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Summary Report



**8th
World Scout
Youth Forum**

**8e Forum
Des Jeunes
Du Scoutisme
Mondial**

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8TH WORLD SCOUT YOUTH FORUM

From 8 to 12 July, 2002, 120 participants, from 47 countries and all 6 world regions met in Metsovo, Greece, for the 8th World Scout Youth Forum. The Forum programme aimed to answer five crucial questions facing Scouting in the new millennium.

Table of contents	1. ARE WE MAKING A DIFFERENCE? (Impact)	2
	2. WHERE ARE THE YOUNG PEOPLE? (Users)	5
	3. ARE OUR PROGRAMMES ATTRACTIVE TO ADOLESCENTS? (Tools)	8
	4. IS THE SCOUT METHOD REALLY USED? (Process)	11
	5. ARE WE PREPARING YOUTH TO BE ACTIVE MEMBERS IN SOCIETY? (Results)	14

1. TOPIC 1: ARE WE MAKING A DIFFERENCE? (IMPACT)

Scouting is making an impact on society. However, the Movement has the capacity to reach more people both within the Movement and society.

Several projects on local, national, multinational and international levels have proven that Scouting can make a considerable impact on the world around us. At the Forum we discussed many specific, successful projects from different countries. We also developed suggestions for new projects (see appendix). This activity brought us to the conclusion that within the Movement there lies a capacity for more efficient service.

We have divided the broad term of “impact” into two categories, namely impact within Scouting and impact on the community.

Impact on Scouting

One of the strongest points of Scouting is to develop active and conscious world citizens as described in the Scout mission. In this respect, the aim of Scouting is to increase the self-motivation, feeling of belonging and active participation of Scouts within their communities. This aim has been met by some Scout associations, but not to their fullest potential and not by the majority of members. Self-motivation has been identified as one of the main areas that most needs improvement. (We are of the view that via self-motivation, Scouts could have a greater impact.) This characteristic is integral to a Scout making progress towards becoming a committed and active member of society.

Another shortcoming of the Movement is failing to ensure that the Scout as an individual has had a fulfilling experience in Scouting. It has been noted that many Scouts end their Scouting development without a sense of ultimate accomplishment and recognition. This can be improved on by creating an impact on the community.

Impact on the community

The objective is that, through Scouting, youth can partake in developing their communities by identifying various problems and working towards solving them. Through small and big projects in the community we can create the positive image that Scouting deserves. The participants feel that the NSOs need support from WOSM and Regional Offices in devising tools for promoting projects or initiatives and for measuring the impact of Scouting in society.

We suggest the following reasons for this shortcoming in impact:

- Lack of promotion;
- Lack of consistent support from governments and outside agencies;
- Lack of unit involvement in community projects;
- Lack of consistent funding;

- Lack of self-motivation among Scouts;
- Lack of appropriate training for leaders;
- Lack of adult resources management.

Appendix Impact on society

Main ideas

- Focus on the mission of Scouting “to help build a better world”.
- Case studies where Scouting has had an impact on society:
 - Egyptian initiative to protect against the exploitation of child labour.
 - The European and Arab Scout Regions’ Peace Cruise trained young volunteers in conflict resolution and peace-building, so that they could then initiate projects with the goal of spreading peace.
 - POETS – Bangladesh environmental project that creates Village Development Committees in local villages made up of both Scouting and community representatives that are responsible for managing the environmental situation in that village.
 - The Mongolian Global Development Village Caravan travels through rural Mongolia with the aim of raising awareness on key health and environmental issues.
 - The “Geneva Mines!” game is designed to raise awareness of the worldwide epidemic of anti-personnel mines among youth from eight to sixteen years old.

Discussion / Activity

Each group determined a need in society and developed a project that can fulfill that need. Each prepared a poster and a short video clip describing the project.

- Project aiming to improve cultural awareness in society. The main concepts were acceptance, cooperation, tolerance, social activities, understanding, cultural visits, respect, sharing, peace, celebration, curiosity, inclusion, optimism and expectations.
- Project aiming to create awareness regarding the harm of alcohol abuse in society, entitled Prevent Alcohol Use & Abuse in Society Everywhere (PAUSE). “The solution to the problem is not in the bottom of the bottle.”
- Project aiming to create an international day to spread the Scouting Spirit. Scouts from all over the world will wear a white scarf that symbolizes unity. The promotion of Scouting will lead to the

promotion of peace and being a role model to change attitudes.

