



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.