

WORLD SCIENTIFIC CONGRESS

EDUCATION AND SCOUT
MOVEMENT : EXPERIENCES
AND CHALLENGES



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Education, Research and Development
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WORLD SCIENTIFIC CONGRESS

EDUCATION AND WORLD SCOUT MOVEMENT: EXPERIENCES AND CHALLENGES

GENEVA 16 – 17 NOVEMBER 2007

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INTRODUCTION

One hundred years after its founding, the World Organization of the Scout Movement decided to examine its practices, methods and pedagogy. A Scientific Congress was planned within the framework of the centennial celebrations and took place in Geneva, on 16 and 17 November 2007. This document aims to give a first glimpse of the Congress before the "Proceedings" are published.

How was the Congress prepared?

A Scientific Committee was established in November 2006, comprising academics, representatives of National Scout Organizations and members of the World Scout Committee. The first meeting of this Committee was held in Rome in December 2006; during this meeting the general framework of the Congress was set out and is reflected in the title: "Education and the World Scout Movement: Experiences and Challenges".

Early on it was decided to launch a call for contributions, inviting universities, non-governmental organisations (NGOs), international governmental organisations (INGOs), and of course Scouts from around the world, to propose subjects for inputs around the thirteen themes identified by the Committee.

The Congress theme evoked a great deal of interest from all partners: representatives of very diverse academic areas, project leaders from NGOs and INGOs and leaders in the Scout Movement all sent numerous projects as contributions to the Committee.

After having examined these projects, the Committee made a selection for each of the thirteen workshops, choosing the most pertinent inputs and organising this in such a way that at the heart of each workshop there would be a constructive dialogue between the academic world and that of Scouting, with one input focusing on academic research and the other one on action-research from the field. This is how the Congress was developed throughout 2007.

Furthermore, whilst wanting to maintain the scientific focus of this Congress, the Committee expressed a wish that the work and discussions would also lead to proposals for the future, sensitive enough to be accepted and adopted as a challenge to National Scout Organizations (NSOs). Each of the programme days of the Congress therefore ended with a plenary session where, having listened to the reports from the workshops, the participants drew up an "Agenda for Change".

The Congress theme: “Education and the World Scout Movement: Experiences and Challenges.”

The Congress theme was developed to be fairly encompassing, in order to attract the variety of interests in the academic world and National Scout Organizations. The Committee (meeting in Rome in December 2006 and Cartigny (Switzerland) in March 2007) discussed at length the differences and at times the polarities that exist between Scouting in industrial societies and developing societies. At the same time, many academics also took note of the two stereotypical models of Scouting: one centred on social development and the other mainly offering leisure activities to children and young people.

However, the theme identified allowed the Congress to consider both of these styles and without smoothing over these differences, it opened the way for reflection on the educational role in Scouting in society today. The Committee then divided the Congress along two themes: one on education related to personal development, and the other on education as related to social development.

It is evident that non-formal education dominated the debates during the two day Congress, as this has been the domain of Scouting since its creation. However, informal education and formal educational systems were also referred to in order to examine the synergies between these different educational systems.

The “experiences”, that is to say what happens on a daily basis in the field, were of course at the heart of the discussions, with the objective of seeing how thousands of local Scout projects stand up to the analysis of academics and how they can be enriched and/or better adapted. In the same way, the interventions made by representatives of the United Nations allowed for an examination of the degree to which Scout activities reflect the challenges facing the international community. It was interesting to note that some Scout Associations and Scout leaders are actively involved in research on Scouting.

The Congress theme therefore generated various perspectives on Scouting as well as a real exchange of views between Scouting, Universities and the United Nations.

The Congress Programme

The Programme was developed to facilitate exchanges. Following the opening session in plenary, where Sir John Daniel, President of the “Commonwealth of Learning”, gave a stirring address on Scouting and non-formal education, a first round table discussion on personal development brought together high-level stakeholders/speakers with a view to preparing the debates that would take place in the six related workshops, each focused on an aspect of personal development (self-fulfilment, gender questions, employability, etc.).

The theme of social development was also tackled in the same way: with a round table debate bringing together speakers from different geographical regions and then followed by workshops illustrating the different aspects of this theme (education for sustainable development, a culture of peace, youth participation, etc.).

The initial results of the Congress

Whilst the "Proceedings" will be published at a later stage, the information here serves to illustrate the rich exchanges which took place during the Congress. As intended by the Committee, each participant was able to exchange opinions and projects with others. It is hoped that certain academic studies, related to Scouting in a specific country, will lead to a call for further research, which will in turn benefit Scouting at national level.

It is also hoped that national Scout leaders responsible for the youth programme or adult training will be able to draw out answers to some of the current questions: how can Scouting respond to the gender issue?, how can Scouting prepare young people for employment?, how does Scouting contribute to the building of citizens who take an active role in sustainable development?, etc.

It is now for every National Scout Organization or every local group to take on the work of this Congress as a good practice of Scouting in the world.

Of course, Scouting is still a Movement for pastime activities and its education has its base in activities and games, but at the same time it is an educational Movement and education is, at the same time, an art and a science, which explains the reason for this Congress. This initiative follows a long scientific and Scout tradition:

In 1922, the Jean-Jacques Rousseau Institute (Geneva), founded by Jean Piaget, organised a Congress on modal education, just after the first international Scout gathering held in London. Many high-level speakers were invited... including Baden-Powell.

Patrick Gallaud
Scientific Advisor.