- Project aiming to attract new members to Scouting. Get people to join by offering them a programme with climbing, biking, friendship, fun, hiking, kayaking, crafts and pioneering.
- Project aiming to integrate youth from marginalised groups into the community, with the slogan “Scouting for all, come and join us!” The project will identify communities with a need for a programme to help marginalised youth. An event will be organised with exciting activities for the youth in the area. The outcomes will include reducing discrimination and breaking down barriers in society.
- Project aiming to increase intercultural learning, make friends and promote volunteer work. By connecting Scout associations and fulfilling their needs along with developing fundraising initiatives and exchange programmes, we will make new friends, have intercultural exchanges and solve problems.
- Project aiming to help others discover their own individuality through the Scout Method. By involving people in Scouting, they will recognise the importance of becoming an individual and developing confidence to increase respect for themselves and others. Run activities in local communities to get them involved.
- Project aiming to raise awareness of AIDS around the world. By developing an international peer-education training seminar, Scouts will travel and speak with other youth to raise awareness and promote the image of Scouting. Creating an international plan that can then be adapted to each country that includes how to finance the project and a coordinated public relations approach.
- Project aiming to prepare people for an international natural emergency. By using an information campaign or caravan to educate people about first aid and survival skills and how to help people be better prepared for coping with emergencies if they happen.

TOPIC 2: WHERE ARE THE YOUNG PEOPLE? (USERS)

Objective

Identify and understand the needs of young people and how Scouting can meet those needs.

Main Concepts

The reason we are discussing this topic is due to the fact that we found, in the data presented in the WOSM material (census 2000, young people over 15 ...) the following:

- Many NSOs are losing members
- Loss is mainly among adolescents and post adolescents.
- Scouting is being perceived as a children's movement.

More precisely we became aware that different age section systems and programmes vary in meeting the needs of young people.

As an example: in the PAPP (1 pre-adolescent, 1 adolescent, 2 post-adolescent age sections) systems we have about 25% of adolescents and in PPAP (2 pre-adolescent, 1 adolescent, 1 post-adolescent age sections) systems just about 8%.

Using the input from UNICEF Research Topics:

1. Young people in changing societies.
2. What young people think.

We found different issues such as education, health, working life, juvenile crime and citizenship that are important for young people today. We also found that those issues depend upon different cultures, economies, religion and social issues.

It should be noted that:

- There are a lot of young people around the world who do not belong to any organized group or club. Scouting has a lot to offer to them as well as to those who are already engaged in civil society. These young people need Scouting.
- To fulfill this mission we cannot focus only on our youngest members, but instead must renew our commitment to those adolescents who need us.

Discussion / Activity

Groups identified different needs that young people face and then determined how Scouting can meet those needs. Condensed summary of discussions:

NEED	HOW TO MEET THAT NEED
Freedom	To promote freedom and expression in all aspects of societies. More opportunities for self-expression. Give them the chance to participate in decision-making. By giving them tasks, responsibilities. Expressing their opinions in forums. Supporting their decisions and actions. Plan programmes based on input from youth. Adults should be advisors instead of leaders. A movement of young people, supported by adults.
Morals (values, direction, spiritual)	Providing a good example. Finding the right direction. Programmes concerned with challenging & exploring personal values, attitudes & beliefs. Create moments to “wander” (make time for spontaneity).
Young people need respect	Accreditation outside Scouting for Scouting achievements. Give positive feedback in front of everyone concerned. Give more formal recognition – i.e. a certificate where appropriate. Flexibility in award schemes for different skills. Ability to award effort even if a Scout does not meet a certain criteria. Scouting recognition for skills gained outside. Awards for accomplished achievements. Methods of recognition.
Need to belong somewhere, like a group (structure)	Make it easily accessible to join Scouting. Work at building the sense of belonging within the Scout group. Promote the patrol system and the Scout method. Encourage the Scouts to take pride in their identity as Scouts. Work in groups that are small to allow the sense of being part of a team to develop.
Need to participate in interesting activities and have fun	Allow young people to develop their own programme activities. Allow young people to learn from making mistakes. Make sure programmes are not repetitive. Make activities and games available to youth throughout the community (e.g. set up community games centre by arranging government sponsorship). Re-evaluate the structure of Scout organizations in order not to kill good ideas and bury them in paperwork.
Young people need the opportunity to grow by taking responsibility (and being free from the fear of making mistakes)	Change the way adults listen to and support young people. Allow youth to learn by doing - even by their mistakes. Be supportive. Youth participation in decision-making process. Help them to understand the consequences of their actions.
Health education	Sports. Group/team/cooperative and competitive programmes. Raising awareness of related issues. Conferences to discuss youth health.
Education both formal & non-formal (learning life skills)	Well-trained leaders. Dynamic, interesting, attractive learning methods, use of games, motivation, working in teams, learning by doing.

