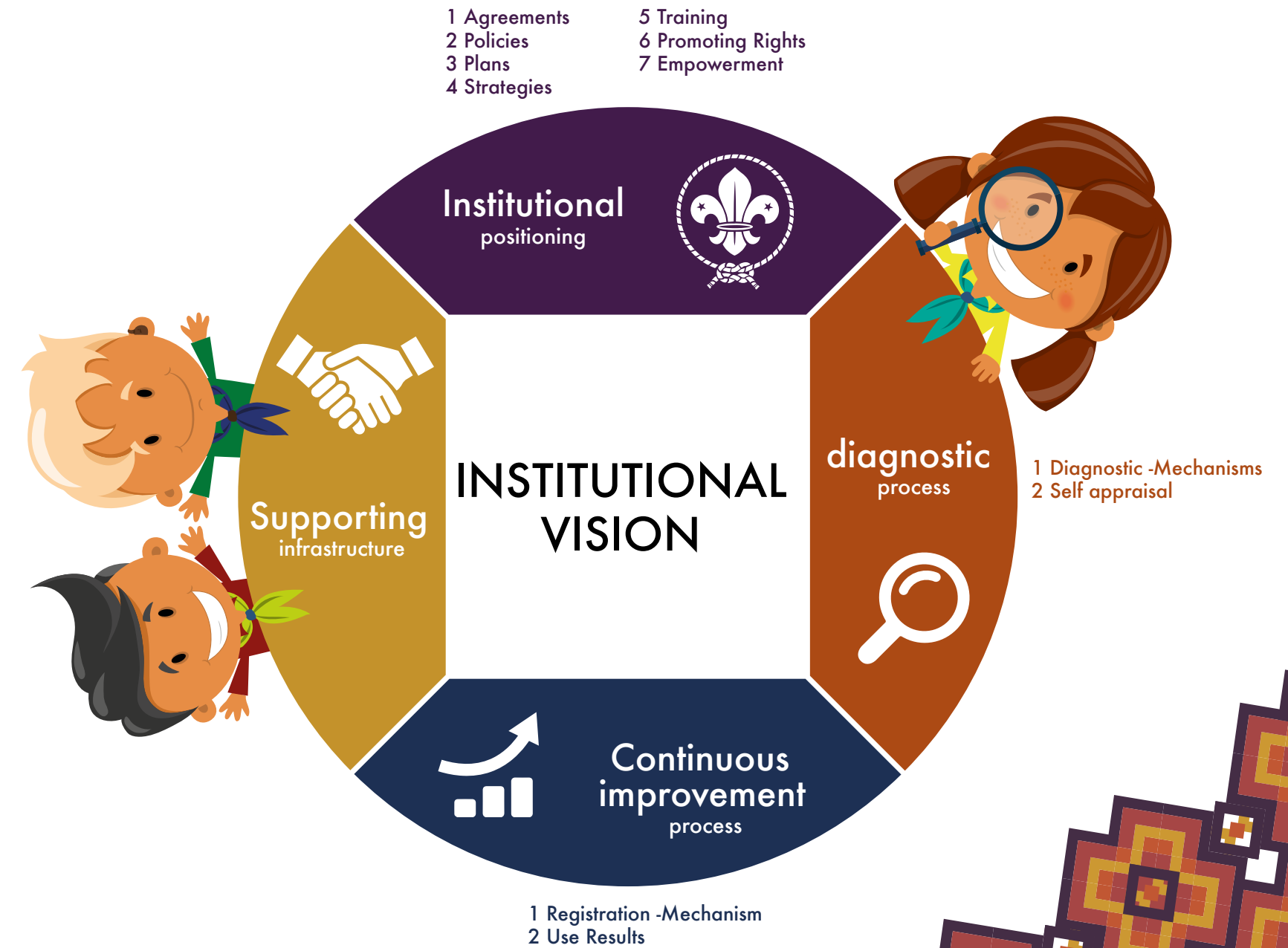
Yes

No





- ◇ Point to at least three results that have been used in the improvement process.





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