Programme

| | | |
|---|------------------|---|
| <p>Friday 16 November Palais des Nations</p> | <p>Morning</p> | <p>Opening Session</p> <p>Plenary Session</p> <p>Personal Development</p> <p>Round table</p> |
| <p>Ramada encore</p> | <p>Afternoon</p> | <p>Workshop 1: Moral and spiritual development</p> <p>Workshop 2: Self-fulfilment</p> <p>Workshop 3: Skills and knowledge</p> <p>Workshop 4: Gender issues</p> <p>Workshop 5: Employability</p> <p>Workshop 6: Health education</p> <p>Workshop 7: Scout Movement history</p> <p>Plenary Session</p> |
| <p>World Meteorological Organization</p> | <p>Evening</p> | <p>Gala diner</p> |

| | | |
|--|------------------|---|
| <p>Samedi 17 novembre Ramada encore</p> | <p>Morning</p> | <p>Plenary Session</p> <p>Social Development</p> <p>Round table</p> <p>Workshop 8: Youth participation</p> <p>Workshop 9: Culture of peace and inter-religious dialogue</p> <p>Workshop 10: Education for sustainable development</p> <p>Workshop 11: Education, world citizenship and the North/South divide</p> <p>Workshop 12: Leadership</p> <p>Workshop 13: Intercultural education</p> |
| | <p>Afternoon</p> | <p>Workshops end</p> <p>Plenary Session</p> <p>Closing Session</p> |



Opening session

The Congress was opened at "Palais des Nations" the UN Headquarters in Geneva with three speeches by:

- Mr. Charles **Beer**, Geneva State Chancellor
- Dr. Bernd **Ebersold**, Jacobs Foundation's CEO
- Dr. Eduardo **Missoni**, WOSM Secretary General

Plenary session

Scouting: Creator par excellence of Human and Social Capital

Sir John Daniel - Commonwealth of Learning

Abstract

Euro notes, in all denominations, are a simple metaphor for a complete education. On one side of each note is a door or a window, which we can take as a symbol of individuals being drawn out of themselves to take an interest in learning about the wider world. On the other side is a bridge, symbolising the need of human beings to make links with each other.

In the jargon of economics the education of the individual is called the creation of human capital. More recently the term social capital has come into use to refer to the networks of contacts, trust and co-operation which all communities and societies need if they are to function effectively and cohesively.

Finally, the Delors report of 1996, Learning: The Treasure Within, expressed the challenge of education as the achievement of a just balance between learning to live together, learning to know, learning to do and learning to be. These are often called the four pillars of learning.

Scouting is admirably suited to augment formal education systems by providing opportunities that integrate all these aspects of learning. At a time when many of these systems are excessively focused on the performance of the individual, Scouting helps us give proper importance to the good of the collectivity.



Workshop 1: Moral & Spiritual Development

1. Topics discussed in the workshop. Authors thesis or argument.

Father Jonathan How: The Aristotelian account of virtue offers a framework for understanding moral development and the 'Ich and Du' (I and Thou) of Martin Buber offers a framework of understanding spiritual development.

Hamid Demmou: "Scouting, the education of peace culture". Exchanges between young people of different cultures, origin, religions, or social classes, who share the same principles of Scouting, including the spiritual dimension, are experiences of true brotherhood.

Mother Madeleine Bourcereau: "Spirituality and Scouting". Scouting is not a religion. The remarks of Baden-Powell are obvious. He did not include Scouting in a specific religion. However, as clearly indicated by his texts on this topic, he considers the Scout as a religious being.

Mélissa Martins-Casagrande: THE SCOUT LAW, a catalyst for pro-active understanding of larger scale legal systems.

Rui Leandro Maia: The real contribution of Scouting to the moral development of young people – a case study in Portugal. The study, conducted on the basis of answers to questionnaires, intends to show that there is a Scout-specific identity in terms of moral and spiritual development of young people.

2. Main debate, argument.

Father How: Scout Method supports moral and spiritual development through contact with nature, encounter with others, adventure and exploration, play, friendship and working with adults, which contribute to virtuous, fundamentally free and responsible persons.

Hamid Demmou: Through questions like 'what can spirituality bring?, what does it mean to develop spirituality? what does the Scout Method have to offer?' he says that we can reinforce a culture of peace through education, that exists in Scouting.

Mother Bourcereau: Religious spirituality is integral and essential to Scouting.

Martins-Casagrande: Analysis of the fundamental principles and the Scout Law and Promise from a legal perspective in order to establish an educational relationship between the commitment of a young person to the Scout Law & Promise and the proactive understanding of larger scale legal systems.

Leandro Maia: Compared a study done on two groups, Scouts and Non-Scouts and the result on their morality and spirituality.

3. Agenda for change in Scouting

Main discussion saw general consensus regarding moral and spiritual development.

Need to discuss whether spirituality and / or religion is essential to or indeed permissible in Scouting in a diverse and post-religious world.



Workshop 2: Self-Fulfilment

1. Topics discussed in the workshop.

Author's thesis or argument.

Bertrand Graz: Out of school organisations offer a lot of opportunities for the development of children that contribute to their "well-being". This ensures the holistic development of children, including physical, psychical, relational and other dimensions. They provide the best possible development in the best possible environment.

Fabienne Placherel: Out of school organisations can contribute to the well-being of marginalised children (immigrants, children in difficult economical position, handicapped).

Etienne Père: Scouting combines children's external experiences with the expression of their own internal experiences. It provides different answers and approaches. It makes children happy and makes them laugh.

Liam Morland: Membership decline is related to changes in society. Introducing younger age sections doesn't help solving the problem. More events, more autonomy for children ensures more retention. Training and experience – not necessarily.

Peter Blatch: Scouting provides support to children with special needs and children who face very difficult circumstances. Scouting and the proposed method as a non-formal educational programme improves the lives of many young people, supports community development and provides opportunities for self-realisation to all who get involved.