<i>Continued...</i> NEED	HOW TO MEET THAT NEED
Positive role model and advisor	Ensure appropriate leadership training for Scout leaders. Approach leaders from different sectors of society and get them to "mentor" a Scout group.
Socializing	Scout events: camps, JOTA, jamboree... Mixed activities for (15-24) youth. Education on responsible partnership incorporated in the Scout programme for 15-24.
Self-actualization	Access to information. Encourage the building of a network. Interaction. Having a role model who does that.
Exploring other cultures and international citizenship	Interchanging activities among various cultural groups within a country. Voluntary service abroad.
Security	Provide Scouting regardless of economic situation. Drug prevention, health-issues, protect environment (physical). Active participation.

In conclusion, we can say that through the discussion we have identified some needs of young people and have looked at ways in which they can be met. Each association has to find specific ways to meet the needs according to its environment and reality. Also important is that adults in Scouting receive continuous and appropriate training to deal with this.

TOPIC 3: ARE OUR PROGRAMMES ATTRACTIVE TO ADOLESCENTS? (TOOLS)

Objective Identify and understand the dynamics of the youth programme and determine whether it is attractive to young people.

- Main concepts**
- Scouting's youth programme is the totality of what young people do in Scouting, how it is done and why it is done.
 - Scouting activities provide young people with experiences that, directly or indirectly, result in achieving an educational objective.
 - The Scout Method is the basic concept upon which Scouting activities are designed.
 - Through the youth programme, Scouting attempts to enrich the physical, intellectual, emotional, social and spiritual development of its members. The development of these five areas leads towards a sixth area: the development of character.
 - Expanding upon the Scout Method, the "Diamond of Scouting" expresses the added importance of the dynamic between young people, the educational objectives, the activities and adult leaders.
 - To determine how to make Scouting attractive it is useful to examine in what areas Scouting has a comparative advantage over other organizations.
 - There are five primary areas where Scouting has a comparative advantage:
 - Adventures
 - Friendship and peer group experiences
 - Youth participation
 - Integration in the community
 - Positive relations with adults
 - To determine how to make Scouting attractive, it is useful to examine what young people like to do and find a way to integrate young people's needs into the Scout Method.
 - We should keep in mind that having fun is one of the key elements in motivating young people.

Discussion / Activity

A mock trial was then held to accuse Scouting of having programmes that are unattractive to adolescents.

Dr. Scout, a personification of the organization, was brought before an international court to hear the charges against him. The prosecution accused Dr. Scout of having an organization with little youth involvement, activities that are boring and unadventurous, as well as a practice of indoctrinating (brain-washing) its members with its principles and practices.

Four witnesses were called to testify to the charges and to the truth of Scouting's alleged competitive advantages.

The prosecution called a witness representing the disenfranchised youth of Scouting to testify to the state of youth involvement and poor adult relations that exist within the organization. She expressed how Scouts are often expected to respect older members and are not given the opportunity to make decisions for themselves. Also how some Scouts may be in Scouting because of their parents' wishes, societal or cultural demands as opposed to their personal desire to be members.

The prosecution called a second witness who testified to the lack of interesting activities in Scouting. He described that while Scouting advertises exotic adventures, it delivers monotonous tranquillity. Young people may spend a week camping during the summer but often spend the remainder of the year sitting through boring indoor meetings with little activity outdoors. Scouting is losing its contact with nature.

The defence countered with its own witnesses who spoke in support of Scouting. One witness described the wonderful friendships and lifelong bonds that Scouting creates. The worldwide brotherhood of Scouting ensures that all members are never far from a caring associate and future friend.

Another witness described the amazing work Scouting does within communities around the world. When Scouts come together and work for an altruistic goal, there is nothing that can stop them from changing the world.

After the arguments from both sides, the international jurors deliberated to determine the guilt or innocence of Dr. Scout on the charges laid against him. Dr. Scout was considered to represent the structure and management of the Movement, as opposed to the fundamental principles. After much consideration, Dr. Scout was found innocent of having boring activities, as the Scout Method requires Scouts to choose their own activities and select those that interest them. (However, problems were noted with the implementation of the Scout Method by national associations and their leadership. Dynamic and flexible leaders were considered essential to keep Scouting interesting.)