2. Main debate, argument.

Outcome and Evaluation of the Project.

Membership decline – a lot of questions about this topic. The research is brilliant.

Changes in the 1960's in Canadian society (and the World).

Considering different factor influencing Growth.

Mixed (handicapped and non-handicapped) Scout troops are the preferred solution, as both sides learn from and about each other.

3. Agenda for change in Scouting.

Build partnerships.

Reach marginalised audiences.

Set criteria to evaluate the impact.

Advocate for increased support from Health & Social and Political level.

How to measure ones' happiness without economic criteria? (Example of Youth Experience Survey from the USA.)

Explore and reconfirm fundamental principals of Scouting.



Workshop 3: Skills and Knowledge

1. Topics discussed in the workshop. Authors thesis or argument.

Acheampong Y Amoateng: Presentation of a study sponsored by the Jacobs Foundation in 5 African countries. The study enabled the effectiveness of Scout leadership training to be assessed. The results presented show that real skills in this field can be acquired through the Scout Movement.

Gerardo Gonzales: Model of implementation of the Scout Method based on a youth programme in the Region. The inter-American region published a series of manuals for Scout leaders from each age group based on the macro or RAP approach (programme upgrade and update) defining a series of educational objectives for each age in the major fields of personal growth. This approach insists on personal participation of young people in the selection and implementation of the activities as well as the evaluation and recognition of personal development.

Peter Blatch: Based on the official recognition of the Wood Badge training (Australia), the speaker drew the attention of the participants to the need to grant professional equivalence to Scout leaders who attended training programmes.

Jenny Frettheim: Presentation of different experiences conducted by the YMCA, designed to help young people through non-formal education (example of refugee camps in Gaza, YMCA hotels in Great Britain, etc.).

2. Main debate, argument.

Scouting as an important and significant vehicle for the acquisition of knowledge and skills.

Education by anticipation (engaging young people in the prospect of their future) - therefore motivating young people to achieve their objectives for the future.

Value of recognition of adult training. Spin off benefits to participants in training include pay rise, recognition and skills that can be transferred outside of Scouting.

Analysis of youth programme in the Philippines, study shows interpersonal skills to be strong in evidence in all age ranges of Scouts. Emotional skills and stress management skills were not being addressed, but will be in the comprehensive programme review.

Non-formal education is an effective way of equipping young people with invaluable skills and knowledge, especially for the most vulnerable, benefiting their families and communities.

Is formal recognition of non formal training putting too much emphasis on the business world?

How do you cope with situations when the children have skills that the parents might lack (e.g. digital divide)?

How big was the change for Scouts Australia to adapt their training scheme for external recognition?

3. Agenda for change in Scouting.

Recognition of the education and training of young people and adult volunteers. What can we do to realise the ambition to have the skills young people and adults gain, through Scouting, recognised by governments and industry?

Some countries do not have the mechanisms to recognise the education and training of young people and adults. What can Scouting do with others to create the mechanisms for recognition to occur?

As people become more mobile, how can they carry their learning experiences with them in a way that they will be recognised by others?

Recognising the value of life-skills, and the long term benefits these bring, focus more attention on the adolescent and post-adolescent age group.



Workshop 4: Gender Issues

1. Topics discussed in the workshop. Authors thesis or argument.

Christian Schiess (Assistant Professor, University of Geneva, Switzerland): presented the issue of gender in Scouting from a historical perspective and argues that there is too much onus on the individual perspective on gender and not the societal approach.

Jacqueline Collier (Research Manager, Interbrand Wood Healthcare, former Deputy Director, Youth Programme, WSBCO): presented the gender research undertaken in European Scouting "One of the Boys? Doing Gender in Scouting", research, which shows that after analysing the local realities in Scouting, there is still a long way to go before achieving real and full gender equality.

2. Main debates.

The gender issue seems to be a priority mainly in Europe.

One of the main debates is if mixed groups in activities ensure the gender equity or it rather reinforces gender stereotypes and gender-specific roles.

Is going back to gender segregation (in schools or Scouting) an answer? – after so many years of fighting against it...

Gender in Scouting is not better or worse but a pure reflection of the society it's acting within.

There are two main approaches to gender in Scouting: equality (genders are fully equal, differences are culturally acquired) and complementarity (genders have equal rights but are intrinsically different).

Is "gender" a social, or rather an individual issue?

3. Agenda for change in Scouting.

Special attention needs to be given to the hierarchy of activities (perceived as more important) and relationships (less important).

Ensuring gender equity involves changes in the education and the skills acquired by both boys and girls.

Coeducation should be a project, an aim – but to achieve it, the boys and girls could go through a "gender segregated" period.



Workshop 5: Employability

1. Topics discussed in the workshop. Authors thesis or argument.

Elio Borgonovi: How can Scouting contribute to the education of teenagers and young adults for working life and employment?

The combination of formal and non-formal education may create an environment that facilitates the emergence of skills in young people which will be useful for their studies and life in general.

Scouting contributed to the professional development of underprivileged young people unable to attend school in a formal environment.

In order to meet employers' expectations, it is necessary to have more than academic qualifications. Youth organisations such as Scouting are well positioned to develop 'fundamental' or 'soft' skills in young people and, as a result, facilitate the transition from school to work life.

Stanley Magala and Rao Satapati: Presentation of the experience of Scouts in Uganda regarding a project aimed at integrating AIDS orphans into working life by providing them with professional training.

2. Main Debate

Scouting's contribution to the development of employability skills will differ from country to country depending upon the methods used to deliver the Scout Programme and immediate local employment needs.

These skills may be strongly vocational (such as carpentry or brick making) or more generic (such as team work and leadership).

Youth must be engaged with policy makers in order to ensure the decisions made are in sync with the needs and thoughts of the young people that the policy is aimed at assisting.

3. Agenda for Change in Scouting

Scouting needs to prioritise the overt inclusion of enterprise and entrepreneurial skills within the Scout Programme and Method.

Scouting needs to communicate the benefits of its Programme to employers in a smarter and more consistent way.

Scouting could facilitate language learning in different countries.



Workshop 6 : Health Education

1.Topics discussed in the workshop. Authors thesis or argument.

Giuseppe Tritto: It is important "to bring knowledge as close as possible to people", especially knowledge about water, food and the human nature interaction in order to maintain good health conditions.

Atif Abdelmageed Abdelrahman: Peer-to-peer local education has a big impact on behavioural changes. The success story from Sudan shows that it is important to choose simple and measurable actions that have clear and sustainable outcomes.

Aylin Taftali (UNESCO): HIV/AIDS is not just a health problem; young people are the major players who can help to reduce the epidemic.

Jenny Backory (UNAIDS): Young people are our key partners in the development of an adapted response to AIDS. Young people are vulnerable to AIDS and do not have access to required services, hence networking is the key to success.

Donna Goodman (UNICEF): Environmental degradation and climate change are major risks for children's health and development. Children and young people are also the most effective agents of change in their communities.

2. Main debate, argument.

Health issues are usually not only medical issues, but there is culture, environment, ethics and human rights etc involved. To resolve this, knowledge and education of grass-roots level is very important.

Scout can take a leading role as an informant, and acting as a vector influencing the policies.

To facilitate such grass-roots activity, partnerships, facilitation and co-operation between INGOs, GOs and NGOs is crucial.

3. Agenda for change in Scouting.

Scouts can be one of the hub connecting multiple agencies, and organisations. From the perspective of promoting health education, Scouts need to tackle environmental, social and cultural issues by the practical ways.

Youth involvement and their leadership are crucial to resolve complex-health issues, especially planning and execution in various levels. Scouts can be one of the key actor.

Also, use of various methods, such as IT, activities in community, will be important.

Partnerships with global universities for Life-long Learning is proposed.



Workshop 7: History of the Scout Movement:

How to build National and International Histories from Existing Archives?

1. Topics discussed in the workshop. Author's thesis or argument.

Mario Sica: How do you write the history for Scouting? Four suggestions may be made: (1) writing an overview, for example, the ideology of Scouting and the loyalty to Baden-Powell; (2) Scouting as an international Movement, including Guides ; (3) Do not limit yourself to the Centre (Headquarters); (4) Archives are the key to avoid errors.

Christian Guerin: Archives are of key importance. One can write many histories but one should work to understand History and build archives (memory) when they do not exist. Memories can be altered, but written documents cannot be changed. In history, documents are essential.

Paul Moynihan: Concerning the History archives: "If you forget your past, you will forget your goal". The archives of the Scout Association (United Kingdom) consist of many historical materials: documents, office archives, translations (in particular, concerning 'Scouting for Boys'), photos, audiovisual documents, collections of Baden-Powell (personal items and gifts), collections of Jamborees, paintings (providing a summary of the Scouting past), badges, etc. In the United States, there are many original copies and microfilms of Baden-Powell's notebooks and diaries. The archives are used in all levels of research. The big challenge of archivists is poor microfilms and faulty electronic archiving. Never destroy any original on paper because technology may change. The archives are useful provided that they receive material. Archiving requires time and money. There are several good archiving websites. However, one cannot believe everything that one reads on the Internet. Pay special attention to auction sales on eBay.

Jean-Claude Maillard: History is accurate only if archives are available and if someone takes care of them. Tip: do not try to hide problems; they have a historic interest and should be included in the archives. Personal collections can be useful to add missing documents.

2. Main debate, argument.

What is most important to write / research about in History?

Time has come to the comparative history of Scouting

Modern Archives (what we should keep now and how?).

3. Agenda for change in Scouting.

We should advance resolutely on the direction of study on comparative history of Scouting.

We should do an academic research on the history of non-formal education and Scouting.

We should stress on the International criteria of the Movement even when we are working on National history of Scouting

Rebirth of the Scout archivists meetings.

Find educational history journals that can be interested in Scouting history to archive our work (e.g.: Pedagogica Historica) .



Workshop 8: Youth participation, democratisation and development of nations

1. Topics discussed in the workshop. Authors thesis or argument.

Eduard Vallory, Pompeu Fabra University, Spain: "Global Citizenship Education; the case of World Scouting". Mr. Vallory traced the evolution of Scouting as an international movement, its development in the local area as a network operating on shared principles and values.

John Lawlor, Youth Advisor to the World Scout Committee: "Youth Involvement in Scouting". Mr. Lawlor (Ireland) shared his reflections on opportunities for youth involvement and youth participation and emphasised the importance of youth empowerment.

Fady Saad, Egypt, Assistant International Commissioner, Egyptian Federation of Scouts and Girl Guides; Egypt " Scouting: Agents of change and Organizational Systems contributing to Egypt's Future": Identified the contribution made by Scouting as an agent of change. He outlined Scouting as an organisation system which can benefit from the development of specific systems.

Doug Ragan, Associate, UN Habitat/Children, Youth Environment Centre, University of Colorado: "Youth led urban development: bringing ideas into action". Mr. Ragan identified the importance and characteristics of meaningful youth engagement and related to "youth led" participation.

Naomi Wilkinson and Mr. Alastair Frankl, the Scout Association, UK: "Young Spokespeople" Traced the development of the spokespeople programme in UK, which was being used to improve the public image of Scouting and increase youth participation.