On the charge of not having enough youth involvement in the decision-making process, Dr. Scout was found guilty. While in theory the Scout Method sees youth as being decision-makers, in practice the majority of young people have decisions made for them by adults. For this crime, Dr. Scout was sentenced to 100 years of engaging young people at all levels of decision-making and creating better structures to monitor the carrying out of this sentence.

Additionally, he was found guilty of imposing values and ideas on members, but that this act benefited all and should continue.

Outcome While it is evident that Scouting has achieved many things in the past, it is clear that to remain relevant to young people, and a leading force in society, the Movement must embrace change for the better and continually empower its young members to make decisions for themselves with adult support.

TOPIC 4: IS THE SCOUT METHOD REALLY USED? (PROCESS)

Objective To engage in a critical thinking process that will analyse the use of the Scout Method throughout the organization, with emphasis on the Rover programme.

Main concepts The importance of the interaction between young people, the educational objectives, the activities and the adult leaders and how all these things must be based on the Scout Method.

It is important to utilize active learning such as games (play), to implement the Scout Method. It needs to develop progressively with young people's needs, and with effective adult support.

The age section system enables the programme to be designed specifically to meet the needs of young people at specific developmental stages. The basic age section system can be described: pre-adolescents (Cubs – under 11), adolescents (Scouts – 11 to 15), and post-adolescents (Venture Scouts / Rovers – over 15).

Scout Method **The Promise and Law**

The Promise and Law contain universal values and should be open to personal interpretation. As youth progress they need to reflect more deeply upon the underlying complexities of the Promise and Law.

The team system

The team system changes as the youth progress, with an increased emphasis on independence and youth decision-making. The system must be flexible and adaptable to the needs of the individual taking into consideration the main strategy of the team. It should not be altered as it was conceived from the needs of youth.

The symbolic framework

The symbolic framework is a tool in the character development process, and it is also a powerful way for the internalisation and recognition of values. It is one of the elements of the Scout Method. As far as the Rover Section is concerned, the symbolic framework can be developed in a different way (in a more complex dimension): combining both personal development and social involvement by shifting the focus from a purely imaginary world to a primarily real one based on the individual view of the community.

Nature

Living within and conserving nature are two of the key components of the Scout programme. In Rovers, as in the younger sections, the duality of these components should be emphasized and should become a way of life.

Learning by doing

Learning by doing is in the Scout Method. As the youth progress, the emphasis shifts from learning by playing to learning by participating in all activities. Long-term projects become more important than short-term games, taking into consideration the necessity of finding an objective means of consistent evaluation and improvement.

Progression

Scouting is a progression from childhood to adulthood. At the post-adolescent stage this progression leads to accomplishing and applying more complex adult skills with the aim of preparing the young adults for their expected role in society in all aspects of life.

Role of adults

Adults in Scouting, and in particular in the Rover Section, do not only play the role of advisors, but also that of guides. In this age section, adults are aptly called educators because they have to know how to set milestones along the Rover path, educate Rovers to distinguish good from evil and the essential from the superfluous, and at the same time give them the freedom to make their own choices.

Summary of workshops

Workshops were held on elements of the Scout method.

Values – Scout Promise and Law

The workshop discussed how values develop, the influences on those values and how those values are reflected in our behavior. The relationship that National Scout Organizations have with organized religion and how it varies in different countries. Principles on spiritual development, expanded beyond a religious perspective (spiritual does not equal religious). ‘Living out’ the law and promise can be achieved through simple actions. Many external influences to contend with (media, faith groups, money).

Adult Support

Discussion on the needs of programme providers and the role of adults in the Rover programme. Preparation of a job description that discusses issues such as how the individual is there to offer support and requires relevant training or experience. The importance of the “World Adult Resources Policy” was emphasized by participants. Rovers do need adult support, but in different ways.

Preparing the Departure from the Rover Programme

Scouting as a journey from childhood to adulthood in personal development. Understand departure as a starting point and create a special ceremony to signify it. Rovers collect 'tools' that will be useful for his/her life: knowledge, skills and attitudes. The method used in this workshop was outdoor active participation and discussion.

The Planning Cycle

Presentation of techniques for brainstorming, strategic planning (NAOMIE, SWOT Analysis, etc) and examples on all levels of Scouting's planning and programming. Participants attempted to use the techniques to plan activities and solve problems.

Expeditions

Explained what an expedition is and how it parallels the elements of the Scout method. Participants went through an exercise on how to plan an expedition (using Scout method).

Youth Involvement – Institutional Aspect

The educational and institutional dimensions of youth participation were presented, with emphasis on the latter. Participants discussed their experiences as well as impressions of the Conference resolution in '93 and the 2002 Conference document No 7.