2. Main debate, argument.

Scouting is a “Glocal” movement – global but with local roots. Since its formalisation as a world organization it has maintained its educational action through its local roots, promotion of national identity and sense of global belonging.

Scouting can be used as an agent of change.

One method as used in Egypt is to consider Scouting as an organisational system. Using this approach it is possible to review and refine necessary Scout processes, complete the development of other processes and their tools and develop training for the management of these Processes.

Youth involvement should be looked upon as a natural outcome of good Scouting. Good Scouting at all levels fosters youth empowerment and the structures that is used in Scout section’s programme are key to this.

Young people can be agents for change in their communities.

The young spokespeople programme of the UK, should be considered as a model which builds upon youth empowerment through skilled young people in media to improve the public image of Scouting.

We need to move from participation to meaningful engagement in programmes, policies and governance.

We need to focus on spaces for youth not just programmes.

Programmes and spaces should be run in a “youth led” way.

A focus on cities must become more and more prominent given more than 50% of the world live in cities.

3. Agenda for change in Scouting.

There is a need for a more formal recognition system to be used by WOSM to identify in some countries truly Scout Associations as distinct from those that call themselves Scout Associations but refuse to conform to World Scouting principles.

To reinforce the international dimension of Scouting throughout World Scouting.

Strongly support the continued empowerment of young people, working together with communities, this should be extended to non-Scout youngsters.

One way to meaningfully engage young people as agents of change is to expand Scout outreach activities to help other children in less fortunate circumstances, including, for example, street children and former child labourers.

There needs to be a greater visibility of Scouting activities in the general public.

Do we have meaningful engagement of young people in a Scout programme, policies and governance at all levels?

Specialised training being offered to young people e.g. interacting with the media, to reinforce the youth participation from Scouts to Rovers.



Workshop 9: A Culture of Peace and Interreligious Dialogue

1. Topics discussed in the workshop. Authors thesis or argument.

Daniel Adams: In his presentation - "The role of new generations in the historical passage from a war culture to a peace culture"- David ADAMS (Former Director of the UN Year of Peace Culture unit) defended the idea that we lived in a war culture. This does not necessarily mean living in a constant war zone, but being immersed in a culture of control, conflict and competition.

Gualtiero Zanolini (Member of the World Scout Committee): Showed that Scouting was not dogmatic, but suggested live experiments in order to experience ethical values.

Dominic Simard: Scouting and the peace concept (Peace Culture). The speaker defended the idea that a peace culture cannot be achieved without taking into account sources of violence (physical, verbal and psychological) that are accepted and sometimes encouraged by the States.

Father Jean-Pascal Diame: Presented the inter-religious experiences of a local Scout group in Taiwan.

Paolo Cervo ("Amahoro-Amani" project, Burundi, project leader): Presentation of the summary of a peace education project conducted in Central Africa in the Region of the Great Lakes.

2. Main debate.

The Scouts should be explorers of the visible (nature, life, etc.) but also of the invisible.

We should not aim for tolerance (which involves a conscious act of acceptance) but for understanding.

The prerequisite for a culture of peace is a world without enemies.

3. Agenda for change in Scouting.

Scouting education should propose a personal process of observation, sensation, emotion or questioning, which represents the roots of a spiritual experience.

Develop programmes to get to know other religions, their historical background and their common points.

The role of Scouting within spiritual development is to educate young people to ask questions not to offer answers.

It is essential to work with and properly train our volunteers.

Scouting should support young people to give a sense to their lives.



Workshop 10: Education for Sustainable Development

1. Topics discussed in the workshop. Authors thesis or argument.

Francine Pellaud: Scouting needs to critically think whether their approach to Environment Education (EE) is any different to the approach to EE through formal education, as it incorporates the exploration of nature in a holistic sense. The passing of factual knowledge of environmental problems is not as important as encouraging a sense of curiosity and questioning about the beauty of nature and the environment.

Paul Whitfield: Experiential education is a useful method for engaging Scouts in environmental education using exploration of nature through a model of 'action' and 'reflection'.

2. Main debate, argument.

There are gaps at many levels in education for sustainable development which we must consider:

Approaches of formal education and non-formal education

Societies around the world and the level of awareness

Philosophy and practice within Scouting

Youth empowerment is essential to enable Scouts to take actions.

We should not neglect the basic concepts for the environment in recognising the disparities of knowledge around the world. Learning about various elements of the environment can progress over time as the collective knowledge base of the society grows. Ongoing review and evaluation is essential to ensure the relevance of the educational programme.

3. Agenda for change in Scouting.

WOSM needs to be clear about its vision regarding sustainable development including information about the methodology of how to approach Environmental Education in Scouting in order to support this area of work in National Scout Organizations and the Scout Groups. This must move beyond just a philosophy, perhaps even taking the form of a chart or declaration.

Take a values based approach to education for sustainability rather than the approach of focussing on the problems.



Workshop 11: Education, World Citizenship and the North/South Divide

1. Topics discussed in the workshop. Authors thesis or argument.

James P. Ito-Adler: Faced with the theses of anthropologists that put in perspective the universality of the human species and those supporting the human psychic unity (thesis of Margaret Mead and Derek Freeman) and using the tools of these research scientists, the speaker presented his thoughts on the North-South divide and the challenges for youth organisations faced with this new order.

Maria-Helena Henriques-Mueller: The Youth programmes that come under the UNESCO section for Youth, Sports and Physical Education.

Roland Daval: Based on the presentation of the Educational Network for All, consisting of NGOs, corporations, regional communities, the speaker showed how people excluded from educational systems may access formal and non-formal education.

2. Main debate, argument.

The nature of adolescence (Mead v Freeman).

Discussion of the family and role of parents and the relationship to Scouting.

The North South Divide - and the South North divide. What are we comparing to what?

Every institution that attempts to be universal, undergoes variations when it arrives in the new region. Example of Scouting.

Harnessing diversity leads to intercultural learning

UNESCO Regional Youth Forums, common questions, different outcomes.

Young people of today are similar in what they want, commonalities are amazing, but the roads are totally different. We need to understand the roads.

The challenge of equality of education, the challenge of quality of education and the challenge of understanding of the reality of the situation.

Access to education through different non-formal models. Access to education, not only access to school.

Impact of a large event on the local community, local Scouts and also the international participants.

Perception of a difficulty in Scouting, of working with non-Scouts.

3. Agenda for change in Scouting.

Give greater support to the follow-up process after educational events in order to be able to build on this experience in the future. The 'what next' factor.

Through Scouting, do more to reduce the number of those excluded from education. Work in partnership to achieve this.

There is a need for us to be more critical and self-critical, and work in partnership with others to evaluate what we do, and improve on this in the future.

Strongly encourage NSOs to further share their best practices, and what is happening in their countries.



Workshop 12: Leadership

1. Topics discussed in the workshop. Author's thesis or argument.

Joanne Waterhouse: Leadership for Learning

Leadership and learning are value driven. Leadership is a shared enterprise. Leader has the responsibility for learning, but has to be a learner to be able to promote learning.

One of the key principles of leadership for learning is dialogue, and the significance of dialogue. We should nurture a climate of discussion and agreement. If leadership and power are in hands of only a few, that doesn't result in learning. Teacher should not attempt to know everything.

There is also value of independence and critical perspective. To learn, one needs to feel safe with failure.

Pieter Willems: Scouting builds self-confidence and self-esteem.

Leadership is mostly seen as hierarchical. Leadership by influence is very powerful. Providing models and being supportive produces excellent results.

Jouni Linkola: Sharing leadership to/among young people is a great learning opportunity. Moving from "I know how" to "I don't know how but I want to learn". Scouts in Finland think that academic research is too slow to give guidance for a rapid development process. But, they hardly express themselves and hardly accept critical view.

2. Main debate, argument.

Can one be a good leader in a sector that is different than his/her expertise?

Can we provide full access to responsibilities for Rovers in Scouting?

Examples of: "super heads" teachers in UK - not successful and turned into sharing the load; and smaller secondary schools.

Once a Scout knows how to do something, she/he should share that knowledge with others.

We need the change of approach in leadership on highest level to be able to promote the change all over.

To be a leader in a school, you have to have been a teacher. Should we use this approach in Scouting?

Organisations supportive to critical thinking and independent perspective.

Scouting values experience a lot; maybe too much.

Is learning just passing knowledge to passive individuals, or it is a process in which adult and children try to learn together?

Not all the volunteers are driven by the same set of desires and needs. Not all come with the same idea of only serving the kids and making the world better. Not all of them want to learn and understand the educational objectives.

Ability to identify best leadership patterns for concrete situations.

Concept of the Zone of Proximal Development.

Concept of "critical friend".

The fact that we passed the "epic times" doesn't mean that we don't need heroes and models. We need to recognise and promote them in a new way.

3. Agenda for change in Scouting.

Tools for research in Scouting.

We should train our leaders to share both leadership and learning with members.

Need to construct the model that will allow accepting both those who are leaders who deeply understand Scouting and its values and roles, and those who don't go so deep.

Don't concentrate on a particular leader, but make Scouting a learning organisation.

Scouting should provide safe environment for questioning and making mistakes - that leads learning.

Scouts need easy-to-use research tools for undertaking and using researches.

Revisit the basis set by the Founder (learning by doing).



Workshop 13 : Intercultural Education

1. Topics discussed in the workshop. Authors thesis or argument.

Milena Santerini: Education for intercultural reflection with a view of new citizenship. The most interesting perspective is education, including the intercultural dimension and having as objectives: openness; equality and social cohesion. To achieve the objectives of this educational project, it is necessary to create a balance between the acquisitions of intercultural education as a capacity to recognise and appreciate differences, and the concern to direct it not towards the defence of particularities, but towards convergence and social cohesion.

Vicko Alojz, Slovakia: Roma Scouting, opening Scouting to ethnic minorities. Related to the Scout project in Slovakia for the Roma community.

Mariangela Giusti: Training Scout leaders on inter-cultural reasoning. Related to a training workshop for Scout leaders: Reflection on multicultural societies and their impact on the education of children and young people today.

2. Main debate, argument.

Whether there is a cultural identity (identification) or not, is everything multi-cultural?

How can a young person (Scout) and/or the trainer (leader) address the issue of cultural identity (identification) in today's context?

Should volunteer (Scout leader) training be adapted (and to what level) to accommodate an intercultural/multi-cultural/plural/singular(eg: Roma) group?

What are the risks and disadvantages of not respecting intercultural aspects of a society especially in Scouting.

Alternative approaches- Integrating migrant population in National Scout Organizations (NSOs).

3. Agenda for change in Scouting.

Using Diversity as against differences.

Cultural identification against cultural identity.

Training of volunteers (Scout leaders) about intercultural dimension.

Intercultural education as an anti-racist education as well.



Agenda for change in Scouting

- Main discussion saw general consensus regarding moral and spiritual development.
- Need to discuss whether spirituality and / or religion is essential to or indeed permissible in Scouting in a diverse and post-religious world.
- Build partnerships.
- Reach marginalised audiences.
- Set criteria to evaluate the impact.
- Advocate for increased support from Health and Social and Political level.
- How to measure happiness without economic criteria? (Example of Youth Experience Survey from the USA.)
- Explore and reconfirm fundamental principals of Scouting.
- Recognition of the education and training of young people and adult volunteers. What can we do to realise the ambition to have the skills young people and adults gain, through Scouting, recognised by governments and industry?
- Some countries do not have the mechanisms to recognise the education and training of young people and adults. What can Scouting do with others to create the mechanisms for recognition to occur?