Youth Participation - Educational Aspect (Project Approach)

Participants took part in a simulation game, where they had to organise a youth group and design a project of activities. The patrol system should be considered not only as a way of working in small groups but much more as a tool for youth participation. A full implementation of the patrol system allows projects to be developed for and by young people. The educational value of Scouting increases with the level of youth participation.

Symbolic Framework

Participants gained an in-depth understanding of the symbolic framework in the Rover section and emphasised that it has an important role to play within this section.

TOPIC 5: ARE WE PREPARING YOUTH TO BE ACTIVE MEMBERS IN SOCIETY? (RESULTS)

Participants attended various workshops and discussion groups and considered issues regarding this topic. Participants shared experiences from within their associations on helping young people to develop specific knowledge, skills and attitudes for citizenship. The findings and the main points emphasised at these workshops are gathered below:

Active involvement of youth – the vision of youth involvement in the WOSM

The participants at the Youth Involvement in Decision Making (Document 7) Workshop believe that measurable targets must be set to successfully achieve the strategic priority of youth involvement in decision making in the World Organization of Scout Movement.

Therefore we recommend that at least 1/3 of the participants at all institutional levels of Scouting should be young people less than 30 years of age.

In the workshop, the following proposal has been discussed:

Delegations

- At least 1/3 of delegates and 1/3 of observers to the World Scout Conference and regional Scout conferences are young people. This must be achieved in the next 6 years.

Committees

- At least 1/3 of members of all world and regional committees are young people with full right to participate in the decision making. This must be achieved in the next 6 years.

Youth Forum

Concerning the future of the World Scout Youth Forum the participants of the Youth Involvement in Decision Making (Document 7) Workshop recommend that until the above mentioned measurable targets are achieved, the World Scout Youth Forum should continue to be held immediately prior to the World Scout Conference. We recognize three key purposes of the World Scout Youth Forum:

- to enable participants to discuss the forthcoming agenda of the World Scout Conference;
- to provide opportunities for developing the skills for effective participation;
- to increase the number of the youth participants in the World Scout Conference.

Participants of the workshop “Make Your Voice Heard” (Youth Involvement) raised their awareness of the differences in management structures and youth involvement among different National Scout Organisations and different cultures. Ideas were developed to implement the involvement of youth in decision making, including attracting young people and changing the attitudes of adults. Difficulties and risks in the implementation were recognised.

Workshops under this issue included “Youth Involvement in Decision Making (Document 7)” and “Make Your Voice Heard! (Youth Involvement)”.

Education for personal development

Workshop participants concluded that National Scout Organisations and adults must make sure that information gets to youth. Furthermore, communication must work both ways; from adults to children and from children to adults.

Workshop participants considered that there is a lack of definitive rights for the group of young people who are adolescents and post-adolescents.

Workshop participants considered and discussed how, by ensuring opportunities for all, all individuals can achieve their potential.

Workshop participants determined that peace education is a vitally important aspect of Scouting, including the intercultural exchange and learning this involves. The Scout Movement should continue to focus on improving the awareness of members in this area.

It was reaffirmed that Scouts play a vitally important role in raising awareness of essential health issues, through co-education and promotion of a healthy lifestyle.

Workshop participants emphasised that Scouting has a duty to continue to promote the celebration of diversity and inclusive attitudes. Scouting is a good tool for integration within society.

Workshop participants asserted that there should be more effort and support for the provision of high adventure character development opportunities within the programme for young people aged 15+. Such activities should include intellectual, spiritual, social, physical and emotional elements. Such activities are also a good tool for the promotion of Scouting.

Workshops covering this issue included “Communication”, “Youth Rights”, “Democracy”, “Equal Opportunities”, “Peace Education”, “How to Become a Peace Sailor”, “Intercultural Learning Techniques”, “Social Integration”, “Young People’s Health”, “Self-Esteem”, “High Adventure Character Development” and “The New Scouts of the World Programme”.

Organizational management

Participants defined and discussed national and regional networking and how this should be effectively utilised by NSOs to improve communications, share good practices and promote solidarity.

Workshop participants learnt the process of making a group plan. Two strategic areas were discussed: growth and values.

Participants discussed the importance of volunteering within Scouting, with the related need for professionals to provide training and support. The Scout Movement must be more flexible and more open to receive, maintain, and evaluate their volunteers. The image of Scouting should be seen as an important tool to achieve this goal.

Workshops covering this issue included "How to Run a Meeting", "Fundraising", "National Networking", "How to Run a Regional Network", "Lets Make a Group Plan", and Volunteering".