- As people become more mobile, how can they carry their learning experiences with them in a way that they will be recognised by others?
- Recognising the value of life-skills, and the long term benefits these bring, focus more attention on the adolescent and post-adolescent age group.
- Special attention needs to be given to the hierarchy of activities (perceived as more important) and relationships (less important).
- Ensuring gender equity involves changes in the education and the skills acquired by both boys and girls.
- Coeducation should be a project, an aim – but to achieve it, the boys and girls could go through “gender segregated” period.
- Scouting needs to prioritise the overt inclusion of enterprise and entrepreneurial skills within the Scout Programme and Method.
- Scouting needs to communicate the benefits of its Programme to employers in a smarter and more consistent way.
- Scouting could facilitate language learning in different countries.
- Scouts can be one of the hub connecting multiple agencies, and organisations. From the perspective of promoting health education, Scouts need to tackle the issues of environmental, social and cultural issues by practical ways.
- Youth involvement and their leadership are crucial to resolve complex-health issues, especially planning and execution in various levels. Scouts can be one of the key actors.
- Also, use of various methods, such as IT, activities in community, will be important.
- Partnerships with global universities for Life-long Learning is proposed.
- We should advance resolutely on the direction of study on comparative history of Scouting.
- We should do an academic research on the history of non-formal education and Scouting.
- We should stress on the International criteria of the Movement even when we are working on National history of Scouting.
- Rebirth of the Scout archivists meetings.
- Find educational history journals that can be interested in Scouting history to archive our work (e.g. Pedagogica Historica).
- There is a need for a more formal recognition system to be used by WOSM to identify in some countries truly Scout Associations as distinct from those that call themselves Scout Associations but refuse to conform to World Scouting principles.
- To reinforce the international dimension of Scouting throughout World Scouting.
- Strongly support the continued empowerment of young people, working together with communities, this should be extended to non-Scout youngsters.

- One way to meaningfully engage young people as agents of change is to expand Scout outreach activities to help other children in less fortunate circumstances, including, for example, street children and former child labourers.
- There needs to be a greater visibility of Scouting activities to the general public.
- Have meaningful engagement of young people in a Scout programme, policies and governance at all levels.
- Specialised training being offered to young people e.g. interacting with the media, to reinforce the youth participation from Scouts to Rovers.
- Scouting education should propose a personal process of observation, sensation, emotion or questioning, which represents the roots of a spiritual experience.
- Develop programmes to get to know other religions, their historical background and their common points.
- The role of Scouting within spiritual development is to educate young people to ask questions not to offer answers
- It is essential to work with and properly train our volunteers
- Scouting should support young people to give a sense to their lives.
- WOSM needs to be clear about its vision regarding sustainable development including information about the methodology of how to approach Environmental Education in Scouting in order to support this area of work in National Scout Organizations and the Scout Groups. This must move beyond just a philosophy, perhaps even taking the form of a chart or declaration.
- Take a values based approach to education for sustainability rather than the approach of focussing on the problems.
- Give greater support to the follow-up process after educational events in order to be able to build on this experience in the future. The 'what next' factor.

- Through Scouting, do more to reduce the number of those excluded from education. Work in partnership to achieve this.
- There is a need for us to be more critical and self-critical, and work in partnership with others to evaluate what we do, and improve on this in the future.
- Strongly encourage NSOs to further share their best practices, and what is happening in their countries.
- Tools for research in Scouting.
- We should train our leaders to share both leadership and learning with members.
- Need to construct the model that will allow accepting both those who are leaders who deeply understand Scouting and its values and roles, and those who don't go so deep.
- Don't concentrate on a particular leader, but make Scouting a learning organisation.
- Scouting should provide safe environment for questioning and making mistakes - that leads to learning.
- Scouts need easy-to-use research tools for undertaking and using research.
- Revisit the basis set by the Founder (learning by doing).
- Using Diversity as against differences.
- Cultural identification against cultural identity.
- Training of volunteers (Scout leaders) about intercultural dimension.
- Intercultural education as an anti-racist education as well.



Closing session

The Congress was closed with a message from Mrs. Ana-Elisa Piubello, World Scout Committee member; who highlighted the importance of the event for World Scouting, with promising perspectives and outlined new ways for the future. She took the opportunity to draw attention to and give thanks to the youth participants, volunteers, researchers, the Scientific Committee, the institutions, authorities and staff members who contributed to the success of the Congress.

This message was preceded by the closing remarks of Professor Biorn Maybury-Lewis, President of the Scientific Committee and a speech from Professor Federico Mayor.



Professor FEDERICO MAYOR (former UNESCO Director General) Extracts from his speech

"I remember with emotion, during the sixties, the young people we were, our struggle in favour of freedom, in favour of justice, in favour of equality, in favour of solidarity. And now, suddenly, we were told that economy will not be guided by those values but by the market laws. The world has accepted this change of our values ...

... I always remember, with emotion, a meeting of the Association of Physics, in 1999, the President said ... "only one word... is our enemy: inertia is our enemy" and do not allow us to go on with new solutions. We must invent the solutions. Each human being is a fantastic capacity because it is able to create, it is able to invent. For this, when in UNESCO, I saw so many people ... asking what happens ... I answered we will restore in its place a new will, to safeguard the quality of each human being, because all these human beings can invent different solutions. I said also let us search for new ways, but we will have to invent the new ways ...

... I would recommend you, Scouts of the world, recommend and give you a vision of how not only the environment conditions are going on in your country, but how people are living in your country. It is a shame that a very big proportion of people, in our world, is living in such an inhuman way, in a world that every day invests 3 Billion dollars for armament and 60000 people are dying every day, dying of hunger ... And therefore it is very clear that we must change for a better world.

And then we must react, we must change for a better world, we must create a better world and we must contribute in this consciousness, we must better share and we must educate.

Believe me, Education is THE solution, education, not information, not formation. I am talking about wisdom, I am talking about developing this distinctive capacity of every human being that is to create, to invent, to imagine, to think what is wonderful.

More than ever, the world needs the ideals of Baden-Powell and the Scout Movement. We need to move forward together, with those who have benefitted from education, with those who can think for themselves, with those who are able not only to be spectators, but to learn from their experiences. Learning how to know, how to do, how to be and how to live together. Living together, which gives meaning to the way in which we look at each other.

... We need to take action and ask ourselves the following question every day: "What can I do today to reduce the divide which separates us, to build a link, to build bridges between people, to substitute words with actions?", and then to say: "if you want peace, you have to make a contribution". We have to do what we can, but we should always remind young people that we need to sow a seed of love and solidarity each day. There is only one fruit that we will never be able to harvest: the fruit from the seed that you did not have the courage to plant.



Declaration

The World Scientific Congress: “Education and the World Scout Movement: Experiences and Challenges” proved to be a unique event. Over the course of the two days, experts from a wide range of academic fields, as well as young people and adults involved in Scouting from around the world, gathered in Geneva. The Congress provided for a rich and unprecedented interdisciplinary exchange on the leading role of Scouting—as the world’s largest youth movement, with over 28 million members—in personal and social development.

- Recognising that this pioneering initiative offered the opportunity for a debate on present and potential contributions of Scouting to moral and spiritual development, self-fulfillment, skills and knowledge, gender issues, employability, health education, youth participation and democratization, a culture of peace and inter-religious dialogue, sustainable development, world citizenship, leadership, inter-cultural education, and the history of the Scout Movement;
- Acknowledging that the discussion of experiences and challenges by experts from within and outside of Scouting has provided the foundation for the creation of an academic community of proponents of non-formal education;

The contributors and participants of the World Scout Scientific Congress identified significant practices and areas for potential improvement of Scouting’s contribution to global citizenship, education at the local level, and outreach of its values and educational project to more young people around the world.

In the second century after its founding by Sir Robert Baden-Powell, now, more than ever, the World Scout Movement will grow and prosper with the assistance of members of the academy: through regular analysis, assessment, and constructive criticism. This will ensure that the Movement’s best values and practices will be preserved in future: honesty, respect, integrity, solidarity, tolerance, and service.

Adopted in Plenary

Geneva, 17 November 2007.



Conclusion

Biorn Maybury-Lewis, Ph.D.

President, Scientific Committee

World Congress of the Scout Movement, November 2007

At the April 2008 follow-up meeting of the Scientific Committee of the World Congress of the Scout Movement, members of the World Scout Committee and academics who served on the Scientific Committee that organised the November Conference gathered to plan the present document as well as the Proceedings of the Conference. We had a fruitful discussion of the possible future relationships of key stakeholders Movement with the academy in the near- and medium-term. We considered the following actors: The NSOs who deliver Scouting; the World Scout Bureau (WSB) charged with implementing the vision of the World Scout Committee and the World Scout Conference driving the Movement's policy; and the Academy defined as academics, researchers, universities committed to and supportive of the Scouting tradition.

Among our outcomes we concluded that team-building knowledge is one of the great contributions of the World Scout Movement to world civilization, including the Academy and will be particularly important for the forthcoming World Scout Conference in July 2008 in Korea.

Turning to what the Academy could offer the Movement, we identified some of the priority work areas:

1. Conceptual work:

- distinguishing further between the terms non-formal and informal education, and their respective practical implications for action in the world of Scouting; what do such educational practices offer, both inside and outside Scouting? Researchers could offer comparative analysis, identifying best practices to share with the Scout leaders
- analysis of the influence of post-modernism on Scouting and particularly the role of a movement based on common principles and values in a global society which increasingly rejects global solutions, the implications of such analysis for both the practical/active work of Scouting and, more broadly, for thinking on governance of the movement

2. Identifying significant trends among young people and the opportunities for constructive Scouting work

- in the Industrialized countries
- in the Emerging countries

3. Thinking on and researching the optimal ways of teaching—formally/informally; through discourse as well as through Scouting activities—in critical areas such as:

- Leadership development
- Team building
- Raising environmental consciousness and encouraging action
- Peace education
- Gender issues

4. Thinking on optimal, cost/effective methods for working with youth at-risk

The Scientific Committee's implicit assumption, in closing, needs to be made explicit. We are aware that most of these issues already are featured in Scouting's strategy but we believe that if the Movement's leadership opts to continue to draw on a pool of intellectuals charged with the analysis of trends affecting youth in a post-modern society, such a relationship would enhance the leadership's ability to continue to reinforce the Scouting tradition while serving the world's youth. Scouting has long challenged the youth in its Scout troops with action based on thoughtfulness, constructive criticism, and reflection. The question that the Scientific Committee poses to Scouting's leadership is: how might it realize this opportunity to continuously engage with intellectuals committed to Scouting's ideals?

The Congress held in Geneva in November 2007 suggests to us clearly that engagement between the Movement and the Academy promises multi-dimensional benefits at a relatively low cost. For this reason, we hope that the Movement will decide to find constructive ways to continuously engage with the Academy and build on the work, contacts and conclusions of the Congress.

As Scouts ourselves, we stand prepared to help.